HARVARD
GRADUATE SCHOOL OF EDUCATION

STUDENT HANDBOOK 2025–2026

TABLE OF CONTENTS

Introduction.....6

Welcome to HGSE!.....6

Preface.....7

Enrollment policies.....8

Academic Programs and Affiliations.....8
Doctor of Philosophy in Education (Ph.D.).....8
Doctor of Education Leadership (Ed.L.D.).....8
Residential Master of Education (Ed.M.).....8
Online Master of Education Leadership (Online Ed.M.).....8
Certificate of Advanced Study (C.A.S.) in Counseling.....9
Concentrations.....9
Non-Degree Study.....9

Registration Policies.....12
Academic Calendar.....12
Check-In Process.....12
Course Registration.....12
HGSE Course Add/Drop.....13
Cross-Registration Policies and Procedures.....14
Credit Limit.....15
Independent Studies and Field Experiences.....16
Auditing.....17

HGSE Grading System.....17
Grade Options.....18
Letter Grade Policy.....18
Grade Appeals.....19
Incomplete Grades.....19

Time Status Definitions.....20
Full-Time.....20
Part-Time.....21

Degree Program Duration Limits.....23
Degree Application.....23
Adjustment to the Academic Clock.....23
Credits for Prior Coursework.....25

Course Options.....26
Course Catalog.....26
HGSE Summer Courses.....26
January Term Courses.....26
Course Evaluations.....26
Attendance.....27

Leaves of Absence.....27
Voluntary Leaves of Absence.....27
Involuntary Leaves of Absence.....30
Policies During a Leave of Absence.....31

Tuition and Fees Refund While on Leave of Absence 32
Returning to HGSE After a Leave of Absence 33
Effect Of Health Issues On Residency And Enrollment 34
Agreements To Engage In Treatment 36

Withdrawals 37
Billing After Withdrawal 38
Reinstatement After Withdrawal for Ph.D. Candidates 39
Reinstatement After Withdrawal for Ed.L.D. Candidates 40
Reinstatement After Withdrawal for Ed.M. Candidates 41

HGSE Military Student Readmission Policy 42

Candidacy Termination 43
Appeal Procedure 44

Family Educational Rights and Privacy Act ("FERPA") 44
Education Records 44
Directory Information 45
Student Rights Under FERPA 46

Tuition and Fees 46
Health Fees 47
Associated Fees 48
Tuition Requirements for Doctor of Education Leadership (Ed.L.D.) 48
Tuition Requirements for Master of Education (Ed.M.) and Certificate of Advanced Study (C.A.S.) 50
Schedule of Tuition Payments 50

Appeal Process for Exceptions 51

Financial Aid 51
Sources of Aid 52
Registration and Academic Progress While Receiving Financial Aid 55
Refunds and Employee Tuition Assistance Plan (TAP) 56
Financial Aid Fraud 56

Student Health Insurance 57
Health Insurance Coverage for Online part-time Ed.M. Students 57
Health Insurance Coverage for Graduating Students 58
Waiving the Student Health Insurance Plan 58

Program Policies 59

Academic Governance 59

Doctor of Philosophy in Education (Ph.D.) Program Policies 59
Coursework and Residence 60
Annual Academic Progress Review 60
Earning an A.M. 60
Comprehensive Examinations 61
Dissertation Proposal, Dissertation, and Dissertation Defense 61
Research and Scholarly Training 61

Doctor of Education Leadership (Ed.L.D.) Program Policies 62
Coursework and Residence 62
Annual Academic Progress Review 62
Ed.L.D. Residency and Capstone 63
Co-Curricular Learning Opportunities 63
Earning an Ed.M. 64

Master's IN Education (Ed.M.) Program Policies **64**
Coursework and Grade Options 64
Foundations 64
Academic Progress Review 67
Petitions to Change Program or Concentration 67

Student Supports ***68***

Campus Safety and Security **68**
Harvard University Identification Cards 68
Evening Shuttle Van/Escort Service 69
Harvard University Campus Escort Program (HUCEP) 69
Missing Persons Policy 69
Harvard University Police Department (HUPD) 70
HGSE Bike Policy 71
City of Cambridge Municipal Parking & Non-Resident Student Driver Statements and Decals 72

Academic Integrity and Standards of Conduct ***73***

University Resolution on Rights and Responsibilities **73**
Interpretation 74
Additional Guidance 74

Academic Integrity **74**
HGSE Policy on Student Use of Generative Artificial Intelligence in Academic Work 75
Supports for Academic Writing and Integrity 77
Process for Responding to an Academic Integrity Concern 78
HGSE Academic Retaliation Policy 79
Admissions Materials 81

Standards of Conduct in the Harvard Community **81**
General Standards of Conduct 81
Conduct in the HGSE Virtual Community 82

HGSE Committee on Rights and Responsibilities **83**
CRR Procedures 83
Sanctions 84
Appeals and Special Cases 85

HGSE Policies on Harassment, Discrimination, and Bullying **86**
HGSE Policies on Sexual Harassment and Other Sexual Misconduct 86
Non-Discrimination Policy and Anti-Bullying Policies 86
Physical Harassment 87
Harassment That Is Purely Verbal or Symbolic 87
Anti-Bullying 87

HGSE Policy on Consensual Romantic Relationships **89**

HGSE Policy on Physical Violence **90**

HGSE Policy on Misrepresentation of Status **90**

Alcohol and Drugs **90**
HGSE Events 91
Disciplinary Actions 91

Anti-Hazing policy **91**
Threats Involving Deadly Weapons, Explosives, Bombs, Chemical or Biological Agents, or Other Deadly Devices or Substance 94

Firearms, Explosives, Combustible Fuels, Firecrackers, and Dangerous Weapons.....94

Copyright and Publishing Policies 96

Copyright Disclosure.....96

Annual Copyright Disclosure.....96

Publishing or Distributing Course Materials 96

Use of the Harvard Name 96

Student Use of HGSE Stationery 97

INTRODUCTION

WELCOME TO HGSE!

Dear HGSE Students,

Welcome to the Harvard Graduate School of Education! We are thrilled that you have chosen to join our community. One of the first things you will discover is that all of us—faculty, staff, and students—are here for the same reason: our commitment to improve educational opportunities and outcomes for learners worldwide. That ethos guides our curriculum, teaching, research, and work in support of the education sector—from individual learners to broad questions of systems and policy.

At HGSE, you will deepen your capacity to expand educational opportunity, enhance academic achievement, improve student supports, and advance our understanding of how children and adults learn. You will be inspired by big ideas, analyze and apply data, and interact with colleagues whose differing perspectives will foster rigorous debate. Honoring our mission and our potential for impact means having the courage to dream, innovate, and work together across lines of difference—skills that are vital to creating positive change for learners around the world.

Transitioning to graduate school can be both exciting and stressful, whether you are a recent undergraduate or returning to school after many years. Please know that we are committed to supporting your transition and your success at HGSE and beyond. We invite you to call on faculty and staff colleagues at any time, if we can be helpful.

This Student Handbook provides information about HGSE and the University, including the policies and procedures that govern academic and student life, as well as the many resources and supports available to you. We urge you to familiarize yourself with it. As an HGSE student, it is your responsibility to be aware of and comply with the policies, procedures, and expectations it details.

We know that you, like many of our community members, have come here with a passion to "learn to change the world" through education—and we are confident you will leave with the knowledge, skills, and relationships to make that goal a reality. We look forward to meeting you and wish you a productive, rewarding HGSE experience.

Sincerely,

Nonie Lesaux
Dean of the Faculty
Larsen Professor of Education and Human Development

Marty West
Academic Dean
Henry Lee Shattuck Professor of Education

PREFACE

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

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

HGSE reserves the right to make changes to the Student Handbook at any time without advance notice. These changes may affect such matters as tuition and other fees, degrees and programs offered (including the modification or possible elimination of degrees and programs), degree and other academic requirements, academic policies, rules pertaining to student conduct and discipline, fields or areas of concentration, and other rules and regulations applicable to students. The ultimate responsibility for knowing and complying with HGSE policies, regulations, and requirements rests with the student.

In addition, HGSE retains the discretion to act as it deems necessary in extraordinary circumstances to protect the health and safety of the Harvard community, secure educational opportunities for Harvard students, and otherwise protect Harvard's dual mission of teaching and research against significant disruption. For these purposes "extraordinary circumstances" include, but are not limited to, public health emergencies, government action, extreme weather events, and other conditions posing broad threats to the community health and safety or significantly disrupting campus life or learning.

Discretionary measures available to the HGSE may include, but are not limited to, making recourse to remote, hybrid, or other alternative or off-campus 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.

2025-2026 Edition
Updated May 12, 2025

ENROLLMENT POLICIES

ACADEMIC PROGRAMS AND AFFILIATIONS

Doctor of Philosophy in Education (Ph.D.)

The Ph.D. in Education is a 5-6 year, full-time, interdisciplinary research degree offered in collaboration with Harvard's Kenneth C. Griffin Graduate School of Arts and Sciences (GSAS). The Ph.D. culminates with a dissertation rooted in original research. Further details about program-specific requirements and policies can be found on the program website, in GSAS Policies and in relevant sections of this handbook.

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

The Doctor of Education Leadership (Ed.L.D.) is a three year, full-time, practice-based program including core coursework, elective coursework, and a third-year residency with one of the program's partner organizations. The degree culminates with a Capstone documenting the student's leadership of and contributions to a strategic project within the organization. Further details about program-specific requirements and policies can be found on the program website and in relevant sections of this handbook.

Residential Master of Education (Ed.M.)

The residential Master of Education (Ed.M.) is intended to be a yearlong, intensive program for students who wish to study a particular field in education, acquire a general theoretical background for understanding past and future field experiences, or develop skills for use in professional work in education. A thesis or comprehensive exam is not required. Further details about Program-specific requirements and policies can be found in relevant sections of this handbook.

The Harvard Graduate School of Education offers five residential master's programs: Education Leadership, Organizations and Entrepreneurship (ELOE), Education Policy and Analysis (EPA), Human Development and Education (HDE), Learning Design, Innovation, and Technology (LDIT), and Teaching and Teacher Leadership (TTL).

Online Master of Education Leadership (Online Ed.M.)

The online Master of Education (Ed.M.) in Education Leadership (OEL) is an online, part-time, two-year program for experienced professionals in the PK-12, Higher Education, and international education policy sectors. The PK-12 and Higher Education pathways require a brief on campus residency. There is no residency requirement for students in the International Education Policy and Management pathway. The primarily prescribed curriculum is geared toward students with at least five to seven years of relevant work experience who are seeking to strengthen the invaluable skills they have already developed and who want to build additional tools to propel them toward new leadership opportunities and greater impact. Further details about Program-specific requirements and policies can be found on the OEL Program website and in relevant sections of this handbook.

Certificate of Advanced Study (C.A.S.) in Counseling

The Human and Development and Education (HDE) residential Ed.M. Program is approved by the Massachusetts Department of Elementary and Secondary Education (DESE) to offer a two-year curricular sequence leading to an initial license as a school guidance counselor or school social worker/school adjustment counselor. Further details about Program-specific requirements and policies can be found on the program website and in relevant sections of this handbook.

Concentrations

The Harvard Graduate School of Education offers six optional Concentrations for residential Ed.M. students: Arts and Learning (A&L), Early Childhood (EC), Global, International, and Comparative Education (GICE), Higher Education (HE), Identity, Power, and Justice in Education (IPJE), and Literacy and Languages (L&L). Students in the ELOE School Leadership track, HDE Counseling track, and TTL Licensure track may not declare a Concentration in addition to the requirements necessary to pursue licensure. Declaring a Concentration offers advanced study, applied learning, and co-curricular activities to deepen knowledge in one of the six disciplines. Students may declare one Concentration. Double Concentrations are not permitted.

Non-Degree Study

The Harvard Graduate School of Education offers students the opportunity to take graduate-level courses without formally pursuing an HGSE degree. To be eligible for non-degree study, students must fall into one of the categories below. Some of these categories allow students to enroll in courses and receive academic credit; others allow students to do research or audit courses. It is the responsibility of all non-degree students to meet registration deadlines (see the *Academic Calendar*). Non-degree students are ineligible for financial aid, health insurance, housing, or office space.

Students should note that professors reserve the right to limit courses to degree-seeking students if it is determined that the enrollment of non-degree students is counterproductive to the goals of the course. This right is not limited to courses designated as “limited enrollment.” HGSE also reserves the right to terminate the registration, and/or to disallow any future registration, of any HGSE non-degree student who, in the judgment of the School, receives an unsatisfactory grade or whose behavior in any way interferes with the academic or other operations of the University. For information about obtaining credit toward an HGSE degree program for HGSE courses taken as a non-degree student, see *Credit for Prior Course Work*.

Harvard Employees

The Harvard Graduate School of Education allows individuals who are Harvard University employees to enroll in HGSE courses and pay for their HGSE tuition by using the Tuition Assistance Plan (TAP). For more information on Harvard-wide TAP policies, please visit: https://hr.harvard.edu/tuition-assistance. **Online master's students will not be eligible to use TAP**. Please note that non-degree seeking students pay by credit and degree-seeking students pay part-time flat rate tuition. TAP degree-seeking students must follow the same policies as residential students.

Harvard Graduate School of Education Alumni

HGSE degree holders may enroll for credit in one course (or its equivalent in credits) per semester by submitting the Non-Degree Registration for HGSE Degree Holders form by the designated period for HGSE non-degree registration and submitting a petition via my.harvard by the course enrollment deadline. Degree holders are expected to pay for the course, at the current one-course tuition rate, upon receipt of the student bill. Enrollment in courses is by permission of the professor. Additionally, HGSE alumni can access a growing range of online learning opportunities across Harvard.

HGSE alumni also have free access to exclusive webinars, workshops, and networking hosted by the HGSE Alumni Engagement team. More information on alumni opportunities can be found on the HGSE Alumni website..

Programs in Professional Education Participants (PPE)

HGSE offers numerous opportunities for practicing educators to expand their skills. Onsite and online, the School's Programs in Professional Education (PPE) offerings are designed for teachers, principals, administrators, and policymakers. For information about these professional development opportunities, please visit the PPE website.

Visiting Fellows

A select number of visiting fellows may be admitted for a period of enrollment of three months to one year. This option is available for advanced doctoral students at other universities who are conducting relevant research and who have appropriate funding (for instance, from a grant or fellowship). Each visiting fellow must be sponsored by an HGSE faculty member and must be approved by the Office of Faculty Affairs.

Special Student in Education (SSE)

Applicants who wish to study without the constraints of a formal degree program may apply to be a Special Student in Education (SSE). Individuals applying for SSE status fall into one of three categories: faculty from institutions other than Harvard wishing to take courses for credit; advanced doctoral students conducting relevant research; or professional educators seeking to enhance current work. A limited number of applicants are admitted in this category each year. Course enrollment is on a space-available basis and is limited to HGSE courses only. Once admitted, a student's official enrollment in a course is subject to the approval of the instructor. SSE students are not eligible for HGSE funding, housing, or office space.

Voucher Holders

HGSE issues tuition vouchers for HGSE courses only to teachers and other practitioners who supervise HGSE students in a variety of educational settings. These vouchers can be used to cover basic tuition requirements for non-degree students. HGSE course enrollment is permitted on a space-available basis. A student's official enrollment in a course is subject to the approval of the instructor. Please note the following voucher policies:

- Voucher holders are allowed to redeem only one voucher per semester.
- Vouchers must be redeemed before the designated expiration date.
- Voucher holders are not eligible for HGSE funding, housing, or office space.
- Vouchers are not eligible for courses offered through Programs in Professional Education (PPE).
- Vouchers are not eligible for online courses offered in the OEL Ed.M. program.

REGISTRATION POLICIES

All HGSE degree and certificate candidates are required to register until the degree or certificate is awarded or until their candidacy is terminated. It is the responsibility of all students to meet registration deadlines. HGSE does not offer any dual or concurrent degree programs within Harvard or with other institutions, other than the Ph.D. in Education (offered jointly with the Griffin Graduate School of Arts & Sciences). HGSE students must enroll in only one degree program at a time, which is their HGSE degree program.

Exceptions:

- Ed.M. and C.A.S. candidates who have "Incomplete" grades in courses for which additional course work is needed, but have no further courses in which to enroll, do not register for the semester(s) prior to graduation.
- Ed.L.D. students who have completed their third-year residency and have submitted an approved Capstone prior to the fall course registration deadline are not required to register for the fall semester.

Academic Calendar

HGSE's Academic Calendar spans early June to early May and is divided into the following segments. Please note that Summer Term is not eligible for Financial Aid.

- Summer Term (June/July)
- Fall Semester is divided into:
    - August Term (August)
    - Fall Term (September – December)
        - Fall 1 modules (September – October)
        - Fall 2 modules (October – December)
- Spring Semester is divided into:
    - January Term (January)
    - Spring Term (Late January – May)
        - Spring 1 modules (Late January – March)
        - Spring 2 modules (March - May)

Check-In Process

Students are required to complete the check-in process each term by the date designated in the HGSE's Academic Calendar. A student who fails to complete the check-in process by the deadline is subject to disciplinary action. Information about the check-in process is available on the Office of the Registrar website at registrar.gse.harvard.edu.

Course Registration

Students officially register for courses at my.harvard. Registration is available only during a designated time for each enrollment period. See the Academic Calendar for all relevant dates and deadlines. After the registration deadline, all courses require instructor permission. **In-residence students may only enroll in in-residence courses, and online students may only enroll in online courses.**

Registration is not complete until students have enrolled in the minimum required course load**.** To avoid being charged a late registration fee, HGSE students must be enrolled in at least 12 credits (full-time residential students), 6 credits (part-time residential students), or 8 credits (part-time online students) by the course registration deadline. Students have until the add/drop deadline to adjust their schedule. Failure to complete the course registration process may result in an involuntary leave of absence. **Late registration fees and deadlines are posted on the HGSE Office of the Registrar website.**

In-residence students are expected to reside continuously in the greater local area of Harvard University during the Fall and Spring semesters to participate in the in-class and co-curricular experiences planned for their program and (if applicable) concentration.

Note: Ph.D. students must follow check-in and registration deadlines as outlined by the Faculty of Arts and Sciences Registrar and cross-register into HGSE courses.

Course Lotteries, Petitions, and Enrollment Limits

Some courses have enrollment limits, which are managed by either instructor permission or a course lottery. Check course Canvas sites and my.harvard course descriptions for details about the process and the individual course deadlines. It can take some time for petitions to be approved for courses requiring instructor permission, so be mindful of this as you approach the enrollment deadline.

HGSE Course Add/Drop

Full-term courses may be added to or expunged from a student's record if added or dropped by the term add/drop deadline specified in the Academic Calendar. Students may still drop a full-term course after the deadline until the ninth Monday of the semester, but the course will remain listed on the student's transcript with a "DRP" notation (fees may apply; see *Associated Fees* below). A student may petition to withdraw from a full-term course until the last day of classes for the semester by submitting a Student Appeal Form via my.harvard. If a petition to withdraw from a course is approved, the student's record will carry the notation "WD" for the course.

Similarly, modules (e.g., Fall 1, Fall 2, Spring 1, Spring 2, etc.) that run for part of the semester must be added or dropped before the designated module add/drop deadline. If dropped after the deadline and up to two weeks before the last day of classes for the module, the module will remain listed on the student's transcript with a "DRP" notation (fees may apply; see *Associated Fees* below). A student may petition to withdraw from a module until the last day of classes for each module. If a petition to withdraw from a module is approved, the student's record will carry the notation "WD" for the module. Dropping or withdrawing from a course is not permitted once the instructor has posted an official grade.

Courses and modules are officially added or dropped via my.harvard. Students who wish to add a course (or drop a course without incurring the "DRP" notation) after the add/drop deadline must submit a petition via a Student Appeal Form with the Office of the Registrar. Such petitions are approved only in cases of serious illness, emergency, or other exceptional circumstances. If the petition is submitted after the deadline and is approved, a late fee will be charged. Late registration fees and deadlines will be posted on the Office of the Registrar website.

Students may add or drop January and August Term courses without a "DRP" notation on their transcript through the respective add/drop deadlines. (Please refer to the Academic Calendar and/or

class notes in my.harvard Course Search for specific dates). After the add/drop deadline has passed, courses may still be dropped up to the last day of class for the course and will receive a "DRP" notation on their transcript.

Courses taken at other schools through cross-registration may be added or dropped only until the HGSE add/drop deadline, unless the host school's deadline is earlier, in which case the other school's deadline supersedes that of HGSE. Please see the Cross-Registration policies below for more information.

Cross-registration at other Harvard schools and/or MIT is not available for students in the online Master's in Education Leadership (OEL).

Note for Ed.L.D. Students

Due to the unique nature of the Ed.L.D. curriculum, Ed.L.D. students are not permitted to drop Year 1, 2, or 3 core courses. In cases of extenuating circumstances, the Director for Doctoral Studies may grant permission for students to drop core courses and repeat them at a later time; however, all core requirements must be completed in order to earn the Ed.L.D. degree.

Note for Ed.M. Students

Ed.M. students are not permitted to drop the How People Learn or program requirements. In cases of serious illness, emergency, or other exceptional circumstances a student may submit a petition via a Student Appeal Form to request permission to drop required courses; however, program requirements must be completed in order to earn the Ed.M. degree.

Note for Concentrations

Students who elect to pursue a Concentration must complete the Concentration Declaration and add the relevant courses by the first fall course registration deadline. Students may drop their concentration at any time before the graduation application deadline. Courses to fulfill the concentration requirement may be added or expunged from a student's record through the add/drop deadline. After the add/drop deadline has passed, courses may still be dropped up to the last day of classes for the semester, but the transcript will carry a permanent "DRP" notation for any courses dropped after the add/drop deadline.

Cross-Registration Policies and Procedures

Residential Students

Through cross-registration, students may take courses up to a set limit of credits offered by any faculty at Harvard University (except the Division of Continuing Education), the Massachusetts Institute of Technology, the Fletcher School of Law and Diplomacy at Tufts University, and the Massachusetts General Hospital Institute of Health Professions' M.S. Program in Communication Sciences and Disorders and Ph.D. Program in Rehabilitation Sciences.

