Harvard Graduate School of Arts and Sciences

2016-2017 Student Handbook

GSAS Handbook

As a new academic year begins, I am pleased to welcome those new to the Graduate School o Arts and Sciences and to welcome back our returning students. This handbook provides the information all students need to navigate GSAS and Harvard University, including its history, organization, degree programs, regulations, services, and many other details of interest and importance. Updated annually, this handbook serves as a reference for many purposes, in particular academic policies and procedures.

Supplementary information is provided in other publications and on the web from GSAS and the Faculty of Arts and Sciences Registrar's Office. Members of the Office of the Dean, the Office of Student Affairs, and the Admissions and Financial Aid Office, as well as departmental directors of graduate studies, are also available for personal consultation.

My best wishes for a productive year.

Xiao-Li Meng

Dean of the Graduate School of Arts and Sciences

Whipple V. N. Jones Professor of Statistics

Harvard Graduate School of Arts and Sciences

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Message from the Dean

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I. Introduction to GSAS

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Administrative Board
Committee on Graduate Education
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The Academic Council for Inter-Faculty PhD Programs

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About the Handbook

This website describes the regulations, rules, and procedures that apply to students in The Graduate School of Arts and Sciences. Each degree-granting department, division, or committee publishes its own requirements in **Chapter VI** ("Degree Requirements").

Harvard University makes all decisions concerning applicants, students, faculty, and staff on the basis of the individual's qualifications to contribute to Harvard's educational objectives and institutional needs. Discrimination on the basis of race, color, sex, sexual orientation, gender identity, religion, age, national or ethnic origin, political beliefs, veteran status, or disability unrelated to job or course requirements is inconsistent with the purposes of a university and with the law. Harvard expects that those with whom it deals will comply with all applicable anti-discrimination laws.

Review of academic, financial, and other considerations leads to changes in the policies, rules, and regulations applicable to students. The Faculty of Arts and Sciences therefore reserves the right to make changes at any time. These changes may affect such matters as tuition and all other fees, courses, degrees and programs offered (including the modification or possible elimination of degrees and programs), degree and other academic requirements, academic policies, rules pertaining to student conduct and discipline, fields or areas of concentration, and other rules and regulations applicable to students.

Throughout this website, "the Registrar" refers to the Office of the Registrar of the Faculty of Arts and Sciences.

While every effort has been made to ensure that this website is accurate and up to date, it may include typographical or other errors. Changes are periodically made to this publication and will be incorporated in new editions.

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Harvard and Radcliffe and the Graduate School of Arts and Sciences

Founded in 1636 by vote of the Great and General Court of the Massachusetts Bay Colony and named for its first donor, the Reverend John Harvard, who left his personal library and half his estate (about 800£) to the new institution, Harvard College was born into the Puritan tradition. The University today is still governed under its original charter granted by the Colony in 1650. This, with amendments and John Adams' further definition in the fifth chapter of the Massachusetts Constitution of 1780, is the authority under which Harvard operates.

The earliest visible Harvard, despite almost a century of previous existence under the close scrutiny of the clergy and magistrates of the Bay Colony, is an eighteenth-century institution. In the College Yard stand Harvard's oldest buildings, plain and in the best sense homely with their brick exteriors, straightforward appearance, and unassuming design. Massachusetts Hall (1720), Wadsworth House (1726), and Holden Chapel (1744) are the earliest. Hollis Hall, built at the expense of the Colony, dates from 1763. Harvard Hall (1766) stands on the site of a seventeenth-century building of the same name. It burned down one wintry night in 1764, destroying the 5,000-volume college library (then the largest in North America) and the scientific laboratory and apparatus. This was the Harvard of the well-known Burgis and Revere engravings—except for old Stoughton College, which suffered so much damage from occupatior by Continental troops during the Revolution that it had to be torn down in 1781. A new Stoughton Hall (1805), Holworthy Hall (1812), and Charles Bulfinch's famous University Hall (1815) form the outline of the original Yard.

