

Information for Faculty

To The Faculty

Information for Faculty Offering Instruction in Arts and Sciences is intended to serve as a convenient reference for the educational policies of the Faculty of Arts and Sciences (FAS). In addition to a discussion of instructors' responsibilities, matters related to course administration, and problems often encountered by students, this publication includes a summary of teaching resources available to instructors and a detailed academic calendar.

All members of the FAS are urged to consult this publication as issues arise in the administration of their courses and in their work with students. New members of the FAS will, it is hoped, take time to acquaint themselves with all aspects of this publication and especially with the various policies and regulations that are particular to Harvard. Avoiding misunderstandings before the fact can save valuable time and spare unnecessary embarrassment.

For example, it is important to understand that while graduate students may receive a grade of Incomplete, undergraduates cannot. In the matter of an extension of time, instructors may offer undergraduates an extension of time to complete course work until the end of the Examination Period; however, only with the express permission of the Administrative Board of Harvard College may instructors accept undergraduate work after the end of the Examination Period. Final and approved makeup examinations are scheduled by the staff of the Office of the Registrar. Instructors may not excuse a student from the final examination or make special arrangements to administer the exam at a time other than that scheduled by the Registrar. Any student absent from a regularly scheduled exam is given the grade of ABS, a failing grade. Instructors should be in residence throughout the academic year, including the Reading and Examination Periods. Short absences require approval of the department chair; absences of more than one week must be approved by the Dean of the Faculty. Exclusion from a course, grade changes, and the retention of blue examination booklets constitute further areas to which new faculty members are urged to give special attention.

Introduction

The Faculty of Arts and Sciences

The Faculty of Arts and Sciences includes Harvard College, the Graduate School of Arts and Sciences, and the John A. Paulson School of Engineering and Applied Sciences. As with each of the nine faculties of the University, the chief administrative officer of the FAS is its Dean. The Dean oversees both financial and academic planning for the Faculty as well as its many libraries, museums, laboratories, and centers.* The Dean is advised by an eighteen-member Faculty Council elected by and from the officers of the FAS.

Distinguishing features of Harvard College that involve the direct participation of faculty members are the House System, the Program in General Education, and the Freshman Seminar Program.

The House System

From the beginning of his presidency, A. Lawrence Lowell aspired to create a residential system for Harvard College modeled on Oxford and Cambridge Universities. In 1928 the generous gift of a Yale alumnus, Edward S. Harkness, made that ambition a reality. Three entirely new Houses were constructed and four others created from existing residential halls, establishing the nucleus of the current House system.

All Harvard upperclassmen have a House affiliation. (The freshmen live in dormitories located within or adjacent to Harvard Yard. During their first year in the College they are advised by the [Freshman Dean's Office](#).) Most upperclassmen live in the Houses, each of which also affords a dining room, a library, and a variety of activities designed to foster the easy mix of social and intellectual life that President Lowell envisaged for the House system. For example, the Houses may offer seminars for course credit. (See [Freshman and House Seminars](#)) They routinely sponsor language tables and tables where students interested in a specific pursuit can gather to exchange ideas. Every term the Houses hold faculty dinners to permit undergraduates to invite their instructors for an evening of relaxed conversation and, conversely, to provide faculty members with a means to meet their students informally and learn more about their curricular and extracurricular lives.

Each House is overseen by resident Faculty Deans, usually a senior faculty member or senior administrator and partner or spouse, and is also served by an Allston Burr Assistant Dean. The Assistant Dean for each House advises students in the House on academic and personal matters and represents House members at the Administrative Board. (Instructors concerned for whatever reason about the performance or well being of an undergraduate should contact the appropriate Allston Burr Assistant Dean or Resident Dean of Freshmen.***) Also integral to the life of the House are the Resident Tutors, who serve as social and academic advisers to the undergraduate residents of the House. They may in some cases serve as concentration advisers to the undergraduates, and they also fill a variety of administrative roles in the House. (Graduate students from the various Faculties may apply to the Faculty Deans for these positions beginning in late February.)

Faculty members, administrators, Cambridge community members, and visiting scholars are eligible for affiliation with the individual Houses and comprise the Senior Common Room. Participation in a Senior Common Room affords individuals the opportunity not only to meet people from other departments but also to make contact with undergraduates in the casual atmosphere of the House dining rooms or at the varied House functions.

The Program in General Education

Based on recommendations from the [General Education Review Committee's Final Report](#), in March 2016 the faculty approved new Liberal Arts and Sciences curriculum requirements, which include new General Education requirements. These new requirements will be adopted in Fall 2018. See the [Program Renewal](#) page of the Gen Ed website to learn more. The current requirements are described below.

The Program in General Education seeks to connect in an explicit way what students learn in the classroom to the lives they will lead after college. The material taught in General Education courses is continuous with the material taught in the rest of the curriculum, but the approach is different. These courses aim not to draw students into a discipline, but to bring the disciplines into students' lives. The Program introduces students to subject matter and skills from across the University, and does so in ways that link the arts and sciences with the 21st century world that students will face. General Education seeks explicitly to “connect a student’s liberal education—that is, an education conducted in a spirit of free inquiry, rewarding in its own right—to life beyond college.” In addition, the Program seeks to provide new opportunities for students to learn—and for

faculty to teach—in ways that cut across traditional departmental and intra-University lines.

The Program requires that students pass one letter-graded course in each of the following eight categories. Additionally, one of these eight courses must engage substantially with the Study of the Past:

- Aesthetic and Interpretive Understanding
- Culture and Belief
- Empirical and Mathematical Reasoning
- Ethical Reasoning
- Science of Living Systems
- Science of the Physical Universe
- Societies of the World
- United States in the World

To locate General Education courses and department courses that receive General Education credit, search [General Education courses](#) at [my.harvard.edu](#). Faculty interested in proposing a course for General Education or with questions about the program should visit [www.generaleducation.fas.harvard.edu](#), or contact the General Education Office at gened@fas.harvard.edu or 617-495-2563.

The Freshman Seminar Program

Inaugurated as an experiment in 1959, and formally established by a vote of the faculty in 1963, the Freshman Seminar Program fosters intimate and engaging interaction between freshmen and faculty as they explore together topics of mutual interests. Freshman Seminars are small discussion-based courses, designed to provide a unique setting for students to deepen existing interests and discover unfamiliar fields. They are offered by faculty across the University, and ordinarily involve one faculty instructor and twelve freshmen meeting weekly for 2-3 hours. Many Freshman Seminars include special instructional activities—such as lab or studio work, field trips, concerts, or exhibitions—that enhance the learning experience. Freshman Seminars are not letter graded, and they count as a four-credit course. Admission to a Freshman Seminar is by application prior to the semester in which it is offered. Freshmen are eligible to enroll in two Freshman Seminars, one in each term. For more information about the Freshman Seminar Program, please consult the website: [www.freshmanseminars.college.harvard.edu](#).

*Services shared by all nine faculties of the University such as food services, health services, police, fiscal services, and facilities maintenance are administered by the Office of the President.

**For further discussion of this point see the *Handbook for Students* which provides extensive discussion of the procedures of the Administrative Board.

my.harvard

The my.harvard Student Information System

The my.harvard Student Information System offers tools to streamline the instructing process. Faculty instructors will see a list of the courses they are currently teaching on their homepage. Five buttons are associated with each course:

- **Class Roster** displays a list of all enrolled students. Instructors may send emails, view photos, and more. A badge will indicate the current number of enrolled

students.

- **Course Site** launches the Canvas course site.
- **Sectioning** allows the instructor to set up sectioning options for the course and manage the process of assigning students to discussion sections and labs.
- **Grades** provides access to the final grade roster. The instructor may use this tool manually to enter final grades or upload final grades from a spreadsheet.
- **Requests** allows instructors to view and respond to a list of student requests for limited enrollment courses, or to override enforced prerequisites. A badge indicates the number of pending requests.

For how-to guides, visit about.my.harvard.edu/help

Academic Calendar

[Fall Term 2016-17](#)

[Spring Term 2016-17](#)

[Tentative Calendar for 2017-18](#)

Fall Term 2016-17

The current Faculty of Arts and Sciences (FAS) Academic Calendar is located at <http://www.registrar.fas.harvard.edu/calendar> .

Fall Term 2016-2017

July 1, Friday

Applications for non-resident status for the fall term or academic year for graduate students are due in department offices.

Applications for part-time graduate study due in the GSAS Dean's Office, Richard A. and Susan F. Smith Campus Center, 3rd floor.

August 8, Monday

Graduation applications for November 2016 degrees (AM, SM, ME, MFS, and PhD) must be submitted on or before this date.

Last day upon which November 2016 graduate degree candidates may submit a completed and signed application for a secondary field.

August 15, Monday

Online check-in begins.

August 24, Monday through August 25, Tuesday

New Faculty Institute

August 24, Wednesday, through August 25, Thursday

Derek Bok Center Teaching Conference for graduate student teachers

August 30, Tuesday

Online check-in must be completed for all students including visiting undergraduates, Special Students and Visiting Fellows in the GSAS.

August 31, Wednesday

Academic year begins; first day of classes.

September 5, Monday

University Holiday: Labor Day

September 8, Thursday: Course Registration Deadline

Course registrations are due for all students.

Last day upon which undergraduates may check-in late for the fall term.

Last day upon which undergraduates may cancel their check-in for the fall term without payment of tuition.

September 9, Friday

Last day upon which GSAS degree candidates may cancel their registration for the fall term without payment of tuition.

Approved graduate dissertations due for November degree candidates.

September 12, Monday

Makeup examinations for spring 2016 begin.

September 16, Friday

Last day upon which undergraduates and GSAS students may complete cross-registration.

Last day upon which students from other schools may complete cross-registration in the Faculty of Arts and Sciences.

Undergraduate applications for November 2016 degrees (AB and SB) must be submitted on or before this date.

September 19, Monday

Last day upon which undergraduates and GSAS students may drop or add any course without a fee.

October 3, Monday

Fifth Monday of the term. Last day upon which undergraduates may drop or add any course or change the grade status of a letter-graded or Pass/Fail course

October 6, Tuesday

Faculty meeting at 4pm.

October 10, Monday

University holiday: Columbus Day. No classes held.

October 17, Monday

Seventh Monday of the term. Last day upon which undergraduates may petition to withdraw from a fall term course.

Last day upon which graduate students may register for or add fall term courses. After this date, graduate students may add or register for TIME only.

Last day upon which graduate students may add or change SAT/UNS grading option for designated language courses.

October 21, Friday through October 22, Saturday

Freshman Parents' Weekend

October 25, Tuesday

Last day upon which graduate students may drop a fall course.

November 3, Tuesday

Faculty meeting, including voting for November degrees, at 4pm.

November 11, Friday

University (Administrative) Holiday: Veterans' Day. FAS classes will be held as scheduled.

November 13, Friday

Conferral date for November degrees.

November 14, Monday

Undergraduate applications for March 2017 degrees (AB and SB) must be submitted on or before this date.

Last day to change concentration for March 2017 degree candidates without Administrative Board approval.

Last day upon which March 2017 degree candidates (AB and SB) may file for a foreign language citation study plan or petition for a secondary field.

Advanced Standing eligible students planning to graduate after six or seven terms in March 2017, or to begin a fourth year AM program in spring term 2016, must file the Advanced Standing Activation Form by this date.

November 17, Thursday

Declarations of Concentration due for class of 2019.

November 23, Wednesday, through November 27, Sunday

Thanksgiving Recess

November 28, Monday

Graduate applications for March 2017 degrees (AM, SM, ME, MFS, and PhD) must be submitted on or before this date.

Last day upon which March 2017 graduate degree candidates may submit a completed and signed application for a secondary field.

December 1, Thursday

Faculty meeting at 4pm.

Graduate student applications for non-resident status for the spring term due.

Applications for part-time graduate study due in the GSAS Dean's Office, Richard A. and Susan F. Smith Campus Center, 3rd floor.

December 2, Friday

Last day of fall term classes.

December 3, Saturday

Last day in the fall term upon which undergraduates will ordinarily be granted a leave of absence from the College.

December 3, Saturday, through December 9, Friday: Reading Period

December 9, Friday

Last day in the fall term upon which graduate students may petition for late withdrawal from a course.

December 10, Saturday, through December 20, Tuesday: Examination Period

See the [Office of the Registrar's website](#) for exam times and locations for fall term courses.

December 21, 2016, Wednesday through January 2, 2017, Monday: Winter Recess

January 9, Monday

[January@GSAS](#) begins.

January 16, Monday

University holiday: Martin Luther King, Jr. Day. No classes held.

January 20, Friday

[January@GSAS](#) ends

Deadline for March 2017 degree candidates to submit approved dissertations to the FAS Registrar's Office.

January 22, Sunday

Last day upon which graduate students may submit work for incomplete grades from the spring 2016 term.

Spring Term 2016-17

The current Faculty of Arts and Sciences (FAS) Academic Calendar is located at <http://www.registrar.fas.harvard.edu/calendar>.

Spring Term 2016-2017

January 18, Wednesday

Online check-in begins.

January 20, Friday

Approved graduated dissertations due for March 2017 degree candidates.

January 23, Monday

First meeting of spring term classes.

Online check-in must be completed for all GSAS students, including Special Students and Visiting Fellows.

Online check-in must be completed for all Harvard College students, including visiting undergraduates.

January 27, Friday: Course Registration Deadline

Course registration is due for all students.

Last day upon which undergraduates may check-in late for the spring term.

Last day upon which undergraduates may cancel their check-in for the spring term without payment of tuition.

February 3, Friday

Last day upon which graduate students may cancel their registration for the spring term without payment of tuition.

February 6, Monday

Last day upon which undergraduates may drop or add any course without a fee.

Makeup examinations for fall 2016 begin.

February 7, Tuesday

Faculty meeting, including voting for March degrees, at 4pm.

February 10, Friday

Last day upon which undergraduates may complete cross-registration.

Last day upon which students from other schools may complete cross-registration in the Faculty of Arts and Sciences.

Last day upon which GSAS students may drop a spring course without a fee.

February 20, Monday

University holiday: Presidents' Day. No classes held.

February 21, Tuesday

Because of the University holiday, the Fifth Monday deadline will be Tuesday, February 21.

Fifth Monday of the term. Last day upon which undergraduates may drop or add any course or change the grade status of a letter-graded or Pass/Fail course.

Last day upon which undergraduates may petition to divide a full-year indivisible course.

February 24, Friday, through February 25, Saturday

Junior Parents Weekend. Parents may attend classes on Friday.

March 6, Monday

Seventh Monday of the term. Last day upon which undergraduates may petition to withdraw from a spring term course.

Last day upon which graduate students may register for or add spring term courses. After this date, graduate students may add or register for TIME only.

Last day upon which graduate students may add or change SAT/UNS grading option for designated language courses.

March 7, Tuesday

Faculty meeting, 4pm.

March 9, Thursday

Housing Day

March 11, Saturday, through March 19, Sunday: Spring Recess

March 21, Tuesday

Last day upon which graduate students may drop a spring course or petition to divide a full-year indivisible course.

March 24, Friday

Graduate student applications for May 2017 degrees (AM, SM, ME, MFS, and PhD) must be submitted on or before this date.

Last day upon which graduate May 2017 degree candidates may submit a completed and signed application for a secondary field.

March 27, Monday

Undergraduate student applications for May 2017 degrees (AB and SB) must be submitted on or before this date.

Last day to change concentration for May and November 2017 degree candidates without Administrative Board approval.

Last day upon which May and November 2017 degree candidates (AB and SB) may file a foreign language citation study plan or petition for a secondary field.

Advanced Standing eligible students planning to graduate after six or seven terms in May or November 2018, or to begin a fourth year AM program in fall term 2018, must file the Advanced Standing Activation Form by this date.

April 4, Tuesday

Faculty meeting, 4pm

April 26, Wednesday

Last day of spring classes.

April 27, Thursday

Last day in the spring term upon which undergraduates will ordinarily be granted a leave of absence from the College.

April 27, Thursday, through May 3, Wednesday: Reading Period**May 2, Tuesday**

Faculty meeting, 4 pm.

May 3, Wednesday

Last day in the spring term upon which graduate students may petition for late withdrawal from a course.

May 4, Thursday, through May 13, Saturday: Examination Period

See the [Office of the Registrar's website](#) for exam times and locations for spring term courses.

May 12, Friday

Approved graduate dissertations due for May degree candidates.

May 22, Monday

Degree Meeting; Faculty vote May 2017 degrees, at 4:30 pm.

May 25, Thursday: Harvard University Commencement

May 29, Monday

University holiday: Memorial Day

Tentative Calendar for 2017-18

Fall Term 2017-2018	
Academic year begins	Wed Aug 30*
Course registration deadline	Wed Sep 6†
Thanksgiving recess	Wed Nov 22–Sun Nov 26
Reading period	Sat Dec 2–Fri Dec 8
Examination period	Sat Dec 9–Tue Dec 19
Spring Term 2017-2018	
Spring term begins	Mon Jan 22
Course registration deadline	Fri Jan 26†
Spring recess	Sat Mar 10–Sun Mar 19
Reading period	Thu Apr 26–Wed May 2
Examination period	Thu May 3–Sat May 12
Commencement	Thu May 24

Note: The Harvard University Coordinated Academic Calendar became effective with the 2009-2010 academic year. Special attention should be paid to deadlines as many will vary from prior years.

* Classes will follow a Monday schedule

† Course Registration deadline for all students.

Responsibilities of Instructors

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Instructors' Presence

Instructors' Presence During the Academic Year

Instructors are expected to be in residence and available to colleagues and students during term time (including the Reading Periods and Examination Periods). However, short absences for unforeseen personal business or professional development during term time are possible. Faculty are expected to fulfill their assigned teaching obligations and should only use substitute instructors (including teaching fellows) in exceptional cases.

Faculty members wishing to be absent during term time (including Reading Periods and Examination Periods) for a period of more than one week, or for a period of one week or less where the absence will require some reduction or change in scheduled instruction, should first consult with the Chair of their department. When requesting such leaves, it is incumbent on faculty members to consider their academic responsibilities and to ensure that they continue to be met. Before authorizing the absence, the Chair should be satisfied that the reason for absence, whether personal or professional, is sufficiently compelling and that all teaching and other departmental responsibilities are appropriately covered. If the absence is for one week or less, no further approval is required. If a period longer than one week is necessary, the faculty member submits to the assistant dean for the division a "Request for Permission to be Absent" form, signed by the chair (found on the "[Leaves](#)" page of the website for FAS faculty and researchers).

Note: If the faculty member is teaching only in non-departmental programs for the term, he or she has the "Request for Permission to be Absent" form signed by the director of the relevant program before submission to the assistant dean for the division.

Instruction

Responsibility for Instruction

Responsibility for instruction rests solely with the head of the course. This person's name appears with the course listing in my.harvard as the instructor of the course. Only an individual holding a teaching appointment can be a course head. "Teaching appointment" is understood here as any FAS appointment at the rank of Convertible Instructor, Lecturer, Dependent Lecturer, Preceptor, College Fellow, Benjamin Peirce Fellow, Briggs-Copeland Lecturer, Senior Lecturer, Senior Preceptor, full-time or part-time Professor of the Practice, Professor in Residence, Visiting Lecturer, Visiting Professor (assistant, associate, or full), or Professor (assistant, associate, or full). Teaching Fellowships, Teaching Assistantships, and Course Assistantships are not teaching appointments in this context; persons holding these ranks assist in courses or tutorials under the supervision of those holding teaching appointments. Recommendations for teaching appointments may be made only by departments or committees empowered to offer courses for credit.

Regarding members of other Harvard Faculties, only Senior Lecturers, Professors of the Practice, Professors in Residence, assistant professors, associate professors, or tenured professors in another Harvard Faculty may teach in the FAS without an FAS teaching appointment. All other non-FAS faculty may teach in the FAS only if they are appointed to the rank of Lecturer in the Faculty of Arts and Sciences under the normal rules governing such appointments.

The term "responsibility for instruction" includes:

Responsibility for the structure and content of the course, including any regular sections of the course;

Responsibility for the continuity of course meetings, whether these be lecture or discussion groups;

Responsibility for the evaluation of student performance in the course, including the performance of students who may have been granted makeup examinations that take place the following term; and

Responsibility for the screening and selection of teaching fellows, teaching assistants, and course assistants in accordance with policies established by the Faculty of Arts and Sciences, the Graduate School of Arts and Sciences, and/or the department.