Cross-registration credit limit:

- **Ed.M. Residential & C.A.S Students** may cross-register for the equivalent of 16 credits during the duration of the degree program.
- **Ed.L.D. Students** - There is no limit to the number of cross-registration courses permitted in Year 2 of the program.

Students enrolling in courses through cross-registration are bound by the rules of that school, including registration; the only exception is that you must abide by the HGSE add/drop deadline, unless the other school's deadline is earlier. Students are advised to visit my.harvard for information about courses offered by the other Harvard faculties, as well as for cross-registration information, including dates and deadlines, credit translations, and policies in effect at the other faculties.

HGSE students with accommodations who are cross-registered must notify the Assistant Director of Accessibility Services to be sure the accommodations are communicated to the host school. Students interested in cross-registering are advised to plan well in advance, since some courses in other schools begin earlier than HGSE courses.

Cross-registered courses taken for letter grades (e.g., A, B, C, etc.) count toward the 16-credit minimum of letter grade policy. **These are the schools that offer Letter Grade courses: Divinity, FAS, Business School Doctorate, HKS, Public Health, and MIT. Cross-registered courses taken as "graded" at Harvard Law School, Design School, and Harvard Business School Master <u>do not count</u> toward the 16-credit minimum of letter grade policy.** Cross-registered courses taken satisfactory/no credit (or the equivalent option at the host School) do not count toward the 16-credit minimum. Grades issued through cross-registration are recorded as such and are not converted by HGSE.

Please note: Due to differences in the academic calendars of Harvard University and the Massachusetts Institute of Technology, students are cautioned that **spring grades for MIT courses may not be received in time to count towards May graduation. If students wish to receive their diploma on time, they should carefully consider whether to take an MIT course in the final semester.**

HGSE Foundations courses are only available to HGSE Ed.M. and Ed.L.D. students. Cross-registration and auditing are not permitted.

Cross-Registration (OEL Program)

Cross-registration at other Harvard schools and/or MIT is not available for online Ed.M. students (OEL Program).

Credit Limit

Ed.M. Students

Ed.M. students may take no more than 22 credits in the Fall term and no more than 20 credits in the Spring term. This includes credits taken in the Fall 1, Fall 2, Spring 1, and Spring 2 modules. Students may also enroll in courses during the January term (with no more than 4 credits in January term). Altogether, **students may take up to 56 total credits**. However, the workload of all courses above the required 42 credits should be considered carefully in light of numerous cocurricular offerings, opportunities to

engage in a range of activities, and the time needed to do a job search or applications for further study. **Credits for courses with transcript grades of F, NCR, WD, or DRP (or any other failing grade) do count against the 56-credit overall enrollment limit.**

Note: Foundations courses taken during June, July, or August will not be counted toward the fall or spring term minimum or maximum credits, though they do count toward the overall degree program minimum (42 credits) and maximum (56 credits).

C.A.S. Students

C.A.S. students may take no more than 20 credits per term (Fall and Spring), including credits taken in Fall 1, Fall 2, Spring 1, and Spring 2 modules. Students may also enroll in courses during the January term (with no more than 4 credits in January term).

Ed.L.D. Students

Ed.L.D. students may take no more than 20 credits per term (Fall and Spring), including credits taken in Fall 1, Fall 2, Spring 1, and Spring 2 modules. Students may also enroll in courses during the January term (with no more than 4 credits in January term).

Independent Studies and Field Experiences

Carefully crafted and well-supervised independent studies and field experiences can be powerful learning experiences. They offer students the opportunity to work with a faculty member on a program of special reading, research, or fieldwork to augment HGSE course offerings. Independent Studies (EDU S-999) and Field Experiences (EDU S-996, S-997, or S-998) may be designed to carry either two credits or four credits, based on the scope of the work involved.

The following policies apply to Independent Studies and Field Experiences:

- Students enrolling in an Independent Study are required to file an Independent Study Contract, which must be signed by both the faculty member agreeing to supervise the course and the relevant staff member from the Office for Degree Programs. Students must also submit an S999 course syllabus. Ed.M. students must obtain a signature from the Associate Director of their Program. Ed.L.D. students must obtain a signature from the Director for Doctoral Studies. *Note that the EDU S-999 Independent Study course is not available to Ph.D. students; instead, they can utilize EDU 302 for Independent Study, up to 8 credits of which may count toward degree requirements.*
- Students are limited to a maximum of four credits of Independent Study or field experience per semester.
- No more than eight credits of Independent Study, field experience, or combination thereof may count towards each degree (Ed.M. Residential, C.A.S., Ph.D., or Ed.L.D.). Independent Studies and Field Experiences cannot be used to satisfy substantive degree requirements.
- OEL students: no more than four credits of Independent Study, field experience, or combination thereof may count towards the OEL degree. Independent Studies and Field Experiences cannot be used to satisfy substantive degree requirements.

- If a student chooses to take more than one Independent Study, Field Experience, or a combination, a maximum of four credits may be supervised by the same HGSE faculty member, with the exception of School Leadership Pathway students in S996. Students may not be enrolled in two Field Experiences or Independent Studies concurrently.
- Field Experiences are offered on a SAT/NCR basis only.
- A non-degree seeking student cannot enroll in Field Experiences.
- Cross-registration for Fieldwork Experiences at HGSE is not permitted.
- A student may enroll in one 4-credit EDU S-997, which extends a full term. A student may also choose to enroll in one 2-credit EDU S-997.
- Field Experiences are not offered during J-Term.
- The supervisor of an Independent Study must be an HGSE faculty member with the title "Adjunct Lecturer," "Lecturer," "Senior Lecturer," "Member of the Faculty," or any level of "Professor." In the case of a Field Experience, the supervisor is an assigned faculty advisor.
- International students studying on F-1 or J-1 visas should check with the Harvard International Office about work authorization considerations before seeking any non-Harvard affiliated Independent Studies or Field Experiences.

Auditing

Auditors are permitted at the instructor's discretion for in-person courses only. Auditing is ordinarily limited to currently enrolled Harvard students, Harvard employees, and Harvard fellows. Individuals outside Harvard University, including HGSE alumni, may be permitted to audit courses with the instructor's permission and the Registrar's approval.

Faculty also have a responsibility to protect student information that Canvas may provide.
All auditors—both degree-seeking and non-degree-seeking—must submit an Auditor Request Form to the Office of the Registrar in order to audit a course. Auditors are limited to a maximum of two courses per semester.

There is no fee for auditing courses for currently enrolled degree-seeking students. Non-degree-seeking auditors must pay the standard audit fee of $650 per course for the audit to be officially recorded on their academic transcript.

For degree-seeking students who begin auditing a course but are unable to continue, they must notify the Office of the Registrar no later than the last day of classes so the course can be removed from their record. In addition, faculty have the discretion to determine whether an auditor has met the standard required to retain the course on their record. If the instructor reports that the student did not meet this standard, the course will be removed from the student's academic transcript.

Audited courses may not be taken for credit and may not be converted into credit for use toward a degree at a future point. Auditors are never permitted to take final exams and do not receive grades. HGSE residential students are not eligible to audit online courses designated for Online Education (OEL) students. Similarly, HGSE OEL students may not audit HGSE residential courses.

HGSE GRADING SYSTEM

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

- For Ph.D. and Ed.L.D. students: If a grade below B+ is received, the grades in other courses must be such that the overall average is equal to or better than B+ for a student to be eligible to graduate.* In order to receive a satisfactory ("SAT") grade, students are required to produce work of B- or better quality; otherwise, they will be graded "NCR" and receive no credit.

  For Ed.M. and C.A.S. students: If a grade below B- is received, the grades in other courses must be such that the overall average is equal to or better than B- for a student to be eligible to graduate.* In order to receive a satisfactory ("SAT") grade, students are required to meet the threshold outlined on the course syllabus; otherwise, they will be graded "NCR" and receive no credit.

*Except in very unusual cases, the Associate Director of Residential Master's Education, the Associate Director of Online Master's Education, the Associate Director of Teaching and Teacher Leadership, or the Director for Doctoral Studies will permit a student to take no more than one additional course if such a course is needed to bring the average up to the standard for graduation.

Important note: Ed.M. students must pass all Foundations courses with a grade of SAT in SAT/NCR graded courses and a B- or above in letter graded courses in order to graduate.

If a student is required to repeat a course for academic reasons, the course will count only once toward the degree. Only the higher of the two grades will be used to compute grade-average requirements for the degree. Tuition charges for repeated courses may only be considered once for inclusion in a financial aid budget even if tuition is assessed twice. Please note that credits for courses with transcript grades of NCR, WD, or DRP do count against the max term 20 credit limit and the 56-credit overall enrollment limit.

Grade Options

Students are expected to indicate their preferred grade option (letter grade or satisfactory/no credit) for each course selected at course enrollment. If an instructor requires that all students receive letter grades or satisfactory/no credit grades, the instructor's requirement overrides the student's preference. In courses permitting students to choose their grade option, students may change their choice via my.harvard prior to the dates specified for each term in the Academic Calendar

Letter Grade Policy

- **Ed.M. and C.A.S students must take at least 16 credits for a letter grade in order to maintain satisfactory academic progress.**
- **Ed.L.D. students must complete at least 32 credits for a letter grade by the conclusion of Year 2 of the Ed.L.D. program in order to maintain satisfactory academic progress.**

Additionally, the following policies also apply to Residential Students:

- Cross-registered courses taken for letter grades (e.g., A, B, C, etc.) count toward the 16-credit minimum of letter grade policy. These are the schools that offer Letter Grade courses: Divinity, FAS, Business School Doctorate, HKS, Public Health, and MIT.

- Cross-registered courses taken as “graded” at Harvard Law School, Design School, Harvard Business School Master, and cross-registered courses taken satisfactory/no credit (or the equivalent option at the host school) **do NOT count** toward the 16-credit minimum of letter grade policy.
- Grades issued through cross-registration are recorded as such and are not converted by HGSE.

Grade Appeals

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

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

Incomplete Grades

Incomplete (“INC”) grades are granted to students only at the discretion of the instructor. Students should not expect to receive an INC automatically if coursework is not completed on time. In cases where students have failed to submit all course assignments by the end of the semester, the instructor will determine whether the grade will be INC, NCR (No Credit), or an appropriate letter grade. **Students may not register for a new module, term, and/or semester with more than one Incomplete.**

If an instructor is willing to grant a student an INC grade, the instructor will assign a grade of INC and list all the requirements to complete the course, as well as a specific due date, in my.harvard. The student will be notified once the grade of INC is assigned, and that action is needed. The student must then acknowledge the terms of the contract by going to the To-Do section of my.harvard and following the steps. In order to enroll in future courses, the contract must be acknowledged. **Exception:** if the coursework is to be completed before grades are due, no contract is needed. **Note:** May graduates are expected to finish all coursework on or before the end of the spring exam period.

If a student and instructor submit an Incomplete Grade Contract, then the maximum amount of time a student may be given to complete coursework is one term. For example, if a student receives an INC in a fall course (excludes August Term), then work for that course must be completed during the spring term and graded no later than the spring grades are due. Likewise, if a student receives an INC in a spring course, then work for that course must be completed during the summer term and graded no later than

July 31. As a reminder, May graduates are expected to finish all coursework on or before the end of the spring exam period; therefore, May degree candidates are not eligible for a Spring term INC grade.

Note: Although a student may be given a maximum of one semester to complete coursework, the student may be given an earlier deadline by the instructor. In all cases, the deadline on the contract is the official deadline by which the student must complete work and a grade must be assigned for that course.

If the student does not complete coursework and obtains a final grade by the deadline designated in the Incomplete Grade Contract, the INC becomes a permanent grade ("INP," or permanent incomplete), NCR (no credit), or letter grade, unless the student has petitioned successfully for an extension. In this instance, the student's original choice of grade option (letter grade or SAT/NCR) may be overridden by the instructor. Extensions to the incomplete contract are rarely granted and, if so, only with the agreement of the course instructor (who must be a current member of the HGSE faculty). Appeals for extensions must be submitted in writing to the Office of the Registrar prior to the deadline for completion of work with the course instructor's signature and the date by which the student will be submitting the remaining coursework. **For extensions in a cross-registered course, please contact the Office of the Registrar of the host school.**

If Ed.M. or C.A.S. students receive an INP in a course that is needed to fulfill academic requirements, they must complete the Student Appeals Form. Ordinarily, such permission is granted for one course only. Upon graduation or termination of degree candidacy, any outstanding INC grades will be converted to INP grades. See below section on Master's in Education (Ed.M.) Program Policies for more on Foundations requirements.

Incomplete Grades During Leave of Absence

The incomplete contract is a prior commitment, and a leave of absence is granted conditional on that contract remaining in place. Even if the student's registration status during the term is leave of absence, the student must complete outstanding assignments during this time frame. To ensure access to the libraries and electronic, university-based resources, it is advisable that students elect to pay the facilities fee while they are on a leave of absence.

TIME STATUS DEFINITIONS

Full-Time

- Full-time Ed.M. and C.A.S. candidates are required to register for a minimum of 12 credits each during the fall and spring terms. The maximum credit load for the fall term is 22 credits, while for the spring term it is 20 credits. Overall, students can accumulate up to 56 credits for the academic year. (See below for more information about the credit limit.)
    - Credits for courses taken during June and July do not count toward the fall or spring term minimums or maximums, though they do count toward the *overall* degree program minimum (42 credits for Ed.M. and 32 credits for C.A.S. candidates) and maximum (56 credits). **ALL students are considered less than half-time during June and July.**
    - Credits for courses taken during August term do not count towards the fall term minimum (12 credits) or maximums (22 credits), though they do count toward the

overall degree program minimum (42 credits for Ed.M. and 32 credits for C.A.S. candidates) and maximum (56 credits).
    - Credits for courses taken during January term count toward the spring term minimums and toward the overall degree program minimum (42 credits for Ed.M. and 32 credits for C.A.S. candidates) and maximum (56 credits). Courses taken during the January term do not count towards the Spring term maximum (20 credits for full-time).
    - Credits for courses taken during a previous May Term can be applied to a future graduation date.
    - Students enrolled under the flat tuition rate may take June, July, August, or January courses at no extra charge, but they must not exceed the 56-credit maximum.
- Full-time Ed.M. students are expected to meet all academic and financial degree requirements within one academic year (i.e., June, July, and August Term required courses AND fall and spring semesters) and may take up to three years to complete the degree if circumstances require a leave of absence. For full-time students, tuition is assessed at a full-time rate. Exceptions may be granted for students who are approved to take a semester-long leave of absence or for other extenuating circumstances.
    - Ph.D. candidates are expected to be enrolled full time at the Harvard Griffin Graduate School of Arts and Sciences (GSAS) and to complete all coursework (minimum 64 credits), comprehensive examinations (written and oral), and dissertation requirements within the seven-year program limit. Please visit GSAS Policies for information on tuition assessment.
- Ed.L.D. students are expected to be enrolled full-time and follow the standard guidelines of: one year of core coursework; one year of additional coursework (including the L-200 course series and elective courses drawn from across the University), complete at least 32 credits within the first two years; and a required ten-month residency and Capstone work, including the L-300 course series.
    - Full-time tuition is assessed in Years 1 and 2, and reduced tuition (50% of full rate) is assessed in Year 3. Students enrolled in the Ed.L.D. Program beyond the stated program duration limit (three years/six semesters) will be assessed a Facilities Fee of $250 for each additional semester in which they are enrolled.

Part-Time

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

- Part-time Ed.M. candidates must register for a minimum of 6 credits and a maximum of 10 credits for each of the fall and spring terms and a maximum of 56 credits toward the degree.
    - Credits for courses taken during June and July do not count toward the fall or spring *term* minimums, though they do count toward the *overall* degree program minimum (42 credits for Ed.M.) and maximum (56 credits). ALL students are considered less than half-time during June and July.
    - Credits for courses taken during August term do not count towards the fall term minimum (6 credits), though they do count toward the overall degree program minimum (42 credits for Ed.M.) and maximum (56 credits).
    - Credits for courses taken during January term count toward the spring term minimum and toward the overall degree program minimum (42 credits for Ed.M.) and maximum (56 credits). Courses taken during January term do not count towards Spring semester maximum (10 credits for part-time).

    - Credits for courses taken during a previous May Term can be applied to a future graduation date.
    - Students enrolled under the flat tuition rate may take June, July, August, or January courses at no extra charge, but they must not exceed the 56-credit maximum.
- Part-time students are expected to meet all academic and financial degree requirements within two academic years (four semesters). Students cannot petition to complete the program in fewer than two academic years; this also applies to students using the Harvard Tuition Assistant Plan (TAP). Students may take up to four years to complete the degree if extenuating circumstances result in either a leave of absence. Regardless of the number of semesters taken to complete the degree, the HGSE tuition requirement remains the same for all students.
- For part-time students, tuition is assessed at a half-time rate. Students using TAP have the option of being billed per credit.
- Ph.D. candidates may, under certain circumstances, petition the department and the GSAS Student Affairs Office for permission to enroll as a part-time student. Petition forms can be downloaded from the GSAS website.
- Ed.L.D. candidates are expected to enroll in full-time study. In cases of exceptional circumstances (such as unforeseen medical conditions), Ed.L.D. candidates may be granted an exception to the full-time study rule.

Students are required to be registered at least half time, and in some cases full time, to be eligible for student loans, loan deferments, and financial aid. Teaching activities, research appointments, and other activities such as committee assignments are not included in the calculation of a student's time status.

Part-time students must add and drop courses according to the same procedures required for full-time students. Courses not dropped by the appropriate drop deadlines are subject to normal tuition charges up to the full-course charge. A course is not considered to have been dropped until the student has officially dropped it through my.harvard; informing the instructor of the course is not considered an official notification.

Petitioning to Switch to Part-time Status

Ed.M. students may petition to switch from full-time to part-time status by completing the "Petition for Part-Time Study Ed.M." form available on the HGSE Office of the Registrar website no later than the Spring Semester add/drop deadline. Please note that petitions are not automatically approved and typically only granted in extenuating circumstances. Prior to completing the form, students should meet with their program's Associate Director and other program representatives (e.g., the Program Assistant Director) as well as advisors to discuss their enrollment options. We also encourage students to seek support from the Office of Student Affairs and the Office of the Registrar.

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

International students with an active F-1 or J-1 record must contact their advisor at the Harvard International Office before petitioning for part-time study as this change may impact their immigration status.

Full-time students who have not been given official written authorization for part-time study remain at full tuition.

DEGREE PROGRAM DURATION LIMITS

Ph.D. students must complete all degree requirements and graduate within seven years of first registration. Degree candidates who reach the program duration limit without completing all degree requirements must petition the Doctoral Programs Office for an extension of up to one year. Petitions should include the student's reasons for needing additional time to complete the dissertation, current progress made, and a detailed, realistic timetable for fulfilling all remaining requirements. The student's faculty advisor must approve and sign the petition, which will then be reviewed by the program Steering Committee. Extending study beyond the seven-year limit may have implications for financial aid packages.

Ph.D. students without an approved dissertation proposal are unlikely to be granted an extension of the seven-year limit. Decisions on petition requests will be communicated by the Director for Doctoral Studies and/or the program Faculty Director.

Ed.L.D. students must complete all degree requirements and graduate within three years of the date of first registration. Ed.L.D. students who reach the program duration limit without completing all degree requirements must petition the Faculty Director and the Director for Doctoral Studies for an extension. **Ed.M. full-time students** may take up to three years to complete the degree. **Ed.M. part-time students** may take up to four years to complete the degree. Ed.M. degree candidates who reach the program duration limit without completing the degree requirements must petition the Associate Director of their program for an extension, which may be no longer than one year. Students should consult with the Financial Aid Office regarding eligibility for aid if they are approved for an extended timeline.

Degree Application

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

Adjustment to the Academic Clock

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

Options for Doctoral Students

- Adjustment of academic clock **without** a leave of absence

  Students will register for the semester and be eligible for HGSE's tuition and fees guarantee, Harvard health insurance, teaching fellowships (TF), and research assistantships (RA). Students must work out arrangements with faculty in advance for the fulfillment of TF and RA responsibilities.

Ph.D. and Ed.L.D. students must inform their respective doctoral programs in writing to request this option. Requests should be submitted to the Director for Doctoral Studies via email, with a copy to the student's academic advisor.

- Adjustment of academic clock **with** a leave of absence

  In some cases, a student might be better advised to take a leave of absence. For information about requesting a leave of absence, please see the *Leave of Absence* section below.

Options for Residential Ed.M. Students

- Adjustment of academic clock with registration for one course

Enrollment in at least one credit in-person course entitles a student to Harvard health insurance, but not financial aid.

- Adjustment of academic clock with registration for at least six credits

Enrollment in at least six credits entitles a student to Harvard health insurance and eligibility for financial aid.

- Adjustment of academic clock **with a leave of absence**

The student will have tuition and fees charges postponed until the student returns to enrolled status. Please note that when a student is on leave from Harvard University, the applicable student health insurance coverage will end on the last day of the month of the official last date of attendance as recorded by the Office of the Registrar. See the *Health Insurance Coverage While on Leave of Absence* section for additional details.

Options for Online Ed.M. Students

1. Adjustment of academic clock **with registration for one course**

   Online Ed.M. students will not receive Harvard health insurance.

1. Adjustment of academic clock **with registration for at least six credits**

   Enrollment in at least six credits entitles a student to eligibility for financial aid.

2. Adjustment of academic clock **with a leave of absence**

   The student will have tuition and fees charges postponed until the student returns to enrolled status. Online Ed.M. students will not receive Harvard health insurance.