For its first 200 years of existence, Harvard was relatively small, proudly provincial, ambitiously intellectual, but still a college with a conservative, set curriculum emphasizing rhetorical principles, rote learning, and constant drilling. The faculty was very small and the president did a little of everything, including teaching, assisted by junior faculty like the remarkable Henry Flynt (1676–1760), tutor and disciplinarian who spent fifty-five years as a Harvard tutor and sixty years as a fellow of the Corporation. Particularly outstanding among the faculty was Professor John Winthrop, AB 1732, who held the Hollis Professorship and taught mathematics and science (then called "natural and experimental philosophy") from 1738 to 1779. Next to Benjamin Franklin, Winthrop was probably the greatest man of science of the colonial era. Another distinguished early figure was the Jewish scholar Judah Monis, AM Hon. 1720, who taught Hebrew from 1722 to 1760.

During the first 230 years of its existence, Harvard College retained its old framework as an English college modeled on Oxford and Cambridge, though with some developments of its own. In time, many of the faculty members who had pursued postgraduate work at German

universities saw shortcomings in the English model. One of the most important developments was the establishment of professorships in the undergraduate department, which was an innovation on the English idea of a college. The greatest departure from the English precedents, and a long step towards the foundation of a real university, was the establishment of the three professional schools of Divinity, Medicine, and Law. Medical studies began in 1782, and law and divinity became graduate departments in 1816 and 1817, respectively. Even so, the College did not start to take on the aspect of a true university until mid-century, when a library building (1841), an observatory (1846), a scientific school (1847), a chemistry laboratory (1857), and a natural history museum (1860) were built. From 1820 until 1872 the University consisted of the College and the three professional schools, with the later additions of the Dental School, the Scientific School, and the Bussey School of Agriculture. The gap in this constitution was that there was no equivalent of the German Faculty of Philosophy (i.e., of the Arts and Sciences) at the graduate level. One of President Charles William Eliot's great innovations was the establishment of a Graduate Department.

The Graduate Department was created in January 1872 by action of the Governing Boards. The Academic Council was appointed to administer and recommend candidates for the degrees of master of arts, master of science, doctor of philosophy, and doctor of science. When the establishment of a Graduate Department was first put before the College faculty, there was much opposition. It was said that the University had insufficient funds to teach undergraduates properly, and the Graduate Department would weaken the College. To which President Eliot replied, as Professor Palmer remembers, "It will strengthen the College. As long as the main duty of the faculty is to teach boys, professors need never pursue their subjects beyond a certain point. With graduate students to teach, they will regard their subjects as infinite, and will keep up that constant investigation which is so necessary for the best teaching." In 1872, Harvard boldly announced that the new degrees of PhD and SD would be given to properly qualified graduates on examination after certain periods of residence at the University; and that the degree of AM would henceforth be given to any graduate of any respectable college on an examination upon a single year's study. This announcement was unprecedented in this country, and it was an omen of great promise for the future. As the Harvard historian Samuel Eliot Morison described it:

Up to that time there were no facilities at Harvard for the training of men in the liberal arts after taking their first degree, although advanced instruction in the natural sciences had been given in the Lawrence Scientific School for over twenty years, without a degree to reward the students' efforts. Harvard men who wished to be trained as scholars in the humanities and the social sciences had to study abroad. It was now provided that the MA should be given in the future for not less than a year's postgraduate study in approved subjects, and after examination; the class of 1869 was the last whose members were allowed to take the MA for 'keeping out of jail five years and paying five dollars,' as the saying was. The PhD was to be conferred after a more advanced examination and the acceptance of a dissertation deemed a 'contribution to knowledge'. William E. Byerly (AB 1871) took the first Harvard PhD, in mathematics, in 1873 (Byerly Hall, former headquarters of the Graduate School, is named for him) and James O. Averill (AB Amherst 1870) took the first MA of the new dispensation the following year.

In 1871–72, the list of seventy-four courses open to graduates was made up from the regular courses of study offered to undergraduates. The elective system, established five years earlier

in 1867, made it possible for the regular College courses to offer material for graduate study. Before that date almost all of the work of the College had comprised required courses, and nearly the whole time of professors was given to hearing lessons recited. The development of the elective system, encouraged by President Eliot, called for a great increase in the number of teachers of all grades; this made it possible for the professors to offer advanced courses for the better students.