None of the above responsibilities may be delegated to persons not holding teaching appointments.

Instructors who hold a teaching appointment or who assist in courses or tutorials may not give private instruction for pay to students in the University without the consent of the Chair of the department concerned and the Dean of the Faculty. Under no circumstances may instructors privately tutor for pay in courses in which they are employed by the University.

Evaluation

Responsibility for Evaluation

Responsibility for evaluation rests with the individual listed in my.harvard as the instructor in charge (the course head). For Independent Study, responsibility rests with that individual holding a teaching appointment who has signed the petition permitting the student to enroll. (See [Special Types of Courses](#): Independent Study.)

In some large courses or tutorials, teaching fellows, teaching assistants, or course assistants may have a role in the evaluation of the students in the course, subject to the limitations set by the Faculty Council and the Standing Committee on Undergraduate Educational Policy (the "EPC") (see below). Nevertheless, the course head is responsible for ensuring that the standards for evaluating student work are equitable across all sections of a course, and **the final responsibility for each grade rests with the course head**. This includes the evaluation of makeup examinations that are administered during the following term.

The work of graduate students, including those enrolled in courses open to both graduate and undergraduate students (100-level and below), should be evaluated only by individuals holding teaching appointments as defined in the above section. "Work" refers to major examinations and written exercises but not necessarily to problem sets, laboratory work, or similar exercises. In the same light, while undergraduate course assistants may participate in the evaluation of students, they should not be involved in the subjective evaluation of essays and examinations.

Conduct

Professional Conduct

The following text was approved by the Faculty Council for distribution to the full Faculty, not as a codification of official institutional policy but as a "discussion document" to be used as a point of reference. An earlier version of this text was discussed at the Faculty Meeting of October 17, 1995.

The secret of education lies in respecting the pupil. –Emerson

The importance of professional conduct within the academic community is self-evident, but what precisely is meant by the phrase is not. For "professional conduct" covers a multitude of situations. No single style or method of teaching guarantees it; a teacher may be appropriately professional whether meeting students at a café or in an office, whether by nature gregarious and sociable, or shy and reserved. Yet there are principles underlying the concept, that allow it to be honored when present and deplored when absent. In a university setting, professional conduct rests upon an enduring respect for fellow human beings and for the vocation of teaching, and a recognition that a teacher's powers and responsibilities must not be abused. The basic principles may be easier to appreciate abstractly than to apply while teaching.

The list that follows is designed to bring these principles into focus as a basis for discussion among and between faculty, teaching fellows, and other instructional support staff.

Issues for Consideration

Authority

By virtue of their authority within the academic community, teachers have the power to influence thought and behavior, and the concomitant responsibility to recognize the potential weight of their verbal and nonverbal expressions. As leaders in the classroom, teachers have the responsibility not only to impart the excitement of ideas and the challenge of academic debate, but also the importance of courtesy and respect in intellectual dialogue.

Fair Treatment of All Students

Students should be treated even handedly. Equity is not necessarily achieved, however, by treating all students in precisely the same way. For example, some students respond positively to hearty, well-intoned criticism while others are discouraged by it. Some students welcome public comments about their work, while others are embarrassed by them. Genuinely even-handed treatment of students depends upon making a conscientious attempt to recognize and appreciate such differences. Teachers (and students) should guard particularly against ethnic, religious, sexual, and other discriminatory stereotyping.

Interpersonal Relations

The power teachers exercise over students to penalize or reward in the form of grades and recommendations requires caution in interpersonal interactions, and the need to avoid the kind of familiarity that compromises objective and fair evaluation of a student's work. In particular, sexual advances towards or liaisons with one's students are inappropriate. Within these limits, however, intellectual mentoring and friendly interaction are important elements of the learning and teaching process.

Clear Communication

Because the evaluation of students partly depends on their understanding of the requirements of a course, course heads should be clear in their articulation of expectations, assignments, and the rules of collaboration and citation. Providing written explanations of assignments and requirements reduces the risk of misunderstanding. Students have a right to expect prompt return of papers and exams and a clear justification of evaluation, just as instructors have the right to expect that assignments will be thoughtfully completed on time.

Classroom Engagement

The classroom is frequently the site of intense intellectual debate—or, alternatively, unbearable silence. Maintaining an environment for a constructive contest between ideas and their supporting evidence is primarily the responsibility of the teacher. Teachers should be aware of any tendency to favor one mode of argument over another, in which only certain students thrive; of the importance of listening attentively and with respect; and of the significance of nonverbal clues (nods, frowns, gestures, etc.).

Services

Criticism of Work

Comments should be directed at the work, not the person; and they should contribute to the refinement of both thinking and presentation. Peremptory dismissiveness is not appropriate.

Grades

Professors are responsible for the oversight of all grades given by teaching fellows.

Letters of Recommendation

Students depend on instructors for letters of recommendation. Honesty and fairness in responding to requests for recommendations are essential.

Advising

Access to advising should be offered and equally afforded to all.

Confidentiality and Discretion

Teachers are privy to information (and opinions) about students that ought to remain confidential. Exceptions should be made only in cases of emergency, such as threat of suicide, or other harmful behavior, when confidentiality is secondary to a student's welfare. Talking with colleagues or other students about confidential student information is inappropriate, as is any form of public embarrassment or shaming of a student.

Collegial Conduct

Status differences exist within the teaching staff of every university. Awareness of the relative positions of colleagues in the academic hierarchy may avoid placing them in awkward or compromising situations. The implications of making particular requests of one's juniors ought to be considered before making them; the right to refuse, for reasonable cause, without consequence, ought to be guaranteed every member of the community. Professional and research opportunities should be awarded with equity and fairness.

In addition to the Faculty Council's text above, please note:

Interactions with Minors

Members of the Harvard community who interact with minors (i.e., individuals under the age of 18) in any official capacity are expected to foster and maintain an appropriate and secure environment for minors. Please see Harvard University's "[Policy for the Safety and Protection of Minors](#)" for more information.

Other Sources of Information

- [Teaching Fellows Handbook](#)
- "[Classroom Dynamics and Diversity](#)"
- "[Class in the Classroom](#)"
- "[Teaching in Racially Diverse College Classrooms](#)"
- Please see [Sexual Harassment](#) in this chapter for more information on FAS policies and procedures related to sexual harassment.

Student Privacy

The University has a legal obligation to protect the privacy of students and the confidentiality of student records. No information about a student's academic performance can be released without the student's written permission. It is equally important to respect students' privacy when distributing their grades. Instructors should not leave papers, projects, or examinations in unattended public areas. Similarly, grades should never be posted with the students' names, and/or Harvard University Identification (HUID) numbers.

Such practices are a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA). Questions about the confidentiality of student records and about the Family Educational Rights and Privacy Act may be directed to the Registrar, Richard A. and Susan F. Smith Campus Center, 1350 Massachusetts Avenue, Suite 450, Cambridge, Massachusetts (617-495-1543). (See [Posting of Grades.](#))

Use of HUIT Computing

Use of the HUIT Computing and Network Services

Faculty members are provided access to University computer systems for academic use. All authorized users assume responsibility for acting to preserve the integrity of these systems and any University data to which they may have access. Information about academic computing and network services offered by the Harvard University Information Technology is described in [Teaching Resources](#) and is available through ithelp@harvard.edu or 617-495-7777.

Privacy of Information

The unauthorized examination of information stored on a computer system or sent electronically over a network is a breach of academic and community standards. Authorized system support staff however, may gain access to users' data or programs when it is necessary to maintain or prevent harm to the University, its computer systems or the network.

On shared and networked computer systems certain information about users and their activities is visible to others. Users are cautioned that certain accounting and directory information (for example, user names and email addresses), certain records of file names and executed commands, and information stored in public areas, are not private.

Faculty members have the legal obligation to maintain the privacy of files containing confidential information, including student information such as course grades and letters of recommendation. Helpful information about using confidential information securely may be found at www.security.harvard.edu.

For a consultation on securing electronic information, consult HUIT (617-495-7777).

Harvard University Policy on Access to Electronic Information

Harvard has established a [Policy on Access to Electronic Information](#) that sets out guidelines and processes for University access to user electronic information stored in or transmitted through any University system. This policy applies to all Schools and units of the University.

Accessible Education

Students Requiring Accessible Education

Accessible Education Office

Sheila Petruccelli, Director
Smith Campus Center, Fourth Floor
617-496-8707
Fax: 617-496-1098

Email: aeo@fas.harvard.edu
www.aeo.fas.harvard.edu

Harvard University is committed to providing students who have documented disabilities or medical conditions equal access to all affiliated programs and activities through the provision of reasonable accommodations.

The Accessible Education Office (AEO), which serves College, Graduate School of Arts and Sciences (GSAS) as well as the John A. Paulson School of Engineering and Applied Sciences (SEAS) students, works with faculty to make this possible. Federal law defines a disability as a physical or mental impairment that substantially limits or restricts the condition, manner, or duration under which a person in the population can perform a major life activity, such as walking, seeing, hearing, reading, concentrating, speaking, breathing, learning, or taking care of oneself.

It is important that all communication with students regarding accommodations be individualized and confidential.

Ongoing communication and collaboration on the part of faculty, teaching staff, AEO, administrators, and students themselves is essential. Students who request accommodations should present instructors with an introductory letter from AEO giving an overview of their approved accommodations. Students making such requests without this letter should be referred directly to AEO. Providing accommodations in the course to students who are not registered with AEO can result in inconsistent performance by a student who is ultimately ineligible to receive accommodations for final examinations. Members of the Faculty best understand the essential components of their courses. Accommodations are not intended to compromise the central components of a course. For more information about essential components of a course, visit the [AEO website](#).

The course head is responsible for implementing all AEO-approved academic accommodations and assistance needed for classroom instruction, midterm and hourly examinations, including finding a separate room for exam administration. If a student requires a scribe or similar service to write for a midterm or hourly exam, the course head is responsible for arranging for this service and coordinating payment through the department. Accommodated exams are expected to occur on the same day as in-class exams. All final examinations for students with AEO-approved exam accommodations are administered during the final exam period by the Exams Office and appropriate accommodations will be made in conjunction with AEO (see entry below.)

Course heads should routinely note in the course syllabus and announce at the first class meeting that students approved for accommodations should contact the teaching staff to discuss and implement satisfactory arrangements for sectioning, course materials, and examinations. Faculty are encouraged to include the following paragraph in the syllabus:

Any student needing academic adjustments or accommodations is requested to present his or her letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term. Failure to do so may result in the Course Head's inability to respond in a timely manner. All discussions will remain confidential, although AEO may be consulted to discuss appropriate implementation.

Faculty who take into account variations in learning for all students know that effective strategies for instruction frequently obviate the need for accommodations. Some suggestions are:

- Provide students who are visually impaired, or have learning/reading disabilities with reformatted instructional and testing materials at the same time provided to all other students. The Assistive Technology Center (ATC) is available to help with preparation of accessible materials as long as they are provided to them in advance. Increased reliance on and availability of digital text benefits all students. Other formats may include Braille or enlarged print.
- Ensure students who are Deaf or hard of hearing have available seating space in the front of the room and by making sure the room has appropriate lighting. If movies or slide presentations occur, an alternative lighting source will be required for students who need to see interpreters. Some students may use FM listening devices associated with their hearing aids that require teaching staff to use a wireless (non-amplifying) microphone. Faculty should make advance arrangements to provide open-captioned films and videos by contacting [AEO](#).
- Call for volunteers from the class as soon as the need for a note-taker has been communicated, taking care not to disclose the student's name or disability. Typically note-takers who take their notes in an electronic format are preferred as they are able to email the AEO student their notes immediately after the class.
- Ensure that lectures, sections, review sessions, etc. are held in physically accessible spaces when required. The Registrar's Office classroom section (617-495-1541) can assist when relocation of a course is necessary.

When students make course changes after Study Card Day and before the fifth Monday of the term, it is understood that significant delays in the preparation of reformatted materials may result, affecting both students and instructional staff.

Assistive Technology Center

Harvard University Science Center B06
617-496-8800

atc@fas.harvard.edu
atc.fas.harvard.edu

The Assistive Technology Center (ATC) serves College, GSAS, and SEAS students registered with AEO and who depend on print alternatives to access course materials. The ATC provides support through technology, which can include electronic version of course materials, and access to course content in the classroom.

Faculty members who require assistance producing handouts, lecture notes, exams, or other course materials converted into digital text, Braille, or enlarged text, can contact the ATC for assistance. If a student requires the use of a laptop as an exam accommodation, a course staff member may email the [ATC](#) to arrange for an equipment loan. Arrangements for reformatted material or the loan of equipment should be made least 5 business days in advance.

Final Examinations for Students with AEO-Approved Exam Accommodations

All final examinations for students with AEO-approved exam accommodations are administered during the Examination Period by the FAS Registrar's Office, and appropriate accommodations will be made in conjunction with AEO. For questions concerning the administration of final exams (e.g., the date, time, or location of exams) contact the FAS Registrar's Office, exams@fas.harvard.edu or 617-495-1542. For

questions concerning accommodations, contact the AEO, aeo@fas.harvard.edu or 617-496-8707.

Sexual Harassment

The Faculty of Arts and Sciences (FAS) is committed to fostering an open and supportive community that promotes learning, teaching, research, and discovery. This commitment includes maintaining a safe and healthy educational and work environment in which no member of the community is excluded from participation in, denied the benefits of, or subjected to discrimination in any University program or activity on the basis of sex, sexual orientation, or gender identity. Because sexual and gender-based harassment – including, but not limited to, sexual violence – interfere with an individual's ability to participate fully in or benefit fully from University programs or activities, they constitute unacceptable forms of discrimination.

The FAS "*Sexual and Gender-Based Harassment Policy*," available at <http://www.fas.harvard.edu/sexual-gender-based-harassment-policyresources>, is a policy statement describing what constitutes sexual and gender-based harassment; it defines sexual harassment in the following way:

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

Gender-based harassment is defined in the following way:

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

In addition, the policy prohibits sexual relations with students in the following way:

"No FAS Faculty member shall request or accept sexual favors from, or initiate or engage in a romantic or sexual relationship with, any undergraduate student at Harvard College. Faculty members are defined as ladder, non-ladder, and visiting faculty.

Furthermore, no FAS Faculty member, instructor, teaching assistant, teaching fellow, researcher, tutor, graduate student, or undergraduate course assistant, shall request or accept sexual favors from, or initiate or engage in a romantic or sexual relationship with, any student, including a graduate student or DCE student, who is enrolled in a course taught by that individual or otherwise subject to that individual's academic supervision before the supervision has concluded and, if applicable, a final grade on the student's supervised academic performance has been submitted to the Registrar. Academic

supervision includes teaching, advising a thesis or dissertation, supervising research, supervising teaching, grading, or serving as Director of Undergraduate or Graduate Studies of the student's academic program.”

The University Policy provides that University officers, other than those who are prohibited from making such notifications because of a legal confidentiality obligation, [must promptly notify the School or Unit Title IX Coordinator about possible sexual or gender-based harassment](#). This means that if those University officers learn about a possible incident, they need to contact the Title IX Coordinator, who will determine what steps, if any, to take next.

The Commission of Inquiry

Any student, faculty member, or administrative officer who has an inquiry, suggestion, or complaint may address it to the Commission of Inquiry, University Hall, Ground Floor (617-495-1873). The Commission will then direct the inquiry, suggestion, or complaint to the appropriate agency of the Faculty of Arts and Sciences. When such an agency does not exist, the Commission will attempt to aid in resolving the matter. The Commission is sometimes instrumental in establishing a new agency for handling recurrent issues. Although the Commission has no power to make rulings, it can play an advocacy role in pressing for the resolution of issues.

Ordinarily, the Commission reports to the community on the matters that come before it and, in so doing, attempts to keep the community informed about factual background material and the resolution of matters of community concern.

Human Subject Research

Harvard University policy and federal regulations require that all research involving human subjects be reviewed and approved by an Institutional Review Board (IRB) before the research begins. This requirement applies to all human subjects research conducted by faculty, staff, and students, on- and off-campus, regardless of funding. The IRB for Harvard University-Area researchers is the Committee on the Use of Human Subjects (CUHS).

The purpose of the IRB is to weigh risks and benefits of participation in research and to protect the rights and welfare of the research participants. The guiding ethical principles of the IRB— respect for persons, beneficence and justice—are embodied in the [“Belmont Report”: Ethical Principles and Guidelines for the Protection of Human Subjects of Research](#) (The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, April 18, 1979).

Research involving human subjects includes the collection of data about or from human subjects and the use of their identifiable data or specimens. Any changes to an IRB-approved project must be reviewed and approved by the IRB before they can be implemented. Continuing review is also required at regular intervals for protocols reviewed by the convened IRB and through expedited procedures.

More information about the IRB can be found on the [CUHS website](#).

Committee on the Use of Human Subjects

1414 Massachusetts Avenue, Second Floor
Cambridge, MA 02138
Email: cuhs@fas.harvard.edu
Phone: 617-496-CUHS (2847)
Fax: 617-496-7400

[CUHS Staff Contact Information](#)

Research and Teaching Involving Animal Subjects

[Research Administrative Services](#)

[IACUC Website](#); HarvardKey access with permission

[Office of the Vice Provost for Research](#)

The use of live animals in research and teaching is a societal and individual privilege that is taken seriously at Harvard and is a highly regulated activity. University policies and government regulations require advance review and approval of all vertebrate research prior to its commencement. The Faculty of Arts and Sciences' federally mandated Institutional Animal Care and Use Committee (IACUC), is responsible for reviewing and approving proposed studies.

IACUC administrative services are provided by staff in the FAS Research Administration Services (RAS) office. All individuals using vertebrate animals in research and/or teaching must participate in the institution's occupational health program, complete assigned training courses, and attend orientation that acquaints the participants with Harvard policies as well as federal, state, and City of Cambridge regulations regarding the use of animals.

The [Office of Animal Resources](#) (OAR) is the unit responsible for the housing, daily care and health of vertebrate animals used on campus in the FAS. All mammals and other select vertebrates housed in OAR-managed facilities must be ordered through the OAR's Animal Ordering system; questions regarding orders may be sent to animalorders@fas.harvard.edu.

Any concerns or questions about the care and use of laboratory animals should be directed promptly to any of the following contacts listed below. In accordance with the University's Whistleblower Policy, the University will protect from retaliation members of the Harvard community who make good faith reports of suspected violations of law or University policy. The University's Compliance Hotline is a resource for members of the Harvard community who are uncomfortable reporting through the recommended contacts and prefer to anonymously report any suspected violations of law or Harvard policy.

- M. William Lensch, PhD, Interim IACUC Chair, HU/FAS Standing Committee on the Use of Animals in Research and Teaching: (617) 496-0950 or willy_lensch@harvard.edu
- Leslie A. Kirwan, Dean for Administration and Finance of the Faculty of Arts and Sciences, Institutional Official of the Animal Care and Use program: (617) 496-8729, leslie_kirwan@harvard.edu
- Steven M. Niemi, DVM, Attending Veterinarian and Director of the Office of Animal Resources: (617) 384-9576, sniemi@fas.harvard.edu

- Denise M. Moody, Senior Director of Research Compliance: (617) 496-3090, denisemoody@fas.harvard.edu
- Institutional Animal Care and Use Committee administrative office: iacuc@fas.harvard.edu
- Compliance Hotline: 877-694-2275 FREE

Course Administration

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Course Catalog

The Course Catalog

Through the [my.harvard Course Search](#) the Faculty of Arts and Sciences offers undergraduate and graduate courses to students registered in Harvard College, the Graduate School of Arts and Sciences, the Harvard John A. Paulson School of Engineering and Applied Science, and to other Harvard University graduate students in good standing.

During the summer of 2015, the my.harvard Course Search replaced *Courses of Instruction* as the online course catalog for the Faculty of Arts and Sciences. The Course

Search is updated every hour and is accessible at [my.harvard Course Search](#). On request, the Course Search may be linked to department and committee websites.

The Office of the Registrar compiles courses by gathering information from department, division, and committee offices (not individual instructors) as well as the Dean's office. Department and committee chairs should approve all new courses and course changes. Catalog coordinators throughout FAS collaborate with the Registrar's Office to create and maintain curricular offerings.

