



HARVARD DIVINITY SCHOOL

HANDBOOK FOR STUDENTS

2023-2024

OFFICIAL REGISTER OF HARVARD UNIVERSITY



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Harvard Divinity School Handbook for Students

2023-2024

Harvard Divinity School

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The following pages contain the Handbook for Students at Harvard Divinity School. The Handbook for Students is the Official Register of Harvard Divinity School.

Contents

- Notice..... 11
- Academic Calendar 2023-24..... 12
 - Fall 2023 Semester 12
 - Spring 2024 Semester 14
 - Summer 2024..... 15
- Abbreviated Academic Calendar 2024-25 16
- Required Courses and Courses Listed by Instructor..... 18
 - Required Courses..... 18
 - Courses Listed by Instructor Fall 2023 18
- The Faculty of Divinity 23
- Members of the Faculty Emeriti..... 27
- Others Offering Instruction..... 29
- Denominational Counselors..... 34
- Academic Procedures and Rules 35
 - Check-in 35
 - Fall 2023..... 35
 - Spring 2024 35
 - Financial Obligations 35
 - Immunization 36
 - International Students 36
 - University ID Cards 36
 - HarvardKey 37
 - Official Communication 37
 - Registration..... 37
 - Course Registration and pre-enrollment 37
 - Cross-Registration 38
 - Auditing Courses 40
 - Reading and Research Courses 41
 - Dropping and Adding Courses 41
 - Enrollment Confirmation 42
 - Submission of Written Work 42

| | |
|---|----|
| Examinations | 42 |
| Examination Accommodations for Students with Disabilities | 42 |
| Make-up Examinations for Students | 43 |
| Incompletes | 43 |
| Grading System..... | 44 |
| Correction of Grading Errors..... | 45 |
| Cancellation of Classes | 45 |
| Course Evaluations..... | 45 |
| Faculty Advising..... | 46 |
| Program Requirement Advising..... | 46 |
| Academic Progress..... | 46 |
| Part-Time Study..... | 48 |
| Teaching Opportunities and Guidelines for Master's Students | 48 |
| Advanced Standing..... | 49 |
| Voluntary Leave of Absence for Master's Students..... | 50 |
| Voluntary Leave of Absence for ThD Students..... | 50 |
| Involuntary Leave of Absence | 51 |
| Clearance for Return | 52 |
| Reason for Policy | 53 |
| Procedure for Notice and Consultation | 53 |
| While on Leave of Absence..... | 53 |
| Returning to School..... | 54 |
| Agreements to Engage in Treatment | 55 |
| Lapsed Registration | 55 |
| Program Withdrawal..... | 55 |
| Fall 2023 Tuition Refund Schedule | 55 |
| Spring 2024 Tuition Refund Schedule | 56 |
| Reinstatement..... | 56 |
| Curricular Committees and Student Petitions..... | 57 |
| Transferring Degree Programs..... | 57 |
| Degree Application | 58 |
| Application Deadlines | 58 |
| Prizes and Awards..... | 58 |

| | |
|--|----|
| The Billings Prize..... | 58 |
| The Thayer Award | 58 |
| Commencement and Multireligious Service..... | 59 |
| Diplomas..... | 59 |
| Transcripts | 59 |
| Degree Programs and Requirements | 60 |
| Master of Divinity..... | 60 |
| Requirements for the Degree..... | 60 |
| Financial Requirements..... | 65 |
| Advanced Standing | 66 |
| Master of Theological Studies | 66 |
| Requirements for the Degree | 66 |
| Course Requirements | 67 |
| Course Distribution Requirements | 68 |
| Language Requirement | 69 |
| Financial Requirements | 69 |
| Time to Degree | 69 |
| Advanced Standing | 70 |
| Complementary Programs to the MDiv and MTS..... | 70 |
| Dual Degree Candidacy | 70 |
| National Capital Experiences for Seminarians..... | 70 |
| Certificate in Religion and Public Life..... | 71 |
| Master of Religion and Public Life | 72 |
| Degree Requirements | 72 |
| Financial Requirements..... | 74 |
| Master of Theology | 74 |
| Requirements for the Degree..... | 74 |
| Financial Requirements..... | 76 |
| Doctor of Theology..... | 76 |
| Teaching Opportunities and Guidelines for Doctoral Students..... | 76 |
| Language Study..... | 78 |
| Language Requirements for the MTS and ThM Degrees | 78 |
| Language Course Requirement for the MDiv Degree | 79 |

| | |
|--|----|
| Language Qualifying Examinations | 79 |
| 2023-2024 Language Qualifying Examination Dates..... | 79 |
| Language Qualifying Examination Dates 2023-2024..... | 80 |
| HDS Summer Language Program | 80 |
| Non-Degree Programs and Continuing Education | 81 |
| The Summer Language Program | 81 |
| Special Student Program..... | 82 |
| Resident Fellows Program | 82 |
| Ministers in the Vicinity Program..... | 83 |
| Resident Graduate Program..... | 83 |
| Auditors..... | 84 |
| Financial Requirements..... | 85 |
| Tuition for Academic Year 2023-24..... | 85 |
| Billing for Master's Students..... | 85 |
| MTS Students..... | 85 |
| MDiv Students | 86 |
| ThM Students..... | 86 |
| MRPL Students..... | 86 |
| Part-Time and Per-Course Master's Tuition | 87 |
| Billing for Doctoral Students..... | 87 |
| Special Student Billing..... | 88 |
| Fees | 88 |
| Student Activities Fee..... | 88 |
| Student Health Insurance and Fee | 88 |
| Payment of University Obligations..... | 89 |
| University Policy on Outstanding Account Balances..... | 90 |
| Projected Student Budget..... | 90 |
| Financial Aid | 91 |
| Readmission and Tuition Policy for Service Members | 92 |
| Scope and Purpose..... | 92 |
| Eligibility..... | 92 |
| Notification of Intent to Return | 92 |
| Tuition and Fees | 92 |

| | |
|---|-----|
| Readmission Requirements | 93 |
| Student Records and Privacy | 94 |
| Family Educational Rights and Privacy Act (FERPA) | 94 |
| Education Records | 94 |
| Access..... | 94 |
| Directory Information | 94 |
| Other Disclosures permitted under FERPA | 95 |
| Student Rights under FERPA..... | 95 |
| Missing Persons Policy..... | 96 |
| Standards of Conduct and the Learning Environment | 97 |
| University Statement of Rights and Responsibilities..... | 98 |
| Interpretation | 99 |
| Harvard University Statement of Values..... | 100 |
| Harvard Divinity School Statement of Community Values..... | 100 |
| Rules Governing Academic Integrity..... | 101 |
| Misrepresentation of Application Materials..... | 101 |
| Threats Involving Deadly Weapons, Explosives, Bombs, Chemical or Biological Agents, or Other Deadly Devices or Substances..... | 102 |
| Firearms, Explosives, Combustible Fuels, Firecrackers, and Dangerous Weapons | 102 |
| Hazing Regulations..... | 104 |
| Federal Drug Free Schools and Communities Act..... | 105 |
| Use of Harvard University Trademarks: Names and Insignia | 106 |
| Policies on Discrimination and Harassment..... | 107 |
| Harvard University Non-Discrimination Policy..... | 108 |
| I. Statement of Policy..... | 108 |
| II. Definitions | 109 |
| A. Definition of Discrimination | 109 |
| B. Other Definitions..... | 109 |
| III. Jurisdiction | 110 |
| IV. Governing Principles..... | 111 |
| V. Supportive Measures..... | 112 |
| VI. Procedures..... | 112 |
| A. Legal Context and Personal Advisors..... | 112 |
| B. Informal Resolution..... | 113 |

| | |
|---|-----|
| C. Formal Complaint Procedures | 113 |
| D. Sanctions and Remedial Measures..... | 116 |
| Harvard University Anti-Bullying Policy | 117 |
| I. Statement of Principles | 117 |
| II. Definitions | 118 |
| A. Definition of Bullying..... | 118 |
| B. Other Definitions..... | 120 |
| III. Jurisdiction | 120 |
| IV. Governing Principles..... | 121 |
| V. Supportive Measures..... | 122 |
| VI. Procedures..... | 122 |
| A. Legal Context and Personal Advisors..... | 122 |
| B. Informal Resolution..... | 123 |
| C. Formal Complaint Procedures | 123 |
| D. Sanctions and Remedial Measures | 126 |
| HDS Sexual and Gender-Based Harassment Policy | 128 |
| Policy Statement | 128 |
| Resources | 128 |
| Harvard University Title IX Resource Coordinator | 128 |
| HDS Title IX Resource Coordinators..... | 128 |
| HDS Chaplain..... | 129 |
| Harvard University Resources | 129 |
| Outside Resources and Agencies..... | 129 |
| Sexual Misconduct Review Board | 129 |
| Conclusion of the Case | 130 |
| Disciplinary Proceedings Following the Resolution of a Formal Complaint ... | 131 |
| HDS Procedures for Discrimination by Instructional Officers..... | 132 |
| Fact-Finding | 133 |
| Consideration of Findings and Determination | 133 |
| Request for Informal Problem-Solving After a Formal Complaint Has Been Filed | 134 |
| Appeal | 134 |
| Timeframe | 134 |

| | |
|---|-----|
| Conflicts of Interest | 134 |
| Non-retaliation | 135 |
| Discretion | 135 |
| The Administrative Board of the Divinity School..... | 136 |
| Procedures | 136 |
| Reconsideration | 138 |
| Appeals | 138 |
| Sanctions | 139 |
| Academic Resources | 141 |
| Academic and Instructional Resources | 141 |
| HDS Library Liability for Compliance..... | 141 |
| Information Technology and Media Services Policies..... | 141 |
| Copyright Policy..... | 142 |
| Programs and Centers..... | 142 |
| Named and Public Lectures..... | 142 |
| Community Resources and Services | 144 |
| Student Accessibility and Academic Accommodations | 144 |
| Writing Support | 144 |
| Community Life..... | 145 |
| Harvard Divinity Bulletin Board Posting Policy | 145 |
| Harvard Divinity School Student Association | 145 |
| The HDSSA Council for 2023-24 | 145 |
| Divinity School Student Organizations | 146 |
| Harvard International Office | 146 |
| Health and Safety Resources | 147 |
| Motor Vehicle Registration and Parking | 147 |

Notice

Harvard Divinity School retains the discretion to act as it deems necessary in extraordinary circumstances to protect the health and safety of the Harvard community. For these purposes “extraordinary circumstances” include, but are not limited to, public health emergencies, extreme weather events, and other conditions posing broad threats to community health and safety or significantly disrupting campus life or learning. Discretionary measures available to Harvard Divinity School may include, but are not limited to, making recourse to remote or hybrid instruction, suspending or limiting access to University-provided residential housing, limiting its provision of or access to certain activities and services, introducing or modifying vaccination, mask, and physical distancing mandates, and implementing compulsory testing and tracing programs as required conditions for accessing the Harvard campus or Harvard facilities.

Academic Calendar 2023-24

Fall 2023 Semester

| DATE | EVENT |
|-------------------------|--|
| July 31 (Monday) | Last day for eligible students to waive health insurance. See https://huhs.harvard.edu for waiver information, eligibility requirements, and forms. |
| August 7 (Monday) | Last day to apply for November graduation. |
| August 22 (Tuesday) | New Student Check-In: Online via my.harvard. |
| August 24 (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 is available via email between 9:30 am and 1 pm on this date for anyone needing assistance. There is a \$50 fee for not completing check-in by the deadline. |
| August 25 (Friday) | Language qualifying examinations. Exams offered in French, Arabic, German, Spanish, Christian Latin, Biblical Hebrew, and New Testament Greek. Location 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. |
| August 28 (Monday) | New Student Orientation begins. |
| September 1 (Friday) | Incomplete work from the spring 2023 semester is due in the Registrar's Office. |
| September 4 (Monday) | Labor Day: University holiday – no classes. |
| September 5 (Tuesday) | Fall term begins. First day of classes. |
| September 6 (Wednesday) | Last day for November ThD degree candidates to complete online thesis submission process. |
| September 7 (Thursday) | Convocation. |
| September 12 (Tuesday) | Deadline for fall course submission via Crimson Cart. This must be completed and approved online by the student's advisor by this date. A \$40 late fee will be assessed the first day late, Wednesday, September 13. Each day thereafter, an additional late fee of \$10 will be charged if not submitted. |
| September 22 (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. All courses dropped after September 22 and before November 8 (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. |

| DATE | EVENT |
|-------------------------|--|
| September 22 (Friday) | Last day to cross-register for courses within the University or the Boston Theological Interreligious Consortium. If the other school's cross-registration deadline is earlier, it must be met. |
| October 9 (Monday) | Columbus Day (Federal)/Indigenous Peoples' Day (City of Cambridge) – no classes. |
| November 1 (Wednesday) | Pre-term enrollment for spring 2024 opens. |
| November 8 (Wednesday) | 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 10 (Friday) | Veterans Day Observed: University holiday – classes to be held at instructor's discretion. |
| November 15 (Wednesday) | Pre-term enrollment for spring 2024 closes. |
| November 22 (Wednesday) | Thanksgiving recess begins. |
| November 26 (Sunday) | Thanksgiving recess ends. |
| December 1 (Friday) | Last day to apply for March graduation. |
| December 5 (Tuesday) | Last day of fall classes. |
| December 6 (Wednesday) | Fall reading period begins. |
| December 10 (Sunday) | Fall reading period ends. |
| December 11 (Monday) | Fall semester final course examinations begin. |
| December 20 (Wednesday) | Last day to file an Incomplete Grade Agreement for a fall semester course. (Forms are available from the Registrar's Office.) |
| December 20 (Wednesday) | Fall semester final course examinations end. |
| December 21 (Thursday) | Winter recess begins. |
| January 2 (Tuesday) | Grades due in Registrar's Office from HDS instructors for fall semester courses. |
| January 15 (Monday) | Martin Luther King, Jr. Day: University holiday – no classes. |
| January 21 (Sunday) | Winter recess ends. |

Spring 2024 Semester

| DATE | EVENT |
|------------------------|---|
| January 19 (Friday) | German, French, and Spanish qualifying examinations held. |
| January 22 (Monday) | Spring semester begins; first meeting of classes. Check-in for all returning students must be submitted by Tuesday, January 23. There is a \$50 fee for not completing check-in by the deadline. |
| January 22 (Monday) | Last day to apply for May graduation. |
| January 29 (Monday) | Deadline for changes to course selections via Crimson Cart. |
| January 31 (Wednesday) | Last day for eligible students to waive health insurance. (See https://huhs.harvard.edu for waiver information, eligibility requirements, and forms). |
| February 9 (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. All courses dropped after February 9 and before April 1 (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. |
| February 19 (Monday) | Presidents' Day: University holiday – no classes. |
| March 9 (Saturday) | Spring recess begins. |
| March 17 (Sunday) | Spring recess ends. |
| March 18 (Monday) | Incomplete work from the fall 2023 semester is due in the Registrar's Office. |
| April 1 (Monday) | Grading Option Change and Course Withdraw Deadline. Last day to change a course from SAT/UNSAT grading option to Letter Grade or vice versa, or to withdraw from a course. A \$10 fee will be charged. |
| April 3 (Wednesday) | Continuing students pre-term enrollment for fall 2024 opens |
| April 17 (Wednesday) | Continuing students pre-term enrollment for fall 2024 closes. |
| April 24 (Wednesday) | May ThM degree candidates must submit theses to faculty readers. |
| April 24 (Wednesday) | Last day of spring classes. |
| April 25 (Thursday) | Spring reading period begins. |
| April 26 (Friday) | Language qualifying examinations. Exams offered in French, Arabic, German, Spanish, Christian Latin, Biblical Hebrew, and New Testament Greek. Location 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 1 (Wednesday) | Spring reading period ends. |
| May 2 (Thursday) | Spring semester final course examinations begin. |

| DATE | EVENT |
|--------------------|---|
| May 10 (Friday) | MDiv Senior Papers are due via the online submission process. |
| May 10 (Friday) | Bound ThM papers due in the Registrar's Office. |
| May 11 (Saturday) | Spring semester final course examinations end. |
| May 13 (Monday) | Submission of grades for May degree candidates enrolled in Harvard Divinity School courses. |
| May 13 (Monday) | Last day to file an Incomplete Grade Agreement for a spring semester course. |
| May 22 (Wednesday) | Multireligious Commencement Service. |
| May 23 (Thursday) | Commencement. |
| May 24 (Friday) | Grades due in the Registrar's Office from HDS instructors for spring semester courses. |
| May 27 (Monday) | Memorial Day: University holiday. |
| TBA | Last day for May ThD degree candidates to complete online thesis submission process. |

Summer 2024

| DATE | EVENT |
|---------------------|---------------------------------------|
| June 10 (Monday) | Summer Language Program begins. |
| June 19 (Wednesday) | Juneteenth: University holiday. |
| July 4 (Thursday) | Independence Day: University holiday. |
| August 1 (Thursday) | Summer Language Program ends. |

Abbreviated Academic Calendar

2024-25

| DATE | EVENT |
|-------------------------|---|
| September 2 (Monday) | University Holiday: Labor Day |
| September 3 (Tuesday) | First Day Fall Term Classes |
| October 14 (Monday) | University Holiday: Columbus Day (Federal); Indigenous Peoples' Day (City of Cambridge) |
| November 11 (Monday) | University Holiday: Veteran's Day |
| November 27 (Wednesday) | Thanksgiving Recess Begins |
| December 1 (Sunday) | Thanksgiving Recess Ends |
| December 4 (Wednesday) | Last Day of Fall Term Classes |
| December 5 (Thursday) | Fall Reading Period Begins |
| December 10 (Tuesday) | Fall Reading Period Ends |
| December 11 (Wednesday) | Fall Term Final Examinations Begin |
| December 20 (Friday) | Fall Term Final Examinations End |
| December 21 (Saturday) | First Day of Winter Recess |
| January 20 (Monday) | University Holiday: Martin Luther King, Jr. Day |
| January 26 (Sunday) | Last Day of Winter Recess |
| January 27 (Monday) | First Day Spring Term Classes |
| February 17 (Monday) | University Holiday: Presidents' Day |
| March 15 (Saturday) | Spring Recess Begins |
| March 23 (Sunday) | Spring Recess Ends |
| April 30 (Wednesday) | Last Day of Spring Term Classes |
| May 1 (Thursday) | Spring Reading Period Begins |
| May 7 (Wednesday) | Spring Reading Period Ends |

| DATE | EVENT |
|---------------------|--------------------------------------|
| May 8 (Thursday) | Spring Term Final Examinations Begin |
| May 17 (Saturday) | Spring Term Final Examinations End |
| May 26 (Monday) | University Holiday: Memorial Day |
| May 29 (Thursday) | Harvard University Commencement |
| June 16 (Monday) | Summer Language Program Begins |
| June 19 (Thursday) | University Holiday: Juneteenth |
| July 4 (Friday) | University Holiday: Independence Day |
| August 7 (Thursday) | Summer Language Program Ends |

Required Courses and Courses Listed by Instructor

Courses at Harvard Divinity School are typically offered as follows: courses offered on a weekly basis for one full semester (four unit courses); courses offered on a weekly basis for the entire year (eight unit courses); courses offered biweekly, or on a schedule set by the professor, for the entire year (four 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 2026. The course listing is updated online periodically throughout the year. For complete and up-to-date information and course descriptions, visit [my.harvard](https://my.harvard.edu).