When the Graduate Department was founded, there was no distinction between undergraduate and graduate studies; and no hard-and-fast line has ever been drawn between them. Graduate students simply took elective studies that they had been unable to take in the College. In 1875–76, courses primarily for graduates made their first appearance in the catalogue. A very significant departure was made in 1877–78. “Besides the regular courses of instruction,” states the catalogue, “graduates may often make arrangements to obtain advice or direction and in some cases special instruction, in the pursuit of higher studies, from professors or other competent persons.” This “special instruction” by professors began to appear in the catalogues after 1885.

In 1872, twenty-eight students were attracted to the new program. No fewer than thirteen of the first twenty-eight graduate students were officers of the University, consisting of one professor, one assistant professor, ten tutors or instructors, and one proctor. The quality of the early doctors in arts and sciences (1873–78) is indicated by such names as John Trowbridge, William K. Brooks, William Everett, N. S. Shaler, Henry Cabot Lodge, J. Walter Fewkes, Frank A. Gooch, and Charles Sedgwick Minot. In the second year, 1873–74, thirty-five candidates enrolled for the higher degrees, and in 1874– 75, forty candidates enrolled; in this year five students received income from the Harris, Kirkland, and Parker Fellowships, the last paying a stipend of $1,000 a year.

Professors C. L. Jackson, Farlow, Child, and Goodwin were among the early members of the faculty most interested in promoting graduate studies. However, to no one excepting President Eliot is the Graduate School so indebted as to Professor of Astronomy and Mathematics James Mills Peirce, who, as secretary of the Academic Council from 1872 to 1890 and dean of the school to 1895, devoted himself to the promotion of graduate instruction. From the administrative reorganization of 1890 the Graduate Department emerged as the Graduate School of Harvard University, under the new Faculty of Arts and Sciences, but with administrative officers of its own. In 1905 the name was changed to the Graduate School of Arts and Sciences in order to distinguish it more clearly from the professional schools.

Professor Peirce was succeeded as dean by John Henry Wright, professor of Greek, who served from 1895 until 1908, when the number of students had increased to 406. The succeeding deans were Professor of Medieval History Charles Homer Haskins (1908–24), and Professor of English John L. Lowes (1924–25). By 1929, under the deanship of Professor of Classical Archaeology George Henry Chase (1925–39), the number of students in the school had grown to roughly 1,000 and the Administrative Board of the Graduate School deliberated over the report of the Committee on Further Restriction of Entrance to the Graduate School. Dean Chase reported the Committee was unanimous in recommending restrictions on admissior and wrote, “The members feel that the purpose of any restrictions should be to improve the quality of students who resort to the school rather than to attempt to set a definite number of students whether in the whole school or in the several divisions and departments.” The reasons that most affected the Committee’s decision were that the Harvard professional schools and

other graduate schools, notably Yale and Princeton, had become more restrictive, and several candidates had entered the Graduate School after being refused admission by these other schools. Another concern was that the number of students put a serious strain upon those who directed research.

In the early 1930s, enrollments continued to increase, then dropped significantly in 1935 to 765 students and increased again to a high of 1,113 students in 1939. Chemistry Professor Arthur Becket Lamb held the deanship during 1940–43 and Howard Mumford Jones, Abbott Lawrence Lowell Professor of Humanities, was appointed dean during 1943–44 when elaborate plans for the postwar period were undertaken. The vital importance of the work of the Graduate School in postwar years was emphasized in President James Bryant Conant's statement, "The recruiting of the nation's ranks of highly-trained scholars and specialists, after the hiatus of the war years, will be one of the very vital tasks confronting American universities when the day of peace arrives." The question of admission to the Graduate School became paramount in the course of 1945–46 as former servicemen, encouraged by financial assistance from the government, began to make applications in vast numbers. In contrast to the years before 1940 when the school received about 800 applications on the average, the year 1945–46 saw more than 4,000 applications. To keep the school within manageable limits, a large proportion had to be denied, and inevitably the standards for admission had to be raised. While no rigid quotas were set, the departments set upper limits on the number of new students they could accommodate. Beginning in 1945, all applicants were asked to submit letters of recommendation, which had been required previously only of fellowship applicants.