Course information published through the [my.harvard Course Search](#) becomes the official basis for the Registrar's records; it affects classroom assignments, examination schedules, and the release of electronic course lists and grade sheets. Moreover, complete and up-to-date course information enables the Registrar to carry out Faculty policy regarding simultaneous course enrollment, as well as to locate individual students in an emergency. For this reason it is extremely important that departments and committees notify Academic Planning (courses@fas.harvard.edu) in the Office of the Registrar of any changes—especially changes of instructor or meeting time—regardless of when they occur in the academic year.

Creating or Modifying a Course

Points to Consider When Creating or Modifying a Course

When creating or modifying a course, faculty members are advised to consult with the appropriate curricular committee(s). Curricular committees may create or modify course subjects in consultation with the Office of Undergraduate Education. The points listed below are based on the policies of the Faculty of Arts and Sciences. The Academic Planning group in the Office of the Registrar will work with faculty members to set and display a course (or set of courses) in a manner that best reflects the pedagogy of the course within the bounds of current technical resources.

Courses are numbered according to the following scheme:

1-99 or 910-999: Primarily for Undergraduates

100-199 or 1000-1999: For Undergraduates and Graduates

200-299 or 2000-2999: Primarily for Graduates

300-399 or 3000-3999: Graduate Courses of Reading and Research

- Ordinarily, courses may have only one number. An FAS course may be listed in more than one FAS department, but only with permission of the concerned departments. For the 2016-17 academic year, faculty members will have access to a class roster that includes student enrollment for both courses. Both classes will appear in the my.harvard Course Search when one searches for one of the two courses.
- Course titles appear on student transcripts which have space for only 100 characters. Faculty members are encouraged to submit both an appropriate transcript title of 100 characters and a short title of 30 characters to appear on student schedules.
- Course descriptions are unlimited in length. Since students often search for courses on mobile devices, however, we encourage faculty to limit the

descriptions to 100 words.

- Courses listed but not offered in the current academic year are designated by enclosing the course number and title in square brackets. Bracketed courses may include the instructor's name and the term when it will be next offered. Courses may be bracketed for three consecutive years.
- Faculty who limit the number of students who may enroll in a course are required by Faculty policy to approve student enrollment; that is, the course must require instructor consent and faculty will approve student study cards. It is possible, however, to require instructor consent even if the course is not limited in enrollment. The my.harvard Course Search will list capacity and instructor's permission as needed. All tutorials and 300/3000-level courses should have limited enrollments and require the instructor's permission to enroll.
- A meeting time is necessary for all courses including, where possible, tutorials, laboratory sessions, and section meetings. Academic Planning in the Office of the Registrar will consider requests for exceptions to the Faculty's policy on compliant course meeting times. (See [Course Meeting Times](#).)
- For purposes of cross-registration between Harvard Schools, courses that are jointly offered with another Harvard Faculty will carry that information in a Note.
- Occasionally, two departments in the FAS may offer courses with similar content. Should faculty members conclude that two courses are of sufficient similarity to preclude students earning credit for both, then this is an "illegal pair." Illegal pairs should be noted in a Catalog Note of the respective courses and the Registrar's Office notified. The Registrar's Office will create an anti-requisite so students are unable to enroll in both courses for credit.

Special Types of Courses

The following distinctions reflect long-standing Harvard tradition and are offered as basic guidelines.

Seminars, Proseminars, and Conference Courses

A **seminar** tends to focus on more advanced and/or specific research topics. It has few, if any, lectures and emphasizes student presentations, papers, and research. Enrollment is usually limited to 12 to 15 students.

A **proseminar** is a graduate course usually taken to obtain appropriate background in a subject or area in preparation for a more advanced seminar.

A **conference course** places more emphasis on discussion than research. It usually has an enrollment of about 25 students (35 maximum), meets once a week for 2-3 hours, and incorporates lectures, as well as student papers and research.

In general, **seminars** and **conference courses** are open to advanced undergraduates as well as graduate students. Ordinarily, they do not have final examinations, nor do they qualify for teaching fellows.

Tutorial Instruction (Undergraduates Only)

Tutorials are opportunities for students to participate in small group or one-on-one instruction in their concentrations. They are generally characterized by their centrality in the concentration curriculum, by their sequencing, and by their emphasis on methodology and academic skills.

All full-time faculty members are ordinarily expected to participate in the tutorial programs of the concentrations with which they are affiliated. Participation may involve individual or group tutorials, special seminars, or the direction of senior theses or projects. Although faculty-taught individual tutorials or group tutorials are ideal in many subject areas, departmental resources may be insufficient to accommodate these goals. When a tutorial is conducted by a teaching fellow, a designated faculty member should have ultimate responsibility, and that faculty member should oversee reading lists, discussion topics, and paper topics. From time to time, faculty members should participate in the tutorials for which they have accepted responsibility. (See [Responsibility for Instruction](#) and [Responsibility for Evaluation](#).)

Supervised Reading and Research Courses

Undergraduates interested in supervised reading and research may enroll in courses offered by many departments under the designation of 91 or 910. Such courses are not Independent Study but regular courses with weekly or biweekly meeting times agreed upon by the instructor and student. Students enrolled in Reading and Research courses are expected to complete course work under supervision and not independently. Instructors of such courses must hold a teaching appointment. (See [Responsibility for Instruction](#) and [Independent Study](#).)

Graduate students enrolled in Reading and Research courses (300-level courses) do not receive letter grades but are graded SAT/UNS. Undergraduates may not enroll in courses numbered in the 300s or 3000s. However, Advanced Standing students in their fourth year of residence who are candidates for the master's degree may enroll in such courses with the instructor's permission. (See [Undergraduates in Courses Designated Primarily for Graduates](#).)

Freshman and House Seminars

Freshman and House Seminars are offered under the general supervision of the Committee on Freshman Seminars (www.freshmanseminars.college.harvard.edu). Both are small, limited enrollment courses. The Freshman Seminars are designed to intensify the intellectual experience of incoming undergraduates by allowing them to work closely with faculty members on topics of mutual interest. Freshman Seminars are graded SAT/UNS, may not be audited, and enrollment is limited to the first two terms of students who enter as freshmen.

House Seminars are sponsored by the individual residential Houses and ordinarily are open to undergraduates only. These Seminars bring something new to the existing curriculum either in method of instruction, range and depth of subject matter, integration of practice and theory, or special responsiveness to students' needs. House Seminars are letter-graded degree-credit courses that may be taken Pass/Fail. Enrollment requires the permission of the instructor. Any request to offer a House Seminar must first be approved by the Faculty Dean of the sponsoring House.

Independent Study (Undergraduates Only)

Independent Study is designed to provide credit for field research, academic study not available in regular course work, or practice or performance in the arts. **It is not suitable**

for group instruction, paid work, or activities outside the competence or concern of one of Harvard's departments. Studying the financial accounting system of a business firm might be an appropriate project, but working in an accounting office to gain business experience would not by itself merit academic credit. Investigating child development through observation in a day care center could qualify, but simply tutoring a child would not. Analyzing the organization of a political group might be a suitable subject, but organizing a political campaign would not alone suffice. In each case what distinguishes the suitable project is the application of analytical skills to the object of the Independent Study, not the intrinsic worthiness or instructiveness of the experience itself.

Any sophomore, junior, or senior whose previous record is satisfactory may petition to undertake Independent Study for non-letter-graded credit. A student may petition to take up to a total of four half-courses of Independent Study. Independent Study courses are subject to the same rules for dropping and withdrawing as any other course.

A petition to undertake Independent Study, available on the [Office of Undergraduate Education](#) website, requires two signatures:

1. That of a qualified adviser (ordinarily a voting member of Harvard Faculty) who must be an officer of the University and whose professional competence is appropriate for the subject area of the Independent Study. In those exceptional cases where the adviser is not a faculty member - for example, a teaching fellow - the petition must also be supported by an appropriate academic department or unit.
2. That of the Allston Burr Assistant Dean, which signifies that the proposal satisfies the guidelines and has been signed by the adviser. Assistant Deans will refer questions concerning guidelines to the Office of Undergraduate Education.

The petition also requires an outline of the student's proposed project. It must be submitted to the Allston Burr Assistant Dean for approval, ordinarily in the first week of the term. Once final approval is granted by the OUE, the Allston Burr Assistant Dean must lift the advising hold from the study card in order for the student to register. Any change-of-course petition that is filed to add, drop, or withdraw from Independent Study also requires the approval of the Allston Burr Assistant Dean. A separate petition, properly completed, must be filed for each half-course of Independent Study.

The adviser will assist the student in the development of a plan for Independent Study and provide guidance but not regular instruction. Independent Study does not imply formal instruction and should not be confused with tutorials, House Seminars, or with directed or Supervised Reading and Research courses offered by several academic departments and committees. (Supervised Reading and Research courses are generally numbered 91 or 910 and normally receive letter grades.) A student enrolled in Independent Study must undertake to work independently. Classroom work, regular instruction, and group projects are inadmissible. Students whose projects include interviews or research involving human subjects should contact the [Committee on the Use of Human Subjects](#) before submitting their independent study petition.

The adviser will submit a midterm grade based on a preliminary written report by the student of his or her activities. At the beginning of the Reading Period, the student must submit to the adviser an analytical paper concerning the term's work. A simple description or report of the term's activities is not by itself adequate. In the case of artistic practice or performance, evidence of substantial accomplishment should be supplied in lieu of written work.

The granting of credit will be determined by the adviser. In those cases where the adviser is not a voting member of a Harvard Faculty, then the Chair, Director of Undergraduate

Studies, or Head Tutor of the department, or equivalent officer with voting membership in a Harvard Faculty, must review and approve the petition and the grade assigned by the adviser. Independent Study is graded “Pass” or “Fail.” The adviser will submit a copy of the student’s paper and a brief statement about his or her work for inclusion in the student’s folder in the Assistant Dean’s office, ordinarily by the first day of the Examination Period. Independent Study is not counted toward General Education or Core Curriculum requirements and is not normally counted toward concentration or secondary field requirements.

First-year students may not enroll in Independent Study. They may, however, seek special permission from the Freshman Dean’s Office to enroll in one Supervised Reading and Research course within the Faculty of Arts and Sciences (91r- and 910r-level course category) if an appropriate member of the Faculty of Arts and Sciences has indicated a willingness to supervise. (See “[Supervised Reading and Research Courses](#)” within this section)

Course Meeting Times

Traditionally, courses meet for three hours per week. Before 1 pm, hour-long courses are scheduled on the hour, Monday through Friday. One-and-one-half hour courses are scheduled for 8:30-10 am, 10-11:30 am, or 11:30 am-1 pm, but only on Tuesdays and Thursdays. Two-hour seminars may be held on Friday mornings. After 1 pm, courses may begin on either the hour or half hour, Monday through Friday. Courses scheduled at non-compliant meeting times must be approved by the Registrar. Approved courses are required to meet in classrooms scheduled through offices other than the FAS Registrar.

By Faculty vote, no class, committee or departmental meeting, tutorial, conference, examination, or other academic activity may normally be scheduled for the period set aside for regular Faculty meetings (Tuesdays, 4–5:30 pm). Exceptions to this rule may be granted only by the Registrar.

Classes ordinarily begin five minutes after the announced meeting time, e.g., at 9:05 or 11:35. An instructor may refuse to permit students to enter the classroom after the class has begun. Instructors should end the course promptly at the announced meeting time, leaving the blackboards clear and the furniture properly configured. (Note: Course meeting times posted in my.harvard display an end-time of one minute before the class ends, e.g., 9:59 or 10:29. This is necessary to prevent a course scheduling conflict when the student enrolls in the course.) The five minutes allotted for transition is not reserved by either course. Instructors should exercise professional conduct when entering or vacating a classroom.

Holidays and Days Preceding and Following Holidays and Vacations

FAS classes will be held on observed Veteran’s Day (check the [Academic Calendar](#) for the specific date). Otherwise, classes should not be held on holidays or during vacations. By vote of the Faculty of Arts and Sciences, instructors are expected to hold regular classes on the days preceding and following holidays and vacations. Students should not be excused from class on those days or allowed to transfer temporarily from one section to another to accommodate a longer holiday or vacation.

Courses Meeting Away from the University

Ordinarily, courses should be organized to meet only in their regularly-scheduled times, plus the additional times scheduled at the beginning of the term for sections and

laboratories. In some cases, an instructor may wish to include a field trip or project that would take students away from the University on days when classes are normally held and, thereby, interfere with students' ability to attend other courses. In such cases, permission to include activities that will take students away from the University must be obtained before the course may be listed in the my.harvard Course Search. Instructors must consult with the Office of Undergraduate Education about courses below the 200- or 2000-level and with the Dean of the Graduate School about courses at or above the 200- or 2000-level. Ordinarily, instructors should plan no more than one class day away from the University in any given week and never more than five class days during the term, or ten days total including weekends. In all cases, the students' obligations to other courses meeting at their regularly-scheduled times must have priority over course requirements that take students away from the University. Instructors must announce at the beginning of a course any requirements that would take students away from the University so that students may consider these requirements when choosing their courses.

Reading Period

At the end of each term, a period of six or seven days prior to the start of final examinations is designated as Reading Period. Reading Period is intended to be a time for students to reflect, review, and synthesize what they have learned during the semester. In order to protect this educational purpose, the following rules apply during Reading Period:

- With the exception of designated intensive language courses, no regular instruction may take place during Reading Period. Sections and review sessions may take place during Reading Period as may class sessions that must be made up due to weather or other emergencies.
- Courses may not assign new material during Reading Period.
- All seated final examinations, of whatever duration (up to three hours) or scope, must take place on the assigned date that corresponds with a course's Exam and Student Deadline Group as assigned by the Office of the Registrar.
- Final papers, take-home exams, projects, presentations, and other culminating course assignments due after the end of regular classes must be due on or before the day of each course's assigned Examination and Student Deadline Group, but no earlier than the fourth day of Reading Period. Final projects that include individual or group presentations may be scheduled beginning on the fourth day of Reading Period and may extend through the Final Examination and Project Period.*
- Short, regular assignments that address material covered in the last two weeks of classes (such as problem sets or response papers) may be due during the first three days of Reading Period.

Regardless of whether a class meets during Reading Period, that time is an integral part of the term. Students are expected to remain in the immediate vicinity of Cambridge throughout this period.

* Each course will be assigned a final exam/student deadline group in order to spread out student deadlines and to establish grading due dates. While instructors may establish earlier deadlines per faculty legislation, the spirit of this policy is to spread students' final assignment deadlines across the entire exam period to avoid having all assignments due at the same time. If an instructor decides to use an earlier deadline it is very important that students are well informed about this change from the posted deadline.

Examination Period

Courses that culminate in a final examination of any duration (up to three hours) must hold their exams during the designated Final Examination and Project Period and during the Exam/Final Deadline Group assigned by the Registrar's Office. There are two exam sessions each day: morning exams begin at 9:00 a.m. and afternoon exams begin at 2:00 p.m.

Classrooms

Classroom assignments for courses are coordinated between academic departments and scheduling offices.

Instructors should immediately contact their department if the meeting time changes from the published course listing in my.harvard or when a change in location occurs after the initial classroom assignment has been determined.

Course meeting times and locations are published in my.harvard, as well as course websites, the mobile shopping tool, and the University catalog.

To make audio-visual equipment or service requests, instructors should contact Media and Technology Services. (See [Instructional Media Services](#).)

After-hour emergencies and problems with the temperature or ventilation of classrooms should be referred to the University Operations Center (617-495-5560). Classroom maintenance or repair requests should be referred to your department administrator, to Harvard Yard Operations (617-495-8842), or to the appropriate building manager.

Office of the FAS Registrar

Academic Planning: Classrooms Office

Richard A. & Susan F. Smith Campus Center

1350 Massachusetts Ave., Suite 450

Cambridge, MA 02138

classrooms@fas.harvard.edu

617-495-1541

registrar.fas.harvard.edu

The FAS Classrooms Office schedules about one-third of the classrooms in the FAS room inventory. The remaining classrooms are scheduled by the departments, centers, and houses.

Course Classroom Assignments:

Initial classroom assignments by the FAS Classrooms Office are made after considering a number of factors including instructional requirements, enrollment history, accessibility, special circumstances, and room availability at the time of assignment. Faculty members requesting classroom space scheduled by the FAS Classrooms Office should communicate their classroom needs for their courses and course-related events to department administrators, who compile and submit room requests to the FAS Classrooms Office in July (for the fall term) and October (for the spring term). Department administrators or course coordinators should enter classroom preferences in the desktop client of EMS. Trainings will be held prior to due date for all new employees or those who need a refresher course. The Classrooms Office will evaluate preferences and supply tentative assignments to each department. Once the department has reviewed the assignments, classroom assignments will be sent to instructors and faculty members.

Assigned classrooms for courses and section meetings are reserved from the first day of the term through the last day of the term. Courses and section meetings will NOT be scheduled through the Reading Period, unless requested by teaching staff via [FAS RoomBook](#). During the Examination Period, all classrooms are reserved for Final Exams. Classrooms are not reserved during University holidays and recesses.

Classroom Reassignment: Due to the fluctuation of enrollment during the shopping period, the FAS Classrooms Office typically does not reassign classrooms until after the Study Card deadline, when initial enrollment figures are more accurate. However, if, after the first day of classes, there seems to be an urgent need to change room assignments, contact the FAS Classrooms Office immediately (617-495-1541). As a reminder, room assignments are subject to change due to enrollment numbers or other pedagogical needs.

Discussion Sections: Instructors should direct their Head Teaching Fellows to the [FAS Registrar's website](#) to access "Guidelines for Requesting Section Space". Classrooms for discussion sections are reserved on a first come, first served basis.

Reading Period: If instructors would like to hold class during the Reading Period, they must reserve a classroom via [FAS RoomBook](#) as their course will not be scheduled through the Reading Period.

Examination Period: During the Final Examination Period, all classrooms are reserved for the FAS Exams Office. After the final examination schedule is set, limited classroom space may become available for review sessions.

Visitor's Guide to Larger Lectures: Each term, the FAS Office of the Registrar produces the [Visitor's Guide to Larger Lectures](#). This guide is available to visiting prospective students and their parents through the [Office of Admissions and Financial Aid website](#). Any instructor who does not wish to have his or her course listed in the guide should contact the [FAS Classrooms Office](#) no later than the Study Card deadline.

Non-Course Event: Due to the fluctuation of enrollment during the shopping period, and the several relocations of courses that occur as a result, the FAS Classrooms Office does not book rooms within its purview for non-course events until the course meeting locations have been finalized, usually within two weeks of the Study Card deadline.

[FAS Registrar's Office Website](#)

The following documents and links are posted to the website:

Courses

- [First Meetings Report FAS](#)

FAS Classroom Inventory

- [Media and Technology Services' Room Information Database](#)

Discussion Sections

- [Guidelines for Requesting Discussion Section Space](#)

Course Materials/Syllabi

Faculty should post a complete course syllabus to the course website before the start of the semester so that students can make efficient use of the course selection period during the first days of the term with minimal disruption to classes. To provide online access to your syllabus, call the HUIT help line at 617-495-9000 and specify that you are interested in instructional support.

The syllabus should include a listing of course readings and materials. To control the escalating cost of reproducing coursepacks and sourcebooks, instructors are encouraged to determine whether the course readings they assign are available electronically from the Harvard libraries, and if they are, to link to them from course websites. For information on how to include links from your syllabus/course web page directly to readings available in electronic format, contact your department's Library Liaison or refer to E-Resources on the [Harvard Libraries website](#). The [Programs and Services for Instructors](#) page contains additional useful information for instructors.

In addition to a description of the course and its pedagogical goals, the syllabus should include contact information and office hours for teaching staff, a reading list, dates of hour/midterm exams, due dates for papers or other assignments, plans and expectations for Reading Period, course policy with respect to late work and makeup hour exams, and the basis on which the course grade will be awarded. It should also include a clear statement about plagiarism and collaboration. (See [Papers and Other Written Assignments](#) for a description of the policy and for template text for this portion of the syllabus.)