Credits for Prior Coursework

With the exception of Ed.L.D. candidates, an HGSE degree candidate may, by petitioning the Associate Director of their Program or Director for Doctoral Studies, obtain *academic credit only* (not financial credit) toward the degree for selected courses taken within three years of matriculation. Students seeking to obtain academic credit for prior coursework must submit the prior coursework form. Before submitting the form, please consider the following policies:

- For the Ed.M. degree program, students may petition to have up to 8 credits of HGSE coursework count towards their degree.
- Academic credit may be obtained for courses taken while enrolled as a non-degree student at HGSE before beginning the current degree program.
- Academic credit will be granted only if the prior coursework fits into the student's academic program and if the degree program duration limit is met.
- For students in the online master's in Education Leadership, approved prior coursework will only count toward required elective credits, not toward required program or pathway courses.
- Students will still be subject to all program requirements and so prior coursework will not replace other necessary courses.
- Courses taken previously at HGSE as part of an Ed.M. or Ed.L.D. program may count to satisfy requirements but not towards minimum credits by semester.
- If a continuing Ed.M. candidate plans to apply one course taken prior to entering a HGSE Ed.M. Program, the student has two-and-one-half years from the time of matriculation into the degree program to complete the degree. Likewise, if an Ed.M. candidate plans to apply two courses taken prior to entering a HGSE Ed.M. Program, the student has two years from the time of matriculation to complete the degree.
- Credits from other institutions, including other Harvard Schools, are not accepted toward HGSE degree requirements. However, to avoid duplication of previous work, a student may ask their Program Co-Chairs for release from a course requirement and may, with the approval of the Program Co-Chairs, take a suitable replacement or more advanced course.
- Ph.D. students may petition to have up to 16 credits of coursework count toward the degree. Students must have graduated from an Ed.M. or C.A.S. program from HGSE within three years of enrolling as a doctoral student and may receive credit only for a maximum of 16 of those credits. Approval of the petition is neither automatic nor guaranteed.
- HGSE does not award academic credit toward its own degrees for modules offered as part of the Certificate in Advanced Education Leadership (CAEL). Certain CAEL credits count as transcriptible graduate credits programs outside HGSE, though.
- HGSE does not award academic credit to online Ed.M. students who completed modules as part of the Certificate in School Management and Leadership certificate prior to enrolling in the online Ed.M. program.
- No agreement can be made before admission to the degree program that prior courses taken will receive credit toward the degree.

COURSE OPTIONS

Course Catalog

HGSE courses offered during Academic Year 2025-2026 are viewable starting on July 15th. In certain courses, faculty may supplement the rules and regulations set forth in this handbook and information contained in the *HGSE Course Catalog* (available on my.harvard) by disseminating course outlines, notices, and announcements that deal with course-specific grading policies, examinations, or other academic matters. It is the student's responsibility to be informed of any such supplementary information.

HGSE Summer Courses

Students in programs requiring or offering enrollment in summer courses (June and July) will be notified about relevant registration and enrollment deadlines in advance. All students enrolling in summer courses are expected to meet the regular registration requirements. **HGSE degree-seeking students cannot enroll in more than 5 credits during the summer (June and July).** Non-degree seeking students may not enroll in How People Learn, summer courses, or other Foundations courses.

Students enrolled under the flat tuition rate may take June or July courses at no extra charge. Harvard employees enrolled as non-degree seeking students under the Tuition Assistance Plan (TAP) will continue to be charged per course.

January Term Courses

January Term courses are intensive and require concentrated work over a brief period of time. For that reason, students are encouraged to enroll in only one January Term course at a time (including courses through cross-registration). Students may choose to enroll in more than one course during January Term only if the course does not conflict or overlap in time with other courses. Students may enroll in no more than 4 credits during January Term. Students should consult with their advisors and course instructors when considering such an option.

Credits for courses taken during January term count toward the spring term minimums and toward the overall degree program minimum (42 credits for Ed.M. and 32 credits for C.A.S. candidates) and maximum (56 credits). Courses taken during the January term do not count towards the Spring term maximum (20 credits for full-time and 10 credits for part-time).

Students enrolled under the flat tuition rate may take January Term courses at no extra charge.

Course Evaluations

HGSE places a great deal of importance on the evaluation of its courses and programs. Course evaluations have four purposes: (1) to help instructors improve their courses and strengthen their teaching; (2) to provide information about courses to students; (3) to encourage student reflection on their own learning; and (4) to be used as part of the professional review process for faculty members. It is an institutional requirement that students complete course evaluations for each class in which they are enrolled. (Note: some courses, such as independent studies, are not evaluated via the course

evaluation process.) A student may view final grades for the semester only after submitting all course evaluations and/or after the fully graded date published in the HGSE Academic Calendar.

Continuing students who do not complete all their course evaluations by the published deadline will be prevented from registering for further courses until they fulfill the course evaluation requirement. Diplomas will be withheld for graduating students who do not fill out all course evaluations.

Individual student responses to the course evaluation questions are confidential at all times. Instructors are not given access to evaluation summary reports until grades have been submitted to the Office of the Registrar. New instructors and instructors teaching a course for the first time may elect to withhold publication of the evaluations for that course. Evaluations for fall semester courses are usually available midway through the spring semester; spring semester evaluations are usually available by the end of the summer. Course evaluations may be accessed electronically via my.harvard. For additional information, students may contact the Office of the Registrar.

Attendance

Class attendance policies are determined at the individual course level but are subject to Massachusetts law, which provides that "Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which the student may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of availing themselves of the provisions of this section" (Massachusetts General Laws, Chapter 151C: Section 2B).

LEAVES OF ABSENCE

Voluntary Leaves of Absence

HGSE students may need to request a leave of absence (LOA) to attend to pressing matters outside of school or health concerns. Students who take a leave of absence are expected to return to complete their studies and are strongly advised to consider the implications for financial aid, if applicable, and time to degree. Requests for a leave of absence may be granted by the Director or Associate Director of their program in consultation with other officers of the School/University as appropriate. Questions about the policies below should be directed to the Director or Associate Director of the student's program.

LOA eligibility

- **Full-time Residential Ed.M. Students:**
    - To be eligible for a Fall Term leave of absence in the first year of the program, students must have completed HPL and all summer program courses attempted prior to the start of the program in the Fall Term.

    - Leaves of absence are not permitted during a student's first summer/August Term. In those instances, the student should consider withdrawing from HGSE. Students who withdraw from HGSE after completing HPL and one August foundations course may apply for reinstatement in accordance with the policy on Withdrawals set forth in this Handbook. Students who withdraw from HGSE before completing HPL and one August foundations course must reapply for admissions via the Official Admissions process.

- **Part-time Residential Students:**
    - To be eligible for a Fall Term leave of absence in the first year of the program, students must have completed HPL and all summer program courses attempted prior to the start of the program in the Fall Term.
    - Leaves of absence are not permitted during a student's first summer/August Term. In those instances, the student should consider withdrawing from HGSE. Students who withdraw from HGSE after completing HPL and one additional course may apply for reinstatement in accordance with the policy on Withdrawals set forth in this Handbook. Students who withdraw from HGSE before completing HPL and one additional course must reapply for admissions via the Official Admissions process.

- **OEL Students:**
    - To be eligible for a Fall Term leave of absence in the first year of the program, students must have completed HPL and all summer program courses attempted prior to the start of the program in the Fall Term.
    - Leaves of absence are not permitted during a student's first summer/August Term. In those instances, the student should consider withdrawing from HGSE. Students who withdraw from HGSE after completing HPL and one additional course may apply for reinstatement in accordance with the policy on Withdrawals set forth in this Handbook. Students who withdraw from HGSE before completing HPL and one additional course must reapply for admissions via the Official Admissions process.
    - Students in the IEPM pathway for Academic Year 2025-26 are not eligible for a Fall Term leave of absence in the first year of the program.

- **Ed.L.D. Students:**
    - Students must have enrolled and completed the fall semester of their first year before taking voluntary LOA.
    - Leaves of absence are not permitted during a student's first fall semester; in those instances, the student should withdraw from HGSE. Students who withdraw from HGSE during the fall of their first year must reapply for admission via the Official Admissions process.

Please note that Ph.D. in Education students considering a Leave of Absence should consult with the Director for Doctoral Studies and the GSAS Policies and request leave through GSAS.

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

1. Consult with the Director or Associate Director of their program.
2. Consult with the Financial Aid Office to determine the impact of the proposed leave on financial aid status. Students on LOA are not eligible to receive institutional or federal financial aid. Financial aid recipients considering requesting a LOA are urged to contact the HGSE Office of

Financial Aid to review their financial aid package and loan deferral options, if a recipient, before submitting the request form.

3. International students: If you are an international student with an active F or J-1 record, please contact the Harvard International Office at internationaloffice@harvard.edu before completing the LOA form.
4. Review the HUHS student health insurance policy. For details, review the Leave of Absence policy on the HUHSP website https://hushp.harvard.edu/policies-and-forms/ or contact the Student Health Insurance Office, Member Services, at 617-495-2008 or mservices@huhs.harvard.edu.
5. Submit the Leave of Absence form, available electronically on the Office of the Registrar's website.

The Associate Director of the student's Ed.M. Program or the Director for Doctoral Studies may consult with others at the school and University and will then provide a written response to the student within five to seven business days. If approved, the effective date for the leave of absence is the date that the request form was submitted to the Office of the Registrar.

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

Requesting an Extended Voluntary Leave of Absence

Students who are not actively working toward their degree and who need to be away from the University for more than two consecutive semesters are required to request an extended voluntary leave of absence. The maximum length of an extended leave of absence is two semesters, for a total of 4 consecutive semesters of LOA. An extended leave requires approval of the Faculty Director or Co-Chair of the student's Program and the Associate Director of the student's Ed.M. Program or the Director for Doctoral Studies. The Office of Student Affairs, the Financial Aid Office, and the Office of the Registrar are notified of an approved leave.

To request an extended voluntary leave of absence:

1. A student must first submit a written petition to the Associate Director of the student's Ed.M. Program or the Director for Doctoral Studies. In the petition, students must explain the reasons for the extended leave along with how, and in what time frame, they expect to complete their degree.
2. The Associate Director of the student's Ed.M. Program or the Director for Doctoral Studies may consult with others at the school and University for review and recommendation and will then provide a written response to the student within five to seven business days. If approved, the effective date for the leave of absence is the date that the request form was received by the appropriate program staff member.

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

The Associate Director of the student's Ed.M. Program or the Director for Doctoral Studies will notify the student of the decision in writing.

Involuntary Leaves of Absence

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

An involuntary leave of absence may be required for the following reasons:

1. Medical circumstances:
    1. (i) 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 (ii)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 or other clinicians to determine the cause of the behavior.
    2. The student is not cleared to return to enrollment and/or residence at HGSE following either: (i) a hospitalization or emergency room visit; or (ii) other circumstances that reasonably call into question their ability to function as a student in the HGSE environment. For more about the process of clearance to return to enrollment and/or residence after a hospitalization or emergency room visit, see section 5Gii of the HGSE Handbook.

The decision to place a student on an involuntary leave of absence for health related reasons is made in consultation with Harvard University Health Services (which may consider information from the student's current and/or former health care providers, if made available by the student), after an individualized assessment of all of the pertinent factors, such as: the nature of the student's conduct; the nature, duration and severity of the risk; the likelihood of potential injury; and whether reasonable modifications of policies, practices or procedures will mitigate the risk, such as a reduced course load or course modifications. However, reasonable modifications do not include changes that would fundamentally alter the academic program or unduly burden the School's resources or staffing capabilities or, with respect to the required level of care or monitoring, that would exceed the standard of care that a university health service can be expected to provide.

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.

2. Alleged criminal behavior. The student has been arrested on allegations of serious criminal behavior or has been charged with such behavior by law enforcement authorities.
3. Risk to the community. The student allegedly has violated a disciplinary rule of the School, and his or her presence on campus poses a significant risk to the safety of others or to the educational environment of the community.

4. Indebtedness. The student's term bill is unpaid and the student has not made arrangements acceptable to the School to address the issue.
5. Failure to provide medical documentation of required immunizations.
6. Unfulfilled School requirements. The student has not met an academic or other School requirement, including without limitation, attending class or participating in required activities, and has not taken steps acceptable to the School to meet the requirement.
7. Failure to register. The student has not registered as required at the beginning of each term.

The decision to place a student on **involuntary leave for medical circumstance, failure to adhere to the terms of an agreement to engage in treatment, alleged criminal behavior, and risk to the community** is made by the Assistant Dean for Student Affairs and Student Life in consultation with the Registrar, the Committee on Rights and Responsibilities, the Senior Associate Dean for Academic Programs and Student Services, or the Academic Dean, 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 an appropriate person at Harvard University Health Services.

The decision to place a student on **involuntary leave for indebtedness, failure to provide medical documentation, unfulfilled school requirements, and failure to register** is made by the Registrar in consultation with the Assistant Dean for Student Affairs and Student Life, the Associate Director or Director of the corresponding program, the Assistant Dean of Admissions and Financial Aid, and the Senior Associate Dean for Academic Programs and Student Services. Ordinarily, students may return from an involuntary leave of absence for indebtedness, failure to provide medical documentation, unfulfilled school requirements, and failure to register, the following term once they have satisfied any unmet requirements that led to the involuntary leave. Students who fail to register or withdraw for a second consecutive term will be withdrawn on the full term add/drop deadline of the next term. Students who have been withdrawn must apply for readmission to HGSE and pay any relevant fees.

Students are notified in writing that they have been placed on involuntary leave. A student may petition the Academic Dean for reconsideration, generally within five calendar days, and may appeal a final decision to the Dean of the School.

Policies During a Leave of Absence

Academic Progress While on Leave of Absence

In most circumstances, the academic clock is not stopped for the duration of a leave of absence. However, exceptions will be made for a medically documented severe illness, childbirth, or other major family-related disruption. Students should contact the Assistant Dean of Student Affairs and Student Life for more details about exceptions. Students must continue to comply with degree duration deadlines; semesters on leave are included in the calculation of the number of years a student has been in a degree program.

Students who are on a leave of absence are not considered to be making continued progress toward the degree. While on leave, students do not have access to advising time, or other HGSE or Harvard University services and facilities. While on leave, Ph.D. students may not submit proposals or dissertations to their committee, nor are they eligible for Teaching Fellowships. Ed.L.D. students on leave may not submit final Capstones or Capstone components, nor are they eligible for Teaching

Fellowships. Students on leave during the spring semester are not permitted to enroll in January courses.

Access and Expectations for Conduct While on Leave of Absence

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 HGSE. If so, instructed by the Senior Associate Dean for Academic Programs and Student Services, a student on leave must remain away from the University campus.

Virtual access to my.harvard and the Harvard libraries (including unlimited library privileges, HOLLIS catalog and library e-resources) ordinarily will be available to students on leave, provided they are paying the facilities fee ($250/semester), though they will not be available to students on leave who are paying only the active file fee ($125/semester). Students on leave who are in good standing and who are living in Harvard Housing may remain in Harvard Housing through the end of their lease term. If the student account is inactive, rent payments are made directly to Harvard University Housing. Students on F-1 and J-1 visas must consult the Harvard International Office concerning their status while on leave.

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

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

Health Insurance Coverage While on Leave of Absence

The date a student goes on leave will affect the student's health insurance through Harvard. For details, review the Leave of Absence policy or contact the Student Health Insurance Office, Member Services, at 617-495-2008 or mservices@huhs.harvard.edu.

Tuition and Fees Refund While on Leave of Absence

Any student who goes on leave of absence during the academic year is charged tuition and any applicable fees to the end of the period in which they leave. This includes rent if the student's housing is provided by Harvard. The HGSE tuition refund policy is outlined below.

Ed.M. Students:

Fall Term	Spring Term	Rate	Amount Per Credit
August 7, 2025	February 9, 2026	Full refund	$1,482
September 15, 2025	February 25, 2026	¾ refund	$1,112
October 29, 2025	March 23, 2026	½ refund	$741
November 17, 2025	April 13, 2026	¼ refund	$371
Thereafter	Thereafter	No refund	No refund

C.A.S and Ed.L.D. Students:

Ed.L.D. students, please note that institutional aid is not refunded.

Fall Term	Spring Term	Rate
September 15, 2025	February 19, 2026	Full refund
October 14, 2025	February 25, 2026	¾ refund
October 29, 2025	March 23, 2026	½ refund
November 17, 2025	April 13, 2026	¼ refund
Thereafter	Thereafter	No refund

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

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

Returning to HGSE After a Leave of Absence

A student in good standing on a voluntary leave of absence ordinarily may return by notifying the Director or Associate Director of their program twelve 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 HGSE. Students intending to use financial aid must also consult the Financial Aid Office prior to the start of any term.

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 Senior Associate Dean for Academic Programs and Student Services for permission to return to HGSE 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 Senior Associate Dean for Academic Programs and Student Services, in consultation with the Committee on Rights and Responsibilities 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 Assistant Dean for Student Affairs and Student Life for permission to return to HGSE and must demonstrate that the circumstances that led to their leave have been satisfactorily addressed and that they are ready to resume their studies. In addition, so that the School may conduct an individualized assessment of their circumstances, students on medical leave ordinarily will be required to consult with Harvard University Health Services (and to grant permission to Harvard University Health Services to obtain their relevant treatment records and communicate with their treatment providers) so that a professional assessment about the student's productivity during their time away and readiness to return can be shared with the School.

In addition, if the School learns of serious concerns about the health or well-being of a student who either has been hospitalized or visited the emergency room or whose behavior reasonably calls into question their ability to function as a student in the HGSE environment, then HGSE similarly may require the student to consult with Harvard University Health Services (and to grant permission to Harvard University Health Services to obtain their relevant treatment records and communicate with their treatment providers). For more about the process of clearance to return to enrollment and/or residence after a hospitalization or emergency room visit, see the section called Clearance for Return below. The purpose of such consultation is so that a professional assessment can be shared with HGSE about the student's readiness to return and function in the student environment, with or without reasonable accommodation.

Note that while the input of a student's treatment provider is an important consideration in the petition process, Harvard University Health Services clinicians may have special knowledge of the University context to which students will be returning. In all such cases, the decision whether to allow a student to return is made by the Assistant Dean for Student Affairs and Student Life, in consultation with the Director for Doctoral Studies or the relevant Associate Director of an Ed.M. program, as appropriate, or such other person as the Dean designates. Any student whose petition to return from a medical leave of absence is denied will receive a written explanation of the decision and may submit a written appeal of the decision to the Senior Associate Dean of Academic Affairs and Student Services or their designee within five (5) calendar days, based on the following grounds: (a) new materially relevant information has become available; and/or (b) there is reasonable evidence of a procedural error in the decision-making process.

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

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

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

Effect Of Health Issues On Residency And Enrollment

Responsibilities of Health and Counseling Services

Medical care and medical decision making

Medical care and medical decision-making are the province of clinicians. Thus, in consultation with patients, clinicians recommend hospitalization, arrange procedures, prescribe medications, conduct

psychological evaluations, and recommend and implement ongoing treatment. Harvard University Health Services (HUHS) preserves the rights to privacy and confidentiality of students under its care, communicating with others about students only with those students' knowledge and consent, except as noted below.

Exceptional circumstances

In certain circumstances it may not be possible or advisable for professional staff at HUHS to obtain a student's consent to a disclosure of health or health-related information. Circumstances worthy of note include the following:

- **Danger to Any Person:** One exception to obtaining a student's consent is the rare instance in which a student's medical condition or behavioral disturbance poses a danger to the student or threat to others or to the community. HUHS professional staff may then disclose any relevant information to any appropriate person, including HGSE officials, for the purpose of protecting the student, others, or the community from harm. Generally, even in this situation, every effort is made to notify the student of the need to disclose and the reason for such disclosure.

- **Treatment at Hospitals or Medical Facilities:** HUHS will notify HGSE when it is aware of student hospitalizations or transfers to emergency departments. Such notification is provided to the Office of Student Affairs and is documented at HUHS. If HGSE has reason to believe that a student may be in a medical facility, the School may contact HUHS regarding a student's whereabouts. The HUHS clinician ordinarily will disclose only that the student is safely in care. When, in an HUHS clinician's medical judgment, a student is in a life-threatening condition, or is psychologically unstable, or has sustained an illness or injury that likely will result in a hospital admission or require care after discharge, that clinician will notify the Office of Student Affairs, or a HGSE administrator. Only information regarding the fact of the admission/discharge, location of the student, general medical condition, and prospects for return to enrollment or residence is shared; information regarding diagnosis or treatment is not shared. Students who are hospitalized or are receiving emergency care are expected to update HUHS; when the hospitalization or emergency room visit raises serious questions about the student's health or well-being, the student ordinarily will be assessed regarding suitability to return to enrollment or residence (See "Clearance for Return").

When HUHS is aware that a student who has been hospitalized or received emergency treatment decides to leave a medical facility against medical advice, an HUHS clinician may apprise HGSE of this decision, if in the clinician's judgment the student's decision may pose a significant risk of physical or emotional danger to the student or to members of the community. Depending upon the circumstances, the clinician may inform a HGSE official of the student's location, decision to leave a facility against medical advice, risk of further injury or relapse, or possible threat to the student's own safety or to that of others.

Procedure for Notice and Consultation

HGSE 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 HGSE or by clinicians at HUHS. Notice that a student has been hospitalized or treated in an emergency department may prompt HGSE

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.

HGSE 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 the student has been hospitalized or treated in an emergency department. Consultation will focus on the concerns raised by the student's condition or behavior and requirements for continued care, in order to facilitate HGSE's decision about the student's capacity to continue in or return to residence and enrollment.

Consultation to HGSE

In addition to providing student health and counseling services, HUHS also acts occasionally as a consultant to HGSE, advising HGSE about individual students' needs, ordinarily with students' full knowledge and consent. Situations that routinely call for close coordination and consultation between HUHS and HGSE involve: accommodations for students experiencing difficulties; leaves of absence and returns from leaves of absence; clearance to return to residence and enrollment; and agreements to engage in treatment. When considering the situation of a student who has an illness or is exhibiting behavior that affects functioning, HGSE may need professional evaluation of the condition to determine appropriate next steps. In response to a request from HGSE, HUHS clinicians may evaluate a student's condition and make recommendations to HGSE. In making such recommendations, HUHS clinicians ordinarily will not disclose information they know independently about a student's medical or mental health condition without the student's consent and, in all cases, will not disclose information about the student that is not relevant to the recommendations.

Responsibilities of HGSE

HGSE, in consultation with the affected student, determines: (a) whether an injured or ill student, or a student exhibiting disruptive behavior, may continue to be in residence and/or enrolled; and (b) whether a student may continue in or return to residence and enrollment after a short or longer-term absence due to accident, illness, or behavioral disturbance. In situations where a student's medical illness or behavioral disturbance raises concerns about the practicality and appropriateness of the student's residence and enrollment, HGSE values the expert advice of HUHS in reaching its decision.

Agreements To Engage In Treatment

The School may condition a student's enrollment and/or residence on certain terms or conditions, as set forth in a written contract between HGSE 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 and/or residence or (b) the student's readiness to return to the Harvard community. The agreement to engage in treatment 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 HUHS after an individualized assessment of the nature of the student's conduct and circumstances and any other pertinent factors.