Required Courses

| PROGRAM | REQUIRED COURSES (OFFERED) |
|---|---|
| Master of Divinity (MDiv) | HDS 4515 Theories and Methods in the Study of Religion (Fall 2023) HDS 4510 Introduction to Ministry Studies (Fall 2023) HDS 2933 A & B Meaning Making - Thinking Theologically about Ministry Experience (AY23-24) HDS 4516 A & B Field Education (AY23-24) HDS 4591 A & B MDiv Senior Seminar (AY23-24) |
| Master of Theological Studies (MTS) | HDS 4515 Theories and Methods in the Study of Religion (Fall 2023) |
| Master of Religion and Public Life (MRPL) | HDS 4515 Theories and Methods in the Study of Religion (Fall 2023) HDS 4540A MRPL Seminar I (Fall 2023) HDS 4540B MRPL Seminar II (Spring 2024) |

Courses Listed by Instructor Fall 2023

Currently, only Fall 2023 courses are listed. In the future, this listing will be republished with projected courses through Spring 2026.

| INSTRUCTOR | COURSES (OFFERED) |
|----------------------|--|
| Abdur-Rashid, Khalil | HDS 3059 Islam & the Age of Democracy: Origins, Continuity and Change (Fall 2023) HDS 3172 Spiritual Cultivation in Islam Part II: The Modern Era (Fall 2023) |
| Bagaria, Swayam | HDS 3180 Hinduism and Comparative Law (Fall 2023) HDS 3423 Inter-religious Dynamics of South Asia (Fall 2023) |

| INSTRUCTOR | COURSES (OFFERED) |
|-------------------------|--|
| Bazzana, Giovanni | HDS 1761 Early Christian Apocrypha (Fall 2023) |
| Bechor, Ran | HDS 4015A Elementary Modern Hebrew I (Fall 2023) HDS 4040 Intermediate Modern Hebrew I (Fall 2023) HDS 4042 Advanced Modern Hebrew I (Fall 2023) |
| Bechor, Ran | HDS 2927 Spiritual Care & Counseling (Fall 2023) |
| Boylston, Nicholas | HDS 3045 Persian Sufi Literature (Fall 2023) |
| Braude, Ann | HDS 2082 Spiritual Paths to Abstract Art (Fall 2023) |
| Brekus, Catherine | HDS 2182 Catholicism in America (Fall 2023) |
| Carr, Raymond | HDS 2298 Theopoetic(s) and the Religious Imagination: Faith, Soul, and All that Jazz (Fall 2023) |
| Carrasco, David | HDS 3154 Religion in Mesoamerica: Codices, Colonialisms, and Cosmovision (Fall 2023) |
| Cesari, Jocelyn | HDS 3086 Religion and the Governance of Global Issues (Fall 2023) |
| Chrystall, Beatrice | HDS 4052 Elementary Pali I (Fall 2023) HDS 4054 Intermediate Pali I (Fall 2023) |
| Clooney, Francis | HDS 3070 Krishna and Christ: Does It Matter? (Fall 2023) HDS 3919 Introduction to the Upanisads (Fall 2023) |
| Cohen, Shaye | HDS 1468 Josephus (Fall 2023) |
| Cozzens, Richard | HDS 4345A Elementary Arabic I (Fall 2023) |
| Crowley, Brandon | HDS 2925 Administration and Leadership (Fall 2023) |
| Dunning, Benjamin | HDS 1202 Introduction to the New Testament (Fall 2023) HDS 2692 Sex, Gender, and Sexuality I (Fall 2023) |
| El-Rouayheb, Khaled | HDS 3602A Introduction to Islamic Philosophy and Theology: The Classical and Medieval Period (Fall 2023) |
| Eldrett, Christopher | HDS 4464 Advanced Intermediate Spanish Readings (Fall 2023) |
| Ennis, Michael | HDS 4241 Advanced Greek: Ancient Prayers, Hymns, and Liturgy (Fall 2023) |
| Feingold Thoryn, Claire | HDS 2908 Preaching in the Unitarian Universalist and Free Church Traditions (Fall 2023) |
| Finfer, Lewis | HDS 3096 Faith-Based Community Organizing: Strengthening Social Justice and Strengthening Congregations (Fall 2023) |
| Fisher, Amy | HDS 2955 United Methodist Polity (Fall 2023) |

20 - Required Courses and Courses Listed by Instructor

| INSTRUCTOR | COURSES (OFFERED) |
|--------------------------|--|
| Gaston, K. Healan | HDS 2318 The Niebuhr Brothers: Past and Present (Fall 2023) |
| Giles, Cheryl | HDS 2139 Trauma and Resilience: Empowering Those Who Care for Others (Fall 2023) |
| Given, James | HDS 4157 Elementary Coptic I (Fall 2023) |
| Goldstein, Elon | HDS 3049 Introduction to Buddhism (Fall 2023) |
| Goudarzi, Mohsen | HDS 3338 The Prophet Muhammad in History, Devotion, and Polemic (Fall 2023) HDS 3339 Exploring the Quran (Fall 2023) |
| Greene-Hayes, Ahmad | HDS 3136 Religion, Theory, and the Archive (Fall 2023) HDS 3263 Black Religion and Sexuality (Fall 2023) |
| Grimm, Geraldine | HDS 4414 Advanced Intermediate German Readings (Fall 2023) |
| Grundler-Whitacre, Karin | HDS 4412 German for Reading (Fall 2023) |
| Guzman, Elena | HDS 3128 Black Spiritual Borderlands (Fall 2023) |
| Habib, Muhammad | HDS 4353 Upper-Level Classical Arabic I (Fall 2023) |
| Halaby, Gregory | HDS 4360 Intermediate Arabic I (Fall 2023) |
| Haley, Judy | HDS 4220 Intermediate Greek I (Fall 2023) |
| Hallisey, Charles | HDS 3469 The Museum as a Buddhist Institution (Fall 2023) HDS 3471 Friendship and the Religious Life: Theravada Buddhist Insights and Appreciations (Fall 2023) HDS 4056 Reading Post-Canonical Pali I (Fall 2023) |
| Harris, Jay | HDS 3035 Encounters Between German and Jewish Thought (Fall 2023) |
| Hickman-Maynard, Teddy | HDS 4510 Introduction to Ministry Studies (Fall 2023) |
| Holland, David | HDS 2390A Colloquium in American Religious History (Fall 2023) |
| Hucks, Tracey | HDS 3205 Uncle Tom's Cabin (1852) and Its Diaspora: The 170th Anniversary (Fall 2023) HDS 3206 Book of Baldwin (Fall 2023) |
| Jaffe, Lana | HDS 4460 Elementary Spanish for Reading (Fall 2023) |
| Kumek, Yunus | HDS 3057 Intro to Islam through Prophetic Traditions (Fall 2023) |
| Lamberth, David | HDS 2431 Nineteenth-Century Religious Thought: Theology, Critique and the Philosophy of Religion (Fall 2023) |

| INSTRUCTOR | COURSES (OFFERED) |
|----------------------|---|
| Levenson, Jon | HDS 1808 The Binding of Isaac (Aqedah): Seminar (Fall 2023) HDS 3668 Selected Works of Twentieth Century Jewish Theology (Fall 2023) |
| Madi, Amr | HDS 4360 Intermediate Arabic I (Fall 2023) |
| Magid, Shaul | HDS 1637 Jewish Mysticism: From the Spanish Expulsion to the New Age (Fall 2023) HDS 1655 Jews and Race (Fall 2023) |
| Malhas, Dana | HDS 4345A Elementary Arabic I (Fall 2023) HDS 4360 Intermediate Arabic I (Fall 2023) |
| Manuelian, Peter | HDS 4120 The Language of Pharaohs: Introduction to Egyptian Hieroglyphs I (Fall 2023) |
| McKanan, Daniel | HDS 2008 Race, Empire, and Harvard Divinity School (Fall 2023) HDS 2415 Liberal and Liberation Theologies in Dialogue (Fall 2023) HDS 4591A MDiv Senior Seminar (Fall 2023) |
| Mehta, Samira | HDS 2066 Religion and Reproductive Politics in the United States (Fall 2023) |
| Moore, Diane | HDS 3167 A Wild Promise (Fall 2023) HDS 3300 Religious Literacy and the Professions (Fall 2023) HDS 4540A MRPL Seminar Part I (Fall 2023) |
| Neumark, Romy | HDS 4045 Advanced Seminar in Modern Hebrew: Israeli Culture: Cinema and Literature (Fall 2023) |
| Olupona, Jacob | HDS 3694 Religion, Culture, and Society in Africa (Fall 2023) |
| Parmigiani, Giovanna | HDS 3113 Magic Today: An Anthropological Perspective (Fall 2023) |
| Patton, Kimberley | HDS 1982 Scent in Ancient Mediterranean Religions (Fall 2023) HDS 3123 Lives of the Special Dead (Fall 2023) |
| Paulsell, Stephanie | HDS 2058 Walking the Inland Sea: Desert Contemplation and Great Salt Lake (Fall 2023) HDS 2965 Virginia Woolf and Religion (Fall 2023) |
| Possekel, Ute | HDS 4103 Intermediate Syriac I (Fall 2023) |
| Potts, Matthew | HDS 2170 Introduction to Christian Preaching (Fall 2023) |
| Purpura, Ashley | HDS 2019 Women, Power, and Freedom in Orthodox Christian Thought (Fall 2023) |
| Rashid, Hussein | HDS 3300 Religious Literacy and the Professions (Fall 2023) |
| Reed, Annettee | HDS 4515 Theories and Methods in the Study of Religion (Fall 2023) |
| Rivera, Mayra | HDS 2438 Sylvia Wynter Seminar (Fall 2023) HDS 2543 Decolonial Theory (Fall 2023) |

22 - Required Courses and Courses Listed by Instructor

| INSTRUCTOR | COURSES (OFFERED) |
|-------------------------|---|
| Robson, James | HDS 3233 Chinese Buddhist Texts: Readings in Medieval Buddhho-Daoist Documents: Seminar (Fall 2023) |
| Sanford, Monica | HDS 3056 Spiritual Formation on the Buddhist Path (Fall 2023) |
| Sevea, Teren | HDS 3117 Animals and the Unseen (Fall 2023) HDS 3176 What is Lived Islam? (Fall 2023) |
| Skedros, James | HDS 4211 Elementary Greek I (Fall 2023) |
| Stang, Charles | HDS 3119 Ancient Hermeticism and Alchemy (AY 2023-2024) |
| Teeter, Andy | HDS 1102 Introduction to the Hebrew Bible/Old Testament 1: Pentateuch and Former Prophets (Fall 2023) HDS 1625 Rapid Reading: Classical Hebrew I (Fall 2023) HDS 1630 The Book of Daniel (Fall 2023) HDS 4010A Elementary Classical Hebrew (Fall 2023) HDS 4020 Intermediate Classical Hebrew I (Fall 2023) |
| Tichelkamp, Craig | HDS 4320 Readings in Christian Latin (Fall 2023) |
| Torracinta, Pascale | HDS 4451 Elementary French for Reading (Fall 2023) |
| Tuach, Laura | HDS 2933A Meaning Making - Thinking Theologically about Ministry Experience (Fall 2023) HDS 4516A Field Education (Fall 2023) |
| Walton, Regina | HDS 2873 What is the Church? Exploring Christian Community (Fall 2023) |
| Williams, Terry Tempest | HDS 2058 Walking the Inland Sea: Desert Contemplation and Great Salt Lake (Fall 2023) HDS 3167 A Wild Promise (Fall 2023) |
| Zurlo, Gina | HDS 2121 Trends in World Christianity, 1900–2050 (Fall 2023) |

The Faculty of Divinity

An up-to-date listing, that includes information about leaves of absence, is [available online](#).

Alan M. Garber

Interim President of Harvard University

AB, AM, PhD, Harvard University; MD, Stanford University

Marla Frederick

Dean of the Faculty of Divinity

John Lord O'Brian Professor Of Divinity

BA, Spelman College; PhD, Duke University

Melissa Wood Bartholomew

Associate Dean for Diversity, Inclusion, and Belonging

Lecturer on Diversity, Inclusion, and Belonging

BA, JD, Howard University; MDiv, Harvard Divinity School; MSW, PhD, Boston College

Giovanni Bazzana

Frothingham Professor of the History of Religion and Professor of New Testament and Early Christian Studies

PhD, International School of Moderna, Italy

Ann D. Braude

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

Chair of the Committee on the Study of Religion (FAS)

BA, 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 (FAS)

BA, Western Maryland College; ThM, MA, PhD, University of Chicago

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

Benjamin Dunning

Florence Corliss Lamont Professor of Divinity and Professor of New Testament and Early Christianity

BA, University of Pennsylvania; MAR, Westminster Theological Seminary; PhD, Harvard University

Diana L. Eck

*Professor of Comparative Religion and Indian Studies
Fredric Wertham Professor of Law and Psychiatry in Society (FAS)
BA, Smith College; MA, University of London; Postgraduate Diploma, Banaras Hindu University; PhD, Harvard University*

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*

Mohsen Goudarzi

*Assistant Professor in Islamic Studies
MA, Stanford University; PhD, Harvard University*

Ahmad Green-Hayes

*Assistant Professor of African American Religious Studies
BA, Williams College; MA, Princeton University; PhD, Princeton 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

*Yehan Numata Senior Lecturer on Buddhist Literatures
AB, Colgate University; MDiv, Harvard Divinity School; MA, University of Pennsylvania; PhD, University of Chicago*

David N. Hempton

*McDonald Family Professor of Evangelical Theological Studies
Harvard University Distinguished Service Professor
BA, Queen's University (Belfast); PhD, University of St. Andrews*

Teddy Hickman-Maynard

*Associate Dean for Ministry Studies
Lecturer on Ministry
BA, Harvard University; MDiv, PhD, Boston University*

David F. Holland

*John A. Bartlett Professor of New England Church History
BA, Brigham Young University; MA, PhD, Stanford University*

Amy Hollywood

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

Tracey Hucks

*Victor S. Thomas Professor of Africana Religious Studies
Suzanne Young Murray Professor (Radcliffe Institute for Advanced Study)
BA, MA, Colgate University; MA, PhD, Harvard University*

Terrence L. Johnson

Charles G. Adams Professor of African American Religious Studies

BA, Morehouse College; MDiv, Harvard Divinity School; PhD, Brown University

Ousmane Oumar Kane

Prince Alwaleed bin Talal Professor of Contemporary Islamic Religion and Society

Professor of African and African American Studies (FAS)

BA, Institut national des langues et civilisations orientales; Diplôme supérieur d'études islamiques, Institut national des langues et civilisations orientales; MPhil, PhD, Institut politiques de 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

Winn Professor of Ecclesiastical History

Faculty Dean, Eliot House, Harvard College

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

Diane L. Moore

Associate Dean for Religion and Public Life

Lecturer in Religion, Conflict, and Peace

Senior Fellow at the Center for the Study of World Religions

MDiv, Harvard Divinity School; DMin, Episcopal Divinity School; PhD, Union Theological Seminary

Jacob K. Olupona

Professor of African Religious Traditions, with a joint appointment as Professor of African and African American Studies (FAS)

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 Paulsell

Susan Shallcross Swartz Professor of the Practice of Christian Studies

Faculty Dean, Eliot House, Harvard College

BA, Greensboro College; MA, PhD, University of Chicago

Matthew Ichihashi Potts

*Plummer Professor of Christian Morals and Pusey Minister in the Memorial Church
BA, University of Notre Dame; MDiv, Harvard Divinity School; PhD, Harvard University*

Annette Yoshiko Reed

*Krister Stendahl Professor of Divinity and Professor of New Testament and Early Christianity
BA, McGill University; MTS, Harvard Divinity School; MA, PhD, Princeton University*

Mayra Rivera

*Andrew W. Mellon Professor of Religion and Latinx Studies
BS ChE, University of Puerto Rico at Mayagüez; MTS, PhD, Drew University*

Michelle C. Sanchez

*Associate Professor of Theology
BA, New College of Florida; MDiv, Harvard Divinity School; PhD, Harvard University*

Teren Sevea

*Prince Alwaleed Bin Talal Assistant Professor of Islamic Studies
AB, National University of Singapore; MSc, London School of Economics and Political
Science; PhD, University of California, Los Angeles*

Charles M. Stang

*Professor of Early Christian Thought
AB, Harvard College; MDiv, University of Chicago; ThD, Harvard Divinity School*

D. Andrew Teeter

*Professor of Hebrew Bible
MA, University of Wisconsin–Madison; PhD, University of Notre Dame*

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.

Leila Ahmed

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

John B. Carman

Parkman Professor of Divinity Emeritus
BA, Haverford College; BD, Yale Divinity School; MA, PhD, Yale University

Harvey G. Cox, Jr.