Though the school had been reduced to 393 students in 1943–44, new applications and review procedures were put into place, and by 1946–47 there were 1,969 students enrolled. Serving as dean from 1946–49, Professor of Government Payson S. Wild, Jr. assessed the situation, "So far, veterans have performed as well if not better scholastically than nonveterans and the problems of readjustment, so dreaded in advance, have not materialized to any great extent." He concluded that the G.I. Bill had helped to "democratize the PhD," but he was much concerned about what to do after the federal subsidies were gone. Dean Wild was followed by Francis M. Rogers, professor of the Languages and Literatures of Portugal (1949–55). Serving as dean from 1955 to 1971, Professor of Greek and Latin John Peterson Elder saw the Graduate School into an era of new relations with the federal government and the admission of women to the Graduate School in 1962. Prior to 1962, women graduate students had been enrolled in the Radcliffe Graduate School.

The Harvard Annex was formed in 1879 to provide women with the opportunity to study with Harvard professors. From the beginning, graduate education was integral to Radcliffe's mission. Among the first twenty-seven students to enroll in September 1879 were two graduates (one from Smith and one from Vassar). In 1882, the Harvard Annex was incorporated as the Society for the Collegiate Instruction of Women. As Arthur Gilman, the secretary of the College wrote in the 1891 report: "We have no higher duty to advanced specialists and to graduates coming from other institutions than giving them the advantages which Harvard College offers so liberally to our whole body. These students come to our classes in yearly increasing numbers and they are very welcome." The first AM certificate was granted in 1890. In 1894, Radcliffe was chartered by the Commonwealth of Massachusetts as a degree-granting institution and the AB and AM degrees were awarded. The PhD was first awarded in 1902. Radcliffe diplomas were signed by the presidents of Harvard and Radcliffe, sealed with both seals and were in every

way equivalent to the Harvard degree. The Harvard Board of Overseers resolved that Radcliffe graduate students should be admitted to any courses of instruction designed for Harvard graduates, and in the fall of 1894, fifty-one courses (marked with a double dagger††) were listed in the Harvard catalogue and opened to graduate women.

The Radcliffe Graduate School grew from these informal beginnings to be the largest graduate school among the women's colleges by 1930. The school was reorganized in 1934 when the Office of the Dean of the Graduate School was created. Bernice Brown Cronkhite (PhD 1920), who had served as dean of both undergraduates and graduates (1923–34), was appointed dean of the Graduate School and served until 1960. To many, Dean Cronkhite personified the Graduate School. She counseled students, administered the school, raised funds for scholarships, and was the driving force behind the construction of the Cronkhite Graduate Center (named in her honor in 1971), the residence for graduate women. She was succeeded by Wilma Kerby-Miller (1960–62).

The school graduated 784 PhDs, 3,284 AMs and SMs, and 976 MATs between 1890 and 1962. The holder of a Radcliffe PhD, according to the report Graduate Education for Women: The Radcliffe PhD (1951) was, typically, a professor at a women's college or a state or municipal university, since appointments at major private universities, such as Harvard, were largely closed to women. The school attracted students from all over the world. Graduates before 1917 tended to earn their degrees in classical philology, history, or philosophy. The first doctorate in science was awarded in zoology in 1910. Mary S. Locke was the first African American to receive an AM, in 1893, and Eva B. Dykes was one of the first African Americans to receive her PhD, in 1921. Other notable holders of the Radcliffe PhD are: the late philosopher Suzanne Knauth Langer; astronomer Cecilia Payne Gaposchkin, the second woman to receive tenure in the Harvard Faculty of Arts and Sciences; Hanna Holborn Gray, former president of the University of Chicago; geophysicist Margaret Kivelson; and Rulan Chao Pian, longtime professor in the Faculty of Arts and Sciences of East Asian languages and civilizations and professor of music. In 1962, the Radcliffe Graduate School ceased to admit women or to grant degrees. Women thereafter were admitted directly to and enrolled in the Harvard Graduate School of Arts and Sciences.

In 1969, a review of graduate education was conducted by a faculty committee chaired by History Professor Robert Lee Wolff. The committee considered the implications of the recent rapid rise in the number of students admitted to the Graduate School, the resulting demands on the resources of the faculty, and other aspects of graduate students' careers. The Wolff Report confronted the decrease in public and private fellowships and shrinking job opportunities and recommended that the size of the Graduate School be reduced from its 1969 total of over 3,000 students by at least twenty percent, with the goal of 2,400 students in five years' time. The report also foreshadowed the initiation of a need-based financial aid plan, based on the premise that all students who are admitted must have adequate support.