Clearance For Return

After a hospitalization or emergency room visit by a student 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 HGSE environment, HGSE ordinarily will not permit that student to return to residence and 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 HGSE 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 HGSE'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 residential life and/or life in the academic community significantly and impair a student's ability to function academically and socially. HGSE regards as unreasonable the expectation that roommates, suitemates, friends, or HGSE staff will take on health care responsibilities for students.

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

WITHDRAWALS

HGSE students who decide to discontinue their degree program must discuss the matter with the Director or Associate Director of their program and the Registrar; and file an official *Withdrawal Form*. This form is available online on the Office of the Registrar website.

Please consider the following before submitting a withdrawal form:

- **Full-time Residential Ed.M. Students:**
    - Students who withdraw from HGSE before completing HPL and one August Foundations course must reapply for admissions via the Official Admissions process.
    - Students who withdraw from HGSE after completing HPL and one August Foundations course may apply for reinstatement.
- **Part-time Residential Students:**
    - Students who withdraw from HGSE before completing HPL and one August Foundations course must reapply for admissions via the Official Admissions process.
    - Students who withdraw from HGSE after completing How People Learn and at least one additional course during their first year may apply for reinstatement.

- **OEL Students:**

    - Students who withdraw from HGSE before completing all required summer and August courses during their first year must reapply for admissions via the Official Admissions process.
    - Students who withdraw from HGSE after completing all required summer and August courses may apply for reinstatement.
    - Students admitted into the IEPM pathway for Academic Year 2025-26 who withdraw from HGSE before completing Fall Term courses during their first year must reapply for admissions via the Official Admissions process.

- **Ed.L.D. Students:**

    - Students who withdraw from HGSE during the fall of their first year must reapply for admissions via the Official Admissions process.

Additionally:

- Withdrawing students should review the HUSHP Leave of Absence/Withdrawal Policy for important information.
- Withdrawing students should review the HUIT policies on what happens to Harvard accounts and online access after leaving the University.
- Withdrawing students do not retain physical access to facilities on campus.
- All registered courses will be dropped automatically for students who withdraw before the drop deadline. If a student withdraws after the drop deadline, the courses will remain on the transcript with a WD (withdrawal) designation. If a student withdraws after the last day of classes, then they will receive a grade for the course.

Billing After Withdrawal

Any student who withdraws during the academic year is charged tuition and any applicable fees to the end of the period in which they withdraw. This includes rent if the student's housing is provided by Harvard. The HGSE tuition refund policy is outlined below. Students who withdraw after completing more than 60% of the term may be eligible to keep all of their federal financial aid; students should consult with the Financial Aid Office for more information.

For the determination of tuition and financial aid refunds, the official date of withdrawal is the date on which the Withdrawal Form is submitted to the Office of the Registrar, unless one of the following conditions applies:

1. If the student notifies (by email) a staff member of the Office of the Registrar, Office of Student Affairs, Financial Aid Office, Degree Programs Office, Program's co-chairs, or advisor that they are withdrawing before submitting the Withdrawal Form, then the official withdrawal date is the date on which the student first notified such person, not the date on which the Withdrawal Form is received.
2. If the student officially withdraws during a scheduled break that is at least five days long, the last day of scheduled classes before the break will be considered the withdrawal date.

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

Ed.M. Students:

Fall Term	Spring Term	Rate	Amount Per Credit
August 7, 2025	February 9, 2026	Full refund	$1,482
September 15, 2025	February 25, 2026	¾ refund	$1,112
October 29, 2025	March 23, 2026	½ refund	$741
November 17, 2025	April 13, 2026	¼ refund	$371
Thereafter	Thereafter	No refund	No refund

C.A.S and Ed.L.D. Students:

Ed.L.D. students, please note that institutional aid is not refunded.

Fall Term	Spring Term	Rate
September 15, 2025	February 19, 2026	Full refund
October 14, 2025	February 25, 2026	¾ refund
October 29, 2025	March 23, 2026	½ refund
November 17, 2025	April 13, 2026	¼ refund
Thereafter	Thereafter	No refund

Reinstatement After Withdrawal for Ph.D. Candidates

To be eligible for reinstatement after withdrawal, applicants must meet the following conditions:

1. Applicant has been out of the program fewer than four years;
2. Applicant withdrew voluntarily;
3. Applicant was in good academic standing at the time of withdrawal;
4. Applicant has no outstanding financial obligations to Harvard University; and
5. A current HGSE faculty member is willing to serve as the applicant's advisor. (This criterion only applies if the first four are met, and the applicant has been given approval by the degree program to apply for reinstatement. See reinstatement petition procedure below.)

If an applicant does not meet the above eligibility criteria but believes there are extenuating circumstances that justify reinstatement, it is the responsibility of the applicant to present a compelling case in writing to the Director for Doctoral Studies for consideration. The applicant must present evidence that they can successfully complete Ph.D. Program in a timely manner following reinstatement. Exceptions will be granted very rarely and require the permission of the Academic Dean before they are forwarded to the Ph.D. Steering Committee for review.

Ph.D. Reinstatement Petition Procedure:

1. Applicant contacts the Director for Doctoral Studies to ascertain reinstatement eligibility. As part of this initial request, applicants must include a letter with all the following information:
    a. Why they originally withdrew from the program;
    b. What have they been doing since they left the program;
    c. Why they think they can successfully complete the program;
    d. Their proposed research topic, should they be reinstated; and
    e. A reasonable timeline and plan for completing all remaining academic milestones.

The letter should be submitted to the Director at least three months prior to the semester in which the applicant hopes to register. Petitioners will be notified in writing of the decision.

2. In consultation with the Ph.D. Faculty Director(s), the Director reviews the request, along with the applicant's file and transcript, to determine if the petition should go forward to the Ph.D. Steering Committee for review.
3. If the applicant does NOT meet the eligibility criteria set forth above or does not present a compelling case for reinstatement, the Director informs the applicant that no reinstatement petition will be considered.
4. If a reinstatement petition is invited, it must include a letter of support from a current HGSE faculty member who agrees to serve as advisor, and agreements from two faculty members who will serve on applicant's committee of readers. The documents are submitted to the Director for the Ph.D. Steering Committee review.
5. The Ph.D. Steering Committee reviews the petition and approves or denies reinstatement. The Ph.D. Steering Committee may require a revised timeline for degree completion and/or determine additional requirements.
6. Applicants may only apply for reinstatement once. If an applicant has been denied reinstatement, either because eligibility criteria were not met or because the Ph.D. Steering Committee denied the petition, no further petitions will be considered.
7. If reinstated, the student is charged an Active File Fee ($150 charged by GSAS) for each semester since the termination of degree candidacy (maximum charge of $1000). Academic reinstatement to degree candidacy, if granted, is contingent upon the meeting of financial and other obligations to the University, as well as any academic conditions imposed by the faculty.
8. Once the reinstatement request is approved by the Ph.D. Steering Committee, students must apply for readmission to return to registered student status in the Ph.D. Program. Completed applications should be submitted to the GSAS Office of Student Affairs.

Reinstatement After Withdrawal for Ed.L.D. Candidates

To be eligible for reinstatement after withdrawal, applicants must meet the following conditions:

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

If an applicant does not meet the above eligibility criteria but believes there are extenuating circumstances that justify reinstatement, it is their responsibility to present a compelling case in writing to the Director for Doctoral Studies for consideration. The applicant must present evidence that they have the ability to successfully complete the Ed.L.D. program in a timely manner following reinstatement. Exceptions will be granted very rarely and require the permission of the Academic Dean before they are forwarded to the Ed.L.D. Steering Committee for review.

Reinstatement Petition Procedure:

1. Applicant contacts the Director for Doctoral Studies to ascertain reinstatement eligibility. As part of this initial request, applicants should include a letter with the following information:
    a. Why they originally withdrew from the program;

b. What they have been doing since they left the program;
c. Why they think they can successfully complete the program;
d. A reasonable timeline and plan for completing remaining degree requirements.

The letter should be submitted to the Director at least three months prior to the semester in which the applicant expects to register. Petitioners will be notified in writing of the decision.

2. The Director reviews the request, along with the applicant's file and HGSE transcript, to determine if the petition should go forward for Ed.L.D. Steering Committee for review.
3. If the applicant does NOT meet eligibility criteria or does not present a compelling case for reinstatement, the Director informs the applicant that the petition will not move forward to the Ed.L.D. Steering Committee.
4. If eligibility criteria are met and the Director has determined the petition can proceed, the reinstatement petition goes to the Ed.L.D. Steering Committee.
5. The Ed.L.D. Steering Committee reviews the petition and approves or denies reinstatement. The Ed.L.D. Steering Committee may require a revised timeline for degree completion and/or determine additional requirements.
6. Applicants may only apply for reinstatement ONCE. If an applicant has been denied reinstatement, either because eligibility criteria were not met or because the Ed.L.D. Steering Committee denied the petition, no further petitions will be considered.
7. If reinstated, the student is charged an Active File Fee ($125) for each semester since the termination of degree candidacy (maximum charge of $500). Academic reinstatement to degree candidacy, if granted, is contingent upon the meeting of financial and other obligations to the University, as well as any academic conditions imposed by the faculty.

Reinstatement After Withdrawal for Ed.M. Candidates

Former Ed.M. candidates who withdrew voluntarily and are eligible may apply for reinstatement to complete all degree requirements within three consecutive years from the date of original matriculation for full-time students and within four consecutive years from the date of original matriculation for part-time students. Applicants beyond the three-year (full-time student) or four-year (part-time student) degree completion limit must reapply via the official Admissions process. After reapplying, should the applicant be admitted, up to 16 previously earned credits may be counted toward the degree at the discretion of the Academic Dean in consultation with the relevant program, the Associate Director of the student's Program, and the Office of the Registrar.-

To be eligible for reinstatement, the former student must meet the following conditions:

- **Former Full-time Residential Ed.M. Students:**
  - Students who withdrew from HGSE after completing all required summer and August courses may apply for reinstatement.
- **Former Part-time Residential Students:**
  - Students who withdrew from HGSE after completing How People Learn and at least one additional course during their first year may apply for reinstatement.
- **Former OEL Students:**
  - Students who withdrew from HGSE after completing all required year 1 summer and August courses may apply for reinstatement.

Additionally:

- Former student was in good academic standing at the time of withdrawal;
- Former student has no outstanding financial obligations to Harvard University; and
- Former student must be able to complete all degree requirements within three consecutive years (full-time student) or four consecutive years (part-time student) from the date of original matriculation.

To apply for reinstatement, the former student must submit the Ed.M. Petition for Reinstatement Form on the Registrar's website. The form should be submitted at least three months prior to the semester in which the applicant hopes to register. The relevant Associate Director may consult with other members of the HGSE administration in making the decision to approve or deny a petition. Petitioners will be notified in writing of the decision by the relevant Associate Director. HGSE reserves the right to require additional information or documentation as part of a student's reinstatement petition. Applicants may only apply for reinstatement ONCE. If an applicant has been denied reinstatement, no further petitions will be considered.

If reinstated, the student will follow the current academic year's student handbook and program requirements. Also, in addition to the current tuition and fees, the student is charged an Active File Fee ($125) for each semester since the termination of degree candidacy (maximum charge of $500). Academic reinstatement to degree candidacy, if granted, is contingent upon the meeting of financial and other obligations to the University, as well as any academic conditions imposed by the faculty.

HGSE MILITARY STUDENT READMISSION POLICY

I. 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), the Harvard Graduate School of Education (HGSE) will promptly readmit service members who seek readmission to a program that was interrupted due to a uniformed service obligation.

II. **ELIGIBILITY**

This policy shall apply to:

1. Service members who are unable to attend classes for more than 30 consecutive days; and
2. 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 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 the school.

III. NOTIFICATION OF INTENT TO RETURN

The student must also give oral or written notice of Intent to Return to HGSE 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 he/she 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.

IV. 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.

V. 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 the school 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, the school 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, the school 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.

CANDIDACY TERMINATION

A student may terminate degree candidacy by notifying the Associate Director of their master's Program or the Director for Doctoral Studies in writing.

A student's degree candidacy may be terminated if the student has exceeded the program duration limit for completion of degree requirements. Ph.D. candidacy may be departmentally withdrawn (equivalent of HGSE candidacy termination) if students do not pass the written or oral comprehensive examinations.

The Steering Committee of a student's degree program (i.e., Ph.D., Ed.L.D., or Ed.M.) may take appropriate action, including termination of candidacy, in matters involving academic discipline,

professional and personal misconduct, or failure to meet specific requirements and deadlines. The Committees will consult with the academic faculty advisor prior to taking any of these actions.

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

Appeal Procedure

Students may request review of the Ed.L.D. Steering Committee or the Ed.M. Steering Committee's decision to terminate their candidacy by submitting a written appeal to the Associate Director of their master's program or the Director for Doctoral Studies for consideration by the Academic Dean. Appeals must be submitted at least 30 days prior to the course enrollment deadline of the relevant academic semester. The decision of the Academic Dean is not subject to further appeal. Ph.D. students must appeal to the GSAS Administrative Board.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT ("FERPA")

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

Education Records

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

Access

To be useful, students' records must be accurate and complete. The officials who maintain them are those in charge of the functions reflected in the records and the offices where the records are kept. These ordinarily include the Registrar, as well as certain officers of HGSE, including, for example, the Academic Dean, the Associate Director for Residential Master's Education, the Associate Director for Online Master's Education, or Director for Doctoral Studies, Program Directors or Co-Chairs, Concentration Co-Chairs, Program Assistant Directors, Program Coordinators, Concentration Coordinators, the Director of Admissions and Financial Aid, the Assistant Dean of Student Affairs and Student Life , the Senior Associate Director for Student Support Services, and the Senior Associate Dean of Academic Affairs and Student Services. All students have access to their own education records and may contribute to them if they feel there is need for clarification.

Students wishing access to their education records should contact HGSE Office of the Registrar. Ordinarily, students are asked to submit a written request that identifies the specific record or records they wish to inspect. Access will be given within 45 days from the receipt of the request.

When a record contains information about more than one student, the student requesting access may inspect and review only the portion of the record relating to 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 remain, the matter may be referred to the Registrar. Should it be necessary, a hearing may be held to resolve challenges concerning the accuracy of records in those cases where informal discussions have not satisfactorily settled the questions raised.

Directory Information

HGSE regards the following information as "directory information," that is, information that, under FERPA, can be made available to the general public: name, local address and telephone number, university email address, dates of enrollment, anticipated or actual date of graduation, degree and field of study, digitized image (please note that while Harvard classifies photos and images as directory information, these are rarely released to parties outside the University without the student's permission), and prior colleges and universities attended. For student employees, directory information also includes job title, teaching appointment (if applicable), employing department, and dates of employment.

Please note that Harvard University's definition of "directory information," found here https://provost.harvard.edu/files/provost/files/ferpa_overview.pdf, may include elements in addition to those used by HGSE, and that requests for directory information received at the University level thus may result in disclosure of such additional elements.

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

Other Disclosures Permitted Under FERPA

In addition to permitting the disclosure of directory information, as set forth above, FERPA permits disclosure of educational records without a student's knowledge or consent under certain circumstances. For example, disclosure is permitted to Harvard officials with a legitimate educational interest in the records, meaning that the person needs the information to fulfill his, her, or 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 or vendors performing functions on behalf of a Harvard School

or the University; members of Harvard's governing boards; and students serving on an official School or University committee, or assisting another Harvard official in performing his or her tasks.

A student's education record also may be shared with parties outside the University under certain conditions, including, for example, in situations involving a health and safety emergency. In addition, HGSE will forward a student's education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

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

Student Rights Under FERPA

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

TUITION AND FEES

The following tuition charges are in effect for the 2025-2026 academic year (subject to change in future years).

Full-Time Students Tuition Rate	
Per academic year	$62,244
Per semester	$31,122
Part-Time TAP Students: Per Credit Tuition Rate	
1 credit	$1,482
2 credits	$2,964
4 credits	$5,928
6 credits	$8,892
8 credits	$11,856
10 credits	$14,820
Part-Time Students: Flat Tuition Rate (4 Semester Plan)	
Per semester for Academic Year 2025-26	$31,122
Other Students	
Active File Fee per semester	$125
Facilities Fee per semester	$250
Visiting Fellow per semester	$500

Other Fees	
Harvard University Student Health Fee per year	$1,800
Harvard University Student Health Insurance Plan	$4,308
Document Fee per year*	$230
Student Activity Fee per year**	$75
Graduation Fee***	$120

*The document fee is a mandatory fee charged to students upon matriculation. The fee covers digital content created specifically for HGSE courses during the academic year, as well as the maintenance of the official HGSE transcripts, diplomas, and the production of enrollment verification letters issued to the student while **active in the program**. The document fee **does not include** fees paid to the official transcript vendor.

** The student activity fee funds officially recognized student organizations, student activities and community wide events available to all students. All residential Ed.M., C.A.S, Ed.L.D. Year 1, and Ed.L.D. Year 2 students will be automatically assessed the student activity fee. Students on leave of absence will not be assessed the fee. The fee may be waived by written request to the Assistant Dean of Student Affairs and Student Life, by Friday, September 5, 2025; fee waiver requests are valid only for the academic year in which they are requested.

*** The Graduation Fee helps to cover the cost of regalia rentals for all graduating Ed.M. students and helps to offset costs of graduation associated events and materials.

Degree requirements stipulate that all Ed.M. students are to be charged for at least 42 credits and C.A.S. students are to be charged for at least 32 credits at full-time student tuition rate. Beginning in academic year 2024-25 both full-time and part-time students may take a maximum of 56 credits during their degree. There is no charge for audited courses.

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

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

Health Fees

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

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

Massachusetts law requires that all full-time and part-time students enrolled in an institution of higher learning in Massachusetts participate in a qualifying student health insurance program or in a health plan with comparable coverage. Students enrolled in a comparable health insurance plan may be eligible to waive the Student Health Insurance Plan. Waivers must be completed by the appropriate deadline or the charges will remain on the student's term bill. For more information on waiving, visit the Student Health Insurance website.

Important: Online part-time Ed.M. students must have health insurance that covers urgent and emergency care when visiting Harvard University for in-person activity, e.g., 5-day pre-program residency. Online Ed.M. students are NOT eligible to enroll in Harvard University's Health Programs.

Associated Fees

Late Fee Waivers

Fees for late check-in, late course registration, and change-of-course petitions are waived only when the University is responsible for the difficulty or when the situation involves serious illness, emergency, or other exceptional circumstances. It is the student's responsibility to meet the deadlines on the Academic Calendar to avoid being charged late fees.

Late Add/Drop Fee

HGSE students who drop courses after the second course meeting and before the applicable module, term, and/or semester add/drop deadlines will be charged a late drop fee. HGSE students who drop courses after the January Term registration deadline will be charged a late drop fee. Late registration fees and deadlines are posted on the Office of the Registrar website.

HGSE students who wish to add a course (or drop a course without incurring the "DRP" notation) after the add/drop deadline must submit a petition with the Office of the Registrar. Such petitions are waived only when the University is responsible for the difficulty or when the situation involves serious illness, emergency, or other exceptional circumstances. It is the student's responsibility to meet the deadlines on the Academic Calendar to avoid being charged late fees.

There is a processing fee for petitions submitted after the deadlines. Late registration fees and deadlines are posted on the Office of the Registrar website. After the add/drop deadline has passed, courses may still be dropped up to the last day of classes for each semester. The transcript will carry a permanent "DRP" notation for any courses dropped after the add/drop deadline. Late registration fees and deadlines will be posted on the Office of the Registrar website.

Financial aid cannot be used for associated late fees.

Tuition Requirements for Doctor of Education Leadership (Ed.L.D.)

All Ed.L.D. students (including those previously in the Ed.M. or C.A.S. Programs) are subject to the following tuition requirements:

First Two Years of Registration	Full Tuition
Third Year of Registration	Half Tuition
Registration Beyond Year Three	Facilities Fee

Students enrolled in the Ed.L.D. Program beyond the stated program duration limit (three years/six semesters) will be assessed a Facilities Fee ($250) each semester.

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

Doctoral students who graduate in November 2025 or March 2026 are subject to the following deadlines affecting tuition and health insurance charges:

November 2025 Doctoral Candidates - Deadlines that Affect Fall 2025 Tuition and Health Insurance Charges	
Date by which student completes third-year residency AND submits an approved Capstone	**September 15 –October 14, 2025**
Must register for fall semester?	Yes
Charged fall tuition?	Yes, but tuition charges will be reversed.
Covered by fall Harvard University Student Health Insurance?	**Yes.** Will be charged for the period 8/1/25 - 1/31/26 (unless waiver is approved).
Last Date of Attendance	October 14, 2025
In order to receive a November 2025 degree, the Doctoral Program Office must receive all reader approvals no later than Monday, October 13, 2025, 4:30 p.m. Eastern Time.	

March 2026 Doctoral Candidates - Deadlines that Affect Spring 2026 Tuition and Health Insurance Charges	
Ed.L.D.: Date by which student completes third-year residency AND submits an approved Capstone	February 9, 2026
Must register for spring semester?	Yes
Charged spring tuition?	Yes, but tuition charges will be reversed
Covered by spring Harvard University Student Health Insurance?	**No.** If already charged for spring insurance, it will be retroactively cancelled back to January 31, 2026 and students will be charged for any medical costs incurred on or after February 1, 2026
Last Date of Attendance	February 9, 2026
In order to receive a March 2025 degree, the Director of Doctoral Studies must receive all reader approvals no later than Friday, February 6, 2026, 4:30 p.m. Eastern Time.	

Students must be registered in the spring semester and pay spring tuition in order to be eligible for a May 2026 degree.

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

Ed.M. and C.A.S. students must pay one year of full tuition. Students enrolled half-time must pay tuition at the half-rate for two years (four semesters). After fulfilling the tuition requirement, Ed.M. and C.A.S. students who have not completed their required coursework will be charged the HGSE facilities fee for any semesters in which they are enrolled in courses needed to fulfill degree requirements. For additional information, please contact the HGSE Office of the Registrar.