Hollis Professor of Divinity Emeritus
AB, University of Pennsylvania; BD, Yale Divinity School; PhD, Harvard University

Francis Schüssler Fiorenza

Charles Chauncey Stillman Research 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

William A. Graham

Murray A. Albertson Research Professor of Middle Eastern Studies (FAS)
Harvard University Distinguished Service Professor
BA, University of North Carolina; AM, PhD, Harvard University

David D. Hall

Bartlett Professor of New England Church History Emeritus
AB, Harvard College; PhD, Yale University

Michael D. Jackson

Senior Research Fellow in World Religions
BA, Victoria University of Wellington; MA, Auckland University; PhD, Cambridge University

Baber Johansen

Research Professor of Islamic Studies
PhD, Habilitation in Islamic Studies, Freie Universität Berlin

Mark D. Jordan

Richard Reinhold Niebuhr Research Professor of Divinity
BA, St. John's College; MA, PhD, University of Texas at Austin

Peter Machinist

Hancock Research Professor of Hebrew and Other Oriental Languages
AB, Harvard University; MPhil, PhD, Yale University

Elisabeth Schüssler Fiorenza

Krister Stendahl Research Professor of Divinity

*Theologicum (MDiv), Lic. Theol., University of Würzburg; Dr. Theol., University of Münster;
Dr. hc. mult.*

Preston N. Williams

Houghton Professor of Theology and Contemporary Change Emeritus

*AB, Washington and Jefferson College; MA, Washington and Jefferson; BD, Johnson C. Smith
University; STM, Yale Divinity School; PhD, Harvard University*

Others Offering Instruction

Khalil Abdur-Rashid

Muslim Chaplain, Harvard University; Lecturer on Muslim Studies

Ali S. Asani

Murray A. Albertson Professor of Middle Eastern Studies and Professor of Indo-Muslim and Islamic Religion and Cultures (FAS)

Swayam Bagaria

Postdoctoral Fellow of Hindu Studies

Preeta Banerjee

Instructor in Ministry Studies

Ran Bechor

Preceptor in Modern Hebrew (FAS)

Katarina Bergh

Instructor in Ministry Studies

Chris Berlin

Counselor to Buddhist Students; Instructor in Ministry and Pastoral Counseling

Chance Bonar

Lecturer on Advanced Greek

Nicholas Boylston

Assistant Professor of Near Eastern Languages and Civilizations (FAS)

Cornell Williams Brooks

Visiting Professor of the Practice of Prophetic Religion and Public Leadership (HDS) and Professor of the Practice of Public Leadership and Social Justice (HKS)

John P. Brown

Practitioner in Residence in Religion, Business Ethics, and the Economic Order

Raymond Carr

Visiting Professor

Jocelyne Cesari

Dermot TJ Dunphy Visiting Professor of Religion, Violence, and Peace Building

Beatrice Chrystall

Lecturer on Pali

Shaye J. D. Cohen

Nathan Littauer Professor of Hebrew Literature and Philosophy (FAS)

Richard Cozzens

Preceptor in Arabic (FAS)

Brandon Thomas Crowley

Lecturer on Ministry Studies

Christopher Eldrett

Lecturer in Spanish Translation

Michael Ennis

Lecturer on Advanced Greek

Khaled El-Rouayheb

James Richard Jewett Professor of Arabic and of Islamic Intellectual History (FAS)

Claire E. Feingold Thoryn

Instructor in Preaching in the Unitarian Universalist and Free Church Traditions

Lewis Finfer

Instructor in Faith-Based Community Organizing

Amy Fisher

Instructor in United Methodist Polity

Gail Forsyth-Vail

Instructor on Church Polity

Jessica Fowler

Visiting Associate Professor of Women's Studies and Catholicism

Jay Garfield

Visiting Professor of Buddhist Philosophy

K. Healan Gaston

Lecturer on American Religious History and Ethics

Rebee Kavich Girash

Counselor to United Church of Christ Students; Instructor on United Church of Christ Polity

Luis M. Girón Negrón

Professor of Romance Languages and Literatures and of Comparative Literature (FAS)

J. Gregory Given

Lecturer on Elementary Coptic

Elon Goldstein

Lecturer on Tibetan Buddhist Studies

Geraldine Grimm

Lecturer on Theological German

Karin Grundler-Whitacre

Assistant Dean for Faculty and Academic Affairs; Director of the Summer Language Program; Lecturer on German

Haci Osman Gündüz

Instructor in Classical Arabic, Summer Language Program

Elena Guzman

Visiting Assistant Professor of Women's Studies and African Religions

Muhammad Habib

Preceptor in Arabic (FAS)

Shiraz Hajiani

Alwaleed Bin Talal Post Doctoral Fellow in Islamic Studies

Gregory Halaby

Preceptor in Arabic (FAS)

Judy Haley

Lecturer on Intermediate Greek

Jay Harris

Harry Austryn Wolfson Professor of Jewish Studies (FAS)

Julia Hintlian

Instructor on Syriac

Sam Hogan

Instructor in Pentecostal Polity

Nathanael Homewood

Yang Visiting Scholar in World Christianity

Christopher Hossfeld

Director of Music and Ritual; Instructor in Sacred Music

Allison Hurst

Instructor in Elementary Hebrew, Summer Language Program

Alison Jablonsky

Instructor in Ministry Studies

Arthur Kleinman

Esther and Sidney Rabb Professor of Anthropology (FAS); Professor of Medical Anthropology in Global Health and Social Medicine (HMS); Professor of Psychiatry

Yunus Kumek

Lecturer on Muslim Studies

Robin Lütjohann

Instructor on Lutheran Polity

Amr Madi

Preceptor in Arabic (FAS)

Shaul Magid

Visiting Professor of Modern Jewish Studies

Dana Malhas

Preceptor in Arabic (FAS)

Kerry Maloney

Chaplain and Director of Religious and Spiritual Life; Instructor in Ministry Studies

Samira Mehta

Visiting Associate Professor of Women's Studies and North American Religions; Colorado Scholar

Peter Der Manuelian

Barbara Bell Professor of Egyptology (FAS)

Payam Mohseni

Project Director, Project on Shi'ism and Global Affairs; Lecturer on Shi'ism Studies

Amanda Napior

Instructor in Ministry Studies

Lana Neufeld

Instructor in Spanish

Romy Neumark

Gerard Weinstock Visiting Lecturer of Jewish Studies (FAS)

Alissa Oleson

Instructor on Lutheran Polity

Atalia Omer

Dermot TJ Dunphy Visiting Professor of Religion, Violence, and Peace Building

Giovanna Parmigiani

Lecturer on Religion and Cultural Anthropology

Z. Fareen Parvez

Visiting Associate Professor of Women's Studies and Islam

Matthew Percuoco

Lecturer on Intermediate Hebrew, Summer Language Program

John R. Peteet

Associate Professor of Psychiatry (HMS)

Ute Possekkel

Lecturer on Syriac

Michael Puett

Walter C. Klein Professor of Chinese History (FAS)

Ashley M. Purpura

Visiting Associate Professor of Women's Studies and Theology

David Ragland

Lecturer on the Spirituality of Reparations

Hussein Rashid

Assistant Dean for Religion and Public Life; Lecturer in Religion and Public Life

James Robson

James C. Kralik and Yunli Lou Professor of East Asian Languages and Civilizations; Harvard College Professor

Monica Sanford

Assistant Dean for Multireligious Ministry; Lecturer in Ministry Studies

Tom Santa Maria

Yang Visiting Scholar in World Christianity

Cathy Seggel

Instructor in Church Polity

Jeffrey R. Seul

Lecturer on the Practice of Peace

Patricia Simpson

Counselor to Roman Catholic Students; Instructor in Ministry Studies

James C. Skedros

Lecturer on Elementary Greek

Daniel Albert Smith

Lecturer on Ministry Studies

Craig Henry Tichelkamp

Lecturer on Christian Latin

Pascale C. Torracinta

Instructor on French

Laura Tuach

Assistant Dean of Ministry Studies and Field Education

Regina Walton

Counselor to Episcopal/Anglican Students; Lecturer in Ministry Studies

Gloria White-Hammond

Swartz Resident Practitioner in Ministry Studies

Gina A. Zurlo

Yang Visiting Scholar in World Christianity

Denominational Counselors

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

Aisha Ansano

Counselor to Unitarian Universalist Students

Jeremy D. Battle

Counselor to Baptist Students; Lecturer in Ministry Studies

Chris Berlin

Counselor to Buddhist Students; Instructor in Ministry Studies and Pastoral Counseling

Amy L. Fisher

Counselor to Methodist Students

Reebee Kavich Girash

Counselor to United Church of Christ Students

Samuel B. Hogan, Sr.

Counselor to Pentecostal Students

Patricia Simpson

Counselor to Roman Catholic Students; Instructor in Ministry Studies

Burns Stanfield

Counselor to Presbyterian Students; Instructor in Presbyterian Church Polity

Liza Stern

Counselor to Jewish Students; Instructor in Jewish Polity

Regina Walton

Counselor to Episcopal/Anglican Students; Lecturer in Ministry Studies

TBA

Counselor to Lutheran Students

TBA

Counselor to Muslim Students

Academic Procedures and Rules

Check-in

FALL 2023

New student check-in online: Tuesday, August 22. New student check-in is required to finalize registration requirements.

Returning student check-in: All returning students are required to complete the check-in process online via their my.harvard account by Thursday, August 24; the Registrar's Office will be available on this date and on Friday, August 25, 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 2024

Check-in for all students: students are required to complete the check-in process online via their my.harvard account. Check-in must be completed by Tuesday, January 23.

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 fall and spring deadlines listed above. No one may check in and enroll in classes after September 22 in the fall term, and February 9 in the spring term.

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 [University 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](#). 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 on the [Student Financial Services website](#). 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: Diphtheria, Tetanus, and Pertussis (TDaP); Hepatitis B; Measles, Mumps, and Rubella (MMR); Varicella; and Meningococcal diseases. 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 according to their rolling deadline system (see website for more details). 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](#).

Harvard University requires all enrolled students to be [fully vaccinated against COVID-19](#) before arriving on campus for fall classes, using a vaccine authorized or approved by the FDA or the World Health Organization, and to be up-to-date on COVID-19 immunizations and boosters as defined by the Centers for Disease Control (CDC). Students are also required to receive an annual flu vaccine according to the HUHS timeline. See the [HUHS website](#) for detailed instructions on meeting this requirement.

INTERNATIONAL STUDENTS

Incoming international students must register at the [Harvard International Office \(HIO\)](#) located in Room 864 of the Richard A. and Susan F. 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. As policies can change while students are enrolled, international students are encouraged to regularly check the [HIO website](#) for updates.

UNIVERSITY ID CARDS

First-year students may upload a photo for their ID. Incoming students who electronically uploaded a photo prior to arriving on campus will receive their official ID card during orientation. 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 through the [ID Card Services office](#) located at the Smith Campus Center, 8th floor. The new picture will appear on all subsequent cards.

Pictures captured for the ID cards may also be used for portrait and electronic directories. All images and information are secured for internal University use only. Students who do not wish to have their images distributed may request an exemption by contacting the ID Office at id_services@harvard.edu. Since students will encounter occasions when they need to produce their ID card (such as at University Health Services, on shuttles, or at 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 contacting [ID Card Services](#) located in the Smith Campus Center, Room 807. A \$35 replacement fee will be charged. More information is [available online](#).

HARVARDKEY

[HarvardKey](#), together with the HUID (Harvard University ID), enables students to access the online resources of the University. Once a student receives their HUID information, they are required to complete the [HarvardKey activation process](#) prior to being able to access and activate their HDS email account.

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.

Registration

COURSE REGISTRATION AND PRE-ENROLLMENT

- Fall 2023: Crimson Cart submission via my.harvard is due Tuesday, September 12.
- Spring 2024: Last day to submit changes to pre-enrollment via the Crimson Cart is Monday, January 29.

In fall 2023, all HDS students will submit their course enrollment via the Crimson Cart just prior to the start of the semester. Starting with the Spring 2024 semester, HDS students will begin pre-enrolling in courses. HDS students enrolling for Spring 2024 will pre-enroll via the Crimson Cart during November 1-15. Pre-enrollment will close on November 15. Students will have an opportunity to make changes via the Crimson Cart in January 2024. Those on leave or returning in the spring will have the opportunity to submit their courses in January 2024.

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 13, in the fall and Tuesday, January 30, 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 (Friday, September 22, for the fall and Friday, February 9, 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” on page 56 for policies pertaining to returning to studies at HDS.

Full-time students must register for at least three courses (12 units) and may not register for more than five courses (20 units) 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 Interreligious Consortium (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 Division of Continuing Education is not eligible for cross-registration.

Boston Theological Interreligious Consortium (BTI):

- Boston College Theology Department (BC-THEO)
- Boston College School of Theology & Ministry (BC-STM)
- Boston University Graduate Program in Religion (BU-GPR)
- Boston University School of Theology (BU-STH)
- 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)
- 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 list of links to relevant academic calendars is available on the [Registrar's Office website](#).
- 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 Tuesday, January 2, for March graduation, or by Monday, May 13, for May graduation.
- No more than one-half of the coursework (8 units) 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.

CROSS-REGISTERING TO 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.

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.

CROSS-REGISTERING TO A BTI SCHOOL

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

- Students should navigate to the BTI website 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 instructions on how to start the BTI cross-registration process. Students who are cross-registering through the BTI for the first time must submit the New Student Registration Form in the BTI portal.
- The online cross-registration system will generate an email 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. When a student is planning to register for a BTI course, they should register for the placeholder course XREG BTI in my.harvard.edu during the registration period. This placeholder course is replaced by the Registrar's Office with the details of the BTI course after successful cross-registration.
- Students who are not accepted must drop the course via a course change form available on their my.harvard portal homepage.

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.

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 plus \$50 registration fee) to have audits added to their academic records. If a degree candidate signs up to audit but is unable to continue, the

degree candidate needs to notify the Registrar's Office no later than the last day of classes, so that the course can be removed from their 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

LAST DAY TO ADD OR DROP WITHOUT NOTATION

- Fall 2023 semester: Friday, September 22
- Spring 2024 semester: Friday, February 9

Courses may be added or dropped from a student's schedule any time before the deadlines listed above by filing the appropriate form online in the my.harvard portal. Courses taken by HDS students that are dropped by the add/drop 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 add/drop 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 2023 semester: Wednesday, November 8
- Spring 2024 semester: Monday, April 1

Students may change their status in a course up to 5 pm 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 will be assigned.

Courses can only be changed from credit to audit or vice versa prior to the add/drop 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 add/drop 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 2023 final examination period runs Monday, December 11, through Wednesday, December 20, and the spring 2024 examination period runs Thursday, May 2, through Saturday, May 11. Courses scheduled in the morning normally have morning exams beginning at 9:15 am; afternoon courses have exams at 1:15 pm.

The definitive final exam schedule is published online after the add/drop deadline has passed.

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 accommodations for exams due to a disability should meet with and present written documentation to the [Assistant Director for Student Support](#) 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 Director for Student Support as soon as possible. Exam accommodations cannot be evaluated for approval until documentation is reviewed. Accommodations and services cannot be provided retroactively. More information regarding the exam accommodation policies and procedures is available online.

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 make-up examination does not create an unreasonable burden. In such instances, students must obtain a petition 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, document-

able 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, Monday, March 18, 2024), and for spring courses no later than the last non-weekend day before the subsequent fall semester (this year, Friday, August 30, 2024). Outstanding work must be submitted electronically to the [Registrar's Office](#) 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 to make this request is available from the Registrar's Office. 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" (withdrawn) 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, if such an option is available. 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 Wednesday, December 20, for the Fall 2023 semester, and Monday, May 13, for the Spring 2024 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 canceled 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 the University Weather and Special Conditions line at 617.496.6397. If an individual class meeting is canceled, 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 online evaluation of the courses they are enrolled in with HDS faculty members. Students will be granted access to their grades online only after submitting all their evaluations for the term. Students who do not complete evaluations will not have access to their grades until at least 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 email message from the Registrar's Office informing them when online evaluations are available. 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 as well as scheduled faculty leaves. 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 voting 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, MRPL, ThM, or special 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 of the consecutive semesters during the student's first three semesters of enrollment), 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, MTS, and MRPL students and "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).
- 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 MRPL and 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:

- Issue a warning letter to the student that outlines the academic progress criteria that have been insufficient, as well as a target and timeline for regaining adequate academic progress. The letter may also suggest or require relevant support structures be implemented to assist the student in successfully regaining academic progress.
- 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 "Program Withdrawal" on page 55.

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 reinstated may be required to begin their 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 Master's 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 master's 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 Graduate Program Coordinator at the Committee on the Study of Religion as soon as possible.
- With the permission of the Associate Dean for Faculty and Academic Affairs, ThM students may be eligible to teach in undergraduate courses during their first year of study.
- MTS, MDiv, and ThM students must obtain the approval 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 ECAP 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 ECAP to receive advanced standing for HDS courses taken prior to matriculation. HDS courses completed as a Special Student, Resident Fellow, 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 32 units toward the MTS and no more than eight units toward the ThM program.

Voluntary Leave of Absence for Master's Students

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 "Program Withdrawal" on page 55.

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

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 titled "Program Withdrawal" on page 55.

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; phone: 617.495.2789; or visit the HIO website).

Ordinarily, leaves of absence for MDiv students will be granted for up to one year only and for MTS and ThM students one semester only. To be allowed a longer leave, students must petition the Executive Committee on Academic Programs (ECAP). 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" on page 55 and "Reinstatement" on page 56 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 MRPL and ThM students). Additional time requires the permission of ECAP. Information on health care coverage while on leave is available through HUHS Member Services at 617.495.2008 or online.

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., it will count as part of the 10-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 Graduate 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’s behavior poses a direct threat to the health or safety of any person, or has seriously disrupted others in the student’s residential community or academic environment; and 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.
 - (b) The student is not cleared to return to enrollment and/or residence at HDS following either: (i) a hospitalization or emergency room visit that raises serious concerns about the student’s health or well-being; or (ii) other circumstances that raise serious concerns about the student’s health or well-being and reasonably call into question their ability to function as a student in the HDS environment. For more about the process of clearance to return to enrollment and/or residence after a hospitalization or emergency room visit, see Clearing to Return below.

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.

- Failure to adhere to the terms of an agreement to engage in treatment. The student's continued enrollment and/or residence is conditioned on the student's agreement to meet the expectations set forth in an agreement to engage in treatment, such as following the recommendations of the student's treatment team, and the student has failed to adhere to the terms of that agreement.
- 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.

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

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.

Clearance for Return

After a hospitalization or emergency room visit by one of its students that raises serious questions about the student's health or well-being, or in other circumstances that raise serious questions about the student's health or well-being and reasonably call into question their ability to function as a student in the Divinity School environment, HDS ordinarily will not permit that student to return to enrollment or participation in any Harvard-related programs or activities before making its own assessment of the suitability of the student's return. (See "Procedure for Notice and Consultation"). To better inform that assessment, students are expected to notify both HDS and HUHS of any hospitalization or emergency

department visit. HUHS can be notified by phone 24 hours a day, seven days a week, at 617-495-5711.

REASON FOR POLICY

An important consideration in the HDS's decision as to whether a student may continue in or return to residence and enrollment is the impact of the student's presence on the community. A student who is injured, ill, or exhibiting disturbing or disruptive behavior may require ongoing care. Serious alcohol- or drug-related problems, in particular, have the potential to disrupt life in the academic community significantly and impair a student's ability to function academically and socially. HDS regards as unreasonable the expectation that roommates, suitemates, friends, or staff will take on health care responsibilities for other students.

Any student may, of course, refuse to allow consultation between the student's clinician(s) and HDS, but such a refusal will not prevent HDS from making a decision regarding a student's return to residence or continued enrollment.

PROCEDURE FOR NOTICE AND CONSULTATION

The Divinity School will consult with clinicians at HUHS and/or, if the student has been treated elsewhere, clinicians at other facilities or in private practice, ordinarily with the student's permission. Depending on all of the relevant circumstances, such consultation may be initiated either by HDS or by clinicians at HUHS. Notice that a student has been hospitalized or treated in an emergency department of an area hospital may prompt HDS to begin a process of consultation through which it will decide whether and under what circumstances the student may continue in or return to residence or enrollment.

HDS also may independently decide that, based on its observations or other information it has about a student, it should initiate the process of consultation with HUHS clinicians, which may include ascertaining whether that student has been hospitalized or treated by an emergency department.

