

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 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 a resident House Master, usually a senior faculty member or senior administrator, and is also served by an Allston Burr Resident Dean. The Resident Dean 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 Resident 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 House Masters 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

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

A list of General Education courses and department courses that receive General Education credit can be found in the online [Courses of Instruction](#), under the General Education chapter. 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 provides a set of course offerings in which students can work in small groups with members of the faculty on topics of mutual interest. Freshman Seminars are offered by faculty from across the University on a wide range of topics. Students may elect to take a seminar in order to deepen their understanding of a subject; or they may enroll in a seminar in order to explore an unfamiliar topic or field. Admission to a seminar is by application prior to the semester in which it is offered. Enrollment is ordinarily limited to 12 students. Freshman seminars are not letter-graded, and count as a regular half-course. 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.

Academic Calendar

Fall Term 2013-14

Spring Term 2013-14

Tentative Calendar for 2014-15

Academic Calendar

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

Fall Term 2013-2014

July 1, Monday

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, Holyoke Center, 3rd floor.

August 12, Monday

Graduation applications for November 2013 degrees (AM, SM, ME, MFS, and PhD) must be submitted on or before this date.

Last day upon which November 2013 graduate degree candidates may submit a completed and signed application for a secondary field.

August 28, Wednesday

Registration must be completed for all graduate students in the Graduate School of Arts and Sciences.

Registration must be completed for Special Students and Visiting Fellows in the GSAS.

August 26, Monday, through August 27, Tuesday

New Faculty Institute

August 28, Wednesday, through August 29, Thursday

Derek Bok Center Teaching Orientation for teaching fellows and faculty members.

September 2, Monday

University Holiday: Labor Day

September 3, Tuesday

Registration must be completed for all freshmen and new transfer students in Harvard College.

Registration must be completed for all returning and continuing undergraduate students in Harvard College.

Registration must be completed for all visiting undergraduate students in Harvard College.

Academic year begins.

September 10, Tuesday: Study Card Day

Completed study cards for freshmen, upperclassmen, new transfer students, and visiting undergraduates are due before 5 pm. Completed study cards for graduate students and special students are due in Dudley House, Lehman Hall, before 5 pm. Course lists available online at www.my.harvard.edu as study cards are processed.

Last day upon which undergraduates may register late for the fall term.

September 11, Wednesday

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

September 12, Thursday

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 18, Wednesday

Makeup examinations for 2012-2013 spring term begin.

September 20, 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.

Undergraduate applications for November 2013 degrees (AB and SB) must be submitted on or before this date.

September 23, Monday

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

October 7, 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 14, Monday

University holiday: Columbus Day.

October 21, 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.

October 29, Tuesday

Last day upon which graduate students may drop a course.

November 5, Tuesday

Faculty meeting, including voting for November degrees, at 4:00 pm.

November 6, Wednesday, through November 20, Wednesday

Pre-Term Planning due for all undergraduates. (Note: date subject to change)

November 11, Monday

FAS classes will be held; Veterans Day Holiday observed for staff.

November 13, Wednesday

Plans of Study due for class of 2016.

November 18, Monday

Undergraduate applications for March 2014 degrees (AB and SB) must be submitted on or before this date.

Last day to change concentration for March 2014 degree candidates without Administrative Board approval.

Last day upon which March 2014 degree candidates (AB and SB) may file for a foreign language citation study plan.

Last day upon which March 2014 degree candidates (AB and SB) may submit a completed and signed petition for a secondary field to the Office of the Registrar.

Advanced Standing eligible students planning to graduate after six or seven terms in March 2015, or to begin a fourth year AM program in spring term 2014, must file the "Advanced Standing Activation Form" by this date.

November 25, Monday

Graduate applications for March 2014 degrees (AM, SM, ME, MFS, and PhD) must be submitted on or before this date.

Last day upon which March 2014 graduate degree candidates may submit a completed and signed application for a secondary field.

November 27, Wednesday, through December 1, Sunday

Thanksgiving Recess

December 1, Sunday

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

Applications for part-time graduate study due in the GSAS Dean's Office, Holyoke Center, 3rd floor.

December 4, Wednesday

Last day of fall term classes.

December 5, Thursday

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

December 5, Thursday, through December 11, Wednesday: Reading Period

December 11, Wednesday

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

December 12, Thursday, through December 20, Friday: Examination Period

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

December 21, 2013, Saturday through January 1, 2014, Wednesday: Winter Recess

January 17, Friday

Optional Winter Session begins.

Approved graduate dissertations due for March degree candidates.

January 20, Monday

University holiday: Martin Luther King, Jr. Day.

January 22, Wednesday, through January 23, Thursday

Derek Bok Center Teaching Orientation for teaching fellows and faculty members.

January 26, Sunday

Last day upon which graduate students may submit work for Incomplete grades from the 2012-13 spring term.

Optional Winter Session ends.

Academic Calendar

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

Spring Term 2013-2014

January 27, Monday

First meeting of spring term classes.

Registration must be completed for all continuing and returning undergraduate students.

Registration must be completed for all visiting undergraduates and transfer students.

Registration must be completed for continuing and new Special Students, Visiting Fellows, and all new, returning, and continuing students in the Graduate School of Arts and Sciences.

January 31, Friday: Study Card Day

Study cards are due for all students.

Last day upon which undergraduates may register for the spring term.

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

Course lists available online at www.my.harvard.edu as study cards are processed.

February 4, Tuesday

Faculty meeting, including voting for March degrees, at 4:00 pm.

February 7, Friday

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

February 10, Monday

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

Makeup examinations for 2013-2014 fall term begin.

February 14, 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.

February 17, Monday

University holiday: Presidents' Day.

February 24, 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.

Last day upon which undergraduates may divide full year courses with half-course credit.

February 28, Friday, through March 1, Saturday

Junior Parents Weekend. Parents may attend classes on Friday.

March 10, 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.

March 15, Saturday, through March 23, Sunday: Spring Recess

March 25, Tuesday

Last day upon which graduate students may drop a course or divide a full year course with half-course credit.

March 28, Friday

Graduate student applications for May 2014 degrees (AM, SM, ME, MFS, and PhD) must be submitted on or before this date.

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

March 31, Monday

Undergraduate student applications for May 2014 degrees must be submitted on or before this date.

Last day to change concentration without Administrative Board approval for May and November 2014 degree candidates.

Last day upon which undergraduate May and November 2014 degree candidates may file a foreign language citation study plan.

Last day upon which undergraduate May and November 2014 degree candidates may submit a completed and signed petition for a secondary field to the Office of the Registrar.

Advanced Standing eligible students planning to graduate after six or seven terms in May or November 2015, or to begin a fourth year AM program in fall term 2015, must file the "Advanced Standing Activation Form" by this date.