Schedule of Tuition Payments

Current tuition is due in advance of each semester for which the student registers. Before being allowed to register, a student is expected to pay the semester's tuition in full by the stated deadline, unless they are on the Monthly Payment Plan (MPP). The Monthly Payment Plan, which carries a $35 service charge per semester, is available to all students through the University Student Billing Office. A student who is on the Monthly Payment Plan is expected to pay any outstanding previous balance in full and at least one-quarter of the current semester's bill. Students who fail to make timely monthly payments may not be allowed this option in the future. No student will be permitted to register in any term until all money due from prior term bills is paid in full.

Important:

- Financial aid or outside award credits will be applied to the total balance before it is divided into installments.
- Financial Aid in one academic year may not be used to cover a balance due from a prior year.
- Charges for HU Housing rent and for incidentals, such as library fines, are not included in the MPP and are added to the current installment amount due.

In accordance with the Veterans Benefits and Transition Act of 2018, HGSE will not: impose a late fee, prevent a student from attending classes, or demand payment for funds expected to be covered by the Department of Veterans Affairs (VA) until 90 days after the beginning of the term for students who are covered under Chapter 31, VR&E, and Chapter 33. Students are responsible for all charges posted to their student accounts beyond the amount of tuition and fee payment from the VA. HGSE may require students to provide documentation to ensure that they are entitled to GI Bill benefits.

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

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

Students should be aware that diplomas will be withheld until all indebtedness to the University is paid in full. In addition, HGSE may withhold some services to students or former students with outstanding debts to the University.

APPEAL PROCESS FOR EXCEPTIONS

In rare instances, a committee will review requests for exceptions to the school's financial and registration policies. Students with compelling reasons may request exceptions to policies and procedures pertaining (but not limited) to the following:

- Late registration
- Tuition, fee, or fine refunds or waivers
- Adding courses beyond the school deadline in cases in which the instructor approves the change
- Dropping courses beyond the school deadline without having a notation on the transcript
- Grade option changes beyond the school deadline in cases in which the instructor approves the change

A student who wishes to request an exception to a specific policy, procedure, or deadline must submit the Student Appeal Form via my.harvard.

Appeals will be reviewed using the following criteria:

- Whether the details of the appeal are compelling, and special circumstances are relevant. Simple mistakes with the pertinent deadlines are not sufficient.
- Issues of equity and consistency are taken into account whenever a student is requesting an exception to a policy or procedure to which other students remain accountable.
- Government statues and regulations that may govern enrollment policies.

Appropriate documentation should also accompany the request to provide proof of the circumstances and should be attached during the Student Appeal submission via my.harvard.

If the Registrar considers the case to be compelling, then a review committee will be assembled to make a final decision. The review committee will be comprised of at least three members of the following: the Registrar; the Assistant Dean of Admissions and Financial Aid; the relevant Associate Director for Master's Studies; the Director for Doctoral Studies; the Assistant Dean of Student Affairs and Student Life; the Associate Director of Student Support Services; and the Senior Associate Dean for Academic Programs and Student Services. The committee also may contact course instructors or other school officials as appropriate to gather additional relevant information.

Students' requests, supporting documentation, committee deliberations, and correspondence are treated confidentially. Students will be notified in writing of the final decision. Students who wish to appeal a decision of the committee will be referred to the Academic Dean.

FINANCIAL AID

Financing the high cost of a graduate education can be a serious challenge. The HGSE Financial Aid Office is committed to working with all eligible students to assist in financing their education. It is important that students in multi-year degree programs apply for financial aid each academic year to

maximize their financial aid possibilities. Deadlines are communicated via the HGSE Financial Aid website and through email.

Financial aid funds are limited and are not sufficient to cover all the costs of attending graduate school, therefore all students are strongly encouraged to seek additional sources of funding- advance and ongoing personal financial planning is essential. Students should check the HGSE Financial Aid website for information about various funding options.

Sources of Aid

Need-Based Grant Awards

HGSE Grant Funds

HGSE Grant funds are offered mainly based on demonstrated financial need as determined by the HGSE Financial Aid Office. If eligible, students may receive up to $23,000 in need-based grant assistance. HGSE Grant funding is applied to tuition only and a complete financial aid application is required for consideration.

Harvard University Restricted Scholarships

Students across Harvard University are eligible to apply for restricted scholarships administered by the Committee on General Scholarships, most of which are based on need with some additional criteria. These scholarships are listed on the HGSE Financial Aid Application. Students who believe they qualify for a restricted scholarship must complete the aid application by the stated deadline to be considered for Harvard University Restricted Scholarships. Documentation of eligibility may be required. The scholarships are relatively small, generally less than $10,000. Harvard University Restricted Scholarships are applied to tuition, unless otherwise noted, and are available only to full-time students.

HGSE Fellowships

There are a variety of HGSE fellowships and scholarships that are offered, typically soon after the time of admissions decisions. Information about the various fellowships and scholarships may be found on the HGSE Financial Aid Office website. These awards are applied to tuition, unless otherwise noted.

Employment

Federal Work Study Program

A student's financial aid offer may include a Federal Work Study offer. Under the Federal Work Study Program, a student may earn up to a specific amount for the year in an approved job. Hourly wage rates for graduate students in 2024-2025 ranged from $15.00 and up/hour for on campus work. We expect the 2025-26 hourly rates to be released by September 2025. Depending on the financial aid package offered, a student may earn up to $5,000 or their offered ceiling amount per academic year in part-time work. Federal Work Study job opportunities are posted at the Harvard University Student Employment Office website. Students generally seek work study positions after the beginning of the academic year. Full-time master's students are given priority for this very limited program.

A Federal Work Study offer is not required to work on or off campus, nor is a student required to utilize a Federal Work Study offer that has been granted. There are many non-Federal Work Study job opportunities available each year, and most students who wish to work can find suitable employment during their academic program regardless of Federal Work Study status.

Teaching Fellowship Program

Ph.D. and Ed.L.D. students who wish to be Teaching Fellows may apply for available positions if eligible. Ed.L.D. students become eligible after completing one full year of HGSE coursework, while Ph.D. students are eligible after completing two full years of coursework. Doctoral students wishing to serve as Teaching Fellows must be registered students during the term of the appointment (i.e., not on leave of absence or withdrawn). A Teaching Fellow who is awarded a degree in November is not eligible to hold the appointment during the following spring semester.

Year 2 Ed.L.D. students may work up to 20 hours per week in Teaching Fellowships, Research Assistantships, and other co-curricular engagements. Year 1 and Year 3 Ed.L.D. students are not permitted to hold employment due to the intensive time commitment of required Ed.L.D. coursework and residency engagement. Questions about this policy may be directed to the Director for Doctoral Studies.

All Ph.D. in Education students are required to complete four HGSE TF "slots" over the course of their time in the program. Most students will fulfill this requirement in Year 3 or Year 4, though students can fulfill the requirement before the year in which they receive their dissertation completion funding. However, Ph.D. in Education students are not permitted to serve as Teaching Fellows during Year 1 and Year 2. For more information about Ph.D. Teaching Fellow requirements, please review the Ph.D. Student Guide, available on the program website.

Ed.M. and C.A.S. students who wish to be Teaching Fellows must receive prior permission of the Associate Director for Residential Master's Education. Appointments are generally limited to qualified C.A.S. students and second-year part-time Ed.M. students who have previously taken the course and who have outstanding academic records.

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

Federal Direct Unsubsidized Loan

This is a Federal Loan not based on need that is available to U.S. citizens and permanent residents of the U.S. only. Information regarding current interest rates and loan fees can be found on the HGSE Financial Aid website. Borrowers may defer payment during the in-school period and for six months after ceasing to be enrolled as at least a half-time student, however interest starts to accrue once the loan has been disbursed. Students must complete the Federal financial aid application process (FAFSA) to be considered for this loan. Students may borrow up to a maximum of $20,500 per year.

Federal Direct Graduate PLUS Loan

This is a Federal Loan that is credit-based and is available only to U.S. citizens and permanent residents of the U.S. only. Information regarding current interest rates and loan fees can be found on the HGSE Financial Aid website.

Interest starts to accrue once the loan has been disbursed, but payments may be deferred until after graduation. Students may borrow up to the student budget minus financial aid received but must first maximize Federal Direct Unsubsidized Loan eligibility before borrowing a Federal Direct PLUS Loan. These loans are serviced by organizations contracted by the U.S. Department of Education, which is the lender. Students interested in applying for this loan may apply online via the HGSE Financial Aid website.

Supplemental Loans

Private supplemental loans are credit-based and may be borrowed by students who require additional resources. The Financial Aid Office assists students with several supplemental loan programs, however HGSE Financial Aid can only give supplemental loan options and cannot recommend loans. These loans have varying interest rates and repayment provisions, and students should pay careful attention to specific loan program details. As terms and conditions change frequently during these financially volatile times, please refer to the HGSE Financial Aid website for the most recent information. Students may borrow up to the student budget minus financial aid received through a supplemental loan program.

International Students

A limited number of need-based grants are available to international students. Grants are based on the relative need of students applying for assistance and do not cover the full cost of attendance. There are no tuition waivers. International students are not eligible for federal student loans or work study and are generally restricted from working in the United States. Therefore, even those receiving grants must have additional personal resources. International students are strongly advised to seek financial support for their studies from governmental and private agencies in their home countries. International students should check the HGSE Financial Aid website for additional information.

HGSE and HGSE Financial Aid must follow all applicable policies, procedures, and laws concerning international student visas, including visa financial certification. This includes ensuring ongoing compliance with I-20/visa regulations during all periods of student enrollment. HGSE Admissions, HGSE Financial Aid, and the Harvard International Office may, at any time, request information to verify financial aid application data and/or visa compliance and provide additional instructions and/or requirements so that students maintain their visa status appropriately while enrolled at HGSE.

Fulbright Cultural Exchange Fellowships, U.S. Student Program

Fulbright fellowships are intended to provide opportunities for personal development and international experience through study and research in over 100 countries, with the aim of promoting mutual understanding among nations. Award allowances may include round trip transportation; tuition (in some cases); book and research allowances; maintenance for the academic year; and supplemental health and accident insurance. Enrolled students must apply through HGSE. Information is available through the Career Services Office. A required interview with the faculty review committee is scheduled when a candidate's application is submitted. Please note: the HGSE deadline is earlier than either the Fulbright or Harvard deadline.

International students must apply through their home countries. Please see the IIE website for more information.

Registration and Academic Progress While Receiving Financial Aid

Importance of Registration Status for Financial Aid

Students must be registered at least half-time and maintain satisfactory academic progress to be eligible for financial aid. Students whose registration lapses or who drop below half-time for any reason (e.g. leave of absence, failure to register, withdrawal, registered for only one course) should be aware that such changes will have an immediate impact on the financial aid package and the terms of repayment of student loans. In some cases, leaves may count toward the grace period that precedes repayment of a loan. In other instances, loan repayment may begin immediately. Students are strongly urged to review the terms of their loans and discuss those terms with the Financial Aid Office before changing from full-time to another status.

Students on Federal Financial Aid: Additional Satisfactory Academic Progress Standards

All students should refer to the Annual Satisfactory Academic Progress Review section of this Handbook for additional requirements.

To receive Federal/Title IV financial aid, a student must be making satisfactory academic progress as defined below. As such, at each academic evaluation students must:

- Maintain a minimum cumulative grade point average of B- and carry no more than one Incomplete in the Ed.M. and C.A.S. programs; maintain a minimum cumulative grade point average of B+ with A caliber work in some courses in the Ed.L.D. program;
- Satisfy academic degree requirements as defined by the academic program;
- Complete at least 50% of the cumulative attempted courses (during coursework phase for doctoral candidates). Attempted credits are defined as any credits for which a student has registered in a given semester;
- Complete degree requirements for graduation within 150% of the normal time allotted for students in similar situations.

The maximum time for which financial aid can be received is:

Degree	Full-Time Student	Part-Time Student	Evaluation Schedule
Ed.M. or C.A.S.	3 semesters	6 semesters	At the end of fall and spring semesters
Ed.L.D.	9 semesters	Not applicable	At the end of fall and spring semesters

Failure to satisfy these requirements will result in a **Financial Aid Warning** for programs evaluated at the end of each semester. A Financial Aid Warning shall consist of one additional semester of eligibility after the term in which a student failed to meet the conditions for Satisfactory Academic Progress. Once the Financial Aid Warning period has expired, students who are still failing to make Satisfactory Academic Progress will lose financial aid eligibility, while students who have made Satisfactory Academic Progress are no longer in warning status and will maintain eligibility.

No student may receive federal student aid beyond the timeframe noted in the chart above. HGSE does not allow for an appeal process for financial aid eligibility determinations.

Treatment of Withdrawals, Incompletes, SAT/NCR

- Course withdrawals are not included in the average grade calculation nor in attempted coursework.
- Incomplete grades are not included in the average grade calculation but are considered a non-completion of attempted coursework. If the Incomplete grade is replaced with a permanent grade, then academic progress will be re-evaluated.
- Failing grades are treated as attempted courses and are included in the average grade calculation. NCR grades are treated as non-completion of attempted courses but are not part of the average grade calculation.
- SAT grades are treated as attempted and completed courses but are not included in the average grade calculation.

Refunds and Employee Tuition Assistance Plan (TAP)

Student Account Refunds and Refunds of Federal Financial Aid

Students whose student account payments (personal payments, financial aid, etc.) exceed their billed account charges may be eligible for a student account refund. Students must meet all financial aid, registration, and academic requirements to receive a refund. Most students automatically receive refunds after class registration and attendance is confirmed after the start of fall and spring terms, but they may also be requested from the Financial Aid Office during the academic year if a new account credit exists. Students are encouraged to enroll in direct deposit to receive a student account refund quickly and securely.

Students who receive financial assistance and who change their registration status (e.g., withdraw; change from full-time to part-time) should be aware that in some instances the financial assistance received, or a portion of it, must be returned to the financial aid sources, including federal and Harvard programs, according to a federally mandated formula. Please refer to the related information section of the *Financing Your Education Guide* on the HGSE website.

Harvard University Tuition Assistance Plan

Harvard University employees, including those in a degree program and those registering in non-degree studies, may be eligible for Tuition Assistance Plan (TAP) benefits. TAP benefits are a source of financial assistance and must be included in the financial aid analysis. Students who receive TAP benefits must notify the Financial Aid Office of the number of their classes covered by TAP each semester so that an accurate financial aid offer can be determined. If students learn of TAP benefit eligibility after receiving a financial aid offer, adjustments to the offer will be made at that time. Students receiving TAP benefits are not eligible for HGSE grant assistance or other institutional scholarship, fellowship, or grant aid. For general information about TAP, contact the Office of the Registrar, your local HR office, or supervisor.

Financial Aid Fraud

Students who are deliberately deceptive in their financial aid applications and/or international student visa financial certification (I-20) are subject to disciplinary action. If you purposely give false information in the aid application and receive aid from federal programs, you may be subject to fine, or

imprisonment, or both. If, after reviewing an application for financial aid and/or international student visa financial certification (I-20), the School has reason to suspect that a student may have deliberately misrepresented information resulting in fraud or other criminal misconduct in connection with the aid application and/or international student visa, disciplinary action may be taken. Referral in such cases for applicants receiving federal aid may be made to the U.S. Department of Education's Office of Inspector General, U.S. Department of Homeland Security, or, if more appropriate, to a state or local authority. If evidence of fraud or criminal misconduct is documented, the School will review the matter to determine if the student should be sanctioned or dismissed. International students also risk revocation of their student visa and expulsion from the United States.

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 residential 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.
*Online Ed.M. students do not provide proof of health insurance nor are they subject to health fees given that they are engaged in a remote program.

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

1. Student Health Fee
   This fee is required of all students who are more than half-time and studying in Massachusetts and covers most provider visits at any of the HUHS campus clinics, x-rays, and physical therapy, as well as access to TimelyCare. Primary care providers are available at each of the Harvard campus clinics.

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

Health Insurance Coverage for Online part-time Ed.M. Students

Online Ed.M. students are NOT eligible to enroll in Harvard University's Health Programs. Therefore, online part-time Ed.M. students will not be automatically enrolled into the comprehensive health program.

Important: Online part-time Ed.M. students in the PK-12 and Higher Education pathways must have health insurance that covers urgent and emergency care when visiting Harvard University for in-person activity, e.g., 5-day pre-program residency. Online Ed.M. students are NOT eligible to enroll in Harvard University's Health Programs.

Health Insurance Coverage for Graduating Students

Ed.M. students who graduate in November 2024 are **not** eligible for fall HUSHP coverage. Doctoral students who successfully submit either a dissertation or capstone on or before September 16, 2024, are **not** eligible for fall HUSHP coverage.
March degree candidates are required to be registered for the fall semester and, if enrolled in HUSHP, will have student health insurance coverage through January 31, 2025. March degree candidates are not eligible for spring HUSHP coverage.

May degree candidates are required to be registered for the spring semester and, if enrolled in HUSHP, will have student health insurance coverage through July 31, 2025.

Residential Ed.M. students may acquire additional HUSHP insurance during their first June/July if they are residing in Massachusetts. The Office of the Registrar will send the required information in early May.

Waiving the Student Health Insurance Plan

Students enrolled in a comparable health insurance plan may be eligible to waive the Student Health Insurance Plan. Waivers must be completed by the appropriate deadline or the charges will remain on the term bill. **Please see the HUHS website for appropriate waiver deadline information.**

- Before waiving, students should carefully evaluate whether their existing health plan will provide adequate, comprehensive coverage in your area of residence. View the waiver checklist for guidance. Students will be fully responsible for all medical claims and prescription drug costs if they waive the insurance plan.
- International students studying on campus at Harvard are not eligible to waive the insurance plan with foreign insurance, including those with a U.S.-based administrator. This is a requirement pursuant to the Massachusetts student health program regulations.

For detailed information on the Harvard University Student Health Program policies, benefits, limitations, and exclusions, visit http://hushp.harvard.edu.

Student Dependent Coverage

Students may enroll their spouse/same sex domestic partner and/or unmarried dependent children (under age 19) in HUSHP. Enrollment and renewal for dependents is not automatic. Rates, enrollment forms, and deadlines are available at http://hushp.harvard.edu.

PROGRAM POLICIES

ACADEMIC GOVERNANCE

The responsibility for governance of academic programs is the province of the HGSE faculty. It delegates this responsibility to standing committees of the faculty including: the Ph.D. Steering Committee, the Ed.L.D. Steering Committee, and the Ed.M. Steering Committee. These committees, working with the Academic Dean, oversee policy, progress, and all aspects of student academic work.

The Ph.D. Steering Committee considers major policy and curriculum recommendations relevant to the Ph.D. Program and has oversight of Ph.D. students' academic progress.

The Ed.L.D. Steering Committee considers major policy and curriculum recommendations relevant to the Ed.L.D. Program and has oversight of Ed.L.D. students' academic progress.

The Ed.M. Steering Committee considers major policy and curriculum recommendations relevant to the Ed.M. Program and has oversight of Ed.M. students' academic progress.

In collaboration with the degree program Faculty Directors/Co-Chairs (i.e., Ed.M., Ph.D., and Ed.L.D.), the program Associate and Assistant Directors, Program and Concentration Coordinators, the Registrar, or Director for Doctoral Studies are responsible for monitoring the academic progress of all HGSE degree candidates.

These groups govern academic programs leading to the Master of Education degree, the Certificate of Advanced Study, the Doctor of Philosophy in Education degree, and the Doctor of Education Leadership degree. They also certify that students have met the necessary academic requirements for degrees. All students in degree programs are reviewed at the end of each semester by program faculty, the Ph.D. Steering Committee, the Ed.L.D. Steering Committee or the Degree Programs Office.

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

INFORMATION SECURITY POLICY

All students are required to review and abide by the Harvard Information Security Policy, which includes requirements for use and distribution of confidential information, protection of data, data systems and devices, and security incident reporting.

DOCTOR OF PHILOSOPHY IN EDUCATION (PH.D.) PROGRAM POLICIES

Requirements for the Ph.D. in Education involve coursework, comprehensive examinations (written and oral), research and scholarly training (research apprenticeship and Teaching Fellowships), and the dissertation (proposal and defense). The manner in which an individual candidate fulfills these requirements must be approved by the student's advisor, the Director for Doctoral Studies, and the Ph.D. Steering Committee. Ph.D. candidates should read this section carefully and consult with their

advisor(s) and the program staff concerning any questions that may arise. They should also read the Griffin Graduate School of Arts and Sciences (GSAS) Student Handbook and the Ph.D. Student Guide, available on the program website, for further help in planning and carrying out their graduate study.

Coursework and Residence

All students are required to complete at least 64 credits for the Ph.D. degree, with at least half of their total credits at HGSE. Students who have graduated with an Ed.M. or C.A.S. within three years of enrolling as Ph.D. students may receive doctoral credit for up to 16 credits completed during their Ed.M. or C.A.S. course of study. Transfer credit from other institutions is not accepted.

Annual Academic Progress Review

HGSE requires that all Ph.D. students maintain academic standards and complete their degree within seven years. Ph.D. students' academic progress will be reviewed by the Ph.D. Steering Committee on an annual basis at the end of each academic year. Additionally, the Doctoral Programs Office will conduct a mid-year academic review. At the end of the spring semester, each student will be required to submit a written statement of their progress, academic achievements, and plans for the coming year.

Students who do not meet relevant early benchmarks or who demonstrate difficulty meeting the program's academic and conduct standards – including the Standards of Conduct in the Harvard Community outlined in this handbook – will be informed of the faculty's concern about their progress. The purpose of this notification is to provide early warning and intervention for students who may be struggling in the program. *Ph.D. students receiving federal financial aid should refer to the Financial Aid section of the GSAS handbook for additional satisfactory progress policies.*

A student who is experiencing academic difficulty will receive a letter from the program Faculty Director explaining the reasons for the Committee's concerns and specifying a probationary period in which the student should work with their advisor to return to good academic standing. The student will be expected to report back to the Faculty Director about their progress within the time specified in their letter. If there is insufficient evidence of adequate performance, or if there are serious concerns about a student's conduct, behavior, or capacity to succeed, the Steering Committee may vote to departmentally withdraw the student's degree candidacy.

Criteria for satisfactory performance used in these reviews include the following: satisfactory performance in and completion of required coursework, number of years in the program, comprehensive examination results, timely progress toward all Ph.D. program milestones, and adherence to the Standards of Conduct in the Harvard Community outlined in this handbook. Ph.D. students must maintain at least a B+ average in their courses. (See the *HGSE Grading System* section of this handbook for an explanation of the grading system and how averages are calculated.)