Consultation will be focused on the concerns raised by the student's condition or behavior and requirements for continued care, in order to facilitate HDS's decision about the student's capacity to continue in or return to residence and enrollment.

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 Office of Financial Aid 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 HUSHP website, or contact the Student Health Program (via phone at 617.495.2008 or via email at 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 12 weeks in advance of the start of any term, although it remains the student's responsibility to ensure that they have 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 Office of Financial Aid 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 Office of Financial Aid 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.

Agreements to Engage in Treatment

HDS may condition a student's enrollment on certain terms or conditions, as set forth in a written agreement 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 agreement 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 an agreement 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 titled "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 their 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 titled "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 2023 TUITION REFUND SCHEDULE

| DATE | REFUND |
|------------------------|-------------|
| On or before 9/22/2023 | 100% refund |

| DATE | REFUND |
|------------------------|----------------|
| On or before 10/6/2023 | 75% refund |
| On or before 11/8/2023 | 50% refund |
| After 11/8/2023 | No refund made |

SPRING 2024 TUITION REFUND SCHEDULE

| DATE | REFUND |
|------------------------|----------------|
| On or before 2/9/2024 | 100% refund |
| On or before 2/23/2024 | 75% refund |
| On or before 4/1/2024 | 50% refund |
| After 4/1/2024 | No refund made |

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. 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 Office of Admissions 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 10 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, the MRPL Faculty Director, and a committee to oversee the ThM program as convened by the Associate Dean for Faculty and Academic Affairs. Students who wish to have exceptions 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 request 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 study 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.

Students intending to transfer from the MTS program to the MDiv program must enroll in Introduction to Ministry Studies by their third semester in order to be considered eligible.

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

APPLICATION DEADLINES

- November 2023 Graduation: Monday, August 7
- March 2024 Graduation: Friday, December 1
- May 2024 Graduation: Monday, January 22

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 10-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 multireligious 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 recipients are announced at the HDS Diploma Awarding Ceremony.

Commencement and Multireligious Service

- Multireligious Commencement Service: Wednesday, May 22, 2024
- Commencement Exercises: Thursday, May 23, 2024

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 10 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. A luncheon and the Diploma Awarding Ceremony for the Divinity School community are held immediately following the morning exercises.

The Multireligious Commencement Service honors the graduating class and is held on the HDS Campus Green the day prior to Commencement. Wearing Harvard robes, students gather for the service, which lasts about 90 minutes, is open to all guests, and is followed by a group class photo session and a reception on the HDS Swartz Lawn.

Communications concerning the various activities and requirements for Commencement go to potential graduates in March. Information regarding appropriate regalia to wear and how to order 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 Thursday, May 23, 2024. 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 may be charged, based on the destination.

Transcripts

Harvard Divinity School has authorized [Parchment](#) to provide online transcript ordering and fulfillment for current students and alumni. Students and alumni 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 \$3.00 transaction fee per recipient. To order an official transcript, please log in to the [Parchment secure site](#). Payment is made via credit card only.

Ordinarily, transcripts will be processed in one to three business days. Credit cards will only be charged after an order has been completed. 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. For assistance or for answers to questions about the transcript ordering service, refer to the FAQ section on the ordering site.

Degree Programs and Requirements

Master of Divinity

Students in the Master of Divinity (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:

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

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 24-course minimum requirements for the degree.

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

The normal course load is four courses (16 credits) per term, two courses (8 credits) for students in part-time status. For full-time students, the maximum course load is five courses (20 credits). Excepting the residency semesters, provided that a student is on pace to complete their degree within the permitted time and has the permission of their advisor, a student may register for as few as three courses (12 credits) 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

FULL COURSE-LOAD RESIDENCY REQUIREMENT

A residence of at least one year 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 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.

INTRODUCTORY COURSES REQUIREMENT

MDiv students must successfully complete HDS 4510 Introduction to Ministry Studies and HDS 4515 Introduction to Theories and Methods in the Study of Religion in their first year.

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.

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

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. The Summer Language Program may be used only once toward this requirement.

THEOLOGICAL REFLECTION REQUIREMENT

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

SENIOR SEMINAR AND PAPER REQUIREMENT

The MDiv Senior Seminar (HDS 4591 A/B) is a two-semester course for which students receive eight credits. Students will receive a preliminary letter grade at the end of the first semester; at the end of the second semester the preliminary grade will be changed to correspond to the final grade. Students may petition, prior to the beginning of the first

semester and with the approval of the faculty advisor, to complete the course and submit the paper in a single semester for four credits.

Completed MDiv Senior Seminar and MTS Research papers are submitted to the HDS Library via the electronic DASH deposit system. Instructors will provide a link to the DASH deposit form and instructions for deposit to DASH. Questions regarding the instructions and the DASH deposit form may be directed to HDS librarians.

OTHER DEGREE REQUIREMENTS

ARTS OF MINISTRY REQUIREMENT

HDS provides coursework 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 coursework and field education.

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 direct 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, anti-Semitism, 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 denomination or tradition, and to participate in shaping the changing experience of a 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 Card 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 requirement. 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 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.

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. 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 coursework. 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. Further information about field education sites is available online from the Office of Ministry Studies.

Concurrently with their first placement during the academic year, all students take HDS 2933 A and B Meaning Making - Thinking Theologically about Ministry Experience, 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.

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.

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 24 courses (96 units).

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 a related discipline, or as a means to approach another field or profession from a perspective enriched by theological study.

There are seven degree goals for the MTS. Through their studies, all MTS students are expected to:

- Articulate a focused area of interest and understand key materials, issues, and scholarship within that area.
- Understand some of the major theories and methods in the scholarly study of religion.
- Reflect critically on the social contexts of religion, historical and/or contemporary.
- Articulate their own viewpoints, understand viewpoints with which they disagree, and engage in dialogue.
- Communicate insights from the study of religion in a publicly accessible manner.
- Conduct research using the methods appropriate to at least one subfield within the academic study of religion, or apply the fruits of research to a particular problem.
- Demonstrate proficiency in at least one language other than English that is relevant to their individual areas of focus, except in the case of a documented language disability in which case a substitute requirement will be determined.

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.

COURSE REQUIREMENTS

MTS students must satisfactorily complete the equivalent of two years of full-time study (64 units or 16 semester-long 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 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) ordinarily may not be counted toward Area of Focus requirements. The normal course load is four courses (12 credits) per term, two courses (8 credits) for students in part-time status.

For full-time students, the maximum course load is five courses (20 credits). Excepting the residency semesters, provided that a student is on pace to complete their degree within the permitted time and with the permission of their advisor, a student may register for as few as three courses (12 credits) 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 enroll in the SLP a second time may have the course appear on their transcript. They must pay a

reduced tuition rate. Students may also take an SLP course 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 enrolling in the SLP for a second time after their final semester of full-time registration.

COURSE DISTRIBUTION REQUIREMENTS

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

AREA OF FOCUS REQUIREMENT

MTS students must successfully complete no fewer than six courses within 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 19 listed below that are fully supported by the resources of the School.

Areas of Focus:

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

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 16 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 areas 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 advisors 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.

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.

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 16 courses.

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 prorated 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 coursework at HDS as a Special Student, Resident Fellow, 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 “Complementary Programs to the MDiv and MTS.” 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 Law and 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 coursework at the other school has been completed, the student then petitions the MTS or the 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.

NATIONAL CAPITAL EXPERIENCES FOR SEMINARIANS

Formerly known as National Capital Semester for Seminarians (NCSS), the National Capital Experiences for Seminarians (NCES) program 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. NCES also offers both a supervised internship and an independent policy research option.

NCES 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 NCES, offers full academic credit for the program. For further information, contact the HDS Office of Ministry Studies, or the Wesley Theological Seminary Office of Admissions (phone: 202.885.8659; email: admissions@wesleyseminary.edu).

CERTIFICATE IN RELIGION AND PUBLIC LIFE

The Certificate in Religion and Public Life (CRPL) is designed to prepare HDS graduates with the tools, skills, and experience to explore professional pathways outside of traditional ministry or academic scholarship. Through the CRPL, Master of Theological Studies (MTS) and Master of Divinity (MDiv) students engage in a structure of coursework, mentoring, experiential learning, and a final project. Students explore the challenges and opportunities that arise when a nuanced understanding of religion is employed within a particular profession or vocation, such as education, journalism, government, community organizing, humanitarian action, and entertainment and media. Students will choose a professional area of focus for their CRPL.

REQUIREMENTS

REQUIRED COURSES

HDS 3300 Religious Literacy and the Professions (Only offered fall semesters. Must be taken in the first fall semester for MTS students and the first or second fall semester for MDiv students.)

HDS 4000A/B Religion and Public Life Internship (To accompany internship in relevant area of concentration.)

HDS 4581 Certificate in Religion and Public Life Capstone Seminar (Includes completing a final project relevant to the student's certificate focus and in consultation with a project advisor.)

A minimum grade of B is required in both the Religious Literacy and the Professions course, and the Certificate in Religion and Public Life Capstone Seminar, and a SAT (satisfactory) grade in the Religion and Public Life Internship course.

INTERNSHIP IN AREA OF CONCENTRATION

The CRPL internship requires 280 hours of work and can be fulfilled as follows:

- Full-time summer placement (35 hours per week for 8 weeks)
- Extended part-time placement (10 hours per week for 28 weeks)

Students should closely consult the [CRPL Student Handbook](#) for further details and timeline options to complete the courses and internships.

Students will be required to apply for the CRPL to the Religion and Public Life (RPL) Faculty Director and the Registrar in the spring semester of their final year upon successful completion of all requirements for either the MTS or MDiv degree, as well as for the CRPL.

The responsibility for applying for the CRPL rests with the student and must be made no later than the end of the final examination period of the spring semester.

Upon verifying completion of all requirements, students will earn a Certificate in Religion and Public Life in one of the following areas of concentration: Education, Government, Arts and Popular Culture, Journalism, Humanitarian Action, or Community Organizing. The Registrar will post receipt of the certificate on the student's transcript.

Master of Religion and Public Life

Religions have functioned throughout human history to inspire and justify the full range of human agency, both for good and for ill. The widespread failure to understand the power of religion in human experience has significant consequences. It fuels bigotry and prejudice, leads to conflicts and crises, and hinders cooperative endeavors in local, national, and international arenas. There is an urgent need to promote a more sophisticated understanding of religion in public life to mitigate these consequences.

The Master of Religion and Public Life (MRPL) is a one-year graduate degree program designed for experienced professionals who wish to develop in-depth knowledge of the complex ways religion influences public life related to their career areas. The MRPL degree provides an opportunity for mid-career journalists, government officials, humanitarian aid workers, educators, artists, health care professionals, lawyers, and other practitioners to become leaders in their fields who can help foster a better public understanding of religion and address the religious dimensions of some of the most difficult issues of our time.

Specifically, the MRPL degree allows professionals to gain advanced knowledge about religion through coursework, a shared seminar with other professionals, and a final project that will contribute to deepening understanding of religion within their fields. Graduates will be equipped to serve as leaders regarding the public understanding of religion and how it impacts their profession. They will be able to create resources and conduct training workshops and seminars for their peers, either independently or in conjunction with Religion and Public Life at HDS. Students are eligible to take courses from HDS faculty and from other faculties across Harvard to help them develop a course of study that is relevant to their professional interests.

DEGREE REQUIREMENTS

MRPL candidates will plan a coherent program of advanced study with the Faculty Director of the RPL and their faculty advisor. Receipt of the degree is dependent upon the candidate's fulfillment of the (1) Course and Residency Requirements; (2) Plan of Study Requirement; (3) Final Project Requirement; (4) Oral Examination Requirement; (5) Public Presentation Requirement; and (6) Financial Requirements.

COURSE AND RESIDENCY REQUIREMENTS

MRPL students must satisfactorily complete one year of full-time study (a minimum of eight 4-credit 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 (a minimum of four courses each term) in residence in Cambridge. There are no online or distance learning options for this degree.

- No course with a grade below B- may be counted toward the degree. Students must earn a cumulative grade average of B or higher to meet graduation requirements.
- At least five of the eight required courses for the degree must be completed from those offered at HDS.
- One-half of the total number of courses attempted each semester must be chosen from those offered at HDS.
- A minimum of four of the eight courses must be taken for a letter grade.

Students are required to take the following two courses: Theories and Methods in the Study of Religion (fall) and the MRPL Seminar (two full 4-credit courses with part A in the fall and part B in the spring). Note: We anticipate that most MRPL candidates will enroll in a total of nine courses: four 4-credit courses each term and the required MRPL seminar for 4 credits each term.

PLAN OF STUDY REQUIREMENT

Each MRPL candidate will determine with their academic advisor a plan of study that will provide adequate engagement with the content of a particular religious tradition or traditions relevant to the candidate's project proposal and background. This plan of study will be submitted at the end of the second week of classes each semester to the Registrar's office. (Note: There is no expectation that graduates will become "experts" in a particular tradition or region, but they will have enough knowledge through coursework for them to recognize the complexity of religions in particular contexts and the tools to engage in further research as needed.)

FINAL PROJECT REQUIREMENT

MRPL students must complete a final project that engages the topic of religion within their profession. The final project will be shaped in consultation with the faculty instructor of the Religion and Public Life Seminar, MRPL candidate peers in the seminar, and the student's faculty advisor. The final project may take one of the following three forms:

- A portfolio addressing a particular theme in the intersection of religion and their profession (the portfolio option could, for example, take the form of a series of case studies, a series of articles, or a portfolio of artistic creations relevant to an articulated theme);
- Two smaller papers (each normally 20-30 pages in length); or
- One large paper (normally 40-60 pages in length).

All options would require approval from the faculty advisor and RPL director by mid-December. Final projects could incorporate work done in courses counting toward fulfillment of the MRPL degree requirements but must also represent substantially new material.

ORAL EXAMINATION REQUIREMENT

Candidates for the MRPL must satisfactorily complete an oral examination administered by a committee comprised of two members of the Harvard faculty (at least one from HDS), with the option to include a member of their profession as a third outside reader. Oral examinations will take place in the spring when the course requirements are nearing completion. A candidate will submit their final project to the examiners prior to the exam.

This project will provide a starting point for, or focus of, the questioning at the one-hour final oral examination.

PUBLIC PRESENTATION REQUIREMENT

Candidates will be required to publicly present an overview of their final projects at a public symposium featuring their work that will be scheduled at the end of academic year following their oral examination.

FINANCIAL REQUIREMENTS

MRPL students pay one year of full-time tuition.

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:

- African and African American Religious Studies
- Buddhist Studies
- Comparative Studies
- East Asian Religions
- Hebrew Bible/Old Testament
- Hindu Studies
- History of Christianity
- Islamic Studies
- Jewish Studies
- New Testament and Early Christianity
- Philosophy of Religion
- Religions of the Americas
- Religions of the Ancient Mediterranean
- Religion, Ethics, and Politics
- Religion, Literature, and Culture
- Religion and the Social Sciences
- South Asian Religious Traditions
- Theology
- 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 the (1) Course

Requirements; (2) Language Requirement; (3) Oral Examination Requirement; and (4) Financial Requirements.

COURSE REQUIREMENTS

ThM students must satisfactorily complete the equivalent of one year of full-time study (16 units or 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 (16 units).
- 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 Interreligious Consortium.

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").

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.

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) that 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 Harvard Divinity School 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.

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 (ThD) program 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.

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 in the Committee on the Study of Religion in the Graduate School of Arts and Sciences. Those currently in the ThD program in the Study of Religion will continue to be candidates for the ThD.

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 not eligible for appointment. Priority for teaching fellow appointments will be given to doctoral 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.

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.

Language Study

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 student's academic advisor.

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 a language qualifying examination administered by HDS.
- Completing with a grade of B- or better the second semester of an HDS intermediate-level course in Greek, Hebrew, Pali, or Arabic, 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 (2nd year) German (HDS 4414), French (HDS 4454), or Spanish (HDS 4464).

For languages taught at Harvard University other than those offered and examined by the Divinity School, intermediate competency may be demonstrated by:

- 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, who will maintain a listing of such courses and their level. Students who have already attained competency in such a language may demonstrate competency with a satisfactory grade (B- or better) in a language examination. The examination will be administered by the HDS Registrar in collaboration with the Assistant Dean for Faculty and Academic Affairs.
- For languages not taught by any instructor at Harvard University, intermediate competency will be demonstrated by a satisfactory grade (low pass or better) in a language examination. In such cases, the student must submit a petition signed

by their advisor to the MTS Committee Chair that details the reasoning for the student's choice of language. If the MTS Committee Chair 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 those offered at HDS 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 "Language Requirements for the MTS and ThM Degrees" on page 78.

Language Qualifying Examinations

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. One dictionary (printed or electronic) is permitted. The exams are designed to be taken within one hour. Copies of previous exams for practice are available online 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.

2023-2024 LANGUAGE QUALIFYING EXAMINATION DATES

These exams are only offered online and pre-registration is required. Students will receive a message from the Registrar's Office when pre-registration for this exam opens. Please note

that students who signed up with the Registrar’s Office in advance will be assigned to the language site of their choice and will only be able to access the exam during the specified timeframe.

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 20 minutes after the end of the previous exam session (e.g. first exam starts at noon and ends at 1:10 pm, second exam starts at 1:30 pm and ends at 2:40 pm).

LANGUAGE QUALIFYING EXAMINATION DATES 2023-2024

| DATE | LANGUAGES |
|--------------------------|--|
| Friday, August 25, 2023 | Classical Arabic, French, German, New Testament Greek, Biblical Hebrew, Christian Latin, Pali, and Spanish |
| Friday, January 19, 2024 | French, German, Spanish |
| Friday, April 26, 2024 | Classical Arabic, French, German, New Testament Greek, Biblical Hebrew, Christian Latin, Pali, and Spanish |

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, Elementary Syriac (last offered during SLP 2023, next offered for SLP 2025), 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. Intermediate SLP language courses are equivalent to the second-year (advanced intermediate) course.

Non-Degree Programs and Continuing Education

The Summer Language Program

Monday, June 10, to Thursday, August 1, 2024

Languages offered:

- Elementary Biblical Hebrew
- Intermediate Biblical Hebrew
- Elementary New Testament Greek
- Intermediate New Testament Greek
- Christian Latin ¹
- 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 ^{1, 2}
- Elementary Syriac (not offered 2024; next offered 2025)

¹ Additional mandatory weekly meetings with the language tutor are required.

² 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 initial application deadline of Friday, May 3, 2024, and at the latest by the final application deadline of Thursday, May 30, 2024, because course offerings are subject to minimum enrollments. If that enrollment is not met by the application deadline, the course may be canceled for the SLP 2024.