May 1, Thursday

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

May 1, Thursday, through May 8, Thursday: Reading Period

May 8, Thursday

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

May 9, Friday, through May 17, Saturday: Examination Period

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

May 16, Friday

Approved graduate dissertations due for May degree candidates.

May 26, Monday

University holiday: Memorial Day

May 27, Tuesday

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

May 29, Thursday: Harvard University Commencement

Academic Calendar

	Fall Term 2014-2015
Academic year begins	Tue Sep 2
Study card day	Tue Sep 9†
Thanksgiving recess	Wed Nov 26–Sun Nov 30
Reading period	Wed Dec 5–Wed Dec 10
Examination period	Thu Dec 11–Fri Dec 19
	Spring Term 2014-2015
Spring term begins	Mon Jan 26
Study card day	Fri Jan 30†
Spring recess	Sat Mar 14–Sun Mar 22
Reading period	Thu Apr 30–Thu May 7
Examination period	Fri May 8–Sat May 16
Commencement	Thu May 28

*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.

†Study card day for all students.

Responsibilities of Instructors

Instructors' Presence

Instruction

Evaluation

Conduct

Student Privacy

Use of HUIT Computing

Accessible Education

Sexual Harassment

The Commission of Inquiry

Human Subject Research

Research Involving Animal Subjects

Responsibilities of Instructors

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 may become necessary and are permissible, so long as academic responsibilities are met or adequately covered and the following procedures have been observed. Faculty are expected to fulfill their assigned teaching obligations and should only use substitute instructors (including teaching fellows) in exceptional cases. Frequent short absences within a term are strongly discouraged, even if teaching and other responsibilities are covered, as such absences significantly hamper a faculty member's ability to meet responsibilities to students and academic programs.

Faculty members who must 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 the Chair of their department(s). The Chair will determine whether all teaching responsibilities are to be adequately covered. When requesting such leaves, it is incumbent on faculty members to consider their academic responsibilities and to ensure that they continue to be met. If the proposed 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 "Forms" page of the [Faculty Affairs website](#)). 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.

Responsibilities of Instructors

Responsibility for Instruction

Responsibility for instruction rests solely with the head of the course. This person's name appears with the course listing in Courses of Instruction as the instructor of the course. If there are several instructors, the name of the course head appears first. The course head alone signs study cards and has access to course lists and grade sheets. 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 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 Professor (assistant, associate, or full), or Professor (assistant, associate, or full), and for undergraduate teaching only, Instructor. 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.

Only assistant, associate, or full professors in other Harvard Faculties who offer courses for academic credit in that Faculty may teach in the FAS without an FAS teaching appointment. All other non-FAS faculty—those holding appointments below the rank of assistant professor or those who do not offer courses for academic credit in their 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.

Responsibilities of Instructors

Responsibility for Evaluation

Responsibility for evaluation rests with the individual listed in Courses of Instruction as the instructor in charge (the course head). For courses taught by more than one instructor, the course head is listed in the catalog first and the others are listed alphabetically. 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 Educational Policy Committee (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.

Responsibilities of Instructors

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.

Other Sources of Information

- Teaching Fellows Handbook ([GSAS](#) and the [Derek Bok Center for Teaching and Learning](#))
- "Tips for Teachers: Sensitivity to Women in the Contemporary Classroom" (The [Derek Bok Center for Teaching and Learning](#))
- "Tips for Teachers: Encouraging Students in a Racially Diverse Classroom" (The [Derek Bok Center for Teaching and Learning](#))
- "[Sexual Harassment and Unprofessional Conduct: Guidelines in the Faculty of Arts and Sciences](#)"

Responsibilities of Instructors

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, 20 Garden Street (617-495-1545). (See [Posting of Grades](#).)

Responsibilities of Instructors

Use of the HUIT Computing and Network Services

Faculty members are provided access to University computer facilities for academic use. Information about academic computing and network services offered by the Harvard University Information Technology is described in Teaching Resources and is available through help@fas.harvard.edu or 617-495-9000.

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 (617-495-9000).

Responsibilities of Instructors

Students Requiring Accessible Education

Accessible Education Office

Sheila Petruccelli, Director
Holyoke Center, Fourth Floor
(617-496-8707)/V, (617-496-3720)/voice/TTY,
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 access to the same programs and activities that are available to students without disabilities.

The Accessible Education Office (AEO) which serves College, Graduate School of Arts and Sciences (GSAS) as well as the 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 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 who need 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 Adaptive Technology Lab (ATL) 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 the Coordinator of Deaf/ Hard of Hearing Services at 617-496-3720.
- 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 for 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.

Adaptive Technology Laboratory

Harvard University Science Center 103
atl@fas.harvard.edu, (617-496-8800)
www.fas.harvard.edu/~atl

The Adaptive Technology Laboratory (ATL) serves College, GSAS, and SEAS students registered with AEO and who depend on print alternatives to access course materials. The ATL 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 ATL for assistance. If a student requires the use of a laptop as an exam accommodation, a course staff member may email the ATL 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 final exam period by the FAS Registrar's Office and the appropriate accommodations will be made in conjunction with AEO. For questions concerning the administration of final exams (e.g., location of students, etc.) contact the FAS Registrar's Office, fasexams@fas.harvard.edu, or (617-495-1542). For questions concerning accommodations, call AEO (617-496-8707) Voice, or (617-496-3720)voice/TTY, or email aeo@fas.harvard.edu.

Responsibilities of Instructors

Sexual Harassment

The Faculty has devoted considerable attention to the topic of sexual harassment and has adopted guidelines describing harassment and procedures for resolving complaints. These guidelines and procedures are briefly described below, with additional information available at the urls below.

"*Sexual Harassment and Unprofessional Conduct Guidelines*," available at <http://www.fas.harvard.edu/home/content/sexual-harassment-and-unprofessional-conduct-guidelines>, is a policy statement describing what constitutes sexual harassment; it defines sexual harassment in the following way:

The determination of what constitutes sexual harassment will vary with the particular circumstances, but it may be described generally as unwanted sexual behavior, such as physical contact or verbal comments, jokes, questions, or suggestions. In the academic context, the fundamental element of sexual harassment is ordinarily the inappropriate personal attention by an instructor or other officer who is in a position to exercise professional power over another individual. [...] Such behavior is unacceptable in a university. It seriously undermines the atmosphere of trust essential to the academic enterprise.

The statement also addresses the issue of amorous relationships between individuals of different university status:

Amorous relationships that might be appropriate in other circumstances always have inherent dangers when they occur between any teacher or officer of the University for whom he or she has a professional responsibility (i.e. as teacher, adviser, evaluator, supervisor). [...] Officers and other members of the teaching staff should be aware that any romantic involvement with their students makes them liable for formal action against them.