In selecting the dates for midterm examinations, as well as for papers and other assignments, instructors should be aware of the constraints of the academic calendar and should consult the information on religious holidays at www.interfaithcalendar.org. Instructors noting the possible dates of the course's final examination on the syllabus should also note on the syllabus that these dates are tentative until the final examination schedule is approved. **Instructors are reminded of the policy that a three-hour final exam will not be scheduled for the course unless the Office of the Registrar is appropriately notified.** For further information about final examinations, policy concerning alternative means of end-of-term assessment, and the process by which faculty should notify the Registrar if a three-hour exam is intended, see [Final Examinations](#).

In courses designed for undergraduates it is helpful and beneficial for students to receive an evaluation on at least one course assignment before the seventh Monday of the term, the last day on which undergraduates may withdraw from a course. In addition, it is important to note any limitations on the credit earned by passing the course -- e.g., a full-year 8-credit course may not be divisible at midyear for 4 credits -- should be made clear as part of the presentation of the course.

No substantial changes in the work load or calendar of a course should be made after the Study Card deadline each term.

Course Lists

As students enroll in courses, instructors will be able to view their course lists via their web-based portal pages at my.harvard.edu. After entering your [HarvardKey](#) on the authentication page, your portal page will appear. Note that enrollment data are protected under the Family Educational Rights and Privacy Act (FERPA) of 1974 and are therefore not for distribution.

The online course lists are continually updated. Only when a student's name appears on the course list is a student officially enrolled in a course. Instructors should report to the Office of the Registrar any student (other than auditors) who attends class, but whose name does not appear on the course list. Instructors should also report any student (except those with the status of "withdrawn") who has stopped attending class, but whose name appears on the course list. These reports should be directed to the Office of the Registrar at 617-495-1519 or email enrollment@fas.harvard.edu.

Course Fees

No course may charge undergraduates special fees for course participation or required activities. Departmental budgets are expected to cover the cost of films, laboratory equipment and other materials. The aim of this policy is to ensure that all courses are equally accessible to students regardless of their financial means.

Student Enrollment

Drop, Add, Withdraw

Students are allowed five weekdays at the beginning of the term to attend courses in which they are considering enrolling. Students officially enroll through [my.Harvard](#).

No undergraduate may drop or add a course or change grading status in a course after the fifth Monday of the term. Undergraduates have until the seventh Monday of the term to withdraw from a course. Exceptions to these rules may be granted only by the Administrative Board. Any course that a student drops by the deadline is removed from the student's transcript. If a student withdraws from a course, that course remains on the transcript with the notation "WD." Deadlines for graduate students are indicated in the [Academic Calendar](#).

Instructor's Permission and Petitions

Students wishing to enroll in courses that require the permission of the instructor will not be able to do so until the instructor admits them into the course via the permissions tool of my.harvard. The instructor's permission must be obtained for all undergraduate enrollments in graduate-level courses and for those that require the permission of the instructor.

Undergraduates adding a course after the Course Registration deadline or changing grading status to Pass/Fail must request permission via my.harvard. Permission is not required for dropping or withdrawing from a course. For graduate students, the instructor's permission is required for adding or withdrawing from a course and is not required for dropping a course.

Instructors may not delegate their responsibility for approving course enrollments, change-of-course petitions, or submitting grades. Instructors are therefore asked to be available to students to discuss their course enrollment status and, when necessary, to grant permissions.

Limiting Enrollment in Courses at the 100- or 1000-Level and Below

As a general principle, students should be able to study the topics they want and for which they have the appropriate background, with the exception that concentration tutorials, including junior seminar programs, are ordinarily limited to concentrators. Nevertheless,

there may be courses in which enrollment must be limited because of resource constraints or special instructional needs. The decision to limit enrollment for either or both of these reasons, as well as decisions about appropriate prerequisites, should be made by the instructional unit's curriculum committee. The committee should be mindful of the general principle stated above, perhaps creating other venues where interested students can study the material in question.

When enrollment in a non-tutorial course is to be limited, the reason for the limitation should be reported to the Office of Undergraduate Education and the enrollment ceiling should be noted in the course catalog. The criteria for selecting among appropriately-qualified students for space in limited enrollment courses should be based on the curricular needs and interests of the students and on whether a student will have other opportunities to take the course. Selection on the basis of other criteria is inappropriate.

Enrollment of Non-FAS Students

Cross Registration

Students cross-registering from other Faculties or other institutions are allowed to enroll in FAS courses if they have obtained the instructor's permission via the online cross-registration system. Instructors will be e-mailed with instructions when there are cross-registration requests awaiting your attention. Students registering from other Faculties or other institutions are subject to all of the FAS regulations and deadlines, including the examination schedule, and are graded according to the FAS system. The Pass/Fail option is not available to cross-registered students. The graduate student option to enroll in certain language courses on a SAT/UNS basis is also not available to cross-registered students.

Employees (Tuition Assistance Plan)

Employees of Harvard University may enroll in FAS courses through the Tuition Assistance Plan (TAP) administered by the Office of Human Resources. Employees are subject to all of the FAS regulations and deadlines, including the examination schedule, and are graded according to the FAS system. Employees are permitted to add or change a course once TAP and enrollment forms have been filed with the Office of the Registrar (Smith Center, 1350 Mass Ave) by the appropriate deadlines. The Pass/Fail option is not available to TAP students.

Auditing

Auditors are allowed in courses offered by the Faculty of Arts and Sciences only with an instructor's permission. The following may be admitted as auditors: students enrolled in any Faculty of the University, individuals holding teaching appointments in the FAS, and their spouses. No official record is maintained for auditors.

Simultaneous Enrollment/Courses with Overlapping Meeting Times

A student may not enroll in courses that meet at the same time or overlapping times. It is the student's responsibility to ensure that there is no overlap in the meeting times of his or her courses. Exceptions to this rule may be granted only by the Administrative Board and will be considered only if the instructors in both overlapping courses agree and only in one or more of the following circumstances:

When the head of the course where class time is being missed and the person(s) providing the instruction during the regular class meeting agree to provide hour-for-hour

direct and personal compensatory instruction. Availability during regular office hours or time with a different person does not satisfy the requirement for direct and personal contact.

When instruction in one of the courses is available on videotape, provided that (1) the course head agrees that the videotapes may be used for this purpose; (2) the lectures that are videotaped ordinarily do not provide opportunities for classroom discussion; (3) the videotapes will be available in a timely fashion so that they can be viewed before the next class period; (4) the student will miss attending part or all of no more than 1/3 of the instructional periods in the course (not including sections or labs) [N.B. if a student will miss any part of a day's lecture, it is as though he or she will miss all of it]; and (5) the instructor in the course in which the lectures are videotaped agrees to offer any hour examinations or other in-class exercises at a time that will not preclude the student from attending the second course. In those courses that do not use the blackboard or other visual aids, course-provided audiotapes may be substituted for videotapes.

When a senior can meet degree requirements **only** by taking the two particular courses in question and will have no other opportunity to enroll in the courses before graduation. In such circumstances, the Administrative Board may approve reasonable accommodations in consultation with the instructors of the courses involved.

Undergraduates in Courses Designated "Primarily for Graduates"

Undergraduates may not enroll in courses numbered in the 300s or 3000s (Graduate Courses of Reading and Research). The only exceptions to the latter rule are fourth-year Advanced Standing students who are candidates for the master's degree and who may enroll in such upper-level courses with the instructor's permission. Incomplete (INC) cannot under any circumstances be given to undergraduates.

Pass/Fail Grading Status (Undergraduates Only)

In 1967 the Faculty extended the use of Pass/Fail in order to permit students to enrich their educational experience by enrolling in courses they might otherwise avoid because of material that was too advanced or too unfamiliar. Consequently, with an instructor's permission any undergraduate may enroll in a course on a Pass/Fail rather than a letter-graded basis. After the fifth Monday of the term students are not allowed to add Pass/Fail courses or to change their grading status in courses from or to Pass/Fail. Students enrolled in courses on a Pass/Fail basis are so identified on the course lists and grade sheets.

Instructors may not request that students enroll in a course on a Pass/Fail basis. The Pass/Fail option is not available to graduate, cross-registered, or TAP students.

Student Attendance

All students are expected to attend classes regularly. Absence from academic exercises for whatever reason, including representing the College in extracurricular and athletic activities, does not relieve a student from responsibility for any part of the work required by the course during the period of absence. Students who, by their classroom absence, neglect work in a course may be excluded from the course. (See [Exclusion](#).)

Students should not leave the Cambridge vicinity during Reading Periods or Examination Periods or for an extended time during the term without the permission of their Allston Burr Assistant Dean or Resident Dean of Freshmen.

Storm and Emergency Conditions

The Faculty of Arts and Sciences rarely cancels classes due to weather. However, faculty and section leaders who commute should not be expected to put themselves in danger during serious storms, and may choose to cancel their individual classes. Because the Faculty rarely cancels classes, it is important that course staff inform students at the start of the term of the procedures for learning of class meetings that will be canceled. Similarly, it is important that the course staff provide students with instructions on how to inform instructional staff of planned absences. Instructors might find the following information helpful in establishing storm and emergency procedures for their courses:

- For the most part, undergraduate students are in residence and are expected to attend classes. Undergraduate students who decide that they cannot make it to class should be able to find in their course materials instructions on how to inform the course's instructional staff of absences from class. For example, some courses request that the student inform the instructor or the teaching fellow of the planned absence by email or by telephone.
- Similarly, students should be able to find instructions in the course materials that indicate how the instructional staff would inform students of the cancellation of a class or section meeting. For example, courses might inform students of the cancellation via an announcement posted at the course's home page on the web, via an email to the class attendees, or by leaving a message on the voice mail system of a centralized departmental telephone.
- FAS offices and academic departments will be open depending on staff availability and whether there are critical functions in progress. Call the central number for that office before going there.
- Final examinations and makeup examinations are rarely cancelled by the College and students should report to their exam rooms on time.
- On the very rare occasion when FAS decides to cancel classes, an announcement of the cancellation will be posted at the following urls: www.college.harvard.edu, my.harvard.edu, and www.uos.harvard.edu/opscenter/emergency_management.shtml.

Restricting Attendance

With the exception of classes held prior to Course Registration deadline, when any registered student may attend a class, ordinarily only students enrolled in a course and auditors who have been given specific permission by the instructor may attend course meetings. From time to time, instructors may permit other guests, such as colleagues, parents, alumnae/i, or prospective students, to attend individual class meetings; however, instructors are always free to restrict attendance at a class meeting or meetings to regularly enrolled students and authorized auditors. Each term the Registrar's Office publishes the *Visitor's Guide to Larger Lectures*. Copies of this guide are made available to visiting prospective students and their parents through the Office of Admissions and Financial Aid. Any instructor who does not wish to have his or her course listed in the guide should contact the Classrooms Office classrooms@fas.harvard.edu (617-495-1541) no later than the Course Registration deadline.

Senior Theses and General Examinations

Date for Submission of Senior Theses and General Examinations

The dates for submission of undergraduate senior theses and for concentration general examinations are set by the individual concentrations but must be early enough to enable the concentration to make its degree recommendations available to the Office of the Registrar during the first week of the Examination Period.

The dates for required language and general examinations for graduate students are set by the departments.

Students should be informed of these dates well in advance of the examination.

Hour and Midterm Examinations

The administration of hour and midterm examinations is the responsibility of the instructor; these exams should normally be scheduled during regular class meeting times. In cases where hour and midterm examinations must be given outside regular class meeting times the course head must offer a makeup examination for documented academic conflicts. The Office of the Registrar has no role in the administration of hour or midterm examinations. Instructional staff is responsible for administering Accessible Education Office-approved accommodations, in consultation with AEO staff.

Instructors are required by law to offer makeup examinations to students who are absent from hour and midterm examinations for the observance of a religious holiday. Instructors are not required to offer makeup examinations to students who are absent from hour and midterm examinations for other reasons.

In cases other than absence for a religious holiday, if an instructor is satisfied that the absence is necessary and that omitting a grade for the missed hour or midterm examination will not affect the student's course grade, final evaluation of the student's work in the course may be determined from the remainder of the course work. The instructor may also elect to give a makeup examination. The responsibility for such decisions rests with the instructor only and not with the Dean's Office or the Administrative Board. Instructors may also decide whether to require the attendance of graduate students at hour and midterm examinations.

Although instructors are obligated to offer makeup examinations only in the case of absence for the observance of a religious holiday, students who have obtained proper Harvard University Health Services (HUHS) documentation of illness may not be penalized for their absence from hour and midterm examinations. The appropriate form must be signed by a HUHS medical professional and given to the student's Resident/Allston Burr Assistant Dean who will write the student a letter acknowledging receipt of the HUHS form. This letter may be presented to the instructor as certification of the student's illness.

Examination Booklets

Examination booklets for hour or midterm examinations may be obtained from the Science Center Mail Room (617-495-5347), Monday through Friday from 10:00am to 4:00pm. A Harvard officer or faculty identification card must be shown to receive them.

Athletic Events

The Department of Athletics is aware that midterm examinations are frequently given in the seventh or eighth weeks of the term, and thereby schedules few athletic contests away from Cambridge during that time. Sometimes the academic calendars of other institutions require contests to be scheduled in these periods. However, absence from

academic exercises in order to represent the College in athletic activities does not relieve the student from responsibility for any part of the work required in the course during the period of the absence.

Absences for Religious Holidays

A student who is absent from an hour or midterm examination as a consequence of his or her religious belief “shall be provided with an opportunity to make up such examination...” (Massachusetts General Laws, Chapter 151C, Sec. 2B). It is therefore recommended that prior to setting the dates for such exercises or examinations course heads request dates of absence due to religious holiday observance from students in their classes. It is the responsibility of the students concerned to provide that information promptly when so requested. If conflicts are unavoidable, students who are absent from hour or midterm examinations for religious reasons shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that such an opportunity would constitute an “unreasonable burden” on the faculty. Information on religious holidays can be found at www.interfaithcalendar.org.

Written Assignments

Papers and Other Written Assignments

One or more papers or other written assignments (e.g., problem sets, laboratory reports) are often included as part of the work required of students in their courses. Most students learn more effectively from a series of graduated writing assignments than from a single term paper, particularly in courses designed to introduce students to a new field or a particular mode of inquiry. The feedback that students receive on work completed early in the term helps to clarify what is expected in written assignments, and later assignments provide students the opportunity to demonstrate what they have learned from the earlier comments.

The nature and number of written assignments and their due dates should be included on the course syllabus. **All regular written assignments must be due by the last day of classes**, though instructors may grant individual undergraduates an extension of time for medical reasons and other special circumstances up to the end of the Examination Period, but no later, and may grant graduate students an extension of time until the end of the next regular term. (See [Late Work and Extension of Time for Course Work](#).) Incomplete (INC) cannot under any circumstances be given to undergraduates. This policy does not include written final assessments (take-home exam, final paper, etc.). For information on final assessment deadlines, please see [New Legislation](#) section of *Information For Faculty*.

Plagiarism

Any material submitted to meet course requirements — homework assignments, papers, projects, examinations — is expected to be a student’s own work. Students are directed to *Harvard Guide to Using Sources* at the beginning of their first term, and in the required first-year writing course, Expository Writing 20; undergraduates are urged to take great care in distinguishing their own ideas and thoughts from information and analysis derived from printed and electronic sources. Although instructors are encouraged to take every opportunity to reinforce and develop these lessons, the final responsibility for knowing proper forms of citation rests with students.

In cases of suspected plagiarism by an undergraduate student, please contact the [Associate Dean](#) of Academic Integrity and Student Conduct. (See [The Administrative Boards](#)) In cases of suspected plagiarism by a graduate student, please contact the GSAS Dean for Student Affairs.

Collaboration

It is essential that instructors set out carefully in writing and at the outset of a course or course assignment the extent of permissible student collaboration in the preparation of papers, computer programs, or examinations. Students must assume that collaboration in the completion of assignments is permitted unless explicitly prohibited by the instructor. Students should be reminded that they are expected to acknowledge any collaboration and its extent in all submitted work.

Sample text for syllabus, if collaboration is not allowed:

Students should be aware that in this course collaboration of any sort on any work submitted for formal evaluation is not permitted.

If collaboration is to be allowed, the instructor may wish to define what is acceptable and what is not. Here is a possible approach:

You are encouraged to consult with one another on the choice of paper topics, and you may also share library resources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as someone else, but you should ensure that the written paper you submit for evaluation is the result of your own research and reflects your own approach to the topic.

Submission of the Same Work to More than One Course

Papers and other work should normally be submitted to only one course. Any student who wishes to submit to another course or for another academic purpose the same or similar work used in a previous course must obtain the prior written permission of the instructor. If a student wishes to submit the same or similar work to more than one course during the same term, the prior written permission of all of the instructors involved must be obtained. A student who submits the same or similar work to more than one course without such prior permission will ordinarily be required to withdraw from the College or from GSAS.

Late Work and Extensions

Late Work and Extension of Time for Course Work

Undergraduates

Instructors have the authority to grant undergraduates an extension of time for medical reasons and other special circumstances up to the end of the Examination Period. Ordinarily, students requesting an extension of time to complete course work must have received the consent of the instructor before the final examination or before the final meeting of a course in which there is no final examination.

In deciding the length of an extension granted for medical reasons, the head of the course should apply the principle used by the Administrative Board when it votes extensions beyond the Examination Period: Extensions are granted for a period commensurate with the time missed during an illness, without penalty. Questions about an appropriate

extension for an individual undergraduate may be addressed to the student's Allston Burr Assistant Dean or Resident Dean of Freshmen.

If a student submits work after a grade has been filed with the Registrar but before the end of the Examination Period, and if acceptance of that late work results in a grade change, the instructor should submit a grade change at my.harvard.edu. (See [Changes in Grades](#).)

An extension of time to complete course work beyond the end of the Examination Period can be granted to an undergraduate only by vote of the Administrative Board of Harvard College and only in exceptional circumstances. Instructors may not accept work from an undergraduate after the end of the Examination Period without the explicit authorization of the Administrative Board

Undergraduates cannot receive a grade of incomplete (INC).

Graduate Students

Instructors may grant graduate students an extension of time until the end of the next regular term. However, such extensions of time for completion of course work must be granted before the assignment of the course grade.

Midterm Grades for Undergraduates

Instructors teaching an undergraduate course are asked to report students making unsatisfactory progress to the Allston Burr Assistant Dean/Resident Dean of Freshmen. This process can also be used to communicate special concerns about a student to the Assistant/Resident Dean even if satisfactory progress is being made. Instructors may submit progress reports from approximately the third week of the semester until final grading opens.

These progress reports go to the Allston Burr Assistant Deans/Resident Deans of Freshmen and are used only for advising and counseling purposes. They are extremely important for identifying students who may be facing any of a wide range of difficulties. Instructors are also asked to cooperate with the Resident Deans of Freshmen and the Allston Burr Resident Deans regarding inquiries that they may make about the status of individual students. However, please note that instructors should also be in direct contact with any student making unsatisfactory progress.

March grades in full year courses extending from September to May should reflect the student's current standing for the spring term. At the same time, instructors should report students whose cumulative grade for the entire year is unsatisfactory.

Instructional Support Staff

Hiring, Training, and Supervision of Instructional Support Staff

The teaching done by supervised instructional support staff is an important part of the undergraduate educational experience, as well as a critical aspect of the training of graduate students. Departments and individual instructors have developed successful strategies that encourage and ensure a high standard of instruction by teaching fellows, teaching assistants, and course assistants. These local strategies have been reinforced by guidelines developed by the Committee on Undergraduate Education and the Committee on Graduate Education and endorsed by the Faculty Council.

Categories of Instructional Support Staff

Teaching fellows are candidates for advanced degrees and are registered as students at Harvard, ordinarily in the Graduate School of Arts and Sciences (GSAS). They serve as section leaders, tutors, and laboratory leaders, but always under the supervision of instructors who hold Faculty-level teaching appointments in the Faculty of Arts and Sciences (FAS) or another Harvard Faculty. (See [Responsibility for Evaluation](#) for the appropriate role of teaching fellows in the grading of students.)

Teaching assistants engage in the same kinds of supervised instruction as teaching fellows but are not enrolled as candidates for an advanced degree in any department of the University. Ordinarily, teaching assistants will have received the AB before the appointment begins.