Students are also 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 the SLP to prohibit full-time employment. Good judgment is advised. Courses must be taken for a letter grade only. Non-HDS students may also audit, but only with payment of full tuition. HDS degree students who take courses through the SLP may include these courses as part of their degree program once, provided they will be registered and paying tuition during the fall term immediately following the SLP. Students who attempt but do not successfully complete the SLP due to either failing or dropping the course may petition the appropriate curriculum committee to be allowed to take the SLP a

second time and use it toward their program. If this petition is granted, the student may be required to pay additional tuition that may not be eligible for financial aid assistance.

Current HDS students and recently (in the past academic year) graduated students may repeat the SLP with the payment of reduced tuition rates. Please see the SLP website for more details.

Incoming doctoral students to the PhD in Religion, who will be full-time in the coming fall semester are eligible to take the 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 the 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 the SLP is not counted toward the full course-load residency requirement; that is, a student who takes the 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 the SLP as part of their degree program are required to pay the program fee at the time of registration.

The SLP tuition rate is set each spring and published on the SLP website under "Tuition." Updated information regarding the Summer Language Program is also available online.

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 (32 units) 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 (16 units) each term per U.S. 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.

Special Students are subject to review of academic progress.

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 2023-2024 academic year, Resident

Fellows pay \$7,618 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 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 other schools of the University or the Boston Theological Interreligious Consortium 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 applicants meet 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 admissions requirements for applicants are that they are: (1) currently enrolled in a doctoral program at an institution that is accredited by a recognized body and have completed at least two years of full-time coursework; and (2) 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 their 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 Associate Dean for Faculty and Academic Affairs.

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 105 or higher on the TOEFL iBT.

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 ThD 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 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. Inquiries should be directed to the Registrar's Office. Forms may be obtained from the Registrar's Office during the first week of classes.

Financial Requirements

Tuition for Academic Year 2023-24

| | |
|-----------------------------------|----------|
| MDIV, MTS, THM, AND MRPL PROGRAMS | |
| Tuition | \$30,472 |

| | |
|---|--------------------|
| THD PROGRAM | |
| Guidance and Facility Fee | \$3,370 |
| Active File Fee for Students Registered in Absentia | \$300 per semester |

| | |
|---------------------------------|---------|
| SPECIAL STUDENTS | |
| Tuition per Course (for Credit) | \$3,809 |
| Tuition per Course (Audit) | \$550 |

| | |
|---------------------------------|------------|
| MINISTERS IN THE VICINITY | |
| Tuition per Course (for Credit) | \$1,904.50 |
| Tuition per Course (Audit) | \$275 |

| | |
|------------------|---------|
| RESIDENT FELLOWS | |
| Per Term | \$7,618 |

Billing for Master’s Students

MTS STUDENTS

MTS students are required to pay full term tuition (\$30,472 for 2023-24) for a minimum of four semesters. In each of these semesters, students may take up to five courses (20 units) and, after having met the full course-load residency requirement, may take as few as three (12 units). Four courses (16 units) 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 (eight units) for it toward their degree. Tuition for this initial participation in the SLP is covered by the normal term tuition of the following year. However, MTS students

enrolled in the 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 (\$3,809 in 2023-24). In such a case, the total number of courses attempted by the student may not exceed 18 without approval of the MTS 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 “Part-Time and Per-Course Master’s Tuition” below.

MDIV STUDENTS

MDiv students are required to pay full term tuition (\$30,472 for 2023-24) for a minimum of six semesters. In each of these semesters, students may take up to five courses (20 units) and, after having met the full course-load residency requirement, may take as few as three (12 units). Four courses (16 units) 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 (eight units) for it toward their degree. Tuition for this initial participation in the SLP is covered by the normal term tuition of the following year. However, MDiv students enrolled in the 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 (\$3,809 in 2023-24). In such a case, the total number of courses attempted by the student may not exceed 27 without approval of the MDiv 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 “Part-Time and Per-Course Master’s Tuition” below.

THM STUDENTS

ThM students are required to pay full term tuition (\$30,472 for 2023-24) for a minimum of two semesters. In each of these semesters, students may take up to five courses (20 units) and no fewer than four (16 units). Four courses (16 units) a term is considered the normal load.

ThM students may also participate once in the Summer Language Program in the summer before their first semester. Tuition for this initial participation in the SLP is covered by the normal term tuition of the following year. However, ThM students enrolled in the SLP are required to pay an additional \$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 “Part-Time and Per-Course Master’s Tuition” below.

MRPL STUDENTS

MRPL students are required to pay full term tuition (\$30,472 for 2023-24) for a minimum of two semesters. In each of these semesters, students may take up to five courses (20 units)

and no fewer than four (16 units). Four courses (16 units) a term is considered the normal load.

MRPL students may also participate once in the Summer Language Program in the summer before their first semester. Tuition for this initial participation in the SLP is covered by the normal term tuition of the following year. However, MRPL students enrolled in the SLP are required to pay an additional \$400 program fee and \$50 application fee.

MRPL students who have petitioned and have been formally recognized as part-time are billed in a different way and should refer to the section “Part-Time and Per-Course Master’s Tuition” below.

Part-Time and Per-Course Master’s Tuition

Part-time status means enrolling in fewer than 12 credit hours per semester. Part-time master’s students will be charged on a per-course basis, meaning a charge will be assessed for each course for which they register (\$3,809 per course for 2023-24). For example, a student who takes two courses in a semester (8 credit hours) will be billed as enrolled in two courses (\$7,618 for 2023-24). 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 (four units) is taken in a single term, then the student is billed for it at the current course rate (\$3,809 per course for 2023-24). It should be noted that students taking less than two courses in a term (eight units) are not eligible to receive financial aid or to defer their current student loans.

If a student enrolls in more than two courses (eight credit hours) in a single semester, after being approved to study part-time, full tuition will be assessed (\$15,236 per semester in 2023-24) 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; 24 courses (96 units) in the MDiv program and 16 (64 units) in the MTS program. A student who shifts from full-time tuition billing to per-course billing may only take additional courses beyond what is required to complete their degree program only if they are needed to replace courses failed, withdrawn, or left incomplete. In such cases, normal tuition at the per-course rate will be assessed (\$3,809 in 2023-24), 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 (\$6,620 per semester in 2023-24). For each additional year that a candidate remains in the Boston area, a guidance and facilities fee will be assessed (\$1,685 per semester in 2023-24) 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 2023-24). 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 (\$3,809 per course in 2023-24). 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: \$704 per semester
- Student Health Insurance Plan: \$2,060 per semester

STUDENT ACTIVITIES FEE

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

STUDENT HEALTH INSURANCE AND FEE

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 registered 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, and urgent care. Visit the HUSHP website for more details.

STUDENT HEALTH INSURANCE PLAN

The Student Health Insurance Plan provides hospital/specialty care and prescription drug coverage through Blue Cross Blue Shield of Massachusetts. 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 the HUSHP website 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, 2023, for the fall term (or full academic year), and January 31, 2024, 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, 2023, for the fall term and January 31, 2024, for the spring term. Waivers are available online.

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, 2023, for the fall term, and February 28, 2024, for the spring term.

OPTIONAL DENTAL COVERAGE

An optional dental plan is available for students. Student dependents are eligible to enroll only when the student is enrolled. Coverage is effective from August 1, 2023, to July 31, 2024. Enrollment and renewal are not automatic, and the deadline for both is September 30, 2023. Students who do not enroll in a dental plan may choose to receive care on a fee-for-service basis. Harvard Dental Service offers students a preventive care package and a discount on all specialty services. The Harvard School of Dental Medicine (HSDM) Dental Center also provides dental care to students.

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 and 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 and mandatory fee 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

The expected expenses listed in the table below are for a master's-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.

| ITEM | AMOUNT |
|--|----------|
| Housing | \$15,400 |
| Food | \$5,201 |
| Books and Supplies | \$1,012 |
| Personal | \$4,363 |
| Transportation | \$900 |
| Average Loan Fees (Domestic Students Only) | \$124 |

| ITEM | AMOUNT |
|------------------------------|-----------------|
| Total Living Expenses | \$27,000 |

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 Financial Aid Handbook.

Readmission and Tuition Policy for Service Members

Scope and Purpose

In accordance with federal regulations, 34 C.F.R. § 668.18 and the Department of Defense (DoD) Voluntary Education Partnership Memorandum of Understanding (MOU), Harvard Divinity School (HDS) will promptly readmit service members who seek readmission to a program that was interrupted due to a uniformed service obligation.

Eligibility

This policy shall apply to:

- Service members who are unable to attend classes for more than 30 consecutive days; and
- Service members who are unable to attend classes for less than 30 days when such an absence would result in a withdrawal from the School.

A student is eligible for readmission under this policy if, during an absence, the student performs uniformed service, voluntary or involuntary, in the Armed Forces, including the National Guard or Reserve, active duty, active duty for training, or full-time National Guard (under federal authority). The cumulative length of all absences for uniformed service (service time only) must not exceed five years.

A student must provide orders, or written notice by the Commanding Officer, of a Uniformed Service Obligation, such as Temporary Duty (TDY), etc., to the Registrar's Office or designee as far in advance as possible, unless precluded by military necessity. Such notice does not need to indicate when the student will return to HDS.

Notification of Intent to Return

The student must also give oral or written notice of Intent to Return to HDS to the Registrar's Office within three years after the completion of the period of service. Immediately upon the student's return to school, the student must provide notice that they may be entitled to the tuition and enrollment benefits outlined in this policy.

The student is required to provide official military obligation documentation to the Registrar's Office or designee.

Tuition and Fees

A returning student must be charged the same tuition and fees in effect during the last academic year the student attended unless veterans' education benefits or other service member education benefits will pay the amount in excess. For subsequent academic years, the returning student may not be charged tuition and fees more than what other students in the program are charged.

Readmission Requirements

A returning student will be permitted to reenroll in the next class(es) scheduled in the same academic program unless the student requests a later date of reenrollment or agrees to a different program. A returning student will be readmitted into the same academic program the student was enrolled in prior to the military service obligation. If the exact program no longer exists, the student must be admitted to the program that is most similar, unless the student requests or agrees to admission to a different program. Returning students will be reenrolled with the same enrollment status, number of completed credit hours, and academic standing as the last academic year of attendance.

If HDS determines that a returning student is not prepared to reenroll in the same academic program with the same academic status or is unable to complete the program, HDS must make reasonable efforts to enable the student to resume or complete the program at no additional cost to the student. If such efforts are unsuccessful or place an undue hardship on the School, HDS is not required to readmit the student.

In accordance with federal regulations, returning students who receive a dishonorable or bad conduct discharge from the Armed Forces (including the National Guard and Reserves) are not eligible for readmission under this policy. However, service members who receive dishonorable or bad conduct discharge may remain eligible for readmission even though they will not be entitled to the benefits outlined in this policy.

Student Records and Privacy

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 the student 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 them. 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, students 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 online from the Provost's Office, 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 their 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 their 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, they should immediately notify HUPD at 617.495.1212. If HUPD determines that the student has been missing for more than 24 hours, then, within the 24 hours following this determination, the School or HUPD, will: (1) notify 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 contact 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 or 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

The following sections provide the policies and procedures related to conduct in the learning environment at HDS and at Harvard University. These policies speak to the complex contexts in which harm may occur, inside and outside of the classroom, and among the various roles within our community, namely, students, faculty, and staff. Perhaps the most parsimonious starting point is our HDS Statement of Community Values and the Harvard University Statement of Values. These statements convey the expectations for engagement that typify a healthy environment where members can flourish in their work and learning. We hope you familiarize yourself with these statements and join with the community in upholding our collective responsibility to maintain the high standards that they contain.

When behavior occurs that interrupts a member's ability to learn and work, the specific policies that follow will add definition and guidance, beyond what is held in our statements of values. The Harvard University Non-Discrimination Policy, Anti-Bullying Policy, and Sexual and Gender-Based Harassment Policy, and the HDS Procedures for Discrimination by Instructional Officers all provide guidance on the unique categories of harm and disruption. These policies are not meant to overwhelm, but to provide options and clarity during what might be a disorienting and complex experience. If you experience or witness behavior in the community that you believe violates our shared values, and/or any of these policies, there are professionals who can help you explore the options for support and response that exist. Whether a community member just wants to report behavior, seek resources for support, seek resolution, engage in the formal reporting process, or consult on any of these options, the following staff can provide guidance.

Primary student resources for guidance on policies related to conduct and harm in the learning environment:

[Steph Grayson Gauchel](#)

Assistant Dean for Diversity, Inclusion, and Belonging

Resource for consultation on any identity-based harm or concerns

Serves as an *HDS Title IX Resource Coordinator* (Sexual and Gender-Based Misconduct Policy), and *Locally Designated Resource* (Non-Discrimination and Anti-Bullying policies)

Divinity Hall 109A, Cambridge, MA 02138

Telephone: 617.496.3091

[Tim Whelsky](#)

Associate Dean for Enrollment and Student Affairs

Resource for any policy contained in this section

Serves as an *HDS Title IX Resource Coordinator* (Sexual and Gender-Based Misconduct Policy), and *Locally Designated Resource* (Non-Discrimination and Anti-Bullying policies)

Swartz Hall 107, Cambridge, MA 02138

Telephone: 617.496.8641

Primary student resources for guidance on policies related to conduct and harm in the learning environment:

Melissa Wood Bartholomew

Associate Dean for Diversity, Inclusion, and Belonging

Resource for consultation on identity-based harm, discrimination, and restorative justice

Divinity Hall 107, Cambridge, MA 02138

Telephone: 617.998.2404

Drema Bowers

Assistant Director for Student Support

Resource for holistic support and classroom accommodations

Swartz G28, Cambridge, MA 02138

Telephone: 617.496.3856

Katie Caponera

Director of Student Life

Swartz Hall 109, Cambridge, MA 02138

Telephone: 617.384.7571

Primary student resources for guidance on policies related to conduct and harm in the learning environment:

Kerry Maloney (Confidential)

Chaplain and Director of Religious and Spiritual Life

Swartz Hall 112, Cambridge, MA 02138

Telephone: 617.495.5778

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 HDS: 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.

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*, 17th edition (Univ. of Chicago Press, 2017). 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.
- Simultaneous or repeated submission without permission of substantially the same work (either written or visual) to more than one course. Normally, one 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 dismissed from 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 2 1/2 years, or by fine of not more than \$10,000, or by both such fine and imprisonment.

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

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

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

Possession and/or use on University property of firearms or other dangerous weapons (as defined below) or ammunition, explosives, combustible fuels, fire-crackers, and potential

ingredients thereof is forbidden by University policy. The applicable Massachusetts law is as follows:

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

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

Any officer in charge of an elementary or secondary school, college or university, or any faculty member or administrative officer of an elementary or secondary school, college or university that fails to report violations of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than \$500.”

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

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

“...any stiletto, dagger or a device or case which enables a knife with a locking blade to be drawn at a locked position, any ballistic knife, or any knife with a detachable blade capable of being propelled by any mechanism, dirk knife, any knife having a double-edged blade, or a switch knife, or any knife having an automatic spring release device by which the blade is released from the handle, having a blade of over one and one-half inches, or a slung shot, blowgun, blackjack, metallic knuckles or knuckles of any substance which could be put to the same use with the same or similar effect as metallic knuckles, nunchaku, zoobow, also known as klackers or kung fu sticks, or any similar weapon consisting of two sticks of wood, plastic or metal connected at one end by a length of rope, chain, wire or leather, a shuriken or any similar pointed starlike object intended to injure a person when thrown, or any armband, made with leather which has metallic spikes, points or studs or any similar device made from any other substance or a cestus or similar material weighted with metal or other substance and worn on the hand, or a 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 18 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.

“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"

Massachusetts General Laws c. 269 § 17-19

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 or use of marijuana would be permitted under Massachusetts law, it remains prohibited on campus.

The University holds its students and employees responsible for the consequences of their decisions to use or distribute illicit drugs, or to 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 their 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 staff in Student Services in 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, 24/7).

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."

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 antidiscrimination 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"). 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/or harassment by HDS faculty and other instructional officers will be adjudicated following the HDS Procedures on Discrimination by Instructional Officers, which appears in this handbook immediately after the Harvard University Sexual and Gender-Based Harassment Policy. Cases of alleged discrimination and/or harassment by HDS students will be adjudicated by the Administrative Board under its ordinary disciplinary procedures. Cases of alleged discrimination and/or harassment by HDS staff will be addressed by the Office of Human Resources following their ordinary procedures.

Harvard University Non-Discrimination Policy

Policy effective September 1, 2023

I. Statement of Policy

Harvard University is committed to the principles of equal opportunity in education and employment. Discrimination on the basis of the following protected categories, or any other legally protected basis is unlawful and is prohibited by this policy.

- age (40+)
- race
- color
- national origin
- sex (including gender identity and gender expression, as well as pregnancy)
- genetic information
- ancestry
- religion
- caste
- creed
- veteran status
- disability
- military service
- sexual orientation

This policy and the associated procedures only apply to the categories of discrimination described here. Claims of discrimination on the basis of sex that fall under Harvard's Interim Title IX Sexual Harassment Policy, Interim Other Sexual Misconduct Policy, and Sexual and Gender-Based Harassment Policy should be pursued under those policies and their accompanying procedures. Claims of discrimination on the basis of disability or failure to accommodate a disability are addressed through the University Disability Resource Center Grievance Policy. Violations of other University policies and community standards will be handled according to the procedures specified for those policies and standards.

University policy prohibits retaliation for asserting one's rights to a work and/or educational setting free of discrimination on the bases specified by this policy. Moreover, retaliation against an individual for cooperating in an investigation of such a complaint, or for opposing prohibited practices is prohibited. Submitting a complaint in bad faith or providing materially false or misleading information in an investigation is also prohibited.

II. Definitions

A. DEFINITION OF DISCRIMINATION

Discrimination is adverse treatment of an individual based on one or more of the protected characteristics listed in this policy. In a university setting, complaints of discrimination may arise in the employment context and the education context, in the following potential forms:

Discriminatory disparate treatment is singling out or targeting an individual for less favorable treatment because of their protected characteristic. In the employment context, the less favorable treatment must negatively affect the terms and conditions of employment. In the education context, to rise to the level of discrimination, the treatment must unreasonably interfere with or limit the student's ability to participate in or benefit from the institution's programs and activities. For example:

- Failing or refusing to hire or admit an individual because of their protected characteristic
- Imposing more severe discipline on a student or employee because of their protected characteristic;
- Giving a negative performance evaluation or grade/academic assessment because of an individual's protected characteristic;
- Terminating, suspending, dismissing, or expelling an individual based on their protected characteristic.