The guidelines also indicate the manner in which sexual harassment may have an adverse impact in a scholarly community:

The Faculty of Arts and Sciences seeks to maintain a learning and work environment free from sexual harassment, including unprofessional conduct in faculty-student relationships and sexism in the classroom. These kinds of behavior are barriers to the educational, scholarly, and research purposes of the University.

"*Procedures for the Resolution of Sexual Harassment and Unprofessional Conduct Problems*," available at <http://www.fas.harvard.edu/home/content/procedures-resolution-sexual-harassment-and-unprofessional-conduct-problems>, describes the options available to any member of the FAS community who believes that he or she has been sexually harassed. Options include informal seeking of advice or help from designated harassment officers and formal complaint procedures.

"*Sexual Harassment Officers and Resources*," available at <http://www.fas.harvard.edu/home/content/sexual-harassment-officers-and-resources>, lists

designated harassment officers for undergraduates, graduate students, faculty, postdoctoral fellows, teaching assistants, and staff. This document also lists useful University resources, student groups and hotlines, and state and federal agencies.

In many cases, difficulties can be resolved informally. In others, one may seek disciplinary action through the Dean of the Faculty or through screening and hearing panels convened to hear charges of "grave misconduct," identified in the University statutes as grounds for termination of employment (including deprivation of tenure). Any member of the FAS community who believes he or she has been sexually harassed is encouraged to bring the matter to the attention of an appropriate officer. Please note that members of the Harvard Union of Clerical and Technical Workers (HUCTW) are covered by the sexual harassment policies agreed to in the collective bargaining agreement and described in the *Personnel Manual*. For union members these policies take precedence over the policies governing other members of the University community.

Responsibilities of Instructors

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.

Responsibilities of Instructors

Human Subject Research

University regulations and federal rules require advance review and approval, or determination of exemption, of most human subject research. Any living person from or about whom information is collected for a scholarly study is deemed a "research subject"—the term is not limited only to those subjects involved in clinical or laboratory studies. Faculty and students contemplating a research project involving humans as subjects, whether or not the work is externally funded and regardless of the area of academic discipline, should ascertain whether the project requires review.

Committee on the Use of Human Subjects

1414 Massachusetts Avenue, 2th Floor
(617-495-2847)
Email: cuhs@fas.harvard.edu
<http://cuhs.harvard.edu>

Jan Jaeger, PhD

Director, IRB Operations
(617) 496-5593

Hila Bernstein, MS

Research Officer
(617) 496-2146

Cattie Coyle

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(617) 496-6087

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Research Officer
(617) 496-3137

Fanny Ennever, PhD

Senior Research Officer

(617) 495-5459

Rachel Krebs, MS

Research Officer

(617) 496-1185

Andrea Maislen, JD

Research Officer

(617) 496-1833

The Standing Committee on the Use of Human Subjects in Research, the Faculty of Arts and Sciences' federally mandated Institutional Review Board, is responsible for reviewing proposed studies. Applications should be submitted two weeks prior to Committee meetings, which are held monthly throughout the academic year. Judging from the information provided on the application, the Committee determines whether the proposed procedures will adequately safeguard the rights and welfare of the subjects. The Committee also aims to insure the appropriate recruiting practices, permissions, and student time commitments. Some projects may not require full Committee review; others may be exempt from review altogether. Students planning research projects should contact a Committee research officer to determine whether review is required. Forms, meeting schedule, human subjects training, and reference material are available on the website, <http://cuhs.harvard.edu>.

Responsibilities of Instructors

Research Involving Animal Subjects

www.fas.harvard.edu/~research/approvals/iacuc.html
www.fas.harvard.edu/~research/greybook/animals.html

University regulations and federal rules require advance review and approval of all vertebrate animal research prior to its commencement. The Committee on the Use of Animals in Research and Teaching, the Faculty of Arts and Sciences' federally mandated Institutional Animal Care and Use Committee (IACUC), is responsible for reviewing proposed studies. There are no submission deadlines; applications may be submitted anytime.

IACUC administration services are provided by staff in the office of Research Administration Services (RAS). Information and forms may be obtained from IACUC Administration (IACUC@fas.harvard.edu). All individuals using vertebrate animals in research and/or teaching must participate in the institution's occupational health program to work with vertebrate animals and complete a course entitled "The Humane Care of Animals in Research/Teaching." This course is offered four times a year and acquaints the participants with Harvard policies as well as federal, state, and city of Cambridge regulations regarding the use of animals. Information regarding the occupational health program and course dates/times may be obtained from IACUC Administration.

The Office of Animal Resources (OAR) is the unit responsible for the housing, daily care, health and well-being of all vertebrate animals used on campus at the FAS. No vertebrate animals may be obtained without the permission of the Office of Animal Resources (617-496-9989).

All members of the Harvard community have a responsibility to report instances of mistreatment of animals or non-compliance with animal use guidelines. To report the mistreatment of vertebrate animals in research or teaching at Harvard, contact the Director of the Office of Animal Resources, Arthur Lage, D.V.M. (617-432-1289) or IACUC Administration. Anonymity will be honored if desired.

Course Administration

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Course Administration

The Course Catalog

The course catalog for the Faculty of Arts and Sciences, *Courses of Instruction*, lists both graduate and undergraduate courses and is published annually. An up-to-date version of the catalog is posted at <http://www.registrar.fas.harvard.edu/fasro/courses/>.

The Office of the Registrar compiles and publishes *Courses of Instruction* by gathering the information from department, division, and committee offices (not individual instructors) as well as the Dean's office. All course changes must be brought to the attention of the department's catalog coordinator and be approved by the department Chair.

Course information published in the catalog 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.

Course Administration

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 groups 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

- Courses may have only one number and may be listed in full by only one department or committee. If a course is taught by two faculty members from different departments or committees, the Registrar may grant permission for the course to be listed in full in each area of the catalog.
- Course titles appear on student transcripts which have space for only 32 characters. Faculty members are encouraged to submit an appropriate transcript title in cases where a full title is longer than 32 characters. Titles that appear in the course catalog may be of any length.
- Course descriptions are limited to 100 words. Overlong descriptions may be returned for editing.
- Courses listed but not offered in the current academic year are designated by enclosing the course number and title in brackets. Courses may be bracketed for two consecutive years and the designation must include an indication of when the course will next be given.
- An asterisk (*) preceding the course title indicates that approval of the instructor is required for a student to enroll and the student's study card must be signed by the instructor. If an asterisk does not precede the course title, the instructor is not required to sign the student's study card. Limited enrollment numbers and "permission of instructor" may be listed in Note fields without an asterisk preceding the course. All tutorials and

300/3000-level courses will carry an asterisk.

- A meeting time is necessary for all courses except 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.

Course Administration

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, it usually limits enrollment to 12 to 15 students, and it emphasizes student presentations, papers, and research.