Undergraduate course assistants are currently registered Harvard undergraduates who, under the supervision of instructors who hold Faculty-level teaching appointments in the FAS or another Harvard Faculty, assume limited instructional responsibilities. Course assistants ordinarily assist only in mathematics, science, and computer science courses. (See [Responsibility for Evaluation](#) for the appropriate role of course assistants in the grading of students.)

In accordance with the Faculty's own policy, course heads should appoint qualified GSAS students for teaching positions before hiring non-GSAS candidates.

Teaching Fellow Appointment Guidelines

The Committee on Graduate Education and the Faculty Council have adopted the following general guidelines for the Teaching Fellow appointment process in the humanities and social sciences:

- 1. Early Allocations of Sections:** Each spring, on the basis of prior enrollment histories, the Office of Undergraduate Education (OUE) in Harvard College will pre-allocate course sections for eligible departmental courses for both terms of the coming academic year. Departments should then provide information on available teaching positions to eligible graduate students as early as possible. Please note that pre-allocated sections are not guaranteed (see below for more information on the possible reassignment of teaching fellows).
- 2. Application Period:** Departments should accept applications for teaching fellow positions for several weeks to ensure the broadest possible applicant pool before a decision is made. To avoid financial inequities, final decisions should involve consultation between the course head and the Chair or Director of Graduate Studies, or other designated member of the Department or program.
- 3. Hiring Criteria and Timetable:** The criteria for appointing teaching fellows should include an evaluation of each candidate's preparation, English language proficiency, student graduate year, teaching experience, teaching guarantee (see note below), and satisfactory academic standing. Note in this regard that GSAS: 1) requires all incoming PhD students who are non-native speakers of English and who have received their undergraduate degrees from non-English speaking institutions to pass English proficiency tests before they can be appointed as teaching fellows, and; 2) prohibits graduate students who receive Dissertation Completion Fellowships from teaching as well as taking on concurrent employment. Further details on English language requirements and dissertation completion fellowships for teaching fellows may be found in the "[Teaching](#)" page of the GSAS website.

The following paragraphs detail the appointment process:

Each spring, the OUE will request that departments submit their enrollment estimates and course section requests for the coming academic year via an on-line section allocation tool. The OUE will make its pre-allocations directly in the tool. After the study card deadline, the section allocation tool will automatically display actual enrollment numbers, which the OUE will use to make adjustments to section allocations. For questions or further details about this process, contact the Office of Undergraduate Education (instruct@fas.harvard.edu).

Departments should make teaching fellow appointments by the end of the spring term for the coming academic year. Preference for teaching fellow appointments should be given to students to whom a guarantee of teaching was offered at admission (see note below); teaching preference is also usually given to students prior to the fifth year of residency.

After those students who are expected to teach as part of their funding packages have been accommodated, departments and course heads are expected to consider and prioritize all other qualified applicants from within GSAS; *special attention should be paid to qualified applicants in their third or fourth year of residency from related departments and disciplines.*

Written notification should be provided to each successful applicant making explicit the teaching assignment and the terms of the teaching appointment, as well as expectations for training and orientation. Applicants who are not appointed as teaching fellows should be informed in writing at the same time so that they can make alternative arrangements for financial support before the academic year begins. If a student who has been offered an appointment receives funding from another source or for other reasons declines the opportunity, that appointment may be offered to another GSAS student after direct consultation with GSAS, and in accordance with the priorities described above.

An important note on teaching "guarantees": As an integral part of their graduate funding packages, PhD students in the Humanities and Social Sciences during each of their third and fourth years of residency are ordinarily guaranteed two sections of teaching per term; meeting this guarantee should be seen as a cooperative endeavor between the student and the department.

Departments should reassign teaching fellows from a course that is under-enrolled to one that is over-subscribed, within certain limits. Reassignments should be made on the basis of the graduate student's prior indication of courses or areas in which he or she is prepared to teach. Departments should offer reassignments in ways that will minimize the number of teaching fellows with multiple preparations. If no reassignment is possible, the financial commitment will be honored, even if no instructional support is needed in the course. In this case, the teaching fellow should perform meaningful work for the department or committee, preferably in support of undergraduate instruction. Such reassignment must be approved by the Office of Undergraduate Education (instruct@fas.harvard.edu).

Finally, be aware that immigration regulations limit the employment of international students to twenty hours per week while school is in session. This limitation also applies to teaching fellowships and research assistantships. Therefore, international students' teaching cannot exceed .57 FTE time during each term.

For additional information about teaching fellow appointments, please refer to the "[Teaching](#)" page of the GSAS website.

Training and Supervision of Instructional Support Staff

A number of principles have been formulated to assist departments in the training and supervision of instructional support staff.

Departments should develop regular procedures for screening and training instructional support staff as well as routine methods of supervising and monitoring their performance. Not only do such practices help to maintain good standards, but they also encourage graduate students, in particular, to improve their teaching skills. Student teaching should be a rewarding opportunity rather than an automatic step in graduate education.

The Faculty Council has adopted the following guidelines for the training and preparation of first-time instructional support staff:

1. All departments and instructional programs must develop plans for preparing and orienting first-time instructional support staff in the pedagogical skills that will allow them to fulfill their teaching obligations. Orientation in issues of appropriate professional conduct should also be provided. (See [Professional Conduct](#).) These plans should be approved by the Office of Undergraduate Education. These plans should provide for practice teaching or other orientation to teaching methods at or before the start of the teaching appointment for those without prior teaching experience, and should also provide for the observation and appraisal of teaching performance. The Derek Bok Center for Teaching and Learning has developed a wide range of instructional support and development programs for Harvard College's classroom instructors. Departments are encouraged to have their new and experienced teaching fellows and instructional support staff utilize these resources. Detailed information about the Bok Center's resources and programs can be found at <http://bokcenter.harvard.edu/resources>.
2. Individual course heads remain responsible for the orientation, preparation, oversight, and evaluation of assistants in the execution of their specific course responsibilities.

Instructional support staff should be provided with structured teaching assignments, with the recognition that section teaching is more effective the more the instructor is involved. Regular, perhaps weekly, meetings to review course material, visits by the instructor to sections, and the teaching of a section by the instructor can be helpful to instructional support staff. In certain departments, some or all of these forms of involvement are routinely expected. Departments may adjust the teaching credit given to Faculty members, if need be, to encourage their involvement in section teaching. The Office of Undergraduate Education's "[instructional lunch fund](#)" is available to support weekly luncheon meetings with instructional support staff. The Derek Bok Center for Teaching and Learning encourages instructors and instructional support staff to seek help in improving their teaching quality.

By vote of the Faculty on October 17, 1995, **teaching fellows and other instructional support staff are expected to attend lectures of the courses in which they hold teaching appointments**, unless in the judgment of the course head the nature of their work for the course does not depend upon their attendance at the lectures.

Departments should devise a record-keeping system on instructional support staff based on instructors' reports on and observations of their performance. Such departmental monitoring can be used to reward outstanding teaching and to provide a solid basis upon which to recommend graduate students for future teaching jobs. At the same time, regular evaluation ensures that a poor teaching performance does not go unnoticed.

Student Compensation and Credit for Course Work

A student may not receive course credit for the same work for which he or she is financially compensated.

Graduate teaching fellows should not receive Reading and Research (300-level) or other course credit for the time they devote to teaching, but may have their teaching efforts recognized - and recorded - by signing up for TIME-T on their study cards. TIME is the term used by the Graduate School of Arts and Sciences to designate independent study (TIME-C), research (TIME-R), or teaching (TIME-T). Graduate students "receive credit" for such pursuits in the sense that TIME activities appear on their GSAS transcripts; these entries, however, are not graded.

An undergraduate course assistant may not receive academic credit in any form, including Independent Study and Supervised Reading and Research course credit, for courses with which he or she is assisting. (Research for which a student receives a grant may inform their academic work. Research performed for other financial compensation may inform academic work in subsequent semesters only, and only with the express permission of the employer, including a laboratory head.)

Special Considerations Concerning the Appointment of Undergraduate Course Assistants

Because special considerations enter into the appointment of undergraduates as course assistants, instructors should observe the following guidelines when hiring and supervising course assistants:

- Departments and committees that employ undergraduate course assistants should consult with the candidate's Allston Burr Assistant Dean to confirm that the candidate has attained sophomore standing and has earned a cumulative GPA of 3.33 or higher. Departments may also wish to consult with the candidate's Allston Burr Assistant Dean and academic adviser about the candidate's ability to successfully balance the duties of the course assistant position with his or her other commitments.
- Under faculty supervision, undergraduate course assistants may lead sections or problem-solving sessions and assume other limited instructional duties. Over the term, they may work an average of 10-12 hours per week. However, undergraduate course assistants may not take on administrative responsibilities for a course, such as those typically held by a head teaching fellow.
- Under faculty supervision, undergraduate course assistants may evaluate other students' assignments when the grading involves objective assessment, such as checking answers on a problem set. However, undergraduate course assistants may not grade other students' work when that work requires subjective assessment, such as evaluating essays, written portions of examinations, or final projects.

Also, as undergraduates may fail to recognize the implications of serving in an instructional role, instructors should take special responsibility for initiating discussions about professional conduct, including the impropriety of amorous relationships with students and the importance of both equity and confidentiality.

Q Course Evaluation

The Faculty of Arts and Sciences oversees a process of course evaluation of undergraduate and graduate courses each term. This evaluation process serves several

purposes. It provides feedback from students to the head of a course about course structure, the quality of the instruction, and the nature of assignments. It also provides important feedback for instructional support staff, many of whom are in their early years of teaching and benefit from the comments of students. Participation in the course evaluation process is required of all faculty in courses with 5 or more students. The course evaluation process itself takes place online.

Students who, for whatever reason, submit work either not their own or without clear attribution to its sources will be subject to disciplinary action, up to and including requirement to withdraw from the College. Students who have been found responsible for any violation of these standards will not be permitted to submit a Q evaluation of the course in which the infraction occurred.

Summary statistics and comments submitted by students are accessed electronically by the course heads, instructors, teaching fellows, teaching assistants, and course assistants of evaluated courses after final grades for the term have been submitted (Q.fas.harvard.edu). Course evaluation results are also made available to the chair of the department or committee offering the course. **Both faculty and instructional support staff, particularly teaching fellows, should keep this information as it will be useful later as an input for promotion decisions and as part of consideration for other teaching positions. These evaluations will be part of the graduate student's electronic teaching record and will be the basis for the Bok teaching awards.** Finally, aggregate numerical data and limited text results are also made available to students, providing them with additional information for use in their course selection process. Students can access the course evaluation results through the online course selection tool at my.harvard.edu.

The Office of Undergraduate Education reviews the forms for any member of the instructional support staff whose average "overall" rating raises concerns about the quality of instruction. In these very few cases, the Dean of Undergraduate Education may send a letter to that instructor, copied to the course head(s), urging him or her to seek appropriate advice on how to improve his or her teaching. If members of the instructional support staff receive such cautionary letters a second time, they may be prohibited from further teaching in the Faculty of Arts and Sciences.

Examinations

Final Examinations

It is the responsibility of faculty members to determine the best means of assessing the work of students in their courses. One option available to them is the seated three-hour written final examination scheduled during Examination Period by the staff of the Office of the Registrar and proctored by instructional staff of the course, at locations and times specified by the Registrar. Such examinations are subject to the following rules:

To earn credit for a course or to count the course toward fulfillment of the requirements for a degree, the student must have attended the final examination or an approved makeup. A student's unexcused absence from a final examination will ordinarily result in a failing grade for the course (ABS). The course head is not empowered to excuse student absences from final or makeup examinations scheduled by the Registrar. Furthermore, the course head may not give a final examination at a special time to accommodate the needs of an individual student or authorize the substitution of another exercise for an examination. Undergraduate students who request special accommodations should be directed to their Resident/Allston Burr Assistant Deans, who in turn will facilitate

submission of the request to the Administrative Board for consideration. Graduate students should be directed to the FAS Registrar.

Students are entitled to complete course requirements and to take the final examination. They must not be discouraged from doing so, even when previous course work has earned a cumulative failing grade. Only a student whose serious and persistent neglect of academic work has led to formal exclusion from the course is ineligible to take the final or makeup examination. (See [Exclusion](#))

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New Legislation on Reading and Examination Periods

New Legislation on Reading and Exams Period (effective July 1, 2014)

Reading Period

At the end of each term, a period of six or seven days prior to the start of final examinations is designated as Reading Period. Reading Period is intended to be a time for students to reflect, review, and synthesize what they have learned during the semester. In order to protect this educational purpose, the following rules apply during Reading Period:

- With the exception of designated intensive language courses, no regular instruction may take place during Reading Period. Sections and review sessions may take place during Reading Period as may class sessions that must be made up due to weather or other emergencies.
- Courses may not assign new material during Reading Period.
- All seated final examinations, of whatever duration (up to three hours) or scope, must take place during the Exam and Course Deadline Groups as assigned by the Office of the Registrar. (See also, section on Final Examination and Project Period, below.)
- Final papers, take-home exams, projects, presentations, and other culminating course assignments due after the end of regular classes must be due on or before the day of each course's assigned Exam and Course Deadline Group, but no earlier than the fourth day of Reading Period. Final projects that include individual or group presentations may be scheduled beginning on the fourth day of Reading Period and may extend through the Final Examination and Project Period.*

- Short, regular assignments that address material covered in the last two weeks of classes (such as problem sets or response papers) may be due during the first three days of Reading Period.

Regardless of whether a class meets during Reading Period, that time is an integral part of the term. Students are expected to remain in the immediate vicinity of Cambridge throughout this period.

** Each course will be assigned an **Exam and Course Deadline Group** in order to spread out student deadlines and to establish grading due dates. While instructors may establish earlier deadlines per faculty legislation, the spirit of this recent change is to spread students' final assignment deadlines across the entire exam period to avoid having all assignments due at the same time. If an instructor decides to use an earlier deadline it is very important that students are well informed about this change from the posted deadline.*

Final Examination and Project Period

Courses that culminate in a final examination of any duration (up to three hours) must hold their exams during the designated Final Examination and Project Period and during the **Exam and Course Deadline Group** assigned by the Registrar's Office. There are two exam sessions each day: morning exams begin at 9:00 a.m., and afternoon exams begin at 2:00 p.m.

Examination Categories

At the beginning of each term, course heads will be asked to complete the online Final Assessment Information Form for each course they teach. Final assessment options include the following examination categories:

- **Three-hour Examination For All Students**
All students enrolled in this course are expected to write a three-hour examination scheduled by the Office of the Registrar during the Examination Period and proctored by instructional staff of the course.
- **Three-hour Examination for Undergraduate Students**
All undergraduates will write a three-hour examination and all graduate students will be given alternative assessment (a paper, project, take-home examination, etc.). All alternative assessment deadlines must comply with the course's assigned Exam and Course Deadline Group.
- **Three-hour Examination for Certain Students**
A three-hour examination will be given to a certain academic grouping of students in the course, while another grouping of students will be given an alternative means of assessment (a paper, project, take-home examination, etc.). All alternative assessment deadlines must comply with the course's assigned Exam and Course Deadline Group.
- **Three-hour Examination Combinations**
A three-hour exam may be combined with another final assessment option, such as students may complete either a three-hour examination or a take home exam, or students may complete either a three-hour examination or a final paper. All alternative assessment deadlines must comply with the course's assigned Exam and Course Deadline Group.

Completion of Work in Courses without Three-Hour Examination

Course heads should not assign any work to be done during the Examination Period. Faculty policy stipulates that this time should be reserved for standard three-hour exams or other final assessments. Assignments other than final examinations or other final assessments must be completed by the last day of classes. (See [New Legislation on Reading and Examination Periods](#).)

Take-Home Final Examinations

Take-home examinations must be due on or by the course's assigned Exam and Course Deadline Group. Course heads should be careful to explain to students in writing the extent of collaboration and any source materials that may be permitted in the preparation of the examination.

Examination Scheduling

Each course is assigned an Exam and Course Deadline Group, which indicates when the course's final assessment is due, whether it be a take-home exam, paper, or the date of a seated final exam. The Exam and Course Deadline Group is listed in the my.harvard Course Search. The Exam and Course Deadline Group corresponds to course meeting patterns and ordinarily will change if the course's meeting pattern changes. The Office of the Registrar is unable to accommodate individual requests to assign an alternative Exam and Course Deadline Group to courses.

Since the course meeting patterns are subject to change, the official dates and times for seated, three-hour examinations are published on the Final Examination Schedule posted on the [Registrar's website](#). The Final Examination Schedule only includes courses that have requested a final examination and will be available in late-September for fall final examinations and in late-February for spring final examinations.

Examination Groups and Dates

The table below shows the dates associated with each of the Exam and Course Deadline Groups. For most courses, an Exam and Course Deadline Group is listed in the my.harvard course search. Exam and Course Deadline Groups correspond to course meeting patterns and ordinarily change if the course meeting pattern changes. Occasionally, the Office of the Registrar may need to assign a group that does not correspond to the meeting pattern of a course. All students are therefore advised that they should not make any travel plans until the official Final Examination Schedule is published on the Registrar's website. Students are expected to be in residence for the duration of the Final Examination Period. For the fall term, the Final Examination Period is Saturday, December 10 through Tuesday, December 20. For the spring term, the Final Examination Period is Thursday, May 4 through Saturday, May 13.

Exam and Course Deadline Group	Fall 2016 Final Examination	Spring 2017 Final Examination
FAS01	Dec 10 (Sat)	May 4 (Th)

FAS02	Dec 10 (Sat)	May 4 (Th)
FAS03	Dec 12 (M)	May 5 (F)
FAS04	Dec 12 (M)	May 5 (F)
FAS05	Dec 13 (Tu)	May 6 (Sat)
FAS06	Dec 13 (Tu)	May 6 (Sat)
FAS07	Dec 14 (W)	May 8 (M)
FAS08	Dec 14 (W)	May 8 (M)
FAS09	Dec 15 (Th)	May 9 (T)
FAS10	Dec 15 (Th)	May 9 (T)
FAS11	Dec 16 (F)	May 10 (W)
FAS12	Dec 16 (F)	May 10 (W)
FAS13	Dec 17 (Sat)	May 11 (Th)
FAS14	Dec 17 (Sat)	May 11 (Th)
FAS15	Dec 19 (M)	May 12 (F)
FAS16	Dec 19 (M)	May 12 (F)
FAS17	Dec 20 (Tu)	May 13 (Sat)
FAS18	Dec 20 (Tu)	May 13 (Sat)

*Please ignore the **alpha characters** listed at the end of the Exam and Course Deadline Groups, for example, FAS01_A.

Administration of Examinations

Final examinations are scheduled by the Office of the Registrar and administered by instructional staff of the course. Instructional staff must follow the exam procedures that are provided by the Office of the Registrar. The procedures are intended to protect the security of examinations and to ensure that students undertake the writing of their exams in an environment free of distractions and disturbances. There are two exam sessions per day during the Examination Period; morning examinations start at 9 am and afternoon examinations start at 2 pm.

Course Head Obligations during the Administration of Exams:

- The instructional staff of the course is expected to be familiar with and abide by the guidelines governing examination administration in FAS.
- The instructional staff of the course is expected to proctor their own main exams.
- A member of the instructional staff should be present in the examination room at least fifteen minutes before the start of the exam.
- All courses are expected to handle the printing and photocopying of their own examinations.
- All courses are expected to make arrangements for the delivery, set-up and collection of any audio/visual media equipment needed to facilitate the administration of oral/aural components of the examination.
- The instructional staff of the course is responsible for obtaining attendance slips and if needed, examination booklets, prior to the start of the examination.
- The instructional staff of the course is expected to take attendance at the examination and to provide attendance information to the Office of the Registrar after the completion of the examination using the [Examination Absence Form](#) found on the Exams page of the FAS Registrar's Office website.
- The instructional staff of the course should retrieve the following items from the examination room at the time of examination completion:
 - completed examination booklets
 - scrap booklets
 - all other course materials (slides, audiotapes, etc.)
- Report any unusual circumstances to the Office of the Registrar.
- If there are any scheduled out of sequence examinations for the course, the course head must submit the exam to the Office of the Registrar at least 48 hours before the first scheduled out of sequence exam.