Discriminatory harassment is unwelcome and offensive conduct that is based on an individual or group's protected status. Discriminatory harassment may be considered to violate this policy when it is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive or, in the education context, would consider as sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of a student to participate in or benefit from the institution's programs and activities. These factors will be considered in assessing whether discriminatory harassment violates this policy:

- Frequency of the conduct
- Severity and pervasiveness of the conduct
- Whether it is physically threatening
- Degree to which the conduct interfered with an employee's work performance or a student's academic performance and/or ability to participate in or benefit from academic/campus programs and activities
- The relationship between the alleged harasser and the subject or subjects of the harassment
- Whether the harasser makes accepting the conduct a condition of participation in the employment or educational activity

B. OTHER DEFINITIONS

Appropriate Official: Each school and Central Administration will define and publish with this policy their Appropriate Officials, who will be the final authority to issue any sanctions,

based upon the respondent’s role at the university. The Appropriate Officials at HDS are shown in the table below.

| RESPONDENT’S ROLE | APPROPRIATE OFFICIAL |
|-------------------|---|
| Student | Janet Gyatso, HDS Associate Dean for Faculty and Academic Affairs and Chair of the Administrative Board |
| Staff | Kristin Anderson, HDS Administrative Dean |
| Faculty | David Holland, Interim HDS Dean |

Central Office: The central office that serves the entire university and will work with Local Designated Resources when formal and informal complaints are received; staff or provide referrals to neutral, trained investigators who will manage investigations of formal complaints; provide resources and information to community members with questions about policy, process, or supportive measures; and keep records of reports, complaints, findings and, if any, sanctions consistent with university policies related to recordkeeping.

Local Designated Resource: Each School and Central Administration will designate individual(s) to serve as the resource for receiving reports and complaints, directing community members to resources, and providing information on supportive measures. The Local Designated Resource will coordinate with the Central Office in response to complaints, training, and educational initiatives relevant to the policy.

III. Jurisdiction

This Policy and its accompanying procedures apply to alleged acts of discrimination that are committed by any member of the Harvard community, including faculty, researchers, postdoctoral fellows, staff, and students, but does not apply to alleged misconduct that may fall within the scope of other University policies. Alleged misconduct that is dealt with under other University policies (e.g., those regarding sexual and gender-based harassment and other sexual misconduct, bullying, or research misconduct) will not be covered by this policy unless a determination is made by those responsible for those other policies that the behavior fits more appropriately in this policy. Sexual and gender-based harassment are covered by the University’s Interim Title IX Sexual Harassment Policy, Interim Other Sexual Misconduct Policy, and Sexual and Gender-Based Harassment Policy. Claims of discrimination on the basis of disability or failure to accommodate a disability are addressed through the University Disability Resource Center Grievance Policy. Bullying and abuse of power will be covered by the University’s Anti-Bullying Policy. This Policy and its accompanying procedures apply when the alleged conduct occurs:

1. On Harvard property, including Harvard e-mail or computer systems, or
2. Off Harvard property, including conduct using social media or other non-Harvard online platforms, if
 - a. The conduct was in connection with a University program, a University-recognized program or activity, or another work-related activity such as attending

a conference, conducting research in the field, providing expertise to policymakers, presenting a talk at another institution or venue, etc., and

b. The conduct may have the effect of creating a hostile or abusive environment for a member of the University community.

IV. Governing Principles

In the interest of providing a fair process, preserving privacy, and preventing retaliation, the following principles will be observed:

- *Impartiality.* All persons charged with responsibility for implementing these procedures will discharge their obligations with fairness, rigor, and impartiality.
- *Fair Process.* Principles of fair process should be observed throughout the process to ensure the overall legitimacy of the system including timeliness of resolution, proper notice to parties, and the ability to respond to allegations.
- *Privacy.* All activities under these procedures will be conducted with regard for the legitimate privacy and reputational interests of all parties involved. Once a formal complaint is filed, all parties, including witnesses, will be notified of the expectation that they keep information about the case – including any documents that they may receive or review – confidential. They will also be notified that sharing such information might compromise the investigation or may be construed as retaliatory. Medical and counseling records are privileged and confidential documents that parties will not be required to disclose. The parties remain free to share their own experiences, other than information that they have learned solely through the procedures and processes under this Policy. To avoid the possibility of compromising the investigation, it is generally advisable to limit the number of people in whom the parties confide.
- *Respondents Are Presumed Not Responsible.* A respondent is presumed not to be responsible for an alleged Policy violation until a final determination regarding responsibility is made.
- *University Values.* The procedures for this policy are to be construed in concert with broader University policies, including the University-Wide Statement on Rights and Responsibilities.
- *Clarity and Visibility.* All members of the University community are expected to be aware of the University's Non-Discrimination Policy, understand what conduct is prohibited under the policy, and understand what their rights and responsibilities are under the Policy and Procedures.
- *Transparency.* Throughout the course of an investigation into a formal complaint, the Investigator will provide frequent updates to both the complainant (the person bringing the complaint) and the respondent (the person about whom the complaint has been made).
- *Timeliness.* The Central Office, in consultation with the Local Designated Resource and investigator as needed, may impose reasonable timeframes to enable timely resolution of the matter. The investigatory process typically will not exceed 90 calendar days, absent extenuating circumstances. If the timeframes identified in the

procedures below must be extended for extenuating circumstances, both parties will be notified in writing of the expected extension and the reason for the extension.

- *Avoiding Conflict of Interest.* The University commits to eliminating any conflicts of interest in the process. In situations where either the complainant or the respondent names as a party or witness the University official(s) who are designated as facilitating or overseeing any stage in the Informal Resolution or Formal Complaint Processes, the Local Designated Resource, in consultation with appropriate School officials, will determine a designee to assume those responsibilities in place of the named University official(s).
- *Available Support and Remedies.* All members of the University community may seek supportive measures should they experience or witness conduct prohibited under this Policy. A party may seek supportive measures and/or resolution through informal processes under this Policy or other university procedures, and they remain free to pursue a formal complaint under this Policy without prejudice.

V. Supportive Measures

The Local Designated Resource, in consultation with other school or University officials as needed, may implement supportive measures to protect Harvard community members and preserve access to the University's educational and work programs or activities during any informal resolution process or during a formal investigation.

VI. Procedures

A. LEGAL CONTEXT AND PERSONAL ADVISORS

These are academic and employment-related, not legal, procedures handled within the context of the University. Parties who wish may file formal complaints through processes external to the University, including government agencies, courts, and other formal legal channels.

- Any information that the investigative team deems relevant and trustworthy may be considered; legal rules of evidence do not apply.
- Parties may bring a personal advisor of their choice to any meeting or other proceeding that is part of the procedures under this Policy. Personal advisors may not speak for their advisees during interviews or meetings that are part of the investigation. In situations where the respondent is a member of a collective bargaining unit and requests a union representative, in accordance with a union member's right to request representation during investigatory interviews that may reasonably lead to discipline, the complainant may also bring a union representative to any interviews with the investigator.

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

B. INFORMAL RESOLUTION

Members of the community with a concern about a possible violation of this Policy should contact the Local Designated Resource for an initial consultation to discuss options, including informal resolution. If the individual objects to consulting with an individual Local Designated Resource on grounds of alleged conflict of interest or bias, they may bring the matter in the first instance to the Central Office, which will review the claims and, where appropriate, determine an alternative individual from the local School¹ to serve as the Local Designated Resource for initial consultation.

Bringing a concern to the attention of the Local Designated Resource or Central Office does not automatically launch an inquiry or investigation. Supportive measures or other techniques for conflict resolution may be provided regardless of whether a mediated resolution or formal investigation is launched. Interested parties are advised to seek support, information, or advice from the Local Designated Resource or the Central Office. They can expect to learn about resources available at the University and elsewhere that provide counseling and support. They can also request information about the steps involved in pursuing informal resolution or filing a formal complaint as well as supportive measures, as appropriate.

Parties who wish to remain anonymous are encouraged to discuss their concerns with the Harvard University Ombuds Office. They may alternatively report concerns through the University's Anonymous Reporting Hotline, 877-694-2275, reportinghotline.harvard.edu. When a report or complaint is anonymous, records will be kept but it may limit the ability of the University to fully address it.

C. FORMAL COMPLAINT PROCEDURES

1. *Filing of a Formal Complaint.* The complainant is encouraged to file a complaint as soon as possible after the offending conduct allegedly occurred. Complainants filing a formal complaint cannot remain anonymous or prevent their identity from being disclosed to the respondent. A complainant may file a formal complaint with the Local Designated Resource or with the Central Office. The complaint must be in writing and should be written in the complainant's own words. The complaint should identify the parties involved; describe the allegedly discriminatory behavior, including when and where it occurred; and identify by name or description any witnesses and/or evidence (e.g. correspondence, records, etc.). Within 3 business days of receiving a complaint, the relevant Local Designated Resource and the Central Office will share the complaint with each other and engage in a preliminary consultation about the claim asserted. If a complaint involves a complainant and respondent from different schools within the University, the school of the respondent will be the Local Designated Resource. If multiple complaints are filed at or near the same time against the same respondent, the Local Designated Resource, after consultation with the Central Office, may pool the complaints into a single investigation but is not required to do so.

2. *Initial Review.* The Local Designated Resource conducts an initial review to determine if the formal complaint warrants an investigation. The initial review will be concluded within 14 calendar days after the date the formal complaint was received. The decision

¹ Throughout this policy, the term "local School" refers to the School of the Local Designated Resource or, where the Local Designated Resource is in Central Administration, Central Administration.

(either to dismiss or proceed with an investigation) will be communicated in writing to the complainant with a copy to the Central Office.

a. Initial review -- Dismissal of Complaint. The complaint may be dismissed without further process or review if the complaint on its face is frivolous, insubstantial, outside the scope of this policy or its accompanying procedures, or otherwise unable to state a claim for relief under this Policy. A complaint may also be dismissed without further investigation if the issues it raises have been considered by the University in another forum or through another mechanism or if an investigation would not be feasible due to the passage of time since the alleged conduct occurred.

b. Initial review -- Acceptance of Complaint. When it is determined that the complaint should not be dismissed, an investigation will be opened as described below.

3. *Assignment of an Investigator.* The Local Designated Resource shall assign a trained investigator, whether an internal resource or external resource, from a list supplied by the Central Office to investigate the allegations.

4. *Written Notice to the Parties.* Within 7 calendar days of the determination at initial review that the complaint should be investigated, the Central Office will send written notice to the complainant and respondent that will include the identities of the parties, the name of the investigator, the nature of the allegations, and a summary of the process that will be followed.

5. *Objection to the Choice of Investigator.* Either the complainant or the respondent may object to the choice of investigator for good cause, such as evidence of conflict of interest or bias. Such objection must be in writing, must fully state the reasons for the objection, and must be received by the Local Designated Resource within 7 calendar days after the notice to the complainant and respondent is sent. The Local Designated Resource will determine whether to remove and replace the investigator and will notify the parties and the Central Office of its decision.

6. *Written Statement from Respondent.* The respondent will have 7 calendar days from written notification of the complaint to submit a written statement to the investigator in response to the allegations but is not required to do so. Attached to the statement should be a list of all sources of information (e.g., witnesses, correspondence, records) that the respondent believes may be relevant to the investigation.

7. *Investigation.* The investigator will gather information from the complainant and the respondent, and others, if appropriate. If, in the course of the investigation, the investigator decides to pursue allegations that have come to light but were not included in the written notice to the parties, the investigator will provide notice of the additional allegations to the respondent. Both parties will have a reasonable and equal opportunity to submit the names of witnesses and any relevant information for review; and to review the information upon which the investigator may rely in making their findings and recommendations. Both parties will have 7 calendar days to submit additional information in response.

8. *Investigative Report.* At the conclusion of the investigation, the investigator will make preliminary findings of fact, applying a preponderance of the evidence standard, and make a recommended finding as to whether there was a violation of this policy. The investigator will provide the complainant and respondent with a written draft of the preliminary findings of fact and analysis and will give both parties 7 calendar days to submit written responses to the draft. The investigator will consider whether revisions

to the preliminary report are required based on any written responses and will send the final report to the Central Office, the Local Designated Resource; the complainant; and the respondent. The investigator generally will issue the preliminary report within 90 calendar days of the complaint.

9. *Determination.* Within 7 calendar days of receipt of the final investigative report, the Local Designated Resource will appoint a panel of, at minimum, three neutral members (the “Determination Panel”) to review the investigative report and determine, using a preponderance of the evidence standard, whether the policy was violated. The Determination Panel may include any combination of staff or faculty, but it must include at least one member who is not employed by the local school. Local Schools will determine when and how a Determination Panel may seek additional information, either by questions to the investigator or questions to the parties.

The Determination Panel will issue a written determination within 21 days of the Panel’s receipt of the final investigative report, absent extenuating circumstances requiring an extension. The written determination will be provided to both parties, the Local Designated Resource, the Central Office, and the Appropriate Official. If a policy violation is found, the decision will include recommended corrective measures (e.g., training, coaching, or other measures, as appropriate) to be taken by the unit(s) to eliminate any discrimination, prevent its recurrence, and address its effects. The imposition of any sanctions or remedial measures is addressed separately from the written decision in accordance with local policy.

10. *Appeal.* If they wish to do so, within 7 calendar days of the issuance of the written determination, the complainant and respondent may submit a signed, written appeal of no more than 2,500 words to the Local Designated Resource or Central Office on one or more of the following grounds:

- a. A procedural error occurred that affected the outcome of the decision;
- b. The appellant has new evidence that was not reasonably available at the time the dismissal or determination was made that may change the outcome of the decision;
- c. A Determination Panel member(s) or the Local Designated Resource involved in the dismissal or determination of the claim had a conflict of interest or bias for or against the individual complainant or respondent such that a reasonable person would conclude it influenced the outcome of the matter; or
- d. On the record as a whole, no reasonable Determination Panel could have reached the same determination.

Disagreement with the findings or determination is not, in and of itself, a ground for appeal.

The Central Office and Local Designated Resource will share the appeal with each other, and the Central Office will send copies of the request for appeal to the Appropriate Official or their designee and the other party. The Central Office, in consultation with the Local Designated Resource, will review the request for appeal for timeliness and compliance with the procedures set forth in this policy. Within 7 calendar days of receipt of the written appeal, the Central Office will inform the parties and the Appropriate Official or their designee whether the appeal is timely and compliant with this policy.

If the appeal is deemed timely and in compliance with the procedures set forth in this policy, the non-appealing party may submit a response to the appeal within 7 calendar days

of receiving the appeal, and the response must be no more than 2,500 words. The response will be shared with the appealing party. The appealing party may submit a reply of no more than 1,000 words within 2 business days. The non-appealing party will have access to the other party's reply, but no further responses will be permitted. All appeals will be based solely on the written record.

The Central Office, in consultation with the Local Designated Resource, will appoint an Appeals Panel of, at minimum, three neutral members from the Central Office's designated list of trained Appeals Panel Members. The Appeals Panel may include any combination of staff or faculty, but it must include at least one member who is not employed by the local school and it may not include any individual who has served a role in the alleged conduct, the investigation, or the determination. The Central Office will forward the written appeal and any response or reply to the Appeals Panel. The Appeals Panel will consider the issues raised in the request for appeal and make a determination, which may include adopting or reversing the decision below, directing that the investigation be re-opened, or any other appropriate action.

At the conclusion of this review, the Appeals Panel will prepare a statement of outcome regarding the appeal request, to be shared with the parties, the Local Designated Resource, the Central Office, and the Appropriate Official or their designee, seeking to complete any appeal generally within 30 calendar days after receipt of the request for appeal.

D. SANCTIONS AND REMEDIAL MEASURES

Once any appeals are resolved, the Appropriate Official or designee will determine actions to take based on the Determination Panel's findings and pursuant to local disciplinary policies. Sanctions or remedial measures for findings relevant to this policy shall take into account the severity and impact of the conduct, the Respondent's previous disciplinary history, and the goals of this Policy. While sanctions and remedial measures will vary, examples include but are not limited to counseling, warning, reprimand, suspension, probation, monitoring, community service, reduction in access to resources, reduction in oversight duties, reduction in salary, mandatory coaching and training, paid or unpaid leave, dismissal, expulsion, or termination, including possible recommendation of tenure termination. The Appropriate Official shall ensure that all sanctions and corrective or remedial measures are implemented.

Any issuance of sanctions and/or remedial measures will be communicated to the respondent in writing. Decisions about sanctions and remedial measures are final and cannot be appealed.

Harvard University Anti-Bullying Policy

Policy effective September 1, 2023

I. Statement of Principles

Harvard University is committed to cultivating a community that is open, welcoming, and inclusive, and that supports all community members in pursuit of the University's mission of learning, teaching, research, and discovery. As outlined in the University-Wide Statement on Rights and Responsibilities (1970), the University is "characterized by free expression, free inquiry, intellectual honesty, respect for the dignity of others, and openness to constructive change." This Anti-Bullying Policy ("the Policy") seeks to promote an educational and work environment where academic freedom and freedom of expression are upheld for all members of the Harvard community, and where all community members are treated with respect and dignity. Bullying, hostile and abusive behavior, and power-based harassment directly threaten the ability of community members to engage in the free exchange of ideas and pursue their educational and professional goals. Therefore, bullying, hostile and abusive behavior, and power-based harassment, as defined in this Policy, are prohibited at Harvard.

This Policy aims to foster a University community built on mutual respect and trust while also not interfering with academic freedom, reasoned dissent, or legitimate pedagogical or employment-related feedback. The Policy is intended to educate community members about bullying and to provide informal and formal mechanisms for addressing and rectifying behaviors that breach such mutual respect and trust. No one at Harvard should face bullying, and all community members should feel confident in reporting any incidents without fear of retaliation. The University strongly encourages anyone who has been bullied, or anyone who observes such behavior, to make a report through the channels outlined in the Policy. The University will respond promptly to reports of bullying and will take appropriate action to prevent and respond to behavior that violates the Policy.

This Policy applies to all members of the Harvard community, including faculty, researchers, staff, and students.¹ At Harvard, administrators either fall into the faculty or staff category. The Policy is limited to behavior not already covered by other University policies, including those against sexual and gender-based harassment and other sexual misconduct, discrimination, or research misconduct.

Retaliation is prohibited against an individual for raising a good-faith allegation, for cooperating in an investigation of such a complaint, for opposing prohibited conduct, for denying or defending oneself against an allegation, or for offering or providing support to an individual who makes or may make a good-faith report of misconduct. Submitting a complaint in bad faith or providing materially false or misleading information in an investigation is also prohibited.

¹ At Harvard, administrators either fall into the faculty or staff category.

II. Definitions

A. DEFINITION OF BULLYING

Bullying, used as a shorthand for hostile and abusive behavior or power-based harassment, is defined here as harmful interpersonal aggression by words or actions that humiliate, degrade, demean, intimidate, and/or threaten² an individual or individuals. For a violation of the Policy to occur, such aggression must be sufficiently pervasive, persistent, and/or severe that a reasonable person would find that it creates an educational, work, or living environment in which a person is unreasonably excluded from participation in or denied the benefits of the University's educational or work programs or activities. Unless sufficiently pervasive, persistent and/or severe, a single act typically would not constitute bullying.

The Policy is intended to ensure that all community members, regardless of rank or status, may pursue their work and/or learning. Power-based harassment is of particular concern because of the ways in which it can create a broader culture of abusive behavior. While bullying may in many cases involve an imbalance of power, this Policy recognizes that bullying may also occur between community members in the same role, or of the same rank or status.