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 Master 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 Resident Dean, which signifies that the proposal satisfies the guidelines and has been signed by the adviser. Resident 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 Resident Dean for approval, ordinarily in the first week of the term. In addition, the Allston Burr Resident Dean must sign the appropriate space on the study card. Any change-of-course petition that is filed to add, drop, or withdraw from Independent Study also requires the signature of the Allston Burr Resident 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 Resident Dean's office, ordinarily by the first day of the Examination Period. Independent Study is not counted toward General Education of 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 Administration

Course Meeting Times

Traditionally, courses meet for three hours per week. Hour-long FAS courses are scheduled on the hour. One-and-one-half hour FAS courses are scheduled for 8:30-10 am, 10-11:30 am, or 11:30 am-1 pm, and only on Tuesdays and Thursdays. No course beginning before 1 pm should be longer than one hour on Monday or Wednesday, or longer than 1-1/2 hours on Tuesday or Thursday. Two-hour FAS seminars that begin before 1 pm are to be held on Fridays. Courses scheduled at non-compliant meeting times must be approved by the Registrar. Approved courses are required to meet in departmental space or in classrooms scheduled through offices other than the FAS 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. The five minutes allotted for transition is not reserved by either course. Instructors should exercise professional conduct when entering or vacating a classroom.

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.

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 catalog. 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 the 300- or 3000-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 seven to nine days prior to the start of final examinations is designated as the Reading Period. During this period faculty members may choose not to hold formal class meetings with students. Those who exercise this option often do so to allow students to work independently, exploring special topics or integrating the material covered in the course. Students often use this time to complete term papers that draw on the work of the term and to re-examine course material in order to integrate the various strands of a course in preparation for the final examination or other final exercise. Those courses that have alternative assessments should schedule these activities during the Reading Period, while being mindful of students' obligations to other courses, some of which may continue to meet during Reading Period. Any final assignments other than final examinations are due no later than the last day of Reading Period. Faculty legislation on Reading Period emphasizes the following: the suspension of lectures should involve no diminution in the total work required in courses; new reading assignments for this period may not be excessive; and, new material introduced through Reading Period assignments should cover special topics for investigation or further development rather than important parts of the course as a whole.

Many courses continue to meet on their regular schedules during much of the Reading Period. Even in these cases, most instructors suspend classes during the last two weekdays of the Reading Period to allow students a few days of uninterrupted preparation before the start of final examinations. It is generally expected that review sessions will take place during the Reading Period.

Instructors should specify their plans and expectations for the Reading Period on the course syllabus or during the early meetings of the term, so students may take this into account as they plan their work for the term.

The Reading Period is an integral part of the term whether or not a class meets during this time. Both instructors and students are expected to remain in the immediate vicinity of Cambridge throughout this period.

Examination Period

Following the Reading Period at each term's end, there is an Examination Period. No course assignments, trips, or special events should be scheduled by instructors during the Examination Period. Like the Reading Period, the Examination Period is considered part of the term, and instructors as well as students are expected to be in residence throughout. At the end of the term, instructors are expected to submit grades for their course by the published deadline. See [Final and Midyear Examinations](#).

Course Administration

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 original listing in the *Courses of Instruction* catalog or when a change in location occurs after the initial classroom assignment has been determined.

To announce course meeting times and locations, the FAS Office of the Registrar produces a Course Meetings Location Report. This report is posted on the [Registrar's website](#) prior to the start of each term. This information also appears on course iSites, 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

20 Garden Street

classrms@fas.harvard.edu

(617-495-1541)

www.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 on forms that are distributed in June (for the fall term) and October (for the spring term). The FAS Classrooms Office encourages instructors to include requests for course-related events—films, lectures, midterm examinations—at this time. If another classroom is needed for midterm or hour exams, you may request an additional room so students can be placed reasonably far apart and have writing tablets. Classroom questions and requests may be emailed to the FAS Classrooms Office. Departmental classroom assignments should be confirmed with departmental schedulers.

Courses and sections have their assigned classrooms reserved from the first day of the term through the end of the Reading Period. 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 Study Card Day 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 serve basis.

Fall/Repeat Spring and Full Year Courses: For all full year and fall/repeat spring courses that have the same meeting day and time for the spring term as they have in the current fall term, the FAS Classrooms Office anticipates being able to assign the same classroom. Departmental classroom assignments should be confirmed with departmental schedulers.

Reading Period: A course is scheduled into a classroom from the first day of the term through the end of Reading Period. Since classroom space is limited during the Reading Period, it is recommended that instructors should hold review sessions in regularly-assigned classrooms.

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 Study Card Day.

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 study card day.

FAS Registrar's Office Website

The following documents and links are posted to the website:

Courses

- [Course Meetings Location Report FAS](#)
- [First Meetings Report FAS](#)

FAS Classroom Inventory

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

Discussion Sections

- Guidelines for Requesting Discussion Section Space

Course Administration

Pre-Term Planning

Each term, undergraduates are required and G1 and G2 students are invited to provide preliminary, non-binding information about their course selections for the following term. (Incoming freshmen and incoming G1 students are not required to provide this information.) Pre-term planning (PTP) information that students submit is used for planning purposes only, and does not give students priority in limited enrollment courses or any subsequent course lotteries.

For PTP data to be as accurate as possible, it is important that students have access to information about next term's courses. Faculty members are encouraged to post information about their courses well in advance of the next term. A complete course syllabus is welcome; if an updated syllabus is not available, the most helpful information for PTP is an extended description of the course with an overview of topics, a break-down of the requirements (e.g., weekly response papers or problem sets, an hour exam and final exam, a large research paper, etc.), and a preliminary book list, if applicable.

Course Administration

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 hour exams and the midterm examination, 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 set later in the term. **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 and Midyear 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 course may not be divisible at midyear for half course credit -- 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 Day each term.

Course Administration

Course Lists

Beginning on Study Card Day, instructors will be able to view their course lists via their web-based portal pages at my.harvard.edu. After entering your HUID and Personal Identification Number (PIN) at the PIN authentication page, your portal page will appear. (If you have forgotten your PIN, you can request a new one at the Harvard University PIN website) Look for a box in the right-hand column entitled, "FAS Course Enrollment Lists." This tool contains a list of courses that you are teaching in the current term. For each course, there are links to view an enrollment list, generate a printable (PDF) list, or download enrollment data to Microsoft Excel. You can also view the photos of each student in your course. Note that enrollment data are protected under the Family Educational Rights and Privacy Act (FERPA) of 1974 and are therefore not for distribution. Information on Course iSites is available at icg.fas.harvard.edu, select "Course Websites".

The online course lists are continually updated. Only when a student's name appears on the course list or when the Office of the Registrar notifies the instructor of a late enrollment 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 rorec@fas.harvard.edu.