Examination Office Responsibilities during the Administration of Exams:

- Solicit faculty member examination preferences for each course for each examination period via the Final Assessment Information Form.
- Establish the examination schedule for each examination period including date, time and location.
- Schedule examination classroom assignments for each examination period.
- Coordinate the distribution of attendance slips and examination booklets.
- Collect attendance information after examination completion.
- Report examination absences for undergraduate students to the appropriate Allston Burr Assistant Dean/Resident Dean of Freshmen.
- Hire proctors for out of sequence examinations.

Course Head Obligations after the Final Examination:

- Instructors should take every precaution to prevent the accidental loss of examination booklets. For example, under no circumstances should examination booklets be removed from the neighborhood of the University. If a course head has temporarily left the Cambridge area, only photocopies of the booklets should be sent to the course head for grading.
- Examination booklets if not returned to students should be kept for one year after the end of the course.
- Most instructors return exam booklets, papers, and other academic work to the student enrolled in their courses. By law, students have the right to review all materials submitted to a course, including final examination booklets and, for a reasonable charge, may have copies of any originals not returned to them, within 45 days of the date of the original request.

AEO Examinations

Accessible Education Office Examinations

Exam accommodations are determined by the Accessible Education Office (AEO) and are intended to address documented disabilities or health conditions in such a way as to make exam administration fair and equitable for all students taking the same course.

The administration of all timed exercises during the term, including midterms, is the responsibility of the course head; AEO is happy to confer with the course head when implementing arrangements. All final examinations for students with AEO-approved exam accommodations are administered during the Final Examination Period by the Office of the Registrar and the appropriate accommodations will be made in conjunction with AEO.

For assistance with converting examinations into alternative formats (e.g. digital text, Braille, or enlarged text), please contact the Assistive Technology Center (ATC) at atc@fas.harvard.edu or 617-496-8800. Arrangements for reformatting examinations should be made least five business days in advance.

Final Exam administration is consistent with FAS exam procedures, with the following exception to ensure proper implementation of AEO-approved accommodations: all AEO exams begin at 10:00 am on the same day as the main exam, unless there is a scheduling conflict with another exam. In such instances, the Office of the Registrar will administer the exam at an appropriate time, typically within 24 hours of the main exam.

For questions concerning appropriate exam accommodations, please contact AEO at aeo@fas.harvard.edu or 617-496-8707.

For questions concerning the administration of final exams (e.g. dropping-off/picking up exams, location of AEO students, etc.) please contact the Office of the Registrar at exams@fas.harvard.edu or 617-495-1542.

Religious Conflicts

Religious Conflicts with Final Examinations

In accordance with Massachusetts law, students who are unable to participate in a final examination as a consequence of their religious beliefs shall be provided with an opportunity to make up the examination, without penalty, provided that the makeup

examination does not create an unreasonable burden on the College. Students are expected to anticipate any religious conflicts with exams and report the conflict using the [Religious Out of Sequence Exam Request Form](#) found on the Exams page of the FAS Registrar's Office website thirty days prior to the start of the Exam Period. Conflicts reported after the deadline may not be possible to accommodate or may result in a makeup exam scheduled for the following term. Please direct any questions to the Registrar's Office at exams@fas.harvard.edu.

Examinations in Absentia

Students, who for sufficient reason cannot be within 500 miles of Cambridge at the time of a final, midyear, or makeup examination, may request to take the examination at another location. All examinations *in absentia* must be approved by the Administrative Board. Undergraduates must contact their Resident Dean to initiate this process. Graduate students should contact the FAS Office of the Registrar. A petition to take an examination *in absentia* will not be accepted without the course head's signature, acknowledging the requirement to provide an early copy of the examination. Student applications for *in absentia* exams should be submitted thirty days prior to the start of the Exam Period. Under extraordinary circumstances, the Administrative Board may grant examinations *in absentia* after the deadline has passed.

An *in absentia* examination is administered at the same time and date as the examination in Cambridge and must be proctored by someone approved by the Office of the Registrar. After determining that these conditions can be met, the Office of the Registrar will work with the course head to facilitate the administration of the examination. For reasons of equity, the examination given to the student *in absentia* must be identical to that given at the regular examination in Cambridge. The examination should be returned to the Office of the Registrar in Cambridge immediately after it has been administered.

Makeup Examinations

The Administrative Board of Harvard College has sole jurisdiction over granting makeup examinations for undergraduates. The FAS Registrar's Office has been authorized by the Graduate School to approve or deny makeup petitions for graduate students. **Course heads may not give a makeup final examination without notification from the Office of the Registrar.** Moreover, course heads may not give a makeup examination at any time or location other than that specified by the Office of the Registrar. The granting of a makeup examination by the Administrative Board does not imply that the student may receive credit for any assigned work in the course not submitted by the end of the Examination Period.

Makeup examinations are ordinarily granted by the Administrative Board in cases of medically documented illness or extraordinary circumstances over which the student had no control, such as a death in the family. Makeups are sometimes granted to undergraduate participants in intercollegiate competition, but only when examinations *in absentia* cannot be arranged. By vote of the Faculty Council, makeup examinations may also be granted when a student who is in good standing in the course misses an examination because of inadvertence, provided the petition is supported by the course head and filed on time. Undergraduate and graduate students in the FAS may be granted a makeup examination on the grounds of inadvertence only once during each tenure at Harvard.

If called upon to do so, course heads must prepare appropriate makeup examinations and grade them. Makeup exams are usually administered at the beginning of the following

term based on the schedule established by the Office of the Registrar. Ordinarily a makeup examination should not be a duplicate of the original exam. Course grades dependent upon makeup examinations should be reported to the Office of the Registrar no later than one week after the date of such examinations.

Makeup midterm examinations are not granted by the Administrative Board or the Registrar's Office. Offering such makeup examinations or substituting other work is at the discretion of the course head, except in the case of an absence for the observation of religious holidays. (See [Hour and Midterm Examinations](#).) The Office of the Registrar has no role in midterm examinations.

Grades

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The Grading System

The Registrar is authorized to obtain from instructors reports on the performance of students in the form of the grades established by the Faculty of Arts and Sciences. Online grade entry forms are available to instructors and must be submitted by the indicated due dates. (See the [Due Dates](#) charts for fall and spring later in this chapter.) The Faculty of Arts and Sciences uses the following system of letter and non-letter grades to evaluate undergraduate student work:

Letter Grades: Undergraduate Students

- **A, A-** Earned by work whose excellent quality indicates a full mastery of the subject and, in the case of the grade of A, is of extraordinary distinction.
- **B+, B, B-** Earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities.
- **C+, C, C-** Earned by work that indicates an adequate and satisfactory comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and participating in class activities.
- **D+, D, D-** Earned by work that is unsatisfactory but that indicates some minimal command of the course materials and some minimal participation in class activities that is worthy of course credit toward the degree.

- **E** Earned by work which is unsatisfactory and unworthy of course credit towards the degree.

Non-letter Grades: Undergraduate Students

Incomplete (INC) cannot under any circumstances be given to undergraduates.

- **ABS** Students who miss a regularly-scheduled final examination scheduled by the Office of the Registrar during the Final Examination Period are given a failing grade of Absent (ABS) which will be changed only if the student is granted and takes a makeup examination. Unexcused absences are counted as failures. (See [Final Examinations](#).) No other grade can be accepted. Final assessments not scheduled by the Registrar's Office, including take-home examinations and special final projects, are not "regularly-scheduled" examinations; therefore, ABS cannot be used in these cases. If, after an absence from a regularly scheduled final examination, a student is granted a makeup examination by the Administrative Board, the appropriate grade is then submitted after completion of the examination.
- **EXLD** A notation of Excluded (EXLD) indicates that the student was not permitted to continue in the course by vote of the Administrative Board of the College and received no credit. Exclusion from a course is equivalent in all respects to failing it and in and of itself makes the student's record for the term unsatisfactory.
- **EXT** Instructors may allow students extensions of time to complete course work up to the last day of the Examination Period. After that date, only the Administrative Board may grant extensions of time for undergraduates to complete course work. (See [Late Work and Extension of Time for Course Work](#).) Until the date of extension set by the Board, a final grade should not be reported by the instructor; instead, the designation EXT (Extension) should be reported on the grade sheet. EXT is only a temporary notation. When the allowed time for late work has passed, or if additional time is not granted by the Administrative Board of the College, the instructor should officially inform the Registrar of the final grade. Students who miss a regularly scheduled final examination scheduled by the Office of the Registrar must be given an ABS (Absent), not an EXT.
- **PA/FL** The grade of Pass represents letter grades of A to D-; the grade of Fail represents the letter grade of E only. Students admitted to a course on a PA/FL basis are so identified on the grade sheet. For such students, only a grade of Pass or Fail can be accepted by the Registrar. Independent Study is always graded PA/FL.
- **SAT/UNS** The grade of Satisfactory includes letter grades from A to C-; the grade of Unsatisfactory represents work below C- and is considered a failing grade. No students enrolled in courses graded SAT/UNS may receive letter grades in those courses.

The following junior and senior tutorials must be graded SAT/UNS:

African and African American Studies 99
Applied Mathematics 99r
Chemistry 91r, 98r, and 99r
English 99r
Folklore and Mythology 99
French 99
German 99

Government 99r
History 99
History and Literature 99
History of Art and Architecture 99
History of Science 99a and 99b
Italian 99
Latin American Studies 99
Linguistics 99a, 99b
Literature 98a, 98b, 99a, and 99b
Mathematics 60r
Portuguese 99
Psychology 985, 990, 992, and 993
Religion 99
Romance Studies 99
Scandinavian 99
Slavic 99a, 99b
Social Studies 99
Sociology 99
South Asian Studies 99
Spanish 99
Special Concentrations 99
Stem Cell and Regenerative Biology 99
Studies of Women, Gender, Sexuality 99a, 99b

All Freshman Seminars are graded SAT/UNS.

Certain House Seminars may also be graded SAT/UNS, provided instructors inform the Standing Committee on Freshman Seminars of their intentions at the time the House Seminar proposals are submitted, and all students in a particular seminar are graded on the same scale.

In addition, SAT/UNS may be reported as a midyear grade in any full year tutorial or half-course extending throughout the year which does not give a midyear examination. In this case only, Unsatisfactory may be used to indicate passing-but-unsatisfactory work. Assigning an unsatisfactory midyear grade will make the student's record for the term unsatisfactory and subject to review by the Administrative Board.

The instructor must obtain permission from the Office of Undergraduate Education (for courses below the 200- or 2000-level) or Dean of the Graduate School (for courses at the 200- or 2000-level) before grading SAT/UNS for any course not listed above.

Satisfactory and Unsatisfactory Undergraduate Studies

Grades of C- or higher, as well as the grades of PA and SAT, are passing and satisfactory grades. Grades of D+ through D- are passing but unsatisfactory grades. Grades of E, ABS (Absent), FL (Fail), UNS (Unsatisfactory), and EXLD (Excluded) are failing grades. All undergraduate student records with any unsatisfactory or failing grade are reviewed at the end of the term by the Administrative Board, which responds to such records in the manner described in the appropriate sections of the Handbook for Students and in the Administrative Board Guide for Students. Responses may include a period of academic probation or a requirement to withdraw from the College for a year.

Letter Grades—Graduate Students

The Graduate School of Arts and Sciences uses the following letter grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E. A grade of E is a failing grade.

The minimum standard for satisfactory work in the Graduate School is a “B” average in each academic year. A grade of “C” or “INC” is offset by a grade of “A” and a “D” by two “A’s”; no account is taken of plus or minus. Grades of “E” or an unexcused “ABS” are failing. A grade of “UNS” is unsatisfactory. A course in which a student receives an “E” or permanent “INC” or “ABS” may be retaken for credit at a later time, in which case both grades will appear on the student’s transcript. In many departments, students are expected to maintain an average well above the GSAS minimum.

Letter grades are to be used in every case except as follows:

Non-letter Grades—Graduate Students

Graduate students are not allowed to take courses on a Pass/Fail (PA/FL) basis.

- **ABS** The designation ABS (Absent) is used in the case of a student who is absent from a regularly scheduled final examination scheduled by the Office of the Registrar during the Final Examination Period. No other grade can be accepted. Final assessments not administered by the Registrar’s Office, including take-home examinations and special final projects are not “regularly scheduled” examinations; therefore, ABS cannot be used in courses with take-home final exams. If, after an absence from a regularly scheduled final examination, a student is subsequently granted a makeup examination by the Associate Registrar, the appropriate grade is then submitted after completion of the examination. A special grade sheet is provided for this purpose.
- **EXC** Graduate students may be excused from a final examination or other course assignments by their division, department, or committee Chairs on the basis of having passed departmental examinations or other requirements. At the written request of a Chair, the Associate Registrar of Records and Requirements records the grade of EXC (Excused). If students elect to take the final examination and complete the course, they receive a letter grade.
- **INC For graduate students only** the instructor has the prerogative of approving an extension of time for completion of course work beyond the end of the term. The appropriate grade in this situation is INC (Incomplete), not EXT (Extension). In order to have the grade of INC changed to a letter or appropriate non-letter grade, the graduate student must complete the work of the course before the end of the next regular term. An INC which has not been completed by that time will become a permanent grade, unless the student successfully petitions for an extension of time. This petition requires the approval of the Director of Graduate Studies and of the Dean of the Graduate School.
- When a student has made up an INC within the allowable time period, the instructor should immediately inform the Registrar of the grade in writing. If the instructor reports the grade after the deadline for completing the work has passed, the instructor must include the date on which the student submitted the work to the instructor. Failure to affirm to the Registrar that the student completed the work on time will render the grade unacceptable.
- **SAT/UNS** For graduate students, **Satisfactory** indicates that the course was passed with distinction (B- or above). Graduate courses of Reading and Research (300-level courses) must be graded **Satisfactory** or **Unsatisfactory**. No other courses may be

graded on a SAT/UNS basis with the exception of designated foreign language courses. Graduate students must petition to obtain permission from the instructor to take a language course on a SAT/UNS basis. Graduate students admitted to a course on a SAT/UNS basis are so identified on the grade sheet.

Student Request for Review of an Assigned Grade

Both undergraduate and graduate students may request that an instructor review a grade that has been received and may also ask to consult with the Chair of the department or committee offering the course. However, final authority for the assignment of grades rests with the course head.

Once a grade has been reported to the Registrar, it can be changed by submitting a request of the instructor to the Registrar, acting on behalf of the Dean of Harvard College (or the Dean of the Graduate School in the case of 200- or 300-level courses). The Registrar must be satisfied that all students in the course will have been treated equitably before authorizing any grade change. Grade changes may be submitted electronically.

Grade Point Averages

The Faculty of Arts and Sciences averages its letter grades with a 4-point scale: A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, D- = 0.67. E, ABS, UNS, EXLD = 0. The grade point average is the numerical average of all grades received in courses taken under the Faculty of Arts and Sciences for degree credit, including courses taken for credit in the Harvard Summer School and cross-registration courses as appropriate. Passing grades received for courses given by other Harvard Faculties or MIT will not be used in computing a student's grade-point average except when the courses are counted toward concentration requirements or taken in the Graduate School of Education as part of Undergraduate Teacher Education Program (UTEP). Grades received for course work done out of residence will not be used in computing the grade-point average. Grade-point averages are calculated on both a cumulative and annual basis.

Submission of Grades

Submission of Final Grades

During the final examination period, instructors should not leave the vicinity of Cambridge until their course grades have been submitted to my.harvard. Because the course head is responsible for the grades given by his or her assistants, it is important that the course head closely supervise grading. (See [Responsibility for Evaluation](#).) Each grade roster for a course must be posted on my.harvard as soon as possible but no later than the due date noted.

Due Dates for Grades

Spring 2017 Grade Entry Deadlines

Click [Spring 2017 Grade Entry Deadlines](#) to look up your course's grade entry deadline.

Due Dates for Midterm Grades 2016-2017

Unsatisfactory midterm progress of undergraduates should be reported online from the third week of the semester until final grading opens. (See [Midterm Grades for Undergraduates](#).)

Due Dates for Fall Final Grades 2016-2017

Final grades for all fall courses with or without final examinations, including 300-level courses, must be submitted on-line based on the due date associated with their assigned Exam and Course Deadline Group as detailed below.

Exam and Course Deadline Group	Date of Examination	Grades Due
1	Dec 10 (Sa)	Dec 16 (F)
2	Dec 10 (Sa)	Dec 16 (F)
3	Dec 12 (M)	Dec 19 (M)
4	Dec 12 (M)	Dec 19 (M)
5	Dec 13 (Tu)	Dec 20 (Tu)
6	Dec 13 (Tu)	Dec 20 (Tu)
7	Dec 14 (W)	Dec 21 (W)
8	Dec 14 (W)	Dec 21 (W)
9	Dec 15 (Th)	Dec 22 (Th)
10	Dec 15 (Th)	Dec 22 (Th)
11	Dec 16 (F)	Dec 23 (F)

12	Dec 16 (F)	Dec 23 (F)
13	Dec 17 (Sa)	Dec 23 (F)
14	Dec 17 (Sa)	Dec 23 (F)
15	Dec 19 (M)	Dec 27 (Tu)
16	Dec 19 (M)	Dec 27 (Tu)
17	Dec 20 (Tu)	Dec 28 (W)
18	Dec 20 (Tu)	Dec 28 (W)

[Due Dates for Spring Final Grades 2016-2017](#)

Final grades for all spring courses with or without final examinations, including 300-level courses must be submitted online based the due date associated with their assigned Exam and Course Deadline Group as detailed below. [Look up your course's grade entry deadline here.](#)

Exam and Course Deadline Group	Date of Examination	May Degree Grades Due	Non-Degree Grades Due
1	May 4 (Th)	May 8 (M)	May 11 (Th)
2	May 4 (Th)	May 8 (M)	May 11 (Th)
3	May 5 (F)	May 9 (Tu)	May 12 (F)
4	May 5 (F)	May 9 (Tu)	May 12 (F)

5	May 6 (Sa)	May 10 (W)	May 13 (Sa)
6	May 6 (Sa)	May 10 (W)	May 13 (Sa)
7	May 8 (M)	May 12 (F)	May 15 (M)
8	May 8 (M)	May 12 (F)	May 15 (M)
9	May 9 (Tu)	May 13 (Sa)	May 16 (Tu)
10	May 9 (Tu)	May 13 (Sa)	May 16 (Tu)
11	May 10 (W)	May 14 (Su)	May 17 (W)
12	May 10 (W)	May 14 (Su)	May 17 (W)
13	May 11 (Th)	May 15 (M)	May 18 (Th)
14	May 11 (Th)	May 15 (M)	May 18 (Th)
15	May 12 (F)	May 16 (Tu)	May 19 (F)
16	May 12 (F)	May 16 (Tu)	May 19 (F)
17	May 13 (Sa)	May 17 (W)	May 20 (Sa)
18	May 13 (Sa)	May 17 (W)	May 20 (Sa)

Submitting Late Grades

Grades must be submitted online to the Office of the Registrar on or before the due date noted. Instructors will receive automated email reminders if grades are not submitted by published date. If grades remain outstanding the matter will be referred to the appropriate Dean's office.

Final Grades in Indivisible Courses

Final Grades in Indivisible Courses

Final grades in indivisible courses are always cumulative—that is, they represent the standing of the students from the beginning of the first term of the course, not merely during the second term.

Final Grades for Degree Candidates

Grades for degree candidates must be submitted online by the date specified. Degree candidates are listed separately on the grading portal and they have an earlier due date. Grades submitted online are final and may not be changed except as indicated [Changes in Grades](#).

Changes in Grades

A grade that has been reported may be changed by requesting a grade change in my.harvard. The request should include an explanation for the grade change. If a grade change is requested because of a clerical error or misunderstanding of Faculty rules concerning the grading structure, the appropriate dean will ordinarily authorize the Registrar to change the grade. In the case of a grade change due to judgmental error, the instructor is expected to review the work of other students in the course or relevant section(s) to determine that grade equity would be maintained if the grade change were approved. When late work is the basis of a grade change request, it is essential that the work have been received by the deadline set by the Faculty: the end of the Examination Period for undergraduates or the end of the next regular term for graduate students. After submitting a grade change request, faculty will receive two emails: the first acknowledges that the submission of a grade change request, and the second confirms that the Registrar has approved or denied the grade change request. Grade change instructions in my.harvard are explained [here](#).