Bullying may include, but is not limited to, the following behaviors:

- Abusive expression directed at an individual or individuals, such as derogatory remarks, epithets, or ad hominem attacks that are outside the range of commonly accepted expressions of disagreement, disapproval, or critique in an academic community and professional setting that respects free expression. The Policy encompasses abusive expression or ad hominem attacks that are verbal or nonverbal, spoken or written, recorded, visual, or digital, including content posted to online platforms, academic tools, or social media sites. Examples include:
 - Performance feedback delivered by yelling, screaming, making threats³ and/or insults.
 - Deliberate and repeated humiliation. This could include actions such as deliberate and repeated shaming of peers on online platforms (e.g., Slack) in response to ideas, beliefs, or opinions shared in the classroom.
 - Malicious comments about a person's appearance, lifestyle, family, or culture.
- Unwarranted physical contact or intimidating gestures directed at an individual or individuals. Examples include:
 - A physical, verbal, and/or written act toward another person, which causes them reasonably to fear for their safety and/or the safety of others.
 - Invading personal space after being asked to move or step away.

² Informing individuals of possible negative consequences will not on its own be considered a threat that violates this Policy, unless a reasonable person would find the manner in which the individual is informed of the possible consequence or the consequence itself to be inappropriate or solely intended to intimidate.

³ See footnote 2.

- Conspicuous and unwarranted exclusion or isolation of an individual or individuals, with the effect of harming their reputation in the workplace and/or learning environment and hindering their learning or work;
- Sabotage or threatened sabotage of the studies, work, or career advancement of an individual or individuals. Examples include:
 - Interfering or threatening to interfere with a person's visa status.
 - Spreading false or misleading information or malicious rumors.
 - Sharing confidential information about another person without a legitimate pedagogical or employment-related purpose.
 - Interfering with a person's personal property or work equipment.
 - Damaging or destroying a person's work.
- Abuse of authority, such as using inappropriate threats or retaliation in the exercise of authority, supervision, or guidance, or impeding or attempting to impede another person from exercising rights under any of Harvard's policies or procedures.

The Policy is not intended to discourage or interfere with ordinary managerial, mentoring, or educational relationships, including the solicitation or delivery of constructive or critical feedback. Bullying must therefore be distinguished from behavior which may be unpleasant or unsettling but is nevertheless appropriate for carrying out certain pedagogical or employment- related responsibilities.

Examples of conduct that would not ordinarily violate this Policy include the following:

- Administrative actions such as performance reviews (including negative performance reviews), assigning work to employees, or other managerial decisions.
- Critical feedback on the academic work of students, including advising a student of unsatisfactory academic work and the potential for course failure or dismissal from the program.
- Critical feedback on the inappropriate behavior of individuals, including advising of the consequences of inappropriate conduct, poor performance, or failure to follow policy.
- Differences of opinion, interpersonal conflicts, and occasional disagreements, which are often part of academic and working life and do not necessarily constitute bullying.
- Classroom discussion of academic research or reasoned opinion on controversial issues.
- Pedagogical decisions concerning topics to be considered and methods to be used to draw students into discussion (e.g., the cold-calling Socratic Method, which has a clear pedagogical use but which some students may consider unpleasant or unsettling).

This Policy should also be construed within the context of the University's enduring commitment to academic freedom and free inquiry, and the conception of the University as a place that must encourage reasoned dissent and the free exchange of ideas, beliefs, and opinions, however unpopular. This Policy is not intended to constrain the freedom of Harvard community members to engage in academic disagreements or to speak out

about troubling matters, criticize the administration or University policies, or take part in political protest.

B. OTHER DEFINITIONS

Appropriate Official: Each school and Central Administration will define and publish with this policy their Appropriate Officials, who will be the final authority to issue any sanctions, based upon the respondent’s role at the university. The Appropriate Officials at HDS are shown in the table below.

| RESPONDENT’S ROLE | APPROPRIATE OFFICIAL |
|-------------------|---|
| Student | Janet Gyatso, HDS Associate Dean for Faculty and Academic Affairs and Chair of the Administrative Board |
| Staff | Kristin Anderson, HDS Administrative Dean |
| Faculty | David Holland, Interim HDS Dean |

Central Office: The central office that serves the entire university and will work with Local Designated Resources when formal and informal complaints are received; staff or provide referrals to neutral, trained investigators who will manage investigations of formal complaints; provide resources and information to community members with questions about policy, process, or supportive measures; and keep records of reports, complaints, findings and, if any, sanctions consistent with university policies related to recordkeeping.

Local Designated Resource: Each School and Central Administration will designate individual(s) to serve as the resource for receiving reports and complaints, directing community members to resources, and providing information on supportive measures. The Local Designated Resource will coordinate with the Central Office in response to complaints, training, and educational initiatives relevant to the policy.

III. Jurisdiction

This Policy and its accompanying procedures apply to alleged acts of bullying, including online bullying, that are committed by any member of the Harvard community, including faculty, researchers, postdoctoral fellows, staff, and students, but does not apply to alleged misconduct that may fall within the scope of other University policies. Alleged misconduct that is dealt with under other University policies (e.g. those regarding sexual and gender-based harassment and other sexual misconduct, discrimination, or research misconduct) will not be covered by this policy unless a determination is made by those responsible for those other policies that the behavior fits more appropriately in this policy. Sexual and gender-based harassment are covered by the University’s Interim Title IX Sexual Harassment Policy, Interim Other Sexual Misconduct Policy, and Sexual and Gender-Based Harassment Policy. Claims of discrimination are handled under the University Non-Discrimination Policy, with the exception of claims of discrimination on the basis of disability or failure to accommodate a disability, which are addressed through the University Disability Resource

Center Grievance Policy. This Policy and its accompanying procedures apply when the alleged conduct occurs:

1. On Harvard property, including Harvard e-mail or computer systems, or
2. Off Harvard property, including conduct using social media or other non-Harvard online platforms, if
 - a. The conduct was in connection with a University program, a University-recognized program or activity, or another work-related activity such as attending a conference, conducting research in the field, providing expertise to policymakers, presenting a talk at another institution or venue, etc., and
 - b. The conduct may have the effect of creating a hostile or abusive environment for a member of the University community.

IV. Governing Principles

In the interest of providing a fair process, preserving privacy, and preventing retaliation, the following principles will be observed:

- *Impartiality.* All persons charged with responsibility for implementing these procedures will discharge their obligations with fairness, rigor, and impartiality.
- *Fair Process.* Principles of fair process should be observed throughout the process to ensure the overall legitimacy of the system including timeliness of resolution, proper notice to parties, and the ability to respond to allegations.
- *Privacy.* All activities under these procedures will be conducted with regard for the legitimate privacy and reputational interests of all parties involved. Once a formal complaint is filed, all parties, including witnesses, will be notified of the expectation that they keep information about the case – including any documents that they may receive or review – confidential. They will also be notified that sharing such information might compromise the investigation or may be construed as retaliatory. Medical and counseling records are privileged and confidential documents that parties will not be required to disclose. The parties remain free to share their own experiences, other than information that they have learned solely through the procedures and processes under this Policy. To avoid the possibility of compromising the investigation, it is generally advisable to limit the number of people in whom the parties confide.
- *Respondents Are Presumed Not Responsible.* A respondent is presumed not to be responsible for an alleged Policy violation until a final determination regarding responsibility is made.
- *University Values.* The procedures for this policy are to be construed in concert with broader University policies, including the University-Wide Statement on Rights and Responsibilities.
- *Clarity and Visibility.* All members of the University community are expected to be aware of the University's Anti-Bullying Policy, understand what conduct is prohibited under the policy, and understand what their rights and responsibilities are under the Policy and Procedures.

- *Transparency.* Throughout the course of an investigation into a formal complaint, the Investigator will provide frequent updates to both the complainant (the person bringing the complaint) and the respondent (the person about whom the complaint has been made).
- *Timeliness.* The Central Office, in consultation with the Local Designated Resource and investigator as needed, may impose reasonable timeframes to enable timely resolution of the matter. The investigatory process typically will not exceed 90 calendar days, absent extenuating circumstances. If the timeframes identified in the procedures below must be extended for extenuating circumstances, both parties will be notified in writing of the expected extension and the reason for the extension.
- *Avoiding Conflict of Interest.* The University commits to eliminating any conflicts of interest in the process. In situations where either the complainant or the respondent names as a party or witness the University official(s) who are designated as facilitating or overseeing any stage in the Informal Resolution or Formal Complaint Processes, the Local Designated Resource, in consultation with appropriate School officials, will determine a designee to assume those responsibilities in place of the named University official(s).
- *Available Support and Remedies.* All members of the University community may seek supportive measures should they experience or witness conduct prohibited under this Policy. A party may seek supportive measures and/or resolution through informal processes under this Policy or other university procedures, and they remain free to pursue a formal complaint under this Policy without prejudice.

V. Supportive Measures

The Local Designated Resource, in consultation with other school or University officials as needed, may implement supportive measures to protect Harvard community members and preserve access to the University's educational and work programs or activities during any informal resolution process or during a formal investigation.

VI. Procedures

A. LEGAL CONTEXT AND PERSONAL ADVISORS

These are academic and employment-related, not legal, procedures handled within the context of the University. Parties who wish may file formal complaints through processes external to the University, including government agencies, courts, and other formal legal channels.

- Any information that the investigative team deems relevant and trustworthy may be considered; legal rules of evidence do not apply.
- Parties may bring a personal advisor of their choice to any meeting or other proceeding that is part of the procedures under this Policy. Personal advisors may not speak for their advisees during interviews or meetings that are part of the investigation. In situations where the respondent is a member of a collective bargaining unit and requests a union representative, in accordance with a union member's right to request representation during investigatory interviews that may

reasonably lead to discipline, the complainant may also bring a union representative to any interviews with the investigator.

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

B. INFORMAL RESOLUTION

Members of the community with a concern about a possible violation of this Policy should contact the Local Designated Resource for an initial consultation to discuss options, including informal resolution. If the individual objects to consulting with an individual Local Designated Resource on grounds of alleged conflict of interest or bias, they may bring the matter in the first instance to the Central Office, which will review the claims and, where appropriate, determine an alternative individual from the local School⁴ to serve as the Local Designated Resource for initial consultation.

Bringing a concern to the attention of the Local Designated Resource or Central Office does not automatically launch an inquiry or investigation. Supportive measures or other techniques for conflict resolution may be provided regardless of whether a mediated resolution or formal investigation is launched. Interested parties are advised to seek support, information, or advice from the Local Designated Resource or the Central Office. They can expect to learn about resources available at the University and elsewhere that provide counseling and support. They can also request information about the steps involved in pursuing informal resolution or filing a formal complaint, as well as supportive measures, as appropriate.

Parties who wish to remain anonymous are encouraged to discuss their concerns with the Harvard University Ombuds Office. They may alternatively report concerns through the University's Anonymous Reporting Hotline, 877-694-2275, reportinghotline.harvard.edu. When a report or complaint is anonymous, records will be kept but it may limit the ability of the University to fully address it.

C. FORMAL COMPLAINT PROCEDURES

1. Filing of a Formal Complaint: The complainant is encouraged to file a complaint as soon as possible after the offending conduct allegedly occurred. Complainants filing a formal complaint cannot remain anonymous or prevent their identity from being disclosed to the respondent. A complainant may file a formal complaint with the Local Designated Resource or with the Central Office. The complaint must be in writing and should be written in the complainant's own words. The complaint should identify the parties involved⁵; describe the allegedly bullying or abusive behavior, including when and where it occurred; and identify by name or description any witnesses and/or evidence (e.g. correspondence, records, etc.). Within 3 business days of receiving a complaint, the relevant Local Designated Resource and the Central Office will share the complaint

⁴ Throughout this policy, the term "local School" refers to the School of the Local Designated Resource or, where the Local Designated Resource is in Central Administration, Central Administration.

⁵ While the formal complaint cannot proceed without an identified respondent, other avenues may be pursued to try to identify anonymous respondents.

with each other and engage in a preliminary consultation about the claim asserted. If a complaint involves a complainant and respondent from different schools within the University, the school of the respondent will be the Local Designated Resource. If multiple complaints are filed at or near the same time against the same respondent, the Local Designated Resource, after consultation with the Central Office, may pool the complaints into a single investigation but is not required to do so.

2. *Initial Review.* The Local Designated Resource conducts an initial review to determine if the formal complaint warrants an investigation. The initial review will be concluded within 14 calendar days after the date the formal complaint was received. The decision (either to dismiss or proceed with an investigation) will be communicated in writing to the complainant with a copy to the Central Office.

a. *Initial review -- Dismissal of Complaint.* The complaint may be dismissed without further process or review if the complaint on its face is frivolous, insubstantial, outside the scope of this policy or its accompanying procedures, or otherwise unable to state a claim for relief under this Policy. A complaint may also be dismissed without further investigation if the issues it raises have been considered by the University in another forum or through another mechanism or if an investigation would not be feasible due to the passage of time since the alleged conduct occurred.

b. *Initial review -- Acceptance of Complaint.* When it is determined that the complaint should not be dismissed, an investigation will be opened as described below.

3. *Assignment of an Investigator.* The Local Designated Resource shall assign a trained investigator, whether an internal resource or external resource, from a list supplied by the Central Office, to investigate the allegations.

4. *Written Notice to the Parties.* Within 7 calendar days of the determination at initial review that the complaint should be investigated, the Central Office will send written notice to the complainant and respondent that will include the identities of the parties, the name of the investigator, the nature of the allegations, and a summary of the process that will be followed.

5. *Objection to the Choice of Investigator.* Either the complainant or the respondent may object to the choice of investigator for good cause, such as evidence of conflict of interest or bias. Such objection must be in writing, must fully state the reasons for the objection, and must be received by the Local Designated Resource within 7 calendar days after the notice to the complainant and respondent is sent. The Local Designated Resource will determine whether to remove and replace the investigator and will notify the parties and the Central Office of its decision.

6. *Written Statement from Respondent.* The respondent will have 7 calendar days from written notification of the complaint to submit a written statement to the investigator in response to the allegations but is not required to do so. Attached to the statement should be a list of all sources of information (e.g., witnesses, correspondence, records) that the respondent believes may be relevant to the investigation.

7. *Investigation.* The investigator will gather information from the complainant and the respondent, and others, if appropriate. If, in the course of the investigation, the investigator decides to pursue allegations that have come to light but were not included in the written notice to the parties, the investigator will provide notice of the additional allegations to the respondent. Both parties will have a reasonable and equal opportunity to submit the names of witnesses and any relevant information for review; and to

review the information upon which the investigator may rely in making their findings and recommendations. Both parties will have 7 calendar days to submit additional information in response.

8. *Investigative Report.* At the conclusion of the investigation, the investigator will make preliminary findings of fact, applying a preponderance of the evidence standard, and make a recommended finding as to whether there was a violation of this policy. The investigator will provide the complainant and respondent with a written draft of the preliminary findings of fact and analysis and will give both parties 7 calendar days to submit written responses to the draft.

The investigator will consider whether revisions to the preliminary report are required based on any written responses and will send the final report to the Central Office, the Local Designated Resource; the complainant; and the respondent. The investigator generally will issue the preliminary report within 90 calendar days of the complaint.

9. *Determination.* Within 7 calendar days of receipt of the final investigative report, the Local Designated Resource will appoint a panel of, at minimum, three neutral members (the “Determination Panel”) to review the investigative report and determine, using a preponderance of the evidence standard, whether the policy was violated. The Determination Panel may include any combination of staff or faculty, but it must include at least one member who is not employed by the local school. Local Schools will determine when and how a Determination Panel may seek additional information, either by questions to the investigator or questions to the parties.

The Determination Panel will issue a written determination within 21 days of the Panel’s receipt of the final investigative report, absent extenuating circumstances requiring an extension. The written determination will be provided to both parties, the Local Designated Resource, the Central Office, and the Appropriate Official. If a policy violation is found, the decision will include recommended corrective measures (e.g., training, coaching, or other measures, as appropriate) to be taken by the unit(s) to eliminate the conduct, prevent its recurrence, and address its effects. The imposition of any sanctions or remedial measures is addressed separately from the written decision in accordance with local policy.

10. *Appeal.* If they wish to do so, within 7 calendar days of the issuance of the written determination, the complainant and respondent may submit a signed, written appeal of no more than 2,500 words to the Central Office on one or more of the following grounds:

- a. A procedural error occurred that affected the outcome of the decision;
- b. The appellant has new evidence that was not reasonably available at the time the dismissal or determination was made that may change the outcome of the decision;
- c. A Determination Panel member(s) or the Local Designated Resource involved in the dismissal or determination of the claim had a conflict of interest or bias for

or against the individual complainant or respondent such that a reasonable person would conclude it influenced the outcome of the matter; or

d. On the record as a whole, no reasonable Determination Panel could have reached the same determination.

Disagreement with the findings or determination is not, in and of itself, a ground for appeal.

The Central Office and Local Designated Resource will share the appeal with each other, and the Central Office will send copies of the request for appeal to the Appropriate Official or their designee and the other party. The Central Office, in consultation with the Local Designated Resource, will review the request for appeal for timeliness and compliance with the procedures set forth in this policy. Within 7 calendar days of receipt of the written appeal, the Central Office will inform the parties and the Appropriate Official or their designee whether the appeal is timely and compliant with this policy.

If the appeal is deemed timely and in compliance with the procedures set forth in this policy, the non-appealing party may submit a response to the appeal within 7 calendar days of receiving the appeal, and the response must be no more than 2,500 words. The response will be shared with the appealing party. The appealing party may submit a reply of no more than 1,000 words within 2 business days. The non-appealing party will have access to the other party's reply, but no further responses will be permitted. All appeals will be based solely on the written record.

The Central Office, in consultation with the Local Designated Resource, will appoint an Appeals Panel of, at minimum, three neutral members from the Central Office's designated list of trained Appeals Panel Members. The Appeals Panel may include any combination of staff or faculty, but it must include at least one member who is not employed by the local school and it may not include any individual who has served a role in the alleged conduct, the investigation, or the determination. The Central Office will forward the written appeal and any response or reply to the Appeals Panel. The Appeals Panel will consider the issues raised in the request for appeal and make a determination, which may include adopting or reversing the decision below, directing that the investigation be re-opened, or any other appropriate action.

At the conclusion of this review, the Appeals Panel will prepare a statement of outcome regarding the appeal request, to be shared with the parties, the Local Designated Resource, the Central Office, and the Appropriate Official or their designee, seeking to complete any appeal generally within 30 calendar days after receipt of the request for appeal.