Course Administration

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.

Course Administration

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 by filing study cards on which they have included their courses and gathered all the required instructor signatures (see: [Instructor's Signature on Study Cards](#)).

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 Signature on Study Cards and Petitions

The Office of the Registrar will not accept any study card that lacks a required signature. The instructor's signature must be obtained for all undergraduate enrollments in graduate-level courses and for those that require the permission of the instructor, as indicated by an asterisk in Courses of Instruction. Study cards filed after the prescribed deadline must contain the instructor's signature for every course listed.

Undergraduates adding a course after the study card is filed or changing grading status to Pass/Fail must obtain the signature of the course head, but the signature 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 by petition and is not required for dropping a course.

Instructors may not delegate their responsibility for signing study cards, 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 sign the required petitions.

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 (20 Garden Street) 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

The Faculty believes that full participation in a classroom setting is essential. Therefore, 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 and signature on the study card 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.

Course Administration

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 Resident Dean.

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 the filing of study cards, 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 at (617-495-1541) no later than Study Card Day.

Course Administration

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.

Course Administration

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.

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 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.

Course Administration

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 written work must be due by the last day of the Reading Period**, 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.

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 Secretary of the Administrative Board (adboard@fas.harvard.edu). (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.

Course Administration

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 midyear or final examination or before the final meeting of a course in which there is no midyear or 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 Resident Dean.

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 request to either the Dean of Undergraduate Education (for an undergraduate) or the Dean of the Graduate School (for a graduate student), c/o The Registrar, 20 Garden Street (617-495-1545). (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.

Course Administration

Midterm Grades for Undergraduates

Instructors teaching an undergraduate course are asked to report students making unsatisfactory progress to the Resident Deans by using the “Mid-term Reports” function of the Online Grading tool. This process can also be used to communicate special concerns about a student to the 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 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 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.

Course Administration

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 an important 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. They serve as section leaders, tutors, and laboratory leaders, but always under the supervision of instructors who hold Faculty-level teaching appointments in the 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 on 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. The section allocation tool will also display pre-term planning data and actual enrollment numbers automatically, 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 four sections of teaching; 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 GSAS website: www.gsas.harvard.edu.

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 "Responsibilities of Instructors": 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/icb/icb.do>
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. An “instructional lunch fund” to contribute to weekly luncheon meetings with instructional support staff is available from the Office of Undergraduate Education. 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 are employed**, 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 resident 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 resident 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.

Course Administration

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. 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 and Midyear 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 or Midyear 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 midyear and final if a full year course) or an approved makeup. A student's unexcused absence from a midyear or final examination will ordinarily result in a failing grade for the course (ABS). The course head is not empowered to excuse student absences from midyear, 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 Deans. The Resident Dean 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, midyear, or makeup examination. (See [Exclusion](#).)

Examination Categories

Examination Scheduling

Examination Groups and Dates

Administration of Examinations

AEO Examinations

Religious Conflicts

Examinations in Absentia

Makeup Examinations

Examinations

Examination Categories

At the beginning of each term, course heads will receive a Final Examination Request form for each course they teach and will be asked to classify their courses according to the following three categories:

A. Standard Three-hour Examination Required (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.

B. Standard Three-hour Examination for All Undergraduates, Alternative Assessment for All Graduates

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 must be completed by the last day of Examination Period.

C. 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 must be completed by the last day of Reading Period.

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. Any final assignments other than final examinations must be completed before the end of Reading Period.

Take-Home Final Examinations

Take-home examinations are considered like other projects and not as scheduled final exams; as such they must be due before the end of Reading Period. When assigning a take-home exam it is imperative that the instructor be mindful of student obligations to other courses, some of which continue to meet during Reading Period. 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.

Examinations

Examination Scheduling

For most courses an Examination Group is listed in *Courses of Instruction* within the course description. Examination Groups correspond to class meeting times and ordinarily change if the meeting time changes. Occasionally, however, there is a misprint in the course catalog and the Exam Group does not correspond with the meeting time. In these cases, the Exam Group will be changed to correspond with the meeting time. Occasionally, the Office of the Registrar may need to assign an Exam Group that does not correspond to the meeting time of the course.

Classes that meet for periods longer than one hour are listed in the catalog with more than one Exam Group. The Exam Group for such a course will be selected by the Registrar's Office.

Many factors must be considered when scheduling eighteen Exam Groups within an eight-day examination period, including student conflicts, room availability, and personnel resources. As a result, the Office of the Registrar is unable to accommodate individual requests to assign alternative Exam Groups to courses.

Since the days and hours for courses are subject to change, official dates and times for examinations are published on the Final Examination Schedule, posted on the [Registrar's website](#). The Final Examination Schedule will be available in late September for fall final/midyear examinations and in late February for spring final examinations.

Examinations

Examination Groups and Dates

The table below shows the dates of final examinations associated with each of the final Examination Groups. For most courses, an Examination Group is listed in *Courses of Instruction* within the course description. Exam Groups correspond to course meeting days and times and ordinarily change if the course meeting days and times change. Occasionally, the Office of the Registrar may need to assign an Exam Group that does not correspond to the meeting days and times of a course. All students are therefore advised that they should not make any travel plans until the official Final Examination Schedule is published. Students are expected to be in residence for the duration of the Final Examination Period. For the fall term, the Final Examination Period is December 12, Thursday, through December 20, Friday. For the spring term, the Final Examination Period is May 9, Friday, through May 17, Saturday.

Examination Group	Fall Final/ Midyear Examination	Spring Final Examination
1	Dec 17 (Tu)	May 17 (Sa)
2	Dec 16 (M)	May 16 (F)
3	Dec 14 (Sa)	May 13 (Tu)
4	Dec 12 (Th)	May 14 (W)
5	Dec 20 (F)	May 12 (M)
6	Dec 19 (Th)	May 10 (Sa)
7	Dec 17 (Tu)	May 17 (Sa)
8	Dec 18 (W)	May 9 (F)
9	Dec 18 (W)	May 9 (F)
10	Dec 19 (Th)	May 10 (Sa)
11	Dec 18 (W)	May 9 (F)
12	Dec 18 (W)	May 9 (F)
13	Dec 13 (F)	May 15 (Th)
14	Dec 17 (Tu)	May 17 (Sa)
15	Dec 16 (M)	May 16 (F)
16	Dec 16 (M)	May 16 (F)
17	Dec 18 (W)	May 9 (F)
18	Dec 18 (W)	May 9 (F)

Examinations

Administration of Examinations

Final and Midyear 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 "Exam Attendance Reporting Form" found on the Exams page of the FAS Registrar's Office website (<http://www.registrar.fas.harvard.edu>).
- 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 Exam Request 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 Resident Dean.
- 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.