Earning an A.M.

Candidates for the Ph.D. in Education degree may apply eight courses/32 credits of their doctoral program toward an A.M. in passing from GSAS. Ph.D. in Education students may apply for a master's only after they have completed at least 16 courses (64 credits) since enrolling in the Ph.D. program.

Students who wish to receive the A.M. in passing must file with the GSAS Office of the Registrar. While the department does not admit candidates for a terminal A.M. degree, students who have met all the course requirements may petition to be awarded the A.M. in Education. Students must have a B+ average to receive an A.M. in passing.

Comprehensive Examinations

The written and oral examinations for the Ph.D. in Education focus on the breadth and depth of students' knowledge and reasoning. They are administered with three goals in mind:

1. To ensure each candidate's proficiency in the broad theoretical, empirical, and methodological domains that comprise the interdisciplinary field of education, as well as their particular concentration of study;
2. To ensure each candidate's command of their chosen discipline or field of study within education, and to assess their ability to design, develop, and implement an original research project that contributes to knowledge within this domain;
3. To engage each candidate in a constructive, critical examination of their work that considers how their specific program of research advances educational research, policy, and/or practice.

The written examination, administered at the conclusion of the second year of Ph.D. study, is designed to address the first goal. The oral examination, administered in the third year of Ph.D. study, is designed to meet the second and third goals. Students must pass the written examination to be eligible to advance to the oral examination.

Dissertation Proposal, Dissertation, and Dissertation Defense

Once a Ph.D. student has completed all required coursework and comprehensive examinations, the next step in the degree progression is to formulate the independent research that provides a foundation for the dissertation. Most Ph.D. students will pass their dissertation proposal ("DP") and begin writing their dissertation during their fourth or fifth year of study. All Ph.D. in Education students are required to have an approved DP by the end of their fourth year of study.

The formal process of this doctoral research, described in detail in the Ph.D. Student Guide (available on the program website), begins with a committee-approved dissertation proposal, either before or after the official Dissertation Committee Meeting (DCM) with the student's appointed committee. After the DP and DCM are complete, students begin the work of generating the dissertation. Once the dissertation has been read by all committee members and deemed acceptable by the chair, the student engages in the Dissertation Defense. Following the defense, the student makes any final revisions, and then submits the dissertation electronically for inclusion in a public database accessible to scholars and practitioners worldwide.

Research and Scholarly Training

In addition to coursework and comprehensive examinations, all Ph.D. in Education students have opportunities to engage in research and scholarly training during their time at Harvard. Along with conducting independent research that results in a dissertation, the program requires students to attend colloquia, engage in research apprenticeships and serve as Teaching Fellows (minimum of four "slots" at

HGSE). For more information about specific research and Teaching Fellow requirements, please review the Ph.D. Student Guide, available on the program website.

DOCTOR OF EDUCATION LEADERSHIP (ED.L.D.) PROGRAM POLICIES

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

Coursework and Residence

Academic requirements include satisfactory completion of the L-100 course series and other required core coursework in the first year; at least 32 credits—including the required Year 2 L-200 course series—in the second year; and completion of the L-300 course series, the residency experience, and the Ed.L.D. Capstone in the third year.

Ed.L.D. students have the option to enroll in How People Learn in the summer prior to beginning their program and are required to take Evidence in the August following the first year of study. Students will coordinate enrollment with the Doctoral Programs Office. Enrollment in the optional How People Learn course will be in addition to year 1 course requirements and will not decrease any other program requirements. Evidence will be counted as part of the year 2 fall program requirements.

Please note: at least 32 credits must be completed for a letter grade by the conclusion of Year 2 of the Ed.L.D. program in order to maintain satisfactory academic progress. Credits earned in courses at other Harvard Schools using an alternative grading system such as number grading will not count toward this letter grade requirement (see the Letter Grade policy section of this handbook for additional details). Ed.L.D. students are expected to be in residence for the first two years of study.

Transfer credit is not accepted.

Annual Academic Progress Review

HGSE requires that all Ed.L.D. students maintain academic standards and complete their degree within three years. In addition, the Ed.L.D. program is intended to prepare leaders for complex systems and organizations. As such, students are expected to adhere to high standards of professional and ethical conduct while enrolled. Ed.L.D. students' progress will be reviewed by the Ed.L.D. Steering Committee and the Doctoral Programs Office at least twice per academic year.

Students who do not meet relevant early benchmarks or who demonstrate difficulty meeting the program's academic and conduct standards – including the Standards of Conduct in the Harvard Community outlined in this handbook – will be informed of the faculty's concern about their progress. The purpose of this notification is to provide early warning and intervention for students who may be struggling in the program.

If an Ed.L.D. student is determined to be making "unsatisfactory" progress following the program's progress reviews, they will receive a letter from the Faculty Director explaining the reasons for the faculty's concerns and specifying a probationary period. The student will have an opportunity to discuss

the letter with the Director for Doctoral Studies and/or program Faculty Director and should work with their advisor to get the help needed to return to good standing. The student will be expected to report back to the faculty about their progress within the time specified in the letter. If there is insufficient evidence of adequate performance, or if there are serious concerns about a student's conduct, behavior, or capacity to succeed, particularly in a third-year residency, the faculty may vote to terminate the student's degree candidacy. The Ed.L.D. Program staff monitors and apprises the Ed.L.D. Steering Committee of all students' academic progress within the degree program.

Criteria for satisfactory performance in the Ed.L.D. program include satisfactory performance and completion of required coursework and credits; maintenance of at least a B+ average with work of A caliber in Year 1 and Year 2 courses (see the *HGSE Grading System* section of this handbook for an explanation of the grading system and how averages are calculated); a holistic assessment of the student's readiness to fulfill the requirements of and complete the third-year residency (see above); and adherence to the Standards of Conduct in the Harvard Community outlined in this handbook. Please note that a grade of "NCR" is not considered satisfactory academic performance in the Ed.L.D. program.

Ed.L.D. Residency and Capstone

The Ed.L.D. **residency** is a required ten-month leadership development experience in which Ed.L.D. candidates lead a strategic project with an Ed.L.D. partner organization. The residency is an occasion to practice and demonstrate the skills of system-level leadership in a setting where actions matter: to the education of a developing leader; to the current performance and future potential of a particular educational organization; and to the learning of the American education sector as a whole.

The Ed.L.D. **Capstone** is a descriptive, analytic, and reflective account of an Ed.L.D. student's leadership of and contributions to a strategic project during residency. It is a demonstration of the student's ability to diagnose challenges, develop strategies to successfully address the challenges, work towards a vision and goal, engage others, and learn from the results. The Capstone is composed of multiple written documents that form a sequential and iteratively constructed portfolio developed throughout the ten-month residency. The Capstone serves as an integral part of the third-year residency experience.

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

Co-Curricular Learning Opportunities

Following completion of the Year 1 core curriculum, Ed.L.D. students become eligible to serve as Teaching Fellows (TFs), Research Assistants (RAs), and Professional Programs in Education (PPE) facilitators at HGSE and other Harvard Schools. Due to the program's unique academic demands, Ed.L.D. students are not eligible to serve as TFs, RAs, HGSE Advisors, or PPE facilitators during Year 1 or Year 3 of the program. There are no exceptions to this policy.

Year 2 Ed.L.D. students do not need program permission to serve as TFs, RAs, or PPE facilitators if the total time commitment (for the combination of all Harvard employment) is **20 or fewer hours per week** during the academic year. This equates to no more than two 1.0 TF "slots" per semester, as each 1.0 slot requires approximately 10 hours of work per week. All Ed.L.D. students must be in good academic standing in order to serve as a TF, RA, or PPE facilitator.

Earning an Ed.M.

Candidates for the Ed.L.D. degree are not eligible to receive an Ed.M. from HGSE. Students who withdraw or whose candidacy is terminated may be eligible for a terminal Ed.M. if they have completed the academic requirements. Students who are academically eligible for a terminal Ed.M. must apply for the degree within three years of their termination or withdrawal from the Ed.L.D. program.

MASTER'S IN EDUCATION (ED.M.) PROGRAM POLICIES

This section reflects the policies and regulations that govern the Ed.M. Degree Program. This section details policies and procedures that apply specifically to Ed.M. students. However, please see the individual program Canvas pages for more information about additional requirements for specific Ed.M. programs.

Coursework and Grade Options

In order to meet HGSE degree requirements, Master of Education (Ed.M.) candidates must complete courses carrying a minimum of 42* credits. Ed.M. students must complete all required Foundations courses (described below). Ed.M. students must take at least 16 of their total credits for a letter grade (see grade option policy above). Ed.M. students are permitted to enroll in up to eight credits of independent study or field experience, or combination thereof (not to exceed one per semester). See other sections of this Handbook for information about prior coursework and other academic requirements for all students.

*Note that students enrolled in the Teaching and Teacher Leadership Licensure Track must complete 46 credits to satisfy requirements for Massachusetts Licensure.

Students must also complete their Ed.M. program-specific requirements as outlined by their program. If students do not receive credit for their program core experience or other program requirement due to a leave of absence that prevents them from completing the requirements or because they have received a failing grade in the PCE or required program course, they must complete the Student Appeals Form to petition to take a substitute course. In addition, students in a licensure track should note that certain courses required for licensure might not be eligible for substitution and the course might need to be re-taken. Contact the appropriate Associate Director of the program for more information.

Foundations

Foundations for Residential Ed.M. Students

All residential Ed.M. students are required to take How People Learn (HPL), along with at least two of the remaining three Foundations courses: Evidence, Equity & Opportunity, and/or Leading Change.

Grading

Most Foundations courses are graded on a SAT/NCR basis. Completion of these courses with a grade of SAT (satisfactory) is required in order to earn the Ed.M. degree. For courses graded on a letter basis, a B-grade or above is required to meet Foundations requirement and earn the Ed.M. degree.

If a student does not receive a SAT for How People Learn they will receive a letter of academic warning from the Associate Director of their program along with guidance for maintaining their academic standing in the program. (See Academic Progress Review for more on academic warnings.)

If a student does not receive a SAT or B- or above letter grade for any Foundations course, they will be required to fulfill their Foundations requirements through a different Foundations course or pathway.

Attendance

For all Foundations courses - Equity and Opportunity: Identity in Context, Evidence, and Leading Change—full attendance and participation in class sessions is required. (How People Learn is a primarily asynchronous course and synchronous class meetings are optional.)

Equity and Opportunity and Evidence

Typically, students may be excused from no more than one session of a Foundations course. A student must notify the teaching team of an absence within 24 hours of the missed session. Absence from more than one session of a Foundations course is rarely approved, and only in exceptional cases of extenuating circumstances. A student who anticipates missing more than one session before the course begins is required to submit a Student Appeal Form via my.harvard. After the course begins, a student who misses more than one session due to extenuating circumstances should contact the teaching team. Missing more than one session of a Foundations course, depending on the specific day(s) and activities missed, may necessitate that the student either (1) take a grade of Incomplete (INC) until make-up work is submitted or (2) drop and re-take the course at the next possible opportunity. Students with one or more *unexcused* absence from a Foundations course will receive a grade of DRP for that course.

Leading Change

Students must attend all four course sessions to receive credit for the course. Students who experience extenuating circumstances or medical disruptions to their attendance during the course run should contact their faculty, Teaching Fellows, and/or the Foundations team (foundations@gse.harvard.edu) for additional support. Students who miss a class, without an extenuating circumstance and without notifying the teaching team, will receive a grade of NCR (no credit) or DRP (drop) for the course. In such cases, the student must take a different Foundations course or take Leading Change at a later date (if offered) to complete their Foundations requirement."

Timing of Foundations for Residential Part-Time Ed.M. Students

Residential part-time Ed.M. students are required to take How People Learn in their first year. HGSE recommends that residential part-time students take at least one Foundations course in their first year, but they may take more than one if desired.

Foundations for Online Educational Leadership Ed.M. Students

OEL students take Foundations courses throughout their two years of study; the timing is determined at the program level and will be the same for all students. OEL students complete their HGSE Foundations experiences through both standalone Foundations courses and completion of other required OEL coursework.

All OEL students are required to take How People Learn (HPL).

PK-12 and Higher Education Pathways

In addition to HPL, students in the PK-12 and Higher Education pathways must take at least one of the two following Foundations courses: Evidence or Equity & Opportunity (E&O). While residential Ed.M. students also take a fourth standalone course in Leading Change; this is not the case in the OEL PK-12 and Higher Education pathways. In your pathways, the learning goals and features that characterize Leading Change are incorporated into other required program courses and experiences.

Students who choose to take only one of the two standalone Foundations courses (E&O or Evidence), will need to take the equivalent number of additional elective credits during their two years to meet the 42-credit degree requirement.

HGSE offers an OEL-specific section of Evidence for students in their second summer of the program (June and July). For PK-12 and Higher Education pathway students who elect to take Evidence for their Foundations requirement, HGSE strongly recommends that all OEL students complete the course at this time, with their cohort. If a student is unable to complete the course at this time, they will be required to take the course later in the second year at a time typically set aside for electives, and to work with program staff to determine when and how to complete the remaining required elective credits toward the Ed.M.

International Education Policy and Management Pathway

In addition to HPL, students in the International Education Policy and Management pathway must take at least one course of the two following Foundations areas: Equity & Opportunity (E&O) or Leading Change. While residential Ed.M. and PK-12/Higher Education OEL students also take a fourth standalone course in Evidence; this is not the case in the IEPM pathway. In the IEPM pathway, the Research and Evidence in International Education course will fulfill your Evidence requirement.

Students who choose to take only one of the two Foundations courses (E&O or Leading Change), will need to take the equivalent number of additional elective credits during their two years to meet the 42-credit degree requirement.

Grading

Each OEL Foundations course is graded on a SAT/NCR basis. Completion of Foundations requirements with a grade of SAT (satisfactory) is required in order to earn the Ed.M. degree.

If a student does not receive a SAT for How People Learn they will receive a letter of academic warning from the Associate Director of their program along with guidance for maintaining their academic standing in the program. (See Academic Progress Review for more on academic warnings.)

If a student does not receive a SAT for any standalone Foundations course they will be required to retake the course at the next opportunity—a later semester or the following year—and earn a SAT to receive the Ed.M. degree, or meet the Foundations requirement by taking another available Foundations course (if applicable). This may extend the time to degree completion. Exceptions may be granted on rare occasions for those who face other extenuating circumstances or those who are approved to take a semester-long leave of absence. Students in these situations should consult with the

Associate Director of Online Master's Education to discuss pathways to complete the Foundations requirement.

Attendance

For Equity and Opportunity: Identity in Context, Evidence, and the Leading Change electives, full attendance and participation in class sessions is required. (How People Learn is a primarily asynchronous course and synchronous class meetings are optional.)

Typically, students may be excused from no more than one session of each of these Foundations courses. A student must notify the teaching team of an absence within 24 hours of the missed session. Absence from more than one session of a Foundations course is rarely approved, and only in exceptional cases of extenuating circumstances. A student who anticipates missing more than one session before the course begins is required to submit a Student Appeal Form via my.harvard. After the course begins, a student who misses more than one session due to extenuating circumstances should contact the teaching team. Missing more than one session of a Foundations course, depending on the specific day(s) and activities missed, may necessitate that the student either (1) take a grade of Incomplete (INC) until make-up work is submitted or (2) drop and re-take the course at the next possible opportunity (another semester or the following year). Students with one or more *unexcused* absence from a Foundations course will receive a grade of DRP for that course and be subject to withdrawal from HGSE.

Academic Progress Review

Ed.M. and C.A.S. candidates must maintain at least a B- average. More than one Incomplete and/or a grade average below B- will initiate an academic review at the end of the semester. Students may not register for a new semester with more than one Incomplete. Ed.M. and C.A.S. candidates who fall below a B- average and/or who are carrying multiple Incomplete grades are considered to be in poor academic standing. Poor academic standing may encompass other academic concerns, such as poor attendance or consistent failure to submit assignments on time. Students in poor academic standing will receive a letter of academic warning. A letter of academic warning is an opportunity to address serious academic concerns in a given timeframe. Students are informed of the nature of the concerns, what steps they must take to remedy them, and the deadline to do so. Students are also offered support and resources to address the areas of concern and enable them to meet the terms of the letter. A letter of academic warning carries the risk of dismissal. A student's degree candidacy may be terminated because of poor academic standing.

Petitions to Change Program or Concentration

Occasionally, Ed.M. students may wish to petition to change their Ed.M. program or concentration from the one to which they were accepted. Students wishing to do so must complete the *Petition for Change of Program or Petition for Change of Concentration*, which are available on the HGSE Office the Registrar website and include more details about the process and deadlines. Such petitions must include a clear justification for wanting to make such a change. In order to be granted a change, approval must be secured from the current program/concentration Faculty Co-Chairs, the new program/concentration Faculty Co-Chairs, and the Associate Director of the student's program. Note that not all petitions will be granted due to admissions, program needs and registration deadlines; thus, students should consider carefully in which program to enroll without assuming the possibility of transferring to another program or concentration.

STUDENT SUPPORTS

ACCESSIBILITY SERVICES

The Harvard School of Graduate Education is committed to creating an environment that values disability as a part of the diverse range of identities within our student body. The mission of Accessibility Services, within the Office of Student Affairs, is to provide students with equal educational opportunity and full participation in all programming at HGSE and within the wider Harvard Community. Our goal is to remove educational and co-curricular barriers to education so that students may fulfill their professional aspirations during their time at HGSE. Accessibility Services engages students in an interactive process to determine reasonable accommodations. Students are encouraged to make initial contact with Accessibility Services upon admission or as soon as mental or physical health-related concerns arise. For a more comprehensive description of accessibility services, policies, and documentation requirements, visit the OSA website (https://osa.gse.harvard.edu/student-support-services-1) or contact Accessibility Services at hgsesupport@gse.harvard.edu. All accommodations are individualized, flexible, and determined based on the nature of the disability and the academic environment.

CAMPUS SAFETY AND SECURITY

Harvard University Identification Cards

Harvard University provides its students, faculty, and staff with a Harvard identification card that affords access to numerous activities and locations on campus. These cards allow entry into University buildings, offices, and parking facilities. In addition, they allow employee and student identification for business transactions on campus and the ability to attend events that may be open only to the Harvard community, including Spring Fest, Head of the Charles events, university athletic competitions, and certain speaking events.

With a community of more than 20,000 students and 30,000 faculty and staff, identification cards serve as a readily available and positive means of identifying ourselves as members of the Harvard community. All members of the University community are responsible for having their Harvard University identification cards available whenever present on University property. Harvard University identification cards are the property of Harvard University, intended for University purposes only, and are not transferable. Community members are responsible for their identification card and for the consequences of its misuse. Lost or stolen cards should be reported immediately to the Campus Service Center at www.huid.harvard.edu or by calling 617-496-7827.

At various moments during your time at Harvard, you may be asked to show your Harvard identification card. All students and employees of the University must present a valid Harvard University identification card at the request of any properly identified University official. Reasons your card may be requested include:

- Access to areas on campus that are normally closed or locked;
- For identification purposes after hours or on holidays or weekends when parts of the University are typically not open for business;
- For identification purposes in an emergency, medical or otherwise;

- Whenever it is necessary to ascertain whether a person is a member of the University community or an authorized visitor;
- If needed to memorialize an event in, for example, the Harvard University Police Department's record management system;
- Whenever someone is on University property in possible violation of University regulations or an HUPD officer has reasonable suspicion to believe that a crime has been, is in the process of being, or is about to be committed.

University identification may not be requested based solely upon race, sex, sexual orientation, gender, gender identity, gender presentation, age, dress, or unusual or disheveled or impoverished appearance, in the absence of listed characteristics in a specific description or without some other indicator that the person is related in some way to criminal activity or a threat to the University community.

It is important for everyone to recognize that a request for identification may at times result in a certain amount of inconvenience, or even embarrassment, and a request for identification alone may raise questions or heighten emotions. All University officials should effectively communicate the reasons for any individualized identification card request during the encounter. In addition, officials requesting identification should also be prepared to present their own identification.

Evening Shuttle Van/Escort Service

617-495-0400

The Evening Shuttle Van Service is designed to provide transportation throughout the Cambridge and Allston campuses as a supplement to the Shuttle Bus. Rides are free and available on request between 7:00 p.m. and 3:00 a.m. Calls are accepted until 2:40 a.m. Please call ahead as the wait may be as long as a half-hour.

Harvard University Campus Escort Program (HUCEP)

617-384-8237

HUCEP teams who are trained and supervised by the HUPD provide walking escorts to students, faculty and staff seven nights a week during the academic year and cover the Yard, River, and Quad areas. Teams are identified by their brightly colored vests labeled HUCEP. Escorts respond to calls for service through the HUCEP hotline (617-384-8237) or (617- 38HUCEP), and can be flagged down by students, faculty and staff in need of an escort. Escort teams also are encouraged to ask solo walkers if they would like an escort to their destination.

Missing Persons Policy

As required under federal law, the Harvard Graduate School of Education immediately will refer to the Harvard University Police Department (HUPD) any missing persons report involving a student who lives in on-campus housing. If any member of the Harvard community has reason to believe that a student who resides in on-campus housing is missing, they should immediately notify HUPD at 617-495-1212. If HUPD determines that the student has been missing for more

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

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

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

Harvard University Police Department (HUPD)

1033 Massachusetts Avenue, 6th Floor http://www.hupd.harvard.edu
Urgent: 617-495-1212
Business: 617-495-1215
TDD: 617-495-1211

Blue-light emergency phones on the Harvard campus connect directly to the Harvard Police. These phones should be used to report suspicious activity, crimes in progress or any emergency situation. In addition, University Centrex phones (gray) placed at Harvard locations can be used to contact the HUPD at 617-495- 1212. Visit the HUPD web site for important safety tips.

Police Escort

617-495-1213

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

Annual Security Report

Annually, the Harvard University Police Department produces a report that outlines the University's campus safety and security policies, procedures, and practices. This publication, the Annual Security Report, describes programs and services designed to promote safety and security and to help members of the Harvard community prevent and report crime. It also includes crime statistics for the campus area, as required by the Jeanne Clery Disclosure of

Campus Security Policy and Campus Crime Statistics Act (the "Clery Act"). A copy of the Annual Security Report can be found online at www.hupd.harvard.edu. In addition, the HUPD disseminates community advisories and crime alerts after a serious or violent crime that may pose a continuing public safety threat is reported to the HUPD or local police departments.