Although the grades of degree candidates are reported before those of other students, these grades are considered final and are subject to the same regulations for changes.

Posting of Grades

It is the Faculty's legal responsibility to maintain confidentiality of student grades and also of materials upon which evaluations are made. For this reason, instructors should not post grades by student name or student identification number. Furthermore, instructors should never make a student's submitted work, such as problem sets, exam booklets, or papers, accessible to anyone other than the student who has submitted it, unless specifically authorized to do so by the author.

Approximately six business days after the end of the final examination period, students can begin viewing their final and midyear grades via my.harvard. However, students who complete online evaluations for all courses in which they were enrolled for the term will be provided early online access to their final course grades. Faculty will not be provided online access to their course evaluation results until they have submitted their grades.

Retention of Exam Booklets and Course Records

Most instructors return exam booklets, papers, and other academic work to the students enrolled in their courses. Work that is not returned to students must be kept in a safe, accessible location on campus for at least one year after the end of a course. By law, students have the right to review all materials submitted to a course, and for a reasonable charge, may have copies of any originals not returned to them. Course heads should be sure to collect from section leaders and tutors any course assignments that have not been returned to students for appropriate storage. Faculty who are leaving the FAS or who will be on leave and away from the University should make appropriate arrangements for maintaining the availability of students' work.

Addressing Student Problems

[The Administrative Boards](#)

[The Allston Burr Assistant Deans and Resident Deans of Freshmen](#)

[Graduate School Office of Student Affairs](#)

[Neglect of Academic Work](#)

[Reports of Unsatisfactory Records](#)

[Dishonesty in Course Work](#)

[Troubled Students](#)

[Administrative Sports Liaisons](#)

The Administrative Boards

The Office of Academic Integrity and Student Conduct houses both the Administrative Board and the Honor Council and is responsible for dealing with concerns pertaining to undergraduates at the College.

The Administrative Board of Harvard College has the responsibility for reviewing all unsatisfactory undergraduate records and disciplinary cases involving social misconduct for possible action. The Board also votes on all student petitions for makeup examinations as well as exceptions to the academic rules described in the Harvard College Handbook for Students. The Board is composed of the Dean of Harvard College, the Resident Deans of Freshmen and Allston Burr Assistant Deans for the thirteen upperclass Houses (see below), and several administrative and teaching members of the Faculty. For additional information, see both the [Handbook for Students](#) and the [Administrative Board website](#).

The Honor Council handles matters dealing with academic integrity and violations of the College's Honor Code. The Council is composed of faculty, students, and staff and chaired by the Dean of Harvard College. For additional information, see both the Handbook for Students and the Honor Council website.

The Administrative Board of the Graduate School of Arts and Sciences reviews and rules on all matters of discipline and unsatisfactory student performance as well as exceptions to the rules contained in the [Graduate School of Arts and Sciences Handbook](#). The Board is composed of the Dean of the Graduate School, the Administrative Dean, six teaching

members of the Faculty, the Registrar, the Associate Dean for Student Affairs, the Dean for Admissions and Financial Aid, and the Student Affairs Officer. Up to four graduate students serve on the Board when it is considering appeals of financial aid and teaching fellow appointment decisions.

The Allston Burr Assistant Deans and Resident Deans of Freshmen

Working with the Dean of Harvard College are the thirteen Allston Burr Assistant Deans, one in each of the Houses. These Assistant Deans are directly responsible for the academic and personal welfare of undergraduates. The Dean of Freshmen and the four Resident Deans of Freshmen have the same responsibilities for first-year students. The Coordinator of Transfer and Visiting Student Programs fulfills such responsibilities for visiting undergraduates.

Whenever instructors have a concern about an undergraduate, they are urged to contact the appropriate Resident/Allston Burr Assistant Dean. Students' House affiliations or freshman status are indicated on course lists. A list of Resident/Allston Burr Assistant Deans may be found in the [FAS Directory](#).

Graduate School Office of Student Affairs

Instructors with concerns regarding graduate students' academic or personal welfare should contact the [Office of Student Affairs](#) in The Richard A. and Susan F. Smith Campus Center, Room 350 (617-495-1816). This office is directed by the Dean for Student Affairs, who has general responsibility for the welfare of graduate students and monitors students' academic status. The Dean represents students in disciplinary cases before the Administrative Board of the Graduate School of Arts and Sciences.

Neglect of Academic Work

Neglect of Academic Work by Students: Exclusion

A student who is neglecting course work should be warned in writing that he or she risks exclusion from the course and that exclusion is equivalent to a failing grade. A copy of the instructor's warning must be sent to the Secretary of the Administrative Board of Harvard College in the case of an undergraduate and to the Dean for Student Affairs in the Graduate School of Arts and Sciences in the case of a graduate student. If the student continues to neglect academic work after receiving this written warning, the instructor should then send a second letter requesting exclusion to the Secretary or Dean for Student Affairs as appropriate, who will forward it to the Administrative Board for action. Upon the Board's approval of the exclusion petition, the student is denied any right to further course evaluation, including final and makeup examinations.

It is to the advantage of both the student and faculty member to address early a case of gross neglect of course work. An undergraduate has the option of withdrawing from the course before the seventh Monday of the term. Beyond that date there remain only a few weeks for the instructor to pursue the process of warning and exclusion or, conversely, for the student to recover much lost ground.

Faculty policy gives the Administrative Boards no choice but to grant a makeup exam to any student who remains in a course until the end of the term and presents a medical excuse, signed by an appropriate Harvard University Health Service (HUHS) staff

member, for missing the final examination. This policy applies even when circumstances clearly indicate the student's gross neglect of academic work during the term.

Reports of Unsatisfactory Records

Reports of Undergraduates with Unsatisfactory Records

Instructors teaching an undergraduate course are asked to report students making unsatisfactory progress to the Allston Burr Assistant Deans/Resident Deans of Freshmen by using the "Mid-term Reports" tool. (Unsatisfactory grades are: D, E, EXLD, FL, UNS, ABS. See [The Grading System](#).) This process can also be used to communicate special concerns about a student to the Assistant/Resident Dean even if satisfactory progress is being made. Instructors may submit progress reports from approximately the third week of the semester until final grading opens.

These progress reports go to the Assistant/Resident Deans and are used only for advising and counseling purposes. They are extremely important for identifying students who may be facing any of a wide range of difficulties. Instructors are also asked to cooperate with the Resident Deans of Freshmen and the Allston Burr Assistant Deans regarding inquiries that they may make about the status of individual students. However, please note that instructors should also be in direct contact with any student making unsatisfactory progress.

March grades in full year courses extending from September to May should reflect the student's current standing for the spring term. At the same time, instructors should report students whose cumulative grade for the entire year is unsatisfactory.

Dishonesty in Course Work

Students Charged with Dishonesty in Course Work

Although instructors have the responsibility for evaluating students' academic performance, the Faculty has granted jurisdiction over matters of student dishonesty to the GSAS Administrative Boards and the College's [Honor Council](#). Therefore, any instance of possible student dishonesty in course work should be reported at once.

If an undergraduate is involved, the incident should be reported to the Dean of Harvard College (through the [Secretary of the Honor Council](#) of Harvard College). After a preliminary investigation, the faculty member, in consultation with the Secretary of the Council and the Department Chair or his/her designee(s), can determine whether a "local sanction" is appropriate; if so, the Secretary of the Council will be available to provide advice to the faculty member as to how similar offenses have been treated in the past. Any local sanction imposed by the faculty member will be reported to the Council by the Secretary. In all instances in which it is determined that a local sanction is not appropriate the case will be referred to the Council.

If a graduate student is involved, the incident should be reported to the Dean for Student Affairs of the Graduate School of Arts and Sciences. After a preliminary investigation, the faculty member, in consultation with the Dean and the Department Chair or his/her designee(s), can determine whether a "local sanction" is appropriate; if so, the Dean will be available to provide advice to the faculty member as to how similar offenses have been treated in the past. Any local sanction imposed by the faculty member will be reported to the Administrative Board by the Dean. In all instances in which it is determined that a local sanction is not appropriate the case will be referred to the Board.

Each case involving possible student dishonesty that goes to the Honor Council or Administrative Board will receive a careful hearing. Action taken by either body can range from “scratch” (the Council/Board decides that no disciplinary action is warranted) to requirement to withdraw or even a recommendation to the Faculty that the student be dismissed. In cases involving undergraduates who have misused source materials in the preparation of course work, the Honor Council of Harvard College will often recommend and make available appropriate instruction on the proper use of sources and footnotes.

Students have a right to expect that grading will not be used as punishment for alleged academic dishonesty that has not been confirmed by the Honor Council. Students may ask the Council, through their Allston Burr Assistant Dean/Resident Dean of Freshmen, to investigate and resolve informal allegations of academic dishonesty that have not been brought to the Council’s attention by a faculty member.

Troubled Students

Instructors are not responsible for counseling students on personal or emotional difficulties, even when those problems affect academic work. Undergraduate students who seem to be unusually upset or who are in need of special help should be referred to their Allston Burr Assistant Dean or Resident Dean of Freshmen. Instructors are encouraged to call the Allston Burr Assistant Dean/Resident Dean to discuss their concerns about a particular undergraduate. Concern about a graduate student should be referred to the Dean for Student Affairs (617-495-1814). The [Counseling and Mental Health Service](#) of the Harvard University Health Services (617-495-2042) and the [Bureau of Study Counsel](#) (617-495-2581) are also available to help troubled students, both undergraduate and graduate.

Administrative Sports Liaisons

Athletics and Administrative Sports Liaisons

The Harvard College Dean’s Office, Administrative Board, and Department of Athletics collaborated to develop a policy that limits the number of class days and weekend days that may be missed per semester on account of athletic competition. Controls and approval processes are in place to ensure that communication between an athlete and his or her Resident/Allston Burr Assistant Dean occurs prior to travel from campus. Athletes are ultimately responsible for resolving academic/athletic scheduling conflicts directly with academic faculty and staff. Administrative Sport Liaisons, designated by the Athletics Director and assigned to each team, are available to assist athletes with the compliance of these policies and procedures. Questions regarding these policies should be directed to Patricia Henry, Senior Associate Director of Athletics (617-495-2201), pwhenry@fas.harvard.edu.

Teaching Resources

[Advising Programs Office](#)

[Bok Center for Teaching and Learning](#)

[Bureau of Study Counsel](#)

[Departments of the Assistive Technology Center, Humanities Faculty Services, Instructional Media Services, Language Resource Center, and Piano Technical Services](#)

[Harvard University Information Technology](#)

[Harvard University Library System](#)

[Office of Career Services](#)

[Office of International Education](#)

[Office for Undergraduate Research Initiatives](#)

[Writing Center](#)

Advising Programs Office

Advising Programs Office of Harvard College

Smith Campus Center, Fourth Floor

617-496-0218

apo.fas.harvard.edu

As part of the Faculty of Arts and Sciences Curricular Review, the *Report of the Standing Committee on Advising and Counseling* (issued in May 2005) recommended the establishment of an Advising Programs Office (APO). That office began to take shape in February 2006. The APO is charged with coordinating, managing, and monitoring academic advising programs for all undergraduates. It works with students, department chairs and other faculty, Allston Burr Assistant Deans, the Freshman Dean's Office, and other Harvard College and FAS offices in support of all areas of pre-concentration and concentration advising.

Board of Freshman Advisers

Freshman Advisers are faculty members, administrators, graduate students, or Proctors (resident advisers) who assist first-year students in selecting courses and advise them on questions concerning Harvard's curriculum and degree requirements, on short and long-term academic planning, on summer opportunities, and on how to balance their extra-curricular and academic interests. Approximately 350 non-resident advisers work with an average of 3-4 first-year students. All Proctors also serve as academic advisers to a subgroup of students in their entryways.

Peer Advising Fellows Program

Every incoming freshman is assigned a Peer Advising Fellow (PAF), based on academic and/or extra-curricular interests. PAFs bring a student's perspective to their PAFees' first-year advising networks. The role of the PAF is multi-faceted, touching on academic, social, and extra-curricular life at Harvard. For example, PAFs help answer first year students' questions about life at Harvard and the transition to college, encourage them to engage in academic exploration, and refer them to other advising resources as appropriate (e.g., when seeking information about the different concentrations). PAFs play a key role in building entryway and dorm community by collaborating with the Proctors and with each other on study breaks, other entryway activities, and dorm-wide events.

Sophomore Advising

In May 2006, the faculty voted to change the deadline for students to declare their concentration from the end of the second term to the end of the third term. To address the

advising needs that were occasioned by this shift, the Advising and Counseling Committee, in collaboration with the House Faculty Deans, the Dean of the College, and the Advising Programs Office and its Student Advisory Board, designed a Sophomore Advising Program to support sophomores in their transition to House life and the concentrations. The goal of sophomore advising is to assist sophomores in engaging in more focused academic exploration. Sophomore advising at Harvard is a collaborative effort on the part of students, Houses, and concentrations. All sophomores are assigned an individual House Tutor, who serves as their primary academic adviser in the third term and who assists them in deciding on, and preparing to declare, their concentration. Faculty members in the concentrations are eager to reach out to sophomores; Sophomore Advisers help to facilitate such connections. Concentrations assume primary responsibility for advising sophomores in the fourth term, though House-based Sophomore Advisers continue to offer supplemental advising support. Every House appoints a Sophomore Advising Coordinator (SAC) to manage its own sophomore advising program, and to plan House-based advising events for sophomores.

Concentration Advising

Concentration advising guides students in three phases of their academic careers: into an appropriate set of introductory courses, into more advanced course work and, when applicable, through a final project or thesis in the senior year. Concentrations also provide pre-concentration advising in collaboration with the Freshman Dean's Office, the Houses, and the Advising Programs Office. Concentrations reach out to first-year students on an ad hoc basis throughout the year and, systematically, through Advising Corner lunches in Annenberg and during Advising Fortnight – a two-week series of concentration advising programs designed specifically for freshmen – in the spring. In the third term, Sophomore Advisers assist students in learning more about the concentrations that interest them, and in connecting with expert advisers in the departments in the lead-in to the November declaration deadline.

Once sophomores choose their concentration, their primary academic advising is provided by their department/program in accordance with its specific advising policies and structure. In many departments, the Director of Undergraduate Studies (DUS) or Head Tutor, Assistant Director of Undergraduate Studies (ADUS) or Assistant Head Tutor, and Undergraduate Coordinator do the lion's share of advising. Some concentrations coordinate with the House Faculty Deans to appoint specific House Tutors as Concentration Advisers for students in the residences; some assign non-residential Concentration Advisers to students in particular Houses or groups of Houses. In addition, in a number of Arts & Humanities and Social Science concentrations that have a tutorial system (ranging from one to five semesters), students are advised by their tutorial leaders.

Advising resources website and my.harvard.edu

The Advising Programs Office (APO) maintains a resources website (apo.fas.harvard.edu) with important advising information for students in all class years, as well as for advisers. Another key online resource for students and advisers is my.harvard.edu. My.harvard gives advisers access to information about their advisees via a Teaching/Advising portal, which includes their advisees' general information, academic history, test scores, critical documents and more. Advisers also use my.harvard to enter journaling notes about the advising conversations they have with their advisees, to read the notes of previous advisers, and to view other information pertaining to their advisees' academic plans and progress. When students log in, they are able to view the photos, names, and contact information of all of their official advisers, as well as a number of their institutional records.

Bok Center for Teaching and Learning

The Derek Bok Center for Teaching and Learning

Science Center 316
Phone: 617-495-4869
Fax: 617-495-3739
bokcenter.harvard.edu

The Bok Center offers faculty, graduate student Teaching Fellows (TFs), and other instructors of Harvard undergraduates a wide variety of resources and trainings to enhance teaching. The Center supports faculty in designing their courses, provides feedback about evidence-based strategies to promote learning, and collaborates with faculty on innovative teaching approaches. The Bok Center provides video consultations and works with instructors on classroom dynamics, and also focuses on creative assignments and the uses of multi-media in the classroom. The Center trains teaching fellows and also offers seminars for graduate students on topics that include teaching in the American classroom for international TFs, multi-modal communication, discussion leading, and active learning, among others. Further information and resources are available on the [Bok Center's website](#).

Wheelchair accessible.

Bureau of Study Counsel

5 Linden Street
Phone: (617-495-2581)
Fax: (617-495-7680)
bsc.harvard.edu

The Bureau of Study Counsel (BSC) supports students in their academic life and learning, and their engagement in the educational opportunities at Harvard. The BSC offers resources to help students hone their academic skills and approaches; make challenging choices; develop a sense of voice and authority in their scholarship, relationships, and leadership; work well and play well with others; discover what leaves them feeling enlivened and engaged; and make meaning of their work and life.

Academic counseling. Counseling helps students understand their learning goals and styles, deal with the challenges of a demanding university environment, hone their study skills, define their motivations and aspirations, and address the issues that interfere with their efforts to fully engage in their learning.

Workshops and discussions. The BSC offers workshops and discussions on topics related to academic life and learning, such as procrastination, time management, studying for and taking exams, speaking up in class, perfectionism, senior thesis writing, dissertation writing, and making good use of the Reading Period.

Peer tutoring. The BSC provides central coordination, training and supervision of academic peer tutors in Harvard College courses. Academic peer tutoring is provided as a supplement, not a substitute, for course instruction. Tutors are undergraduates who have done well in the courses they tutor. The BSC welcomes collaborations with faculty

regarding the peer tutoring for their courses. (Note: Undergraduates may not accept compensation for peer tutoring in Harvard courses without the permission of the Dean of the College; see the [Handbook for Students](#)).

The Harvard Course in Reading and Study Strategies. The Harvard Course in Reading and Study Strategies is a mini-course designed to help students develop skills to read more purposefully and selectively, with greater speed and comprehension. FAS faculty, teaching fellows, and residence staff may enroll in the course at no charge. The fee for FAS degree candidates is \$25; all others \$150 (subject to change). Visit the BSC website for the course schedule and registration information.

Handouts. The BSC offers extensive handouts designed to assist students with the perplexities and challenges of academic life. See the [BSC website](#) for online materials and the Cranium Corner (located in the BSC) for paper materials.

In addition, BSC academic counselors are available for consultation to the Harvard community - students, faculty, deans, resident tutors and proctors, teaching fellows, coaches, parents, administrators, and student organizations - about any issue that affects students' learning experience.

Visit bsc.harvard.edu for more information.

The first floor is wheelchair accessible.

Departments of the Assistive Technology Center, Humanities Faculty Services, Instructional Media Services, Language Resource Center, and Piano Technical Services

Robert G. Doyle, Associate Dean (617-495-0757/0811)

The Assistive Technology Center (ATC) provides assistance for students requiring accessible education and who need technological solutions. Humanities Faculty Services provides assistance to humanities faculty members with photocopying, transporting library materials, shredding documents, and mailing packages and letters. The department of Instructional Media Services consists of two divisions -- the Media Production Center and Media & Technology Services -- that provide multimedia resources for graduate and undergraduate course instruction within the Faculty of Arts and Sciences (FAS). The Language Resource Center supports language instruction with a variety of multimedia resources. Piano Technical Services cares for the FAS pianos.

Assistive Technology Center

Curtis Wilcox, Manager, ccwilcox@fas.harvard.edu

Science Center Room B-06j

Staffed: Monday–Friday 9 am–5 pm;

Open to registered students 24 hours daily

Email: atc@fas.harvard.edu

617-496-8800

<http://atc.fas.harvard.edu>

The Assistive Technology Center (ATC) serves students with disabilities requiring technical solutions to access course materials. The ATC also demonstrates adaptive technologies for members of the Harvard community. Students must be registered with the Accessible Education Office (AEO) before receiving services. (See [Students Requiring Accessible Education](#).) For more information, see the [AEO website](#).

Wheelchair accessible.

Humanities Faculty Services

Email: hfs@fas.harvard.edu
<http://hfs.fas.harvard.edu>

Barker Center Office:

Barker Center Room 058 and 059
617-495-0340
Monday–Friday 8 am–5:30 pm

Boylston Hall Office:

Boylston Hall Mezzanine
617-495-0510
Monday–Friday 7:30 am–12:30 pm and 1:30 pm–4:30 pm

Humanities Faculty Services (HFS) provides assistance to Humanities faculty members. Services include assisting with overflow and urgent photocopying, picking up and dropping off library materials, shredding documents, delivering packages to the US Post Office, and assisting with recommendation letter mailings.