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 exam 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 (i.e. digital text, Braille, or enlarged text), please contact the Adaptive Technology Lab (ATL) at atl@fas.harvard.edu or 617-496-8800. Arrangements for reformatting examinations should be made least 5 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 general administration, 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 within 24 hours of the original schedule.

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 fasexams@fas.harvard.edu or 617-495-1542.

Examinations

Religious Conflicts with Final/Midyear 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. Please direct any questions to the Registrar's Office at fsexams@fas.harvard.edu.

Examinations

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.

Examinations

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 midterm or 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

[The Grading System](#)

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Grades

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. Online grade entry can be found at apps2.registrar.fas.harvard.edu/onlinegrading. (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 midyear or final examination scheduled by the Office of the Registrar during the Midyear or 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 and Midyear 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 midyear or final examination, a student is granted a makeup examination by the Administrative Board, the appropriate grade is then submitted after completion of the examination. A special grade sheet is provided for this purpose.

- **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 midyear or 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 midyear or final examination scheduled by the Office of the Registrar during the Midyear or 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 midyear or 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 by using the Online Grading Portal found at <http://apps2.registrar.fas.harvard.edu/onlinegrading>.

Grades

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.

Grades

Submission of Final and Midyear Grades

During the midyear and final examination periods, instructors should not leave the vicinity of Cambridge until their course grades have been submitted to the Office of the Registrar. 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 sheet for a course must be submitted online by the course head, as soon as possible but no later than the due date noted.

Grades

Due Dates for Midterm Grades 2013-2014

Unsatisfactory midterm progress of undergraduates should be reported online at <http://apps2.registrar.fas.harvard.edu/onlinegrading>. Progress reports may be submitted from the third week of the semester until final grading opens. (See [Midterm Grades for Undergraduates](#).)

Due Dates for Fall Final/Midyear Grades 2013-2014

Courses Without Examinations

Final grades for all fall courses without final or midyear examinations, including 300-level courses and courses with alternative final assessments, must be submitted on-line no later than **Friday, December 20**.

Courses With Examinations

Examination Group	Date of Examination	Grades Due
1	Dec 17 (Tu)	Dec 23 (M)
2	Dec 16 (M)	Dec 23 (M)
3	Dec 14 (Sa)	Dec 20 (F)
4	Dec 12 (Th)	Dec 19 (Th)
5	Dec 20 (F)	Dec 28 (Sa)
6	Dec 19 (Th)	Dec 27 (F)
7	Dec 17 (Tu)	Dec 23 (M)
8	Dec 18 (W)	Dec 27 (F)
9	Dec 18 (W)	Dec 27 (F)
10	Dec 19 (Th)	Dec 27 (F)
11	Dec 18 (W)	Dec 27 (F)
12	Dec 18 (W)	Dec 27 (F)
13	Dec 13 (F)	Dec 20 (F)
14	Dec 17 (Tu)	Dec 23 (M)
15	Dec 16 (M)	Dec 23 (M)
16	Dec 16 (M)	Dec 23 (M)
17	Dec 18 (W)	Dec 27 (F)
18	Dec 18 (W)	Dec 27 (F)

Due Dates for Spring Final/Midyear Grades 2013-2014

Courses Without Examinations

Final grades for all spring courses without final or midyear examinations, including 300-level courses and courses with alternative final assessments, must be submitted on-line no later than **Saturday, May 17**.

Courses With Examinations

Examination Group	Date of Examination	May Degree Grades Due	Non-Degree Grades Due
1	May 17 (Sa)	May 21 (W)	May 24 (Sa)
2	May 16 (F)	May 20 (Tu)	May 23 (F)
3	May 13 (Tu)	May 17 (Sa)	May 20 (Tu)
4	May 14 (W)	May 18 (Su)	May 21 (W)
5	May 12 (M)	May 16 (F)	May 19 (M)
6	May 10 (Sa)	May 14 (W)	May 17 (Sa)
7	May 17 (Sa)	May 21 (W)	May 24 (Sa)
8	May 9 (F)	May 13 (Tu)	May 16 (F)
9	May 9 (F)	May 13 (Tu)	May 16 (F)
10	May 10 (S)	May 14 (W)	May 17 (Sa)
11	May 9 (F)	May 13 (Tu)	May 16 (F)
12	May 9 (F)	May 13 (Tu)	May 16 (F)
13	May 15 (Th)	May 19 (M)	May 22 (Th)
14	May 17 (Sa)	May 21 (W)	May 24 (Sa)
15	May 16 (F)	May 20 (Tu)	May 23 (F)
16	May 16 (F)	May 20 (Tu)	May 23 (F)
17	May 9 (F)	May 13 (Tu)	May 16 (F)
18	May 9 (F)	May 13 (Tu)	May 16 (F)

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.

Grades

Final Grades in Full Year Courses

Final grades in full year 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.

Grades

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](#).

Grades

Changes in Grades

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 by using the Online Grading Portal found at <http://apps2.registrar.fas.harvard.edu/onlinegrading>. 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.

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.

Grades

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 on the student record, which is available via the [Registrar's Office website](#). 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 online grade sheets.

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 Resident Deans](#)

[Graduate School Office of Student Affairs](#)

[Neglect of Academic Work](#)

[Reports of Unsatisfactory Records](#)

[Dishonesty in Course Work](#)

[Troubled Students](#)

[Administrative Sports Liaisons](#)

Addressing Student Problems

The Administrative Boards

The Administrative Board of Harvard College has the responsibility for reviewing all unsatisfactory undergraduate records and disciplinary cases 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 Resident 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 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.

Addressing Student Problems

The Resident Deans

Working with the Dean of Harvard College are the thirteen Allston Burr Resident Deans, one in each of the Houses. These Resident 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 Dean. Students' House affiliations or freshman status are indicated on course lists. A list of Resident Deans may be found in the [FAS Directory](#).

Addressing Student Problems

Graduate School Office of Student Affairs

Instructors with concerns regarding graduate students' academic or personal welfare should contact the Office of Student Affairs in Holyoke 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 and advises students on sexual harassment complaints.

Addressing Student Problems

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.

Addressing Student Problems

Reports of Undergraduates with Unsatisfactory Records

Instructors teaching an undergraduate course are asked to report students making unsatisfactory progress to the Resident Deans by using the “Mid-term Reports” function of the Online Grading 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 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 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 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.

Addressing Student Problems

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 Administrative Boards. Therefore, any incidence 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 Administrative Board of Harvard College). After a preliminary investigation, the faculty member, in consultation with the Secretary of the Board and the Department Chair or his/her designee(s), can determine whether a "local sanction" is appropriate; if so, the Secretary of the Board 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 Secretary. In all instances in which it is determined that a local sanction is not appropriate the case will be referred to the Board.