Richard Victor Jones, professor of applied physics, served as dean (1971–72), followed by Philosophy Professor Burton Spencer Dreben (1973–76) and Edward Louis Keenan, professor of history (1977–84). In 1977–78, Dean Keenan reported that the previous trends of the early and mid-seventies persisted: the numbers of applications and first-time enrollments continued to decline slowly; and attrition, particularly in the humanities and social sciences, remained at levels higher than those of earlier years. In 1984, the final year of his term, Dean Keenan reported that while the increasingly gloomy projections about the job market for PhD recipients

were accurate, the effect of the narrowing opportunities had been somewhat mitigated by several forms of institutional and individual response. In 1982–83, first-year enrollments increased for the first time since 1978.

In 1985, the Committee to Study the Graduate School, chaired by Professor of Physics Karl Strauch, addressed issues such as the organizational structure of the Graduate School and the relationship between the GSAS organization and the academic departments. The Strauch Report generally endorsed the continuation of the GSAS policy of admitting only students with adequate financial support, and suggested improvements in teaching fellow appointment policies and procedures. Citing indications from several departments that they would like to be able to admit more students, the report recommended a modest increase in the size of the Graduate School and gave highest priority to increased funding for graduate student support.

With the reorganization of the Graduate School in 1985, Sally Falk Moore, professor of anthropology, was appointed as the fourteenth dean of the Graduate School of Arts and Sciences, and John B. Fox, Jr., who had previously served as dean of Harvard College (1976–85), became the administrative dean. An effort was made to streamline the functions of the Graduate School and to make it more responsive to the needs of students and faculty. Substantial new funding for graduate students was made available from the Faculty of Arts and Sciences.

Brendan A. Maher, Edward C. Henderson Professor of the Psychology of Personality, became dean of the Graduate School in 1989. Dean Maher focused on the circumstances of graduate students themselves—the length of time it takes them to complete their degrees, the support they receive from the faculty, and how financial aid can be most effectively used in aiding them to completion of their degrees. Consideration was also given to how Harvard can best respond to changing national trends in graduate education.

Christoph Wolff, William Powell Mason Professor of Music, provided leadership to the Graduate School as dean from 1992 to 2000. A number of successful initiatives began during his tenure. While continuing to give attention to many of the issues addressed by Dean Maher, Dean Wolff undertook a broad review of the academic programs in the Graduate School, establishing closer links with all FAS graduate programs. Focusing on shortening the time it takes for students to complete the PhD degree, Dean Wolff, in 1993–94, established a policy, according to which students ordinarily will not be permitted to register beyond their tenth year in the Graduate School. By limiting time to degree, GSAS was able to make better use of its limited resources and encourage students to make efficient use of their time. GSAS continued its involvement with the Mellon Foundation Graduate Education Program that began in 1991 to improve graduate student time to degree and established an important new program of in-house humanities and social science fellowships, including the Harvard Graduate Society, the Eliot, and the Packard. With the assistance of Ford Foundation funding, in 1994, Dean Wolff established a program of interdisciplinary faculty/student research workshops in the social sciences and humanities that allowed the participants to discuss shared scholarly interests and individual student works-in-progress. Founded in 1991 as the Graduate Student Center, Dudley House continued, with Dean Wolff's support, to develop as the principal place for students from different departments and programs to interact. Dudley House, as a center for the graduate community, is a resounding success.

Dean Wolff's interest in improving the financial aid for graduate students led to the implementation of a report issued in May 1998 by the Faculty Committee on Graduate Student

Support, chaired by Professor Peter T. Ellison. As a result of the report, FAS Dean Jeremy Knowles approved increases to the Graduate School financial aid budget. These funds facilitated the initiation in 1999 of a new cohort-based financial aid plan for the Humanities and Social Sciences. The plan has allowed GSAS to increase the amount and duration of GSAS financial aid awards.

Margot N. Gill succeeded John Fox in 1994 as administrative dean of the Graduate School. Dean Gill had served as the GSAS Dean for Student Affairs from 1986 to 1993.