HUPD Crime Prevention Unit

617-495-1795

Personal protection and Rape Aggression Defense (RAD) workshops are offered. Students should contact the Office of Student Affairs to arrange or schedule a workshop mentioned above or any other safety/crime issues they would like to be addressed.

HUPD Laptop Registration

Harvard University Police Department 1033 Massachusetts Avenue, 6th Floor
617-495-1795; https://www.hupd.harvard.edu/laptop-theft-prevention

Through the HUPD website, a free service provided by the HUPD where HUPD maintains a database that stores the make, model, and serial number of your laptop. In the event of loss or theft, HUPD can identify the owner if it is recovered. This is a free registration through Absolute Software's LoJack for Laptops. In the event of the loss or theft of the laptop, the company will work with HUPD and local police to try to recover your laptop if it is stolen. The technology they use is embedded in most PCs, making it very difficult to detect and remove. It allows you to remotely display a message and lock your device so that no one else can log on and search your files, photos or passwords. You can also remotely delete files, photos, passwords, emails, financial data and records, and can use GPS, WiFi or IP to display your device's general location on a map. A four-year (4) subscription costs $30.

HGSE Bike Policy

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

- Do not ride bicycles on the sidewalk
- Lock bikes to one of the many bike racks around campus (not to hand railings, benches, trees, trash receptacles, or parking meters).
- Bikes parked illegally will be issued a warning; bikes will be removed and stored after a second warning; bikes not claimed after two weeks will be donated to charity.
- For security, lock bike frame and one wheel to a bike rack.
- Register bikes with the University Policy Department to aid in the recovery of stolen or lost bikes (https://www.hupd.harvard.edu/bicycle-registration

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

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

Instructions:

1. Complete the Nonresident Driver Statement: https://www.mass.gov/doc/nonresident-student-vehicle-information-form/download
2. Mail completed Nonresident Driver Statement to: The Parking Office, Campus Service Center, 8th Floor 1350 Massachusetts Avenue, Cambridge, MA 02138
3. Upon receipt and processing, student will receive a nonresident student driver decal from the University Parking Office.
4. Display decal prominently in the uppermost center portion of the vehicle's windshield.

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

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

ACADEMIC INTEGRITY AND STANDARDS OF CONDUCT

UNIVERSITY RESOLUTION ON RIGHTS AND RESPONSIBILITIES

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

The central functions of an academic community are learning, teaching, research, and scholarship. By accepting membership in the University, an individual joins a community ideally characterized by free expression, free inquiry, intellectual honesty, respect for the dignity of others, and openness to constructive change. The rights and responsibilities exercised within the community must be compatible with these qualities.

The rights of members of the University are not fundamentally different from those of other members of society. The University, however, has a special autonomy, and reasoned dissent plays a particularly vital part in its existence. All members of the University have the right to press for action on matters of concern by any appropriate means. The University must affirm, assure, and protect the rights of its members to organize and join political associations, convene and conduct public meetings, publicly demonstrate and picket in an orderly fashion, and advocate and publicize opinion by print, sign, and voice.

The University places special emphasis, as well, upon certain values which are essential to its nature as an academic community. Among these are freedom of speech and academic freedom, freedom from personal force and violence, and freedom of movement. Interference with any of these freedoms must be regarded as a serious violation of the personal rights upon which the community is based.

Furthermore, although the administrative processes and activities of the University cannot be ends in themselves, such functions are vital to the orderly pursuit of the work of all members of the University. Therefore, interference with members of the University in performance of their normal duties and activities must be regarded as unacceptable obstruction of the essential processes of the University. Theft, willful destruction of the property of the University or its members, or other violations of state or federal law must also be considered an unacceptable violation of the rights of individuals or of the community as a whole.

Moreover, it is the responsibility of all members of the academic community to maintain an atmosphere in which violations of rights are unlikely to occur and to develop processes by which these rights are fully assured. In particular, it is the responsibility of officers of administration and instruction to be alert to the needs of the University community; to give full and fair hearing to reasoned expressions of grievances; and to respond promptly and in good faith to such expressions and to widely expressed needs for change. In making decisions which concern the community as a whole or any part of the community, officers are expected to consult with those affected by the decisions. Failures to meet these responsibilities may be profoundly damaging to the life of the University. Therefore, the University community has the right to establish orderly procedures consistent with imperatives of academic freedom to assess the policies and assure the responsibility of those whose decisions affect the life of the University.

No violation of the rights of members of the University, nor any failure to meet responsibilities, should be interpreted as justifying any violation of the rights of members of the University. All members of the community—students and officers alike—should uphold the rights and responsibilities expressed in this Resolution if the University is to be characterized by mutual respect and trust.

Interpretation

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

It is implicit in the University-wide Statement on Rights and Responsibilities that any unauthorized occupation of a University building, or any part of it, that interferes with the ability of members of the University to perform their normal activities constitutes unacceptable conduct in violation of the Statement and is subject to appropriate discipline.

Additional Guidance

Students are expected to comply with and respect the rights guaranteed by the University-wide Statement of Rights and Responsibilities and related guidance including but not limited to the Update on University Committee on Rights and Responsibilities dated April 14, 2025; the Update on University Rights and Responsibilities and University Committee on Rights and Responsibilities: Fact-finding Procedures dated July 18, 2024; and the Statement of the Interim President and Deans of Harvard University on University Rights and Responsibilities dated January 19, 2024.

ACADEMIC INTEGRITY

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

All work submitted to meet course requirements is expected to be the student's own. In the preparation of **all** assignments—including written assignments, oral and/or visual presentations, or any other form submitted to meet course and degree requirements—students must distinguish between ideas that are their own and those that have been derived from other sources.

Information and opinions drawn from all sources must be attributed specifically to these sources. It is the student's responsibility to learn and use the proper forms of citation. In written assignments, quotations must be properly placed within quotation marks and must be fully cited. All paraphrased material must also be fully cited. In all cases where ideas or material presented are derived from a student's reading and research, the source used must be indicated.

Students who submit work either not their own or without clear attribution to the original source, for whatever reason, face sanctions up to and including dismissal and expulsion.

HGSE Policy on Student Use of Generative Artificial Intelligence in Academic Work

Generative Artificial Intelligence (AI) poses both great opportunities and great challenges for the field of education. Tools such as ChatGPT, DALL-E, and GitHub Copilot are having a profound influence on teaching and learning – and on your role as education practitioners and leaders. Your time at HGSE is an opportunity to learn to leverage such tools to produce more equitable access to and deeper engagement in education.

HGSE encourages responsible experimentation with generative AI tools, but there are important considerations to keep in mind when using these tools, including information security and data privacy, copyright issues, the trustworthiness of the content they generate, and academic integrity. The implications of using generative AI for your own learning are equally salient. It might be possible to use this technology to complete some class assignments while doing little work yourself, but short cutting the process of thinking and writing in this way would rob you of the learning you came to HGSE to experience. At its best, generative AI can be like a tutor or thought partner with unlimited time to *help* you learn – but it should not be used to do the cognitive work for you, or else your own learning will be greatly diminished.

The following guidelines aim to ensure that, in your academic work at HGSE, you use generative AI when it can help you learn and not when it is a hindrance. **If you have any doubt about whether a specific use of generative AI is permitted for an assignment or course, you are responsible for discussing it with your instructor prior to using it.**

1. Unless otherwise specified by your instructor, it is a violation of the HGSE Academic Integrity Policy to use generative AI to create all or part of an assignment for a course (e.g., a paper, memo, presentation, or short response) and submit it as your own. This rule parallels other rules. You may not ask another person to complete your assignment for a course. You may not copy from something someone else has created or re-write in your own words something someone else has written, without proper attribution.
2. Permissible uses of generative AI in HGSE coursework include seeking clarification on concepts, brainstorming ideas, or generating scenarios that help contextualize what you are learning. For instance, it is fine to use AI-powered web search and to have "conversations" with tools like ChatGPT to help you explore ideas, refine your thinking, identify examples, and better understand course material. It is also acceptable to use generative AI to draft emails to instructors, students, and others in the HGSE community that are not being submitted as coursework.
3. For any permitted use of GenAI tools, you must acknowledge and document that use in your assignment submission by explaining what tool(s) you used, prompts you provided (if applicable), and how you integrated the output into your work. If you cite directly from the tool, use proper citation format to credit the source. For more details and examples, see these APA guidelines: How to cite ChatGPT.
4. Keep in mind that the information provided by generative AI tools like ChatGPT is generated from unverified crowd-sourced information. Large language models can produce false claims or "hallucinations" and will regenerate any biases in the corpus of texts on which they are trained. You

therefore should not trust the information as if it were equivalent to published research. You are ultimately responsible for the accuracy of the work you submit.

5. The use of generative AI may also have implications for the protection of your own intellectual property. For example, if you upload your own original content to a generative AI tool, that content may become part of the tool's models, which others may encounter and use. Conversely, if you use generative AI to develop your own original work, it may unexpectedly include others' copyrighted material.
6. Certain uses of AI also infringe on copyright laws applicable to U.S. universities or contravene existing expectations for student conduct in HGSE courses. For example, the *HGSE Student Handbook* notes that "Students may not post, publish, sell, or otherwise publicly distribute course materials without the written permission of the course instructor. Such materials include, but are not limited to, the following: lecture slides, video, or audio recordings, assignments, problem sets, examinations, other students' work, and answer keys. Students may not make recordings of course material for their own use without written permission of the instructor." In keeping with these guidelines:
   A. Uploading any substantial course content — including text, video, readings, discussion-board pages, or audio recordings — is only allowable through the Harvard-approved AI Sandbox, which ensures data entered is kept in a secure environment and not used to train public AI tools. The Sandbox is available through individual courses; if you have questions about the Sandbox, discuss with your instructor.
   B. It is forbidden to make your own recording of any course meetings, with or without AI tool integrations. If you require or would prefer that course meetings be recorded, discuss this request with your instructor. More broadly, if you require AI technology as part of an assistive technology solution to enable you to participate fully in the course, you must coordinate your usage with the Office of Student Affairs.
7. Given the wide range of learning goals in courses at HGSE, individual instructors may create course-specific policies that differ from and supersede these guidelines. **Again, if you have any doubt about whether a specific use of generative AI is permitted for an assignment or course, you are responsible for discussing it with your instructor prior to using it.**

New ways of teaching and learning will emerge as generative AI becomes increasingly ubiquitous and robust. We thus anticipate that this policy will also evolve, with feedback from students and instructors.

Assistance in Course Work and Writing

Students often work with others or receive assistance in various aspects of their course work. Students should be very clear about how they are working with others and what types of assistance, if any, they are receiving. Students should disclose to their professors any plans for outside professional assistance on editing, statistical analysis, or other matters central to completing their work. The student's professor may approve only those kinds and levels of assistance that support, rather than supplant, the student's research, writing, and learning. If assistance has been approved, then the student must specify upon submission what sort of assistance they received and from whom on the assignment in question. The goal of this oversight is to preserve the status of the work as the student's own genuine intellectual product. Students should remember that the Gutman Library Writing and Communications Lab is

available to assist them with assessing and editing their own work. This assistance has been approved by HGSE.

Dual Submission of Assignments

An assignment may not be used to meet the requirements for more than one course without prior permission of all instructors involved. Students wishing to integrate the work of two separate courses into one assignment may do so only if this plan is approved in advance in writing by all instructors involved. If approved, assignments submitted for more than one course must show both course numbers on the title page.

Students are **strongly** cautioned against using work for one course in another without fully discussing their plans with all instructors involved.

Supports for Academic Writing and Integrity

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

Individual/Office	**Primary Responsibilities**
Office of Student Affairs, including academic coaching	Provides supports related to individual student needs and challenges during graduate study, manages all requests for formal accommodations, and makes referrals to resources, including counseling and mental health services For accommodations: • student self-identifies and discusses needs with office staff • office reviews and assess eligibility for accommodations • office determines appropriate supports • office produces documentation for students to use in discussions with individual faculty
Gutman Library Writing and Communications Lab	• Provides academic writing and project support through individual appointments and workshops
Degree Programs Office (Ed.M., Ph.D., Ed.L.D.)	• May identify need for student support and refer student to the Office of Student Affairs • Works with related offices to oversee student academic progress and supports for students with academic challenges
Faculty Program Directors/Co-Chairs and Concentration Co-Chairs	• May identify need for student support and refer student to the Office of Student Affairs

Teaching Faculty and Teaching Fellows	• Work with individual students and Office of Student Affairs to implement accommodations as appropriate for the course and based on student eligibility • May identify need for student support and refer student to the Office of Student Affairs

Note: Non-HGSE students who are enrolled in HGSE courses are expected to uphold the policies set forth in the HGSE Student Handbook, including without limitation those related to Academic Integrity and the Code of Conduct. Non-HGSE students include, for example, TAP students, cross-registrants, and voucher holders.

HGSE may take any and all actions it deems necessary upon the discovery of a policy violation, including without limitation immediately requiring the non-HGSE student to withdraw from the course and notifying the non-HGSE student's home institution, if applicable. Additionally, HGSE may preclude a non-HGSE student who has previously violated HGSE policy from registering in any future HGSE course.

All activities under these procedures will be conducted with regard for the legitimate privacy and reputational interests of all parties involved. It is expected that complaints and other activities under these procedures will be confidential, and that the parties will likewise observe this expectation. However, disclosure of otherwise confidential information may be made where necessary to protect the health, safety or well-being of the complainant or others in the HGSE community, to comply with legal obligations of the University, or where, in the judgment of HGSE, certain disclosure would be in the best interest of the parties or the University.

Process for Responding to an Academic Integrity Concern

Every case begins with an allegation in the form of a complaint or report. While virtually anyone could bring a complaint or report, any formal charges that may ensue are made by, and on behalf of, HGSE. The initial complaint or report is submitted to the Senior Associate Dean for Academic Programs and Student Services.
In all situations where academic dishonesty is suspected, course instructors are required to provide a report to the Senior Associate Dean, which will be included in materials for review by the Academic Dean. This report should include: a confidential memorandum that details the charge; the work in question as submitted by the student, marked/highlighted to indicate all suspicious text; marked/highlighted copies of all corresponding sources from which the student is suspected of plagiarizing; the course syllabus, including all information provided to the student regarding appropriate citation process, collaboration, use of sources, etc.; and the course assignment as presented to the student, including copies of all handouts, emails, power point slides, etc., that relate to the assignment in question.

As a first step in the review process, the Senior Associate Dean or their designee will investigate the charge, which generally includes notifying the respondent of the charge, collecting written statements from the respondent and others involved in the incident(s), conducting interviews, and consulting with others as needed. At the conclusion of the investigation, the Senior Associate Dean or their designee will summarize the facts and circumstances of the case and share all relevant materials with the Academic Dean. The Academic Dean ordinarily will refer credible allegations of academic integrity

concerns to the HGSE Committee on Rights and Responsibilities. The Academic Dean may decline to refer allegations of academic integrity violations to the CRR where the allegations concern minor misconduct or where the student and faculty member have reached an informal resolution.

HGSE Academic Retaliation Policy

Using an academic assessment or other academic action as a means to retaliate against a student for engaging in conduct protected by the HGSU-UAW bargaining agreement (the "Agreement"), or for participating in any investigation or proceeding arising under the Agreement, is unacceptable and prohibited. Prohibited academic retaliation includes basing a grade, academic credit, attribution of authorship, denial of an academic opportunity, or other academic judgment on a student's exercise of a right conferred by the Agreement.

Process[1]

A student worker has the right to a HGSU-UAW student representative or UAW representative at any and all steps of the handling of such matters. A student worker who believes that they have been the subject of a retaliatory academic action by a member of the HGSE community for engaging in conduct protected by the HGSU-UAW bargaining agreement should initially discuss their concern with the Senior Associate Dean of Academic Affairs and Student Services, hereafter known as the "Reviewer." If the conflict involves the Senior Associate Dean of Academic Affairs and Student Services, then the Academic Dean will serve as the Reviewer.

The Reviewer will first contact Harvard's Office of Labor and Employee Relations ("OLER") to confirm that the processes described herein are being followed correctly.

The Reviewer will ask the student to describe the alleged retaliation. The Reviewer will consult with a representative from OLER to determine if the student engaged in conduct protected from retaliation. If so, the Reviewer will engage with the student and relevant faculty member to resolve the matter informally. A matter will be deemed satisfactorily resolved when both parties expressly agree, in writing, to an outcome that is also acceptable to the Reviewer. Students who raise a concern under this policy may have a HGSU-UAW student representative or UAW representative as a personal advisor at any and all steps of the handling of this matter. The faculty member who took the academic action may have a personal advisor at any and all steps of the handling of this matter.

If the parties do not come to an informal resolution, the Reviewer will conduct a review, which will include, but is not limited to, the following steps:

1. Ask the faculty member who took the academic action to explain the basis for the academic action and if the academic action was made on the basis of the student's protected conduct.

2. In some cases, identify a faculty member with subject matter expertise and no involvement in the matter at issue. The subject matter expert may be someone from HGSE, or from another Harvard school, at the Reviewer's discretion. The subject matter expert will review the student's work product and/or the academic action and advise the Reviewer whether the academic assessment or other academic action was reasonable. The Reviewer will make every effort possible to keep the identity of the faculty member with subject matter expertise confidential and will redact the name of the student and the name of the faculty member from the student's work product.

3. If the faculty member with subject expertise does not find that the academic assessment or other academic action was reasonable, they will review other recent academic assessments or other academic actions of comparable student work by the same faculty member. The Reviewer will redact the names of the students and the name of the faculty member from the students' work product.

4. Considering the information gathered by the faculty member with subject expertise, the faculty member's basis for the academic assessment or other academic action, and the student's description of the connection between their protected conduct and the retaliatory action, the Reviewer will issue a written determination as to whether the challenged action was retaliatory. This will be provided to the student worker, faculty member, and the Committee on Rights and Responsibilities ("CRR") Subcommittee on Academic Retaliation (the "CRR Subcommittee"). Retaliation is established when there is a clear connection between the academic assessment or other academic action and the student's protected activity.[2]

5. The student worker or the faculty member may, within 90 days, appeal or otherwise raise concerns with an initial decision by the University on the basis of a procedural irregularity that affected the outcome of the decision; new evidence that was not reasonably available at the time the determination was made and that could affect the outcome of the decision; or the Reviewer had a conflict of interest or bias for or against the student worker or faculty member that affected the outcome of the matter. The student worker or the faculty member can submit an appeal of an initial decision in writing to the CRR Subcommittee. The CRR Subcommittee will review all existing information and may conduct further inquiries or consult other subject matter experts as necessary. The CRR Subcomittee will issue a final written determination of the appeal to the student worker and the faculty member. The decision of the CRR Subcomittee is final.

In the event of a finding of academic retaliation, the Reviewer or the CRR Subcomittee will forward their finding to the Academic Dean, or their designee, who will determine what action to take. The outcome of this process is final.

---

[1] The process outlined here applies only to allegations of academic retaliation that are not covered by the Interim Other Sexual Misconduct Policy, which contains an anti-retaliation provision that also applies to concerns falling under the Interim Title IX Sexual Harassment Policy. If a student believes they have been the subject of a retaliatory academic action for reporting or complaining of sexual harassment or other sexual misconduct, participating or refusing to participate in any proceeding regarding such a complaint, or opposing conduct the student believes violates the Interim Title IX Sexual Harassment Policy or the Interim Other Sexual Misconduct Policy, then the student should contact a Title IX Resource Coordinator to discuss options and procedures under the Interim Other Sexual Misconduct Policy. There may be other University policies, outside of the Interim Other Sexual Misconduct Policy, that also provide protection from retaliation. Students may elect to follow the process in those other policies, as appropriate, instead of the process set forth here. That choice is final, and there will not be duplicative reviews of the same complaint.

[2] The Reviewer may refer to the EEOC's "**Enforcement Guidance on Retaliation and Related Issues**" for guidance, but is not bound to it.

Admissions Materials

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

The Office of Admissions also may rescind an offer of admission in other circumstances, including without limitation if: there is a discrepancy between the transcripts originally provided as part of the application and the official versions (or translations) submitted after acceptance; the admitted candidate did not satisfactorily complete any courses and degree programs in progress at the time of application; or the admitted candidate has engaged in academic or personal conduct that calls into question their honesty, maturity or moral character or is otherwise inconsistent with the School's standards and expectations for conduct set forth in this Handbook or elsewhere.

STANDARDS OF CONDUCT IN THE HARVARD COMMUNITY

General Standards of Conduct

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

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

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

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

including, for example, in regard to educator/student relationships. In addition, students may not provide false information to university officials or disrupt or obstruct teaching, research or other University activities, nor may they engage in any form of: physical violence or abuse; hazing; sexual misconduct; harassment, coercion or other conduct that threatens the health or safety of any person threats involving deadly weapons, explosives, bombs, chemical or biological agents, or other deadly devices; theft, misappropriation, or unauthorized use of, destruction of, or damage to property; violation of published university rules or federal state or local law on University premises or at University-sponsored activities; and misuse of library or computer facilities. Discrimination on the basis of race, color, sex, gender identity, sexual orientation, religion, creed, national origin, age, ancestry, veteran status, disability, or any other legally protected basis is also prohibited. Because students are expected to show good judgment and use common sense at all times, not all kinds of misconduct or behavioral standards are codified in this Handbook.

Complaints related to personal behavior are reported to the Assistant Dean of Student Affairs and Student Life. The complaint should include the name(s) of the party or parties involved; the time, place, and date of the incident(s); and the identities of any witnesses, as well as a detailed description of what occurred. The Assistant Dean of Student Affairs and Student Life will summarize the facts and circumstances of the case and share all relevant materials with the Academic Dean. The Academic Dean ordinarily will refer credible allegations of student misconduct to the Committee on Rights and Responsibilities. Where there is a credible allegation of a violation of the HGSE Policy on Physical Violence, the University-wide Statement of Rights and Responsibilities, or other serious misconduct, such allegations will be referred to the Committee on Rights and Responsibilities.

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.