D. SANCTIONS AND REMEDIAL MEASURES

Once any appeals are resolved, the Appropriate Official or designee will determine actions to take based on the Determination Panel's findings and pursuant to local disciplinary policies. Sanctions or remedial measures for findings relevant to this policy shall take into account the severity and impact of the conduct, the Respondent's previous disciplinary history, and the goals of this Policy. While sanctions and remedial measures will vary, examples include but are not limited to counseling, warning, reprimand, suspension, probation, monitoring, community service, reduction in access to resources, reduction in oversight duties, reduction in salary, mandatory coaching and training, paid or unpaid leave, dismissal, expulsion, or termination, including possible recommendation of tenure

termination. The Appropriate Official shall ensure that all sanctions and corrective or remedial measures are implemented.

Any issuance of sanctions and/or remedial measures will be communicated to the respondent in writing. Decisions about sanctions and remedial measures are final and cannot be appealed.

HDS Sexual and Gender-Based Harassment Policy

Policy Statement

Harvard Divinity School has adopted the University-wide Interim Title IX Sexual Harassment Policy and Interim Other Sexual Misconduct Policy. In addition, the University's Sexual and Gender-Based Harassment Policy addresses sexual harassment and other sexual misconduct alleged to have occurred between September 1, 2014, and August 14, 2020. Copies of all policies and their associated grievance procedures can be found here (<https://oge.harvard.edu/policies-laws>). In all such cases, the Harvard University Office for Dispute Resolution ("ODR") and the Harvard University Office for Gender Equity are responsible for implementing the University's grievance procedures, which will determine whether a student committed a policy violation. Whenever a formal complaint of sexual harassment or other sexual misconduct is investigated and the University's grievance procedures result in a finding that a policy violation has occurred, the HDS Sexual Misconduct Review Board (SMRB) must accept that finding as final and non-reviewable. The only opportunity to appeal the determination of a policy violation is provided within the grievance procedures implemented by the ODR and the Harvard University Office for Gender Equity. Appeals within HDS pertain only to the decision of the HDS Sexual Misconduct Review Board (SMRB) in determining discipline.

Resources

HARVARD UNIVERSITY TITLE IX RESOURCE COORDINATOR

[Nicole Merhill, JD](#)

University Title IX Coordinator and Director, Office for Gender Equity
 Smith Campus Center, Suite 901
 1350 Massachusetts Avenue
 Cambridge, MA 02138
 Telephone: 617.496.2470

HDS TITLE IX RESOURCE COORDINATORS

[Tim Whelsky](#)

Associate Dean for Enrollment and Student Affairs
 Swartz Hall 107
 Cambridge, MA 02138
 Telephone: 617.496.8641

[Steph Grayson Gauchel](#)

Assistant Dean for Diversity, Inclusion, and Belonging
 Divinity Hall, Room 109A
 Cambridge, MA 02138
 Telephone: 617.496.3091

HDS CHAPLAIN

[Kerry Maloney \(Confidential\)](#)

Chaplain and Director of Religious and Spiritual Life

Swartz Hall 112

Cambridge, MA 02138

Telephone: 617.495.5778

HARVARD UNIVERSITY RESOURCES

[Office for Gender Equity \(OGE\)](#)

Telephone: 617.496.0200

[Harvard University Office for Dispute Resolution \(ODR\)](#)

Telephone: 617.495.3786

[Harvard University Police Department](#)

Telephone: 617.495.1212 (Urgent); 617.495.1215 (Business)

[Cambridge Police Department Sexual Assault Unit](#)

Telephone: 617.349.3381

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

Telephone: 617.495.5711

[Harvard University Counseling and Mental Health Services \(CAHMS\)](#)

Telephone: 617.495.2042

[OGE: SHARE Counselors \(Confidential\)](#)

Telephone: 617.495.9100

[Harvard Chaplains](#)

Telephone: 617.879.8365

OUTSIDE RESOURCES AND AGENCIES

[Boston Area Rape Crisis Center \(BARCC\)](#)

Telephone: 1.800.841.8371

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

Telephone: 617.994.6000

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

Telephone: 1.800.421.3481

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

Telephone: 1.800.669.4000

Sexual Misconduct Review Board

The Sexual Misconduct Review Board (the “SMRB”) is a trained group of faculty and administrators appointed by the Dean and will be composed of the Associate Dean for Faculty and Academic Affairs, each HDS Title IX Resource Coordinator (the Director

of Human Resources, the Associate Dean for Enrollment and Student Services, and the Assistant Dean for Diversity, Inclusion, and Belonging), and four faculty members.

For any case that is reviewed by the SMRB, four SMRB representatives will be assigned to review the Final Report and make a determination about the imposition of sanctions, if the report has determined that there was a violation of University policy. For any case involving an HDS student as the respondent, the reviewing committee will always include an HDS Title IX Resource 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 School or unit Title IX Resource Coordinator.

Whenever a formal complaint of harassment or misconduct 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 a 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 member whom they believe 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. 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.

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.

DISCIPLINARY PROCEEDINGS FOLLOWING THE RESOLUTION OF A FORMAL COMPLAINT

Whenever the final report concludes that an HDS student has not violated the University-wide Interim Title IX Sexual Harassment Policy, Interim Other Sexual Misconduct Policy, and/or University's Sexual and Gender Based Harassment policy, the appropriate HDS Title IX Resource 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 HDS Title IX Resource 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-wide Interim Title IX Sexual Harassment Policy, Interim Other Sexual Misconduct Policy and/or University's Sexual and Gender Based Harassment 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.

HDS Procedures for Discrimination by Instructional Officers

Any student who feels that they have experienced discrimination by an instructional officer which is not covered by the Interim Title IX Sexual Harassment Policy, Interim Other Sexual Harassment Policy, or Sexual and Gender-Based Harassment Policy is encouraged to seek assistance through the Informal Problem-Solving and the Formal Complaint processes described below. These processes may not be appropriate to every circumstance, so the processes are considered flexible, and can be modified to be appropriate to the situation.

Scope: These problem-solving and complaint procedures are for students concerned about the behavior of anyone holding a teaching appointment at Harvard Divinity School, including members of the Faculty of Divinity, adjunct instructors, and, where not superseded by other policies, teaching fellows appointed by and/or working in the Divinity School. If the instructional officer concerned has their primary appointment outside of the Faculty of Divinity, and the conduct in question took place in a class or context not at HDS, ordinarily the issue will be referred to the appropriate Faculty at Harvard. (Please note that there are separate procedures for problem-solving and formal complaints concerning actions of Harvard staff. Visit hr.harvard.edu for more information.) 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 problem-solving, or a formal complaint proceeding. Consistent with School or unit policy, interim measures might include, among others, restrictions on contact or course-schedule or work-schedule alteration. These interim measures are subject to review and revision throughout the processes described below.

Informal Problem-Solving: The Divinity School is an educational institution, and presumes that learning is a continual process for all members of the University community, including instructional personnel. Correspondingly, the appropriate first step for many concerns is an informal problem-solving approach to the behavior and context in question. Any student who feels that they have experienced discrimination is encouraged to write or speak about the matter to one of the following HDS officers, all of whom are trained concerning the School's and University's policies: the Associate Dean for Faculty and Academic Affairs, the Associate Dean for Enrollment and Student Services, the Administrative Dean, or the Director of Human Resources. Through such discussions, and via a flexible and creative informal problem-solving approach, a satisfactory resolution to the concern raised may be developed. Such an approach will normally involve separate and/or joint conversations with the parties involved, drawing in others (staff, faculty, students, or others) with knowledge or expertise as needed to address the issues raised. The HDS officer leading the informal process ordinarily will seek to complete the Informal Problem-Solving within two to three weeks after having been contacted about the concern. If resolution is reached, it will be documented with the office of the Associate Dean for Faculty and Academic Affairs, and include the underlying complaint, some account of the process used and the persons involved, and the agreed-upon resolution. At any point prior to such resolution, the student

who brought the concern may withdraw it and either set the matter aside or move the matter to a formal complaint process.

Formal Complaint Process: In cases where Informal Problem-Solving does not yield a satisfactory resolution, or the student does not wish to make use of an Informal Problem-Solving approach, the student may submit a complaint of discrimination in writing to the HDS Associate Dean for Faculty and Academic Affairs and the Associate Dean of Enrollment and Student Services (hereafter, “the Associate Deans”). In certain circumstances the Associate Deans may designate another University officer who has appropriate expertise to conduct fact-finding in the case, or to assist the Associate Deans.

Fact-Finding

The Associate Dean for Faculty and Academic Affairs and the Associate Dean of Enrollment and Student Services or designee will gather information from the student bringing the complaint, the instructional officer about whom the complaint has been made, and others, if appropriate, who are in a position to offer facts. Both parties will have equal opportunities to submit names of witnesses and any relevant information for review, and to review the information upon which the Associate Deans or designee may rely in making their findings and recommendations. At the conclusion of information gathering, and ordinarily within 30 days of receiving the complaint, the Associate Deans or designee will make preliminary findings of fact, and, using a preponderance of evidence standard, determine based on those findings whether there was a violation of the non-discrimination policy. The Associate Deans or designee will provide the student and the instructor involved with a written draft of these preliminary findings and their analysis, and will give both parties 7 days to submit a written response to the draft. The Associate Deans or designee will consider these written responses before finalizing the report, and will send the report to the Dean of the Faculty of Divinity, the student, and the instructor. The Associate Deans or designees generally will issue the preliminary report within 60 ordinary calendar days of the complaint.

Consideration of Findings and Determination

The Dean of the Faculty of Divinity will determine whether or not to accept the findings and analysis made by the Associate Deans or their designee, or to request additional fact-finding. If additional fact-finding is required, the Dean will make that request to the Associate Deans or designee, ordinarily within 7 calendar days of receiving the preliminary report. In such a case, both parties may submit to the Associate Deans or designee any pertinent additional information not available at the time of the initial fact-finding. The Associate Deans or designee will submit a revised report incorporating any additional facts to the Dean, ordinarily within 14 calendar days of the Dean’s request for further fact-finding. The Dean will issue a written determination resolving the matter within 14 calendar days of the receipt of the final report. If a non-discrimination policy violation is found, the Dean’s decision may include recommended educational and/or ameliorative measures (e.g., anti-discrimination training, peer-coaching, or other measures, as appropriate) to be taken by the instructor to eliminate any discrimination, prevent its recurrence, and address its effects. This decision will be shared with both the student and the instructional officer. Any imposition of disciplinary measures on the instructional officer is addressed separately from the written resolution of the formal complaint by the Dean, in accord with the specificities of the instructional officer’s employment. The decision whether to impose

disciplinary measures, and if so, the type and scope of the measures, is informed by the findings that result from the Formal Complaint Process.

Request for Informal Problem-Solving After a Formal Complaint Has Been Filed

Once a formal complaint has been filed but before the findings and determination have been provided to the parties, either party may request Informal Problem-Solving as an alternative to formal resolution of the complaint. Such a shift requires agreement of both parties and approval of the Dean of the Faculty. If such a request is approved, the timelines will be paused, and the Dean of the Faculty, or their designee, will take steps they deem appropriate to assist in reaching a resolution. If the parties cannot reach an informal resolution within two weeks from the Dean's receipt of the request, then the Formal Complaint Process will resume.

Appeal

If the resolution of a Formal Complaint is not satisfactory to the student or the instructor involved, either may consider submitting to the Provost or their designee a written request for appeal of the decision at the University level. Such a request must be submitted within 7 calendar days of receiving the decision, and must detail the reason(s) the student or instructor disputes the Dean's decision, ordinarily on the basis of claims of procedural error, bias or conflict of interest. Disagreement with the findings of fact or the determination is not, by itself, a ground for appeal. New facts, should they have come to light, should be brought back to the Dean of the Faculty for reconsideration, and are not grounds for University appeal.

Timeframe

Timely response to a concern about discrimination is critical; thus, Divinity School officers guiding these processes may apply reasonable, but always equal, timeframes to all parties to allow timely completion of the informal problem-solving and formal complaint processes. Informal problem-solving should be completed in two to three weeks; formal complaints should be evaluated and resolved as quickly as possible, but ordinarily in no more than 90 days.

Conflicts of Interest

In situations where a student raises a concern that names an HDS officer designated to facilitate or oversee any stage in the Informal Problem-Solving or Formal Complaint Processes, or who otherwise has a conflict of interest, an appropriate designee will assume those responsibilities in their place. If a student is concerned that an officer responsible for some part of the process has a conflict, they should indicate this to another HDS officer trained in these matters, to the next-level University officer mentioned in the process above, or to the University ombudsperson.

Non-retaliation

The University expressly forbids anyone from taking any form of retaliatory action against any member of the Harvard community who in good faith voices concerns, seeks advice, files a complaint or grievance, testifies or participates in investigations, or opposes actual or perceived violations of Harvard University's policy or unlawful acts.

Discretion

All activities undertaken in relation to these policies will be conducted with discretion and regard for each party's legitimate privacy and reputational interests; details will be shared only with those with a legitimate need to know.

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

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.

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.

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.

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

The student then prepares a personal statement that provides their 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; 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.

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 the student may request in writing that the Chair excuse the member, describing the basis for that belief; the Chair, in their 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.

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.

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 the 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, this 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's 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's 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 Administrative Board to seriously consider requiring the student to withdraw, except in very unusual cases. The duration and terms of probation are set by the Administrative 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 they have 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.

Academic Resources

Academic and Instructional Resources

Several academic resources are available to HDS students. Students are encouraged to familiarize themselves with these resources and to make connections with the varied faculty, staff, and visitors that organize these programs.

- [HDS Registrar's Office](#)
- [HDS Office of Ministry Studies](#)
- [Schools of Harvard University](#)
- [Boston Theological Interreligious Consortium](#)
- [HDS Information Technology and Media Services](#)
- [HDS Library](#)

HDS Library Liability for Compliance

Students, staff, faculty, 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. 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 online databases and tools, 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.

Harvard users must respect the copyrights, not only of the library's material collections, but also of 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 all other copyrighted material. Users are individually responsible for compliance with these terms.

Information Technology and Media Services Policies

HDS students are required to follow these policies when using Harvard networks, applications, accounts, and/or equipment:

- The [HDS Computer Use Policy](#), which covers the acceptable use of Harvard computing resources and explains the rights and responsibilities of all users.
- The [Harvard Information Security Policy](#), which includes requirements for passwords, use and sharing of confidential information, and protecting devices. Please use these personal device security recommendations to ensure that your personal equipment is compliant with security best practices.
- The [Policy on Access to Electronic Information](#) 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.

COPYRIGHT POLICY

All Harvard users must respect the copyrights in works that are accessible through computers connected to the Harvard network. Federal copyright law prohibits the reproduction, distribution, public display, or public performance of copyrighted materials without permission of the copyright owner, unless fair use or another exemption under copyright law applies. In appropriate circumstances, Harvard will terminate the network access of users who are found to have repeatedly infringed the copyrights of others and may also take disciplinary action. Information about the application of copyright law to peer-to-peer file sharing of music, movies, and other copyrighted works is [available online](#).

Programs and Centers

HDS offers several programs and centers that enrich the school's academic research and curricular offerings. These programs and centers regularly offer specialized courses, public programs, and counseling to students who are interested in focusing their research in specific areas. Visiting fellows at these programs and centers often teach courses at HDS, and all students are encouraged to familiarize themselves with these visitors.

- [Center for the Study of World Religions](#) (CSWR)
- [Pluralism Project](#)
- [Program for the Evolution of Spirituality](#) (PES)
- [Project on Shi'ism and Global Affairs](#)
- [Religion and Public Life](#) (RPL)
- [Women's Studies in Religion Program](#) (WSRP)

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)

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. Due to the COVID-19 pandemic, these lectures may not be held in-person, or may be placed on hiatus in any given year.

Community Resources and Services

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

Accessibility and academic accommodations at the Divinity School are coordinated by the Assistant Director for Student Support, 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 Director for Student Support 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 Crimson Cart 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 Director for Student Support 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.

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 the Assistant Director for Student Support.

Community Life

A variety of professional staff work to support HDS students. Further details are available on the websites below about each office:

- [HDS Office of Student Life](#)
- [HDS Office of Career Services](#)
- [HDS Office of the Chaplain and Religious and Spiritual Life](#)
- [HDS Diversity, Inclusion, and Belonging](#)

Harvard Divinity Bulletin Board Posting Policy

HDS Community members can post fliers on the public posting boards in Swartz, Rockefeller and Divinity Halls. Postings must be related to an HDS or Harvard-wide event, program, or initiative and must contain the name of a hosting organization and contact information. Postings without this information are subject to removal.

The bulletin board in the HDS Commons Cafe, by the staircase, has been designated a temporary space for mourning and remembrance and is overseen by the Offices of Religious & Spiritual Life and Diversity, Inclusion, & Belonging. The following guidance is posted on this board:

The HDS community is invited to post here images and/or symbols of those they are mourning. Please treat the postings here with respect. We ask in posting and in making decisions about what we post that we are mindful of explicit language and images of violence and how its presence here might impact others. This side of the bulletin board will be cleared on the first of each month; those materials can be retrieved from the DIB Office in Div Hall until the 15th of the month. We are hoping to establish a permanent ritual site for mourning and healing on our campus in the time ahead. Please attend those public conversations when you are able to help us imagine and bring into being such a site.

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 2023-24

Shariah Anderson
President

Samirah Jaigirdar

Academics Chair

Hannah Desouza

Communications Chair

Vacant

Events Chair

Maria Dueñas Lopez

Social Justice Chair

Ahmaad Edmund

Spirituality Chair

Lizzy Lincoln

Student Affairs Chair

Saly Sirotpipat

Treasurer

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.

Harvard International Office

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 immigration-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. HIO registrations will require information from your passport, visa, and most recent I-94 and I-20. Please check the HIO website for the most up-to-date information about student registrations.

All international students are encouraged to visit the HIO website for immigration updates and resources, or to contact their designated HIO advisor via email 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.

Health and Safety Resources

A variety of health and safety services are available to students through the resources below:

- [Harvard University Health Services](#) (HUHS)
 - Medical Emergencies: 911
 - Urgent Care: 617.495.5711
 - General Information: 617.495.5711
 - TTY Information: 800.439.0183
- [Harvard Counseling and Mental Health Service](#) (CAHMS)
 - CAMHS Appointments: 617.495.2042
- [Harvard University Police Department](#) (HUPD)
 - Urgent Help (Cambridge): 617.495.1212
 - Urgent Help (Longwood): 617.432.1212

HUPD is committed to assisting all members of the Harvard community in providing for their own safety and security. The University is required by federal law (The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. 1092(f), known as the “Clery Act”) to publish an Annual Security Report and an Annual Fire Safety Report. The Harvard University Police Department publishes the Annual Security Report entitled “Playing it Safe,” which can be found on the HUPD’s website.

Motor Vehicle Registration and Parking

Parking is available for students; those participating must register their vehicles, apply for a parking permit, and renew their parking permit annually. Students may apply through the Harvard Parking Office website. Please note that submitting an application ahead of your arrival will not reserve a parking permit. Refer to the Parking Office for current information about payment, permit requirements, and eligibility.