Peter T. Ellison (PhD 1983, Anthropology), the John Cowles Professor of Anthropology, served as dean of the Graduate School from 2000 to 2005. During his term, Ellison oversaw a massive increase in financial aid to incoming students, an improvement to dissertation-completion funding for incoming students in the humanities and social sciences, the addition of new housing for graduate students, the creation of several new interdisciplinary and interfaculty PhD programs, the formation of the Harvard Integrated Life Sciences Program, and a summer language program for incoming international students.

Theda Skocpol (PhD 1975, Sociology), the Victor S. Thomas Professor of Government and Sociology, served as dean of the Graduate School from 2005 to 2008. One of her first initiatives was the establishment of the Graduate Policy Committee through which faculty from FAS and interfaculty PhD programs advise GSAS on policy issues and review graduate programs on a regular cycle. During her tenure, Skocpol enhanced the data-gathering and analytic capacities of GSAS that inform new policies to improve students' time to degree and optimal job placements. She launched an annual prize to honor program innovations in PhD education and a seed fund to help departments improve their programs of mentoring, training, and placement. Like her predecessors, Skocpol raised new funds for fellowships and research grants.

Allan M. Brandt, the Amalie Moses Kass Professor of the History of Medicine and professor of the history of science, served as dean of the Graduate School from 2008 to 2012. During his term, Brandt shepherded the Graduate School through a period of fiscal downturn, focusing resources on increasing the graduate student stipend, improving the admission and recruitment of underrepresented minorities, and improving the advising and mentoring structure for PhD students. The transformation in admissions practices that Brandt led, including the appointment of an assistant dean for diversity and minority affairs, resulted in the enrollment of a record number of minority students. He initiated a new approach to curricular development with the launch of the Graduate Seminars in General Education, directly involving graduate students in the development of Harvard College's new undergraduate curriculum. Brandt also prioritized the creation of programs that help graduate students navigate a challenging academic job market, helping to develop pathways for PhDs in industry and policymaking as well as the academy. He was instrumental in increasing support for and recognition of graduate student teaching, endorsing innovative projects for the training of teaching fellows at the Derek Bok Center for Teaching and Learning. Such programs have helped GSAS students fulfill and expand their critical roles in sustaining Harvard's academic excellence at both the undergraduate and graduate levels.

Xiao-Li Meng (PhD 1990, Statistics), the Whipple V.N. Jones Professor of Statistics, became dean of the Graduate School August 15, 2012.

Allen Aloise (PhD 2004, Chemistry and Chemical Biology) succeeded Margot N. Gill in 2015 as GSAS dean for administration and finance. Dean Aloise previously served as the Director of

Graduate Studies in the Department of Chemistry and Chemical Biology and Director of Graduate Studies for FAS Science.

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Officers of the Graduate School of Arts and Sciences

Drew Gilpin Faust, BA, MA, PhD, president of Harvard University
Michael D. Smith, BS, MS, PhD, Edgerley Family Dean of the Faculty of Arts and Sciences
Xiao-Li Meng, BS, PhD, dean of the Graduate School of Arts and Sciences
Allen Aloise, BS, AM, PhD, dean for administration and finance of the Graduate School of Arts and Sciences
Mohan Boodram, BS, MA, dean for admissions and financial aid
Emily Burns, BS, assistant director of financial aid, Social Sciences
Robert Byrne, manager of GSAS residence halls and FAS facilities
Karina Gonzalez Herrera, BS, MS, PhD, assistant director of diversity and minority affairs
Ann Hall, AB, MSc, director of communications
Alex Kent, BS, admissions and financial aid/special students and visiting fellows officer
Winnie Keung, BS, director of information systems/analyst
Robert LaPointe, BS, assistant director of financial aid, Humanities
Geoff Tierney, BA, director of finance
Liz Moss Levine, BS, assistant director of finance
Garth O. McCavana, BA, MA, PhD, dean for student affairs
Judy Mehrmann, BA, MA, assistant director of financial aid, Natural Sciences
Robert Moss, BA, MA, MBA, senior analyst
Tracey Newman, BA, MA, admissions and financial aid officer for the Natural Sciences
Patrick O'Brien, BA, MEd, assistant dean of student affairs
Stephanie A. Parsons, BA, assistant director of diversity and minority affairs
Jon Petitt, BA, ALM, director of alumni relations and publications
Lisa Simpson, admissions and financial aid officer for the Humanities
Ashley Skipwith, BA, MA, director of residential life
Christine Sumner