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 an Administrative Board will receive a careful hearing. Action taken by either Board can range from "scratch" (the 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 Administrative Board 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 Administrative Board. Students may ask the Board, through their Resident Dean, to investigate and resolve informal allegations of academic dishonesty that have not been brought to the Board's attention by a faculty member.

Addressing Student Problems

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 Resident Dean. Instructors are encouraged to call the 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 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.

Addressing Student Problems

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 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 Adaptive Technology Laboratory, 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](#)

Teaching Resources

Advising Programs Office of Harvard College

Holyoke 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, Resident 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 400 non-resident advisers work with an average of 3-4 first-year students. All Proctors also serve as academic advisers to a sub-group 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, by writ of faculty legislation, the deadline for students to declare their concentration shifted from the end of the second term to the end of the third term. To address the advising needs consequent upon this shift, the Advising and Counseling Committee, in collaboration with the Masters, 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 upon, and preparing to declare, their concentration. Faculty members in the concentrations are eager to reach out to sophomores; Sophomore Advisers help 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 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 essential 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 during Advising Corner lunches in Annenberg and during Advising Fortnight—a two week series of concentration advising programs 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 as appropriate 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 the specific advising policies and structure of their concentration. In many departments, for instance, the Director of Undergraduate Studies (DUS) or Head Tutor, Assistant Director of Undergraduate Studies (ADUS) or Assistant Head Tutor, and Undergraduate Coordinator do the bulk of advising. Some concentrations, in coordination with the House Masters, designate House Tutors to advise concentrators in their residence; some assign non-residential Concentration Advisers to students in particular Houses or groups of Houses. In addition, in a number of the Humanities and Social Science concentrations that have a tutorial system (ranging from one to five semesters), students receive additional advising from their tutorial leaders.

Advising i-Site and the Advising Network Portal

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. The APO (in conjunction with the Registrar's Office) also maintains another key online resource for students and advisers: the "Advising Network Portal" (ANP). By logging in to their own ANP pages, students are able to view the photos, names, and contact information of all of their official advisers, as well as select institutional records. Advisers can also access their advisees' portal pages and view the same information. Advisers also log in to the ANP to enter journaling notes about the advising conversations they have with their advisees, to read the notes of previous advisers, and to see other information relevant to their advisees' academic plans and progress, and their advising networks.

Teaching Resources

The Derek Bok Center for Teaching and Learning

Science Center 318

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 training programs and resources to promote teaching. The Center was established in 1975 to improve the quality of undergraduate education. In addition to video consultations and working with instructors on classroom dynamics, the Bok Center focuses on course design, creative assignments and the uses of multi-media in the classroom. The Center works with the General Education Instructional Support Services Team (ISST) to support faculty early in the process of conceiving their courses, and trains Teaching Fellows once they are launched. The Bok Center features a certificate program for graduate students that includes seminars on Teaching in the American Classroom for international TFs, Multi-modal Communication, the Graduate Writing Fellows and Designing the Course of the Future, among others. Further information and resources are available on the [Bok Center's website](http://bokcenter.harvard.edu).

Wheelchair accessible.

Teaching Resources

Bureau of Study Counsel

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

The Bureau of Study Counsel (BSC) is a resource center to support students' academic and personal development. BSC services help students improve their academic skills and strategies (such as reading, note-making, exam-taking, time management, procrastination, memory, public speaking, writing, etc.) and explore broader academic and personal concerns (such as relationships, motivation, adjusting to college or graduate school, important life events, future direction, etc.).

The BSC's mission is based in an educational/developmental model. BSC services are designed to help students think with more complexity; develop a sense of voice and authority in their scholarship and in their lives generally; approach their work and lives with honesty, curiosity, and creativity; learn to set limits with self and others; cultivate healthy relationships; survive, and even thrive, in a stressful, competitive academic environment; develop their capacity for critical discernment and judgment; and make meaning of their experiences.

Faculty members are invited to refer or recommend students to the BSC. Services include:

Academic and personal 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 and their lives.

Workshops and discussion groups. The BSC offers workshops and discussion groups on topics related to academics and student life, 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 undergraduate courses. Academic peer tutoring is provided as a supplement, not a substitute, for course instruction. Academic peer tutoring is available in most subjects offered by Harvard College. Most 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, who has designated the Bureau to recruit, hire, and supervise undergraduate peer tutors; 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 offered several times per year. FAS Faculty, teaching fellows, and residence staff may enroll in the course at no charge. The fee for FAS students is \$25; all others \$150 (subject to change). The course helps students developing a repertoire of strategies and approaches for improving their speed of reading and

comprehension.

Handouts and resources. The BSC offers both online and paper resources designed to assist students with the perplexities and challenges of academic life. See the “Handouts and Resources” section of the [BSC website](#) for an extensive array of materials. Paper handouts are available at the Cranium Corner, a library of materials related to university learning located in the BSC’s reception area.

In addition to direct services for students, consultation services are available to faculty, teaching fellows, administrators, residential staff, and student peer-service groups on issues related to student life and learning. Professionals who work with students in these capacities are invited to contact the BSC regarding any concerns they may have about a student’s academic performance, classroom, behavior, or personal difficulties.

Visit bsc.harvard.edu for more information.

The first floor is wheelchair accessible.

Teaching Resources

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

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

The Adaptive Technology Laboratory (ATL) 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.

Adaptive Technology Laboratory

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

Science Center Room 103

Staffed: Monday–Friday 9 am–5 pm;

Open to registered students 24 hours daily

Email: atl@fas.harvard.edu

(617-496-8800)

www.fas.harvard.edu/~atl

The ATL serves FAS students with disabilities requiring technical solutions to access course materials. The ATL 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

Bill Chapman, Supervisor, william_chapman@harvard.edu

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–6 pm

Boylston Hall Office:

Boylston Hall Mezzanine

(617-495-0510)

Monday–Friday 8:00 am–12:30 pm and 1:30 pm–5:30 pm

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: mtsequip@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 video conferences 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; and video conferencing. Services include assisting FAS, Extension and Summer School classes with classroom media equipment; lecture recording; special event support; film, DVD and videotape rentals for FAS courses; assistive listening systems; and a screening room that is available upon advance reservation.

Please contact MTS to arrange for services. Some services require two weeks advance notice. Fees will be charged for after-hours, weekend, or holiday assistance and for non-course instruction activities. 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/services/production>

The MPC provides custom audio and video production and duplication services. We collaborate with faculty, departments, and other media and IT departments to help create audio and video materials for teaching, outreach, and research. The MPC also provides audio and video studio recording, including voiceovers, interviews, podcasts, talking heads, musical performances, etc. (our studio has a Steinway grand piano); video post-production: editing, titling, slide syncing, color correction, etc.; location audio/musical event recording and reinforcement; audio post-production, mixing, and mastering; format transfers, audio and video digitizing, trans-coding, and web file creation; disc authoring and duplication, package design; and help and guidance to solve 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.