Conduct in the HGSE Virtual Community

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

While HGSE faculty and administrators will monitor our virtual platforms, students remain agents of their own actions. Postings or comments that disrupt the learning experience or compromise the academic environment for other students will be removed. Violations of these Standards of Conduct in the Harvard/HGSE Virtual Community may result in disciplinary action by the HGSE Committee on Rights and Responsibilities. Students are asked to report any violations to the Office of Student Affairs.

Please note*:* non-HGSE students who are enrolled in HGSE courses are expected to uphold the policies set forth in the HGSE Student Handbook, including without limitation those related to Academic Integrity and the Standards of Conduct. Non-HGSE students include, for example, TAP students, cross-registrants, and voucher holders. HGSE may take any and all actions it deems necessary upon the

discovery of a policy violation, including without limitation immediately requiring the non-HGSE student to withdraw from the course and notifying the non-HGSE student's home institution, if applicable. Additionally, HGSE may preclude a non-HGSE student who has previously violated HGSE policy from registering in any future HGSE course.

HGSE COMMITTEE ON RIGHTS AND RESPONSIBILITIES

The HGSE Committee on Rights and Responsibilities (CRR) handles the resolution of alleged infractions of HGSE or University rules, breaches of community standards and/or other disciplinary matters involving students at the School. Credible allegations of student academic or behavioral misconduct ordinarily will be referred to the HGSE CRR. Where there is a credible allegation of a violation of the HGSE Policy on Physical Violence, the University-wide Statement of Rights and Responsibilities, or other serious misconduct, such allegations will be referred to the Committee on Rights and Responsibilities. With respect to alleged violations of the University Policy on Sexual and Gender-Based Harassment, the CRR imposes sanctions after an investigation has been concluded in accordance with the University Procedures, as described more fully below. The CRR is not intended to handle academic matters involving student progress, which are normally within the province of the Degree Program Steering Committees, and the Degree Programs Office. The Dean appoints the committee members and designates a faculty member to serve as Chair. Convenings include at least three faculty members plus the chair. CRR is staffed by the Senior Associate Dean for Academic Programs and Student Services.

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

It is important to recognize that the CRR's disciplinary system is not a legal system, and that the procedures of the CRR are designed to achieve ends different from those of criminal or civil litigation. While a court of law may only be interested in establishing innocence or guilt, the CRR is interested in the larger educational, developmental, and community implications of conduct.

Upon referral of a case to the CRR, the Senior Associate Dean for Academic Programs and Student Services will send written notification to the respondent. The notice shall provide sufficient specificity about the charges and the basis for the referral to permit the respondent to prepare a response. When a case has been referred to the CRR, the student's transcript may be marked in the interim "disciplinary proceedings pending." Students with opened cases cannot drop or withdraw from the course(s) in question.

CRR Procedures

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

- The Chair will be responsible for initiating, moderating, and ending the meeting.
- Members of the committee who have a direct or personal interest in the disciplinary matter to be considered are required to recuse themselves from that case. The Dean or Dean's designee will be responsible for appointing a substitute.
- If a disciplinary matter involves two or more respondents, the CRR will hear from each respondent separately.

- Although parties involved in a disciplinary matter may request that witnesses appear before the CRR, the CRR retains final discretion over which witnesses it asks to appear and may limit the number of witnesses if it so elects. Witnesses who appear before the CRR will be expected to answer questions from members of the Committee. Witnesses are expected to keep their interactions with the CRR confidential.
- The respondent will be given the opportunity to appear before the CRR but is not obliged to accept this opportunity. They may submit a written statement instead of making a personal appearance.
- Respondents who choose to appear before the Committee may participate to whatever extent they feel comfortable, within the bounds of standard CRR procedures. A faculty advisor or HGSE advisor (an officer of the University affiliated with HGSE) may accompany the student. Such an advisor does not participate in the questioning or discussion with the Committee but is there as a resource for and support to the student. Members of student's family may not serve as personal advisers for these purposes, even if affiliated with HGSE. Respondents who appear are entitled to rebut any information presented and to present their own information on pertinent matters. The respondent must indicate in writing to the Committee the name of his, her, or their faculty/HGSE or personal advisor at least 24 hours prior to the hearing.
- The Committee shall compose a written report of its findings and sanctions.
- The Senior Associate Dean for Academic Programs and Student Services will notify the respondent of the CRR's decision. A written copy of the Committee's report shall be provided to the respondent.
- If the Committee finds a student to have engaged in acts of physical violence against another student or to have violated one or more of the University's Policies on Sexual or Gender-Based Harassment, then the student making the complaint also may be informed of the Committee's decision. In all other cases, only the respondent is informed of the Committee's decision.

Sanctions

The Committee on Rights and Responsibilities may recommend any of the following sanctions:

- **Censure**: a written or oral rebuke without further conditions.
- **Probation**: conditional permission to remain in the University, with conditions established by the CRR. Any involvement in further violations would be grounds for separation from the University.
- **Failure of the Assignment and/or Course:** failing the assignment without makeup, having to redo the assignment, or failing the course. Usually, these dispositions of a case are made only where it is apparent that the student did not fully understand his, her, or their obligations.
- **Requirement to Withdraw**: temporary separation from the University for a specified period of time, after which the person may be reinstated, sometimes under probation. Reinstatement ordinarily is contingent on the person's demonstrating that they maintained a satisfactory standard of conduct during the time away, that they understand the reasons for previous difficulties, and that have taken steps to address these difficulties successfully.
- **Dismissal**: action taken in serious disciplinary cases that ends a student's connection with the University by vote of the Dean's Cabinet. (The action taken by the CRR is a vote of requirement to withdraw with a recommendation to the Dean's Cabinet that the student be dismissed.) Dismissal must be voted by a two-thirds majority of the Dean's Cabinet. Dismissal does not necessarily preclude the student's return, but readmission is granted rarely. Readmission first requires a petition from the student and a recommendation by the CRR to the Dean's Cabinet. Readmission must be voted by a two-thirds majority of the Dean's Cabinet. Dismissed students are not in good standing unless and until they are officially readmitted.
- **Expulsion:** the most extreme disciplinary action possible. It signifies that the student is no longer welcome in the community. The action taken by the CRR is a vote of requirement to withdraw

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

The Committee on Rights and Responsibilities keeps a record of all cases that it hears. The record specifies the Committee's recommendation and the rationale for this recommendation, and the final decision and disposition of the case. This record becomes part of the student's educational record.

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

Appeals and Special Cases

Appeals

A respondent who wishes to appeal a disciplinary decision must file a written appeal with the Dean within one week after being notified of the decision.

Decisions by the CRR will be given deference and reviewed by the Dean for clear error only. If there is new and compelling information material to the outcome, that information must be included with the appeal and will be considered only if the student can show that the new information could not have been presented to the CRR at or before the hearing.

If the Dean determines that the appeal has sufficient merit to warrant further consideration of the case, they may alter the sanctions, request reconsideration by the CRR, or refer the matter to the Dean's Cabinet for review. Ordinarily, the Dean's review of an appeal will be completed within 30 days.

Cases that Require Special Consideration

Cases and Court Action

HGSE may defer consideration of a case for as long as it considers appropriate if a criminal investigation or court process is pending and if the underlying allegations involve serious criminal misconduct. If, however, both the complainant and respondent (or all parties involved) prefer to have HGSE take up the case immediately, regardless of the status of legal matters, the CRR may proceed at its discretion. In all cases involving the potential for serious criminal sanctions as well as CRR review, respondents are advised to seek legal counsel.

Possible Involuntary Leave of Absence or Restrictions

As noted above in the section on Involuntary Leaves of Absence, the Associate Director of the Student's master's program or the Director for Doctoral Studies in consultation with other officers of the University as appropriate, may place a student on involuntary leave of absence when, for example, the student has been arrested on allegations of serious criminal behavior or has been charged with such behavior by law enforcement authorities, or when the student allegedly has violated a disciplinary rule of HGSE and his or her presence on campus poses a significant risk to the safety of others or to the educational environment of the community. The Academic Dean also may place restrictions on an enrolled student's activities or living arrangements during the course of a disciplinary case.

HGSE POLICIES ON HARASSMENT, DISCRIMINATION, AND BULLYING

HGSE Policies on Sexual Harassment and Other Sexual Misconduct

HGSE has adopted the University-wide *Interim Title IX Sexual Harassment Policy* (https://oge.harvard.edu/files/oge/files/interim-title-ix-sexual-harassment-policy.pdf) and *Interim Other Sexual Misconduct Policy* (https://oge.harvard.edu/files/oge/files/interim-other-sexual_misconduct-policy.pdf?m=1624890813). 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-procedures). In all such cases, the Harvard University Office for Dispute Resolution ("ODR", https://odr.harvard.edu/) and the Harvard University Title IX Office are responsible for implementing the University's grievance procedures, which will determine whether a student committed a policy violation. Whenever a formal complaint of sexual harassment or other sexual misconduct is investigated and the University's grievance procedures result in a finding that a policy violation has occurred, the HGSE Committee on Rights and Responsibilities (CRR) must accept that finding as final and non-reviewable. The only opportunity to appeal the determination of a policy violation is provided within the grievance procedures implemented by the ODR and the Harvard University Title IX Office. Appeals within HGSE pertain only to the decision of the HGSE Committee on Rights and Responsibilities (CRR) in determining discipline.

HGSE's Title IX Resource Coordinators for Students serve as a resource for receiving reports and complaints, directing community members to resources, and providing information on supportive measures:

- Kevin Boehm, Assistant Dean of Student Affairs and Student Life
- Maritza Hernandez, Senior Associate Dean for Academic Programs and Student Services
- Andrea Le, Associate Director for Community Building & International Student Support

Students may utilize the following University resources:

- Nicole Merhill, the University Title IX Coordinator and Director of the Office for Gender Equity.

- The Harvard Office for Dispute Resolution

Non-Discrimination Policy and Anti-Bullying Policies

The university has adopted new policies and procedures to address discrimination and bullying. These policies apply to all students, faculty, staff, researchers and other members of the Harvard community across all schools and units, including HGSE. The university's non-discrimination and anti-bullying policies can be found here: **https://provost.harvard.edu/files/provost/files/non-discrimination_and_anti-bullying_policies.pdf**

Whenever a formal complaint of discrimination or bullying is investigated in accordance with the university's non-discrimination and anti-bullying policies and procedures, and those procedures result in a finding that a policy violation has occurred, then sanctions or remedial measures will be determined by HGSE's appropriate official or designee(s), as set forth in those procedures. The HGSE appropriate official or designee(s) must accept the finding of a policy violation as final and non-reviewable. The only

opportunity to appeal the determination of a policy violation is provided within the university's non-discrimination and anti-bullying policies and procedures. Decisions about sanctions and remedial measures are final and cannot be appealed.

Physical Harassment

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

Harassment That Is Purely Verbal or Symbolic

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

Such harassment, even though purely verbal or symbolic, is contrary to the pursuit of inquiry and education and may be punished under existing procedures because it violates the balance of rights on which the University is based.

Anti-Bullying

As set forth in the Harvard University Anti-Bullying Policy:

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, or threaten[1] an individual or individuals. For a violation of the Policy to occur, such aggression must be sufficiently severe or pervasive, and objectively offensive, that it creates a work, educational, or living environment that a reasonable person would consider intimidating, hostile, or abusive and denies the individual an equal opportunity to participate in the benefits of HGSE programs and activities. Unless sufficiently severe or pervasive, 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 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.

[1] 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.

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 threats[2] or gratuitous insults.
    - Deliberate and repeated humiliation. This could include actions such as deliberate and repeated shaming of peers on online platforms 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, or written act toward another person, which causes them reasonably to fear for their safety or the safety of others.
    - Invading personal space after being asked to move or step away.
- Conspicuous and unwarranted exclusion or isolation of an individual or individuals, with the intentional effect of harming their reputation in the workplace 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), appropriate discipline, critical feedback, assigning work to employees, or other managerial decisions.
- Elements of the student-teacher relationship, such as 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; grading; and deadlines.

[2] See footnote 3.

- 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 discuss controversial matters, criticize the administration or University policies, or take part in political protest.

The following Local Designated Resources in the Graduate School of Education serve as a resource for receiving reports and complaints, directing community members to resources, and providing information on supportive measures:

- If you need guidance about a situation involving (a) student(s), contact Maritza Hernandez, Senior Associate Dean for Academic Programs and Student Services.

- If you need guidance about a situation involving a faculty member, contact Jessica Pesce, Associate Dean for Faculty Affairs.

- If you need guidance about a situation involving a staff member, contact Kelly DeLiberato, Associate Dean for Human Resources.

At HGSE, there are two Appropriate Officials who will be the final authority to issue any sanctions, based upon the respondent's role at the university:

- For a situation involving faculty or students, the Appropriate Official is Marty West, Henry Lee Shattuck Professor of Education and Academic Dean.
- For a situation involving a staff member, the Appropriate Official is Jack Jennings, Executive Dean.

HGSE POLICY ON CONSENSUAL ROMANTIC RELATIONSHIPS

HGSE affirms the value of close, caring relationships between members of the HGSE community. At the same time, consensual romantic relationships that might be appropriate in other circumstances have inherent dangers when one person has direct professional responsibility for another—as a faculty member or Teaching Fellow does for a student they teach or advise, a supervisor has for a supervisee, or administrators or faculty members may have for one another. In this situation, any romantic relationship is inherently asymmetrical because it involves one person who, by virtue of their role within the HGSE community, holds formal power over the other. Because of this power imbalance, such relationships hold potential for exploitation. Such a relationship may create an impression within the Harvard community of inappropriate or inequitable academic or professional advantage or favoritism

that can be destructive of the learning or working environment. Such assumptions can have detrimental effects even if they are untrue.

Accordingly, where one person's present role involves grading or otherwise evaluating the work of another or puts the person in a position to affect the other's present performance or professional future, sexual overtures and sexual relationships, even if consensual, are inappropriate and may be grounds for disciplinary action. Responsibility for preventing and/or ending the relationship lies with the senior person. Moreover, all members of the HGSE community should be aware that romantic relationships between persons of different levels of authority within HGSE can create problems even if neither currently has professional responsibility for the other. One person may unexpectedly become responsible for instructing or evaluating the other. One person may fear adverse consequences if they act to end the relationship. One person's feelings may change, making unwelcome advances that were once welcomed and leading to a possible complaint of harassment. As noted above, such a relationship may also have detrimental effects on others in the HGSE community. It is incumbent upon those with authority neither to abuse nor seem to abuse the power with which they are entrusted.

HGSE POLICY ON PHYSICAL VIOLENCE

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

HGSE POLICY ON MISREPRESENTATION OF STATUS

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

ALCOHOL AND DRUGS

Harvard expects its students and employees to maintain an environment that is safe and healthy. The University is not, and cannot be considered, a sanctuary from existing federal, state and local laws. The unlawful possession, sale, use, or distribution of illicit drugs and alcohol by students and employees on Harvard property or as a part of any Harvard activity are violations of University rules as well as the law. Possession, use, or distribution of certain nonprescription drugs, including marijuana, amphetamines, heroin, cocaine, and nonprescription synthetics; procurement or distribution of alcohol by anyone under 21 years of age; and provision of alcohol to anyone under 21 years of age are violations of law and of Harvard policy. Although Massachusetts law now permits adults aged 21 or older to possess and consume marijuana under certain circumstances, federal law prohibits the possession, use, or distribution of marijuana, including for medical purposes, on Harvard property or as part of a Harvard activity. Thus, even if possession of use of marijuana would be permitted under Massachusetts law, it remains prohibited on campus.

The University holds its students and employees responsible for the consequences of their decisions to use or distribute illicit drugs or to serve or consume alcohol. Additionally, the misuse of prescription drugs (sharing, buying, or using in a manner different than described) is a violation of University policy.

Harvard expects students and employees to create and maintain an environment for learning and work that is safe and healthy and that encourages responsible conduct. The Harvard University Police Department (HUPD) will enforce Massachusetts drinking laws and federal and state drug laws.

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

HGSE Events

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

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

Disciplinary Actions

The Dean's Office may take disciplinary action when cases involving alcohol and drugs come to its attention. Officers of HGSE may initially respond to cases involving the use of illicit drugs or over-consumption of alcohol with a warning and/or referral to health counseling services. However, serious violations of these rules or a pattern of behavior in violation of these rules may lead to censure, probation, separation, dismissal, or expulsion by the Dean's Office or the Committee on Rights and Responsibilities (CRR). The CRR will take serious action, in the censure-to-expulsion range, in any case involving the possession in quantity or the sale or distribution of drugs or in cases where the use of drugs and alcohol posed a danger to individuals or to the community at large. The Dean's Office or the appointed CRR will also take serious action when a student participates in the falsification of identification with the intent of obtaining alcohol; ordinarily, the response to the production and distribution of false identification cards or driver's licenses is probation or dismissal.

ANTI-HAZING POLICY

Hazing Prohibited. Hazing is incompatible with the values of our community and our educational mission and is strictly prohibited at HGSE, as a matter of policy and in accordance with applicable law.

Compliance with Law. HGSE's anti-hazing policy is intended to comply with the requirements of all applicable federal and state anti-hazing laws, and thus incorporates the definitions included in those laws, as set forth below. However, the examples of the types of hazing activities provided in this policy are non-exhaustive. A determination as to whether activities reported as hazing violate this policy will be based on the relevant facts of the situation, including but not limited to the circumstances giving rise to the reported activities and the risks of injury and harm created by the reported activities. Activities may violate HGSE's anti-hazing policy (or other conduct policies), even if they would not necessarily violate the federal or state anti-hazing laws.

Reporting; Investigation Process; Disciplinary Action. HGSE will consider all reports of hazing in the normal course of its oversight and investigation processes and will take disciplinary action in appropriate situations. Reports of incidents of hazing can be made to the CRR and/or to the Harvard University Police Department. Harvard will inform appropriate law enforcement officials and regulatory agencies of hazing incidents and will disclose hazing incidents in community notifications as required by applicable law.

Hazing Prevention and Awareness Programs. Harvard has developed research-informed campus prevention and awareness programs related to hazing. More information on these programs will be found on the Provost's website.

Federal Law: The Stop Campus Hazing Act

Under the federal law known as the Stop Campus Hazing Act (the "SCHA"), hazing means: any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons regardless of the willingness of such other person or persons to participate, that (a) is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and (b) causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury including —

1. whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;
2. causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity;
3. causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;
4. causing, coercing, or otherwise inducing another person to perform sexual acts;
5. any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;
6. any activity against another person that includes a criminal violation of local, State, Tribal, or Federal law; and
7. any activity that induces, causes, or requires another person to perform a duty or task that involves a criminal violation of local, State, Tribal, or Federal law.

Under the SCHA, the term "student organizations" means an organization at an institution of higher education (such as a club, society, association, varsity or junior varsity athletic team, club sports team, fraternity, sorority, band, or student government) in which two or more of the members are students enrolled at the institution of higher education, whether or not the organization is established or recognized by the institution.

Massachusetts Anti-Hazing Law

Massachusetts General Laws, Chapter 269, sections 16, 17 and 18 state as follows:

Section 17. *Hazing; organizing or participating; hazing defined*. 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 (reproduced below), shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety 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. *Failure to report hazing*. Whoever knows that another person is the victim of hazing as defined in section seventeen (above) 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. *Copy of Secs. 17 to 19; issuance to students and student groups, teams and organizations; report* 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 (above); 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 board of higher education and in the case of

secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full-time student enrolled by it of the provisions of this section and sections seventeen and eighteen, and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education, shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

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

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

Whoever willfully communicates or causes to be communicated such a threat thereby causing either the evacuation or serious disruption of a school, school related event, school transportation, or a dwelling, building, place of assembly, facility or public transport, or an aircraft, ship or common carrier, or willfully communicates or causes serious public inconvenience or alarm, shall be punished by imprisonment in the state prison for not less than 3 years nor more than 20 years or imprisonment in the house of correction for not less than 6 months nor more than 21/2 years, or by fine of not less than $1,000 nor more than $50,000, or by both such fine and imprisonment. Massachusetts General Laws, c.269§ 14(b)-(c).

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

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

> For the purpose of this paragraph "firearm" shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged.
>
> Whoever, not being a law enforcement officer, and notwithstanding any license obtained by the person pursuant to chapter 140, carries on the person a firearm, loaded or unloaded, or other

> dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university without the written authorization of the board or officer in charge of such elementary or secondary school, college or university shall be punished by a fine of not more than $1,000 or by imprisonment for not more than 2 years or both. A law enforcement officer may arrest without a warrant and detain a person found carrying a firearm in violation of this paragraph.
>
> Any officer in charge of an elementary or secondary school, college or university, or any faculty member or administrative officer of an elementary or secondary school, college or university that fails to report violations of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than $500. Massachusetts General Laws, c.269§ 10(j).

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

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

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

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

COPYRIGHT AND PUBLISHING POLICIES

COPYRIGHT DISCLOSURE

Annual Copyright Disclosure

Harvard University is committed to maintaining the integrity and availability of the Harvard network for the vital educational and research purposes for which it was designed and prohibits the use of its network to violate the law, including the U.S. Copyright Act. The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, violates the Copyright Act and may subject you to civil and criminal liabilities.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to ten years and a fine of $250,000 for an individual. For more information, please see the Web site of the U.S. Copyright Office at www.copyright.gov, especially their FAQs at www.copyright.gov/help/faq.

Harvard complies fully with the Digital Millennium Copyright Act ("DMCA"). Users of the Harvard network found to have engaged in repeated infringement of copyright are subject to termination of their network access and may be reported to the appropriate Dean or Human Resources officer for disciplinary action.

Publishing or Distributing Course Materials

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

USE OF THE HARVARD NAME

The use of the name Harvard, or of any of the schools within the University, in web site identifications, e-mail addresses, and Internet addresses requires advance permission of the appropriate official (the Provost in the case of the Harvard name and the appropriate dean in the case of an individual school's name). For the full policy statement, consult the University Policy on the Use of Harvard Names and Insignias at https://trademark.harvard.edu/policy-on-use-of-harvard-names-and-insignias.

In addition, student groups, associations, and organizations have specific obligations under the Use of Names Policy with which they are required to be familiar (for specific policies affecting student groups

see the “Use of Harvard’s Name and Insignia for Student Organizations” in the Student Activities Manual). Individuals or groups who violate these policies may be subject to discipline. Any questions should be addressed to the Office of Student Affairs.

Student Use of HGSE Stationery

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