Wheelchair accessible.

Instructional Media Services Media and Technology Services

Amy Thompson, Director of Media & Technology Services, athomps@fas.harvard.edu
<http://ims.fas.harvard.edu>
Monday–Thursday 8 am–10 pm, Friday 8 am–5 pm (during the academic year)

Main Office:

Science Center Room B02
617-495-9460

Email: mts@fas.harvard.edu

Provides classroom technology support for all FAS locations except Sever Hall, CGIS, Northwest Building, and the Science Center (see below for support in those locations). Books videoconferences and rents portable equipment. Supports special events in all FAS locations.

CGIS Office:

CGIS South Building Room S053
617-495-9807

Email: mtscgis@fas.harvard.edu

Supports classes and events in CGIS.

Northwest Labs Office:

Northwest Labs Room B111

(617-495-5775)

Email: nwmedia@fas.harvard.edu

Supports classes and events in the Northwest Building.

Science Center Prep Room:

Science Center Room B-01

617-495-5357

Email: prep@fas.harvard.edu

Supports classes and events in the Science Center.

Sever Hall Office:

Sever Hall Room 301

617-495-9470

Email: sevmedia@fas.harvard.edu

Supports classes and events in Sever Hall.

Media and Technology Services (MTS) provides multimedia support to classes and events occurring in FAS buildings. Supported technology includes: computer, film, and video projection; classroom computers; sound reinforcement systems; audio & video recording/editing; web simulcasting and videoconferencing. Services include assisting FAS, Extension and Summer School classes with classroom media equipment; lecture recording; special event support; film, DVD and videotape rentals; and assistive listening systems.

Please contact MTS to arrange for services. Services are available without charge for work performed in support of Faculty of Arts & Sciences courses and course-related activities that are restricted to members of one course. For non-course activities, charges are based on the amount of labor and equipment used to perform the task.

Information on permanently installed classroom equipment and photographs of classrooms can be found at <http://ims.fas.harvard.edu/>.

Wheelchair accessible.

Media Production Center

Anthony Di Bartolo, Manager of Media Production Center, dibartol@fas.harvard.edu

Rosovsky Hall (rear), 59 Plympton St.

617-495-9440

Monday–Friday 9 am–5 pm

Email: ims_mpc@fas.harvard.edu

<http://ims.fas.harvard.edu/media-production>

The Media Production Center (MPC) produces custom audio and video materials for teaching, outreach, and research. Our studio is equipped to record interviews, voiceovers, musical performances (Steinway grand piano on-site), on-line learning modules, and promotional video. We also provide video post-production services such as editing, titling, and color correction; location audio/musical event recording and reinforcement; audio editing, mixing, and mastering; format transfers, digitizing, and web file creation. We are happy to provide help and guidance to solve your audio and video media problems.

Services are available without charge for work performed in support of Faculty of Arts & Sciences courses and course-related activities that are restricted to members of one course. For non-course activities, charges are based on the amount of labor and equipment used to perform the task.

Rita E. and Gustave M. Hauser Digital Teaching & Learning Studio

Widener Library, Room G90 (Concourse Level)

617-495-3979

Monday-Friday 9 am- 5 pm

Email: hauserdigitalstudio@harvard.edu

<http://hauserdigitalstudio.harvard.edu/>

The Hauser Studio, centrally located in Widener Library, is a state-of-the-art video capture studio. Equipped to provide broadcast, HarvardX, and cinema style multi-camera production, it serves as a high-tech production facility and as a training ground for faculty throughout the University who want to experiment with new approaches to further integrate digital technology into their teaching.

Wheelchair accessible.

Language Resource Center

Thomas Hammond, Director, thammond@fas.harvard.edu

Lamont Library, 4th floor

617-495-9448

Phone ahead or check the website for the most current operating hours, <https://lrc.fas.harvard.edu>

Email: ims_lrc@fas.harvard.edu

<https://lrc.fas.harvard.edu>

The Language Resource Center (LRC) offers multimedia resources to FAS foreign language courses and to other FAS courses using foreign-language media. Our high-bandwidth media server provides full-screen materials in 57 languages. Our satellite feed provides international news and variety television programs. We also offer CD-quality digital audio of textbook practice materials (enrolled students only). The LRC offers discounted RosettaStone® licenses for current Harvard students, faculty, and staff.

There are two screening rooms for small-group foreign-language instruction.

Wheelchair accessible.

Piano Technical Services

Mariana Quinn, Manager, lincoln@fas.harvard.edu

Vanserg Hall, Piano Shop

617-495-2981

Monday–Friday 9 am–5 pm

Email: pts@fas.harvard.edu

<http://pts.fas.harvard.edu>

Piano Technical Services (PTS) tunes, maintains, and restores all FAS pianos. We also tune FAS harpsichords and forte pianos. All tuning requests should be made at least five

working days in advance to guarantee scheduling. Emergency requests will be considered. Please email or phone to find out if your request can be accommodated. PTS does not move or purchase instruments, or reserve or schedule practice rooms. PTS does rent pianos, please call for more information.

Wheelchair accessible.

Harvard University Information Technology

Harvard University Information Technology (HUIT) provides the following services and support to FAS faculty and staff. For more information, please contact ithelp@harvard.edu or 495-7777.

GENERAL INFORMATION

Emergency Notification: messageme.harvard.edu

MessageMe lets Harvard contact you quickly in an emergency. Register to receive voice, text, or email alerts.

Directory Listing: www.fas.harvard.edu/directory

Verify your personal information in PeopleSoft. Also, update your on-line directory listing and privacy settings.

Email and Calendaring

Choose either:

- a) MS Outlook on your computer
 - b) Outlook Web Access (OWA): fasmail.harvard.edu
- Enter *fas_domain\your_username* at the login prompt

Wireless Access

Connect to one of the wireless networks (SSIDs) listed below and open a web browser. If you see a blank page, go to registration.noc.harvard.edu and follow the steps to register your device.

Wireless Network Name (SSID)	Description
Harvard Secure	Encrypted wireless service (requires supplicant software). This access method utilizes the latest encryption to provide a secure wireless connection using your Harvard ID and PIN. This connection method is preferred and recommended. Note that you must install software available at the Harvard Help SSID.
Harvard University	Standard unencrypted wireless service. For users with older devices that lack the latest network security protocol support. Your Harvard ID and PIN is authenticated via web browser to provide a wireless connection.

Harvard Help	Harvard Secure software and user guide is available here.
Harvard Guest	For temporary campus visitors who require only basic Internet access.
EDUROAM	Secure global access for research and education member institutions

TECHNOLOGY FOR TEACHING AND RESEARCH

my.harvard Student Information System my.harvard.edu

Harvard's new student information system helps faculty manage course rosters, speed up grading, and simplify academic advising.

Technical support ithelp@harvard.edu, or 495-7777

Assistance with technical issues for the my.harvard applications

Knowledge Center <http://about.my.harvard.edu/faculty>

How-to guides and other resources for faculty

Course Catalog content inquiries: courses@fas.harvard.edu

Assistance with course content as shown in the Course Catalog, including descriptions, meeting times, instructors, etc.

Academic Technology atg@fas.harvard.edu, atg.fas.harvard.edu, or 495-9000

- Support for the Canvas Learning Management System
- Help setting up course websites
- Consulting on innovative uses of technology for teaching and learning, including online tools, in-classroom technology, and digital media
- Exploring, integrating, and developing software for use in courses
- Connecting faculty and staff to the right people to answer questions and provide support for a variety of technology-related teaching topics

FAS Media and Technology Services

Multimedia support for classrooms and course meetings is available from FAS Media and Technology Services at 495-9460

Research Computing Support

Arts and Humanities: artshumrc@fas.harvard.edu

Assistance and consultation on tools and techniques for research computing in the Arts and Humanities

Sciences: rc.fas.harvard.edu, or 299-9724

Support for high performance technical computing and sciences research computing

Social Sciences: www.iq.harvard.edu, or 496-2450

Research support and access to cluster computing, software, and tools for storing data

and running complex analyses

ADDITIONAL RESOURCES

Computers and Software

- Computer ordering, setup, and recycling: ithelp@fas.harvard.edu
- Supported systems and browsers: <http://huit.harvard.edu/faq/what-browser-and-operating-system-should-i-use>
- Licensed software: downloads.fas.harvard.edu
- Personal and other department hardware and software purchases: <http://huit.harvard.edu/pages/computers-software>

Collaboration Tools

- Google Apps for Harvard: g.harvard.edu
- SharePoint for Harvard: mso.harvard.edu

Conferencing

- Conference calling: huit.harvard.edu/services/audio-conference-calling
- Video conferencing: 495-9460 (Instructional Media Services)

Departmental Resources

- File shares (network drives): 495-9000
- Mailing lists (listservs): <http://huit.harvard.edu/services/mailman-mailing-list-service>

Information Security

- Information security and privacy: security.harvard.edu
- Secure, large file transfer (Accellion): fta.fas.harvard.edu
- Secure remote access (VPN): vpn.fas.harvard.edu

Instructional Media Services ims.fas.harvard.edu

- Multimedia production services, including an audio and video recording studio: 495-9440
- Multimedia support for classes and events: 495-9460

Web Resources

- Survey tools: surveytools.harvard.edu
- Web publishing and support: hwp.harvard.edu, or hwp@harvard.edu (email)

Harvard University Library System

The Harvard Library System

The Harvard Library (library.harvard.edu), which dates from 1638, is the oldest library in the US and the largest academic library in the world. With collections numbering more than 17 million books, journals, manuscripts, films, photographs, recordings, maps, newspapers, pamphlets and ephemera and a burgeoning number of digital objects and

electronic resources, the collections are housed in more than 70 libraries, most of which are located in Cambridge and Boston.

The library also supports the research, teaching, and learning missions of the University by enabling investment in innovation, digital infrastructure, services for research, teaching and learning, and collections. For more information about the Harvard Library and to access library resources, please visit the Harvard Library website at library.harvard.edu.

Harvard College Library

The Harvard College Library (HCL) is a system of libraries that support the teaching and research activities of the Faculty of Arts and Sciences, the University and the larger scholarly community. Librarians throughout the HCL libraries offer a variety of services to users: research assistance online and in person, individual consultations by appointment, support in the use of research management tools, media authoring and data, as well as partnering with faculty and teaching fellows to design course-integrated research instruction.

In addition to the Harry Elkins Widener Memorial Library, HCL includes:

- Birkhoff Mathematical Library
- Cabot Science Library
- Chemistry and Chemical Biology Library
- Fine Arts Library
- Fung Library
- Harvard Film Archive
- Harvard Map Collection
- Harvard Theatre Collection
- Harvard–Yenching Library
- Houghton Library
- Lamont Library
- Loeb Music Library
- Physics Research Library
- Tozzer Library

John A. Paulson School of Engineering and Applied Sciences

- Gordon McKay Library

Harvard's Graduate and Professional Schools

Each of Harvard's graduate and professional faculties supports additional significant libraries. These include:

- [Andover-Harvard Theological Library](#)—Harvard Divinity School
- [Knowledge and Library Services](#)—Harvard Business School
- [Countway Library of Medicine](#)—for the faculties of dentistry, medicine, and public health
- [Gutman Library](#)—Harvard Graduate School of Education
- [Harvard Law School Library](#)
- [John F. Kennedy School of Government Library and Knowledge Services](#)
- [Frances Loeb Library](#)—Harvard Graduate School of Design
- [Schlesinger Library on the History of Women in America](#)—Radcliffe Institute

Additional Special Collections

Harvard's libraries also includes numerous departmental and special libraries within the Faculty of Arts and Sciences, and a number of additional and affiliated collections, ranging from the Harvard University Archives, located in the Pusey Library building, to the Dumbarton Oaks Research Library in Washington, DC. For a complete directory of libraries and websites, visit the "[Find a Library](#)" section of the Harvard Library website.

Digital Collections

Harvard has created a growing number of curated subject-specific, online collections, including photographs, documents, musical scores, prints, drawings, historical maps, books, legal transcripts, diaries, manuscripts, and more. To survey these collections, visit <http://library.harvard.edu/digital-collections>.

Harvard College Library Research, Teaching, and Curricular Services

Librarians within each of the libraries can help instructors assist their students in the effective use of Harvard's extraordinary library resources. Each FAS department has a designated library liaison, dedicated to assisting faculty, staff, and students. [Library Liaisons](#) work with courses, provide one-on-one research consultation, assist with content for course websites, and provide general reference and referral services to the department.

Library Websites

A major starting point for research is the Harvard Library website (<http://library.harvard.edu>) which is an online gateway to the library resources of Harvard University. The site serves as an important research tool for Harvard's current students, faculty, staff, and researchers who have a HarvardKey. Through E-Research @ Harvard Library, it provides access to electronic resources and journals licensed by the libraries, as well as links to all of the library catalogs. It also points to research guides compiled by the libraries across campus and provides practical information on each of the more than 70 libraries that form the Harvard system. .

Most of [Harvard's libraries](#) also have developed their own websites, which are full of valuable links and information covering their areas of specialty.

"Get It" Services

Explore four distinct options for locating and requesting research material at the Harvard Library and beyond.

HOLLIS+

HOLLIS+ is the library catalog for Harvard University. It contains records for millions of books, journals, manuscripts, government documents, maps, microforms, scores, recordings, visual materials, data files, and more.

Borrow Direct

Borrow books directly from the libraries of Brown, Columbia, Cornell, Dartmouth, University of Pennsylvania, Princeton, and Yale. HarvardKey required.

Interlibrary Loan

Request circulating materials from libraries outside of the Borrow Direct family. HarvardKey required.

[Scan & Deliver](#)

Electronic document delivery service for Harvard students, faculty, staff, summer school students, and special borrowers with access to Harvard Library's electronic resources. HarvardKey required.

[E-Research @ Harvard Library](#)

E-Research @ Harvard Library is an online library service that provides access for Harvard users to over 300,000 e-books, 83,000 e-journals, and 8,000 other e-resources. E-Research also allows users to store and manage their search results.

Using E-Research, users can:

- Find and access article databases and indexes, encyclopedias, e-book and e-journal collections, and many other electronic resources.
- Find articles on a topic by searching across the content of multiple e-resources with a single search.
- Find and access individual electronic journals by title, subject, or ISSN.
- Add selected e-resources to personal lists for cross-searching and reference (My E-Resources).
- Save lists of favorite e-journals for quick reference (My E-Journals).
- Store links to articles, books, and other items (My Citations).
- View past searches (Saved Searches).
- Save citations to local workstations or to bibliographic management software such as EndNote or RefWorks.
- Click on "Find It @ Harvard" buttons for all search results in order to locate items online or on the shelves at the libraries.

In order to achieve maximum benefit from E-Research @ Harvard Library and to access all of Harvard's licensed e-resources, Harvard users should log in using their HarvardKey at the beginning of each session.

[A Research Tool for Library Users](#)

This user-friendly site is a complement to the Harvard Library website and offers quick access to a variety of research tools like research guides, research contacts, online forms, "Ask Us" text reference service, and information about hours, admittance and borrowing, copying and scanning services, exhibitions and events, services for persons with disabilities, and more.

Office of Career Services

54 Dunster Street

Phone: 617-495-2595

Fax: 617-495-3584

www.ocs.fas.harvard.edu

The Office of Career Services (OCS) supports all students and alumni up to five years out of Harvard College, the Graduate School of Arts and Sciences (GSAS), and degree candidates in the Harvard Extension School (HES) in exploring and making effective career and educational choices during their time at Harvard and beyond. OCS offers an extensive range of programs, resources, and advising to assist with decisions across a full range of potential interest areas including arts, entertainment, science and technology, education, government, law, media, business, and medicine. In addition, OCS assists

students in exploring and planning for a wide range of domestic and international opportunities, including internships, research opportunities, summer jobs, term-time and summer international education, postgraduate employment, and graduate and professional study. The Office of Career Services administers a number of funds which support undergraduate experiences outside of the classroom.

The first floor of OCS is accessible to individuals with mobility impairments via the 52 Dunster Street entrance.

Wheelchair accessible

Office of International Education

77 Dunster Street

Phone: 617-496-2722

Fax: 617-496-2563

Email: oiie@fas.harvard.edu

www.oiie.fas.harvard.edu

The [Office of International Education](#) (OIE) advises Harvard College students on all aspects of study abroad. The OIE works closely with each student to find a program that best matches his or her academic and personal goals, while also guiding them through the course approval and credit transfer process. Students should work directly with academic departments to ensure that credits from courses taken abroad will transfer back to Harvard for concentration, secondary field, or elective credit. The [OIE website](#) has extensive advising resources, including information on approved programs and universities, course and credit guidelines, FAQ's, a calendar of events, and contact information for the OIE staff, concentration and language advisers, and students advisers and ambassadors who have recently returned from a term abroad.

It is important that students begin the study abroad planning process early: first-year students are encouraged to begin thinking about how to incorporate this experience into their time at Harvard. All students should seek assistance from the Office of International Education as early as possible to begin planning the best study abroad experience for them. Students should also consult with their concentration Head Tutor or [Director of Undergraduate Studies](#) in addition to their Resident Dean for academic questions.

Who can Study Abroad?

Students must be in good academic and disciplinary standing to study abroad. Sophomores, juniors and seniors are eligible for term-time study abroad, and all students, with the exception of graduating seniors, are eligible for summer study abroad.

Getting Started

Drop-in hours are held daily (Monday-Friday, 2 – 4 pm), and introductory Study Abroad 101 information sessions are available on a regular basis to get students started in planning their study abroad experience. Students should consult the [OIE calendar](#) to find dates and times for these recurring informational sessions. In addition to drop-in hours, study abroad advisers are available by appointment, and a wide variety of information meetings and panels on study abroad are held throughout the year.

Applying for Study Abroad

The application process to study abroad is two-fold: students must apply directly to their study abroad program or university for admission, *and* apply to the OIE for transfer credit.

Applications for transfer credit for study abroad must be completed and submitted by the following deadlines:

Term Time:

October 1 for Spring Term study abroad

March 1 for Fall Term study abroad

Summer Study Abroad

Mid-February (for students applying for both funding and credit)

April 1 (for students only seeking credit)

Online application instructions and materials are available on the [OIE website](#). The student's Resident Dean and appropriate academic departments must sign off on a student's proposed study abroad coursework. This ensures that advising conversations take place *before* the student receives approval to study abroad. Students should meet with a study abroad adviser from the OIE for specific questions on this process.

Financial Aid and Summer Funding

Students eligible for financial aid may apply to use that aid to pay for term-time study abroad, but should speak with their financial aid officer for specific details.

Students seeking to study abroad in the summer are welcome, whenever eligible, to apply for some of the competitive summer grants and funding available at the College. Students should begin their search for funding by going to the Harvard College Funding Sources Database. Students should also contact the [Financial Aid Office](#) directly, for financial guidance during their time abroad.

Undergraduate Research

Office for Undergraduate Research and Fellowships (URAF)

77 Dunster Street, 2nd floor

Phone: 617-384-7959

Email: undergradresearch@fas.harvard.edu

Website: <http://uraf.harvard.edu>

The Office of Undergraduate Research and Fellowships (URAF) serves as the hub for institution-wide policies and practices related to undergraduate research; the development and implementation of College-based programs such as the Program for Research in Science and Engineering (PRISE); and the management of postgraduate fellowships and prestigious national competitions (such as Rhodes, Marshall, and Fulbright). In addition, in conjunction with Admissions and Financial Aid, OCS, OIE, the Office of Life Sciences Education, the FDO, and other collaborative academic and affiliated research enterprises, URAF provides advising, resource materials, and seminars about the full range of research opportunities and fellowships locally (university-wide), domestically, and internationally.

Writing Center

Barker Center 019

Phone: 617-495-1655

writingcenter.fas.harvard.edu

The Writing Center offers free one-on-one writing help to all undergraduate students. Instructors concerned with the writing skills of a particular student may recommend to the student that he or she make an appointment with a writing tutor. The Writing Center website also features handouts about academic writing and a link to the [Harvard Guide to Using Sources](#), an online publication that explains how to use sources effectively and how to avoid plagiarism.

Wheelchair accessible.

Archives