Wheelchair accessible.

Language Resource Center

Lamont Library, 4th floor (617-495-9448)
Phone ahead or check the website for the most current operating hours,
<https://lrc.fas.harvard.edu/>

The 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 Lincoln, Manager, lincoln@fas.harvard.edu OR pts@fas.harvard.edu

Vanserg Hall, Piano Shop (617-495-2981)
Monday–Friday 9 am–5 pm
www.fas.harvard.edu/~pts

PTS tunes, maintains, and restores all FAS pianos. We also tune FAS harpsichords and forte pianos. All tuning requests should be made 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 rent instruments nor reserves or schedules practice rooms.

Wheelchair accessible.

Teaching Resources

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, huit.harvard.edu, or 495-9000.

- Request IT assistance or information on hardware, software, and FAS or Harvard-wide applications
- Report a computer security incident, including a data breach, a compromised account or password, or a lost or stolen computer or mobile device
- Provide feedback on IT services

General Information

Emergency Notification

- MessageMe lets Harvard contact you quickly in an emergency. Register to receive voice, text, or email alerts: messagememe.harvard.edu

Directory Listing

- Verify your personal information in PeopleSoft. Also, update your on-line directory listing and privacy settings: www.fas.harvard.edu/directory

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 autoreg.harvard.edu. Follow the steps outlined to register your computer onto the network.

Wireless Network Name (SSID)	Description
Harvard Help	Guide to connecting to Harvard's wireless network
Harvard Secure	Fast, encrypted wireless service (recommended)
Harvard University	Unencrypted wireless service
Harvard Guest	Wireless access for non-Harvard affiliates
eduroam	Secure global access for research and education member institutions

TECHNOLOGY FOR TEACHING AND RESEARCH

Academic Technology Group (ATG)

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

- Help setting up course web pages
- Consulting on innovative uses of technology for teaching and learning using online and mobile technologies
- Developing interactive software
- 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.ig.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: ITrefresh@fas.harvard.edu
- Supported systems and browsers: huit.harvard.edu/fas-supported-systems
- Licensed software: downloads.fas.harvard.edu
- Personal and other department hardware and software purchases: www.computers.harvard.edu, or 495-5450

Collaboration Tools

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

Conferencing

- Conference calling: 495-4900
- Video conferencing: 495-9460 (Instructional Media Services)

Departmental Resources

- File shares (network drives): 495-9000
- Mailing lists (listservs): 495-9000

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)

Teaching Resources

The Harvard Library System

Harvard's library system, which dates from 1638, is the oldest library in the US and the largest academic library in the world. With more than 17 million books 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.

In August 2012, a new Library organization launched, based on recommendations from the 2009 Task Force on University Libraries and the 2012 Library Implementation Working Group. The new organization improves a fragmented system of 73 libraries spread across the Schools and promotes University-wide collaboration. The goal of these changes is to enable investment in innovation, in digital infrastructure, in the services the libraries provide and in collections. For more information about the Harvard Library and to access library resources, please visit the [Library portal](#).

Harvard College Library

The Harvard College Library (HCL) is actually 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: assistance at reference desks, individual consultations by appointment, IM reference service, and course-related 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

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 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 Harvard libraries and websites, visit lib.harvard.edu/libraries.

Digital Collections

Harvard offers a growing number of subject-specific, web-accessible collections, including photographic collections, 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 and Instructional Services

Librarians within each of the Harvard College libraries offer a variety of services designed to help instructors assist their students in the effective use of library resources. In addition, each FAS department is associated with a library liaison, a reference librarian dedicated to assisting faculty, staff, and students with research-related matters. Library liaisons create and teach library-related classes, provide one-on-one consultation, write course research guides, assist with content for course websites, and provide general reference services to the department.

Library Websites

A major starting point for research is the "Harvard Library" portal 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 hold HUIDs and PINs. Through E-Research @ Harvard Libraries, it provides access to electronic resources and journals licensed by the Harvard libraries, as well as links to all of the Harvard 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. ID and PIN required.

Interlibrary Loan

Request circulating materials from libraries outside of the Borrow Direct family. ID and PIN 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. ID and PIN required.

E-Research @ Harvard Libraries

E-Research @ Harvard Libraries 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 Harvard libraries.

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

A Research Tool for Library Users

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

Teaching Resources

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 recent alumni of Harvard College, the Graduate School of Arts and Sciences (GSAS), the School of Engineering and Applied Sciences (SEAS), 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 public service, arts, entertainment, science and technology, education, government, law, media and entertainment, 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, graduate and professional study, and applying for Harvard and national fellowships. The Office of Career Services administers a number of funds which support undergraduate experiences outside of the classroom.

OCS services include the following:

- Harvard College

Daily Drop-Ins 1:00 – 4:00pm

Career and graduate school advising and programming

Postgraduate and National Fellowships Office

Office of International Education

Office of Undergraduate Research Initiatives

Premedical Advising Office

- Graduate School of Arts and Sciences

Academic and non-academic career advising and programming

Online Dossier Service for students on the academic market

- School of Engineering and Applied Sciences

For Undergraduates: career advising and programming, study abroad, research opportunities, summer funding, fellowships, pre-medical advising

For Masters and PhD's: academic and non-academic career advising and programming, and the Online Dossier Service for students on the academic market

- Harvard Extension School

Career advising and programming

- All Faculty of Arts and Sciences Students

On-Campus Interview Program

Digital and print career resources

Career listservs and social media, web materials, and publications

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

Wheelchair accessible

Teaching Resources

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 is a resource for students seeking to study abroad while earning credit towards their Harvard degree. A diverse array of summer and term-time programs is available through the OIE. In addition, over two dozen Harvard faculty-led summer programs are offered annually by area centers and departments in collaboration with the Harvard Summer School.

Teaching Resources

Office for Undergraduate Research and Fellowships (URAF)

77 Dunster Street, 2nd floor

Phone: (617-384-7959)

Fax: (617-495-3584)

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 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 range of research opportunities and fellowships across the university, domestically, and internationally. research policies and practices related to the undergraduate population. In addition, in conjunction with OCS and OIE, the office provides advising, resource materials, and seminars about the range of research opportunities across the university, domestically, and internationally.

Teaching Resources

Writing Center

Barker Center 019

Phone: (617-495-1655)

www.fas.harvard.edu/~wricntr

The Writing Center offers individual tutoring and writing assistance to all undergraduate students. Instructors concerned with the writing skills of a particular student may recommend to the student that he or she seek assistance through the Writing Center. The Center website also features handouts that instructors can use to help students better understand the various aspects of good writing. Instructors can also direct students to the Writing Center website for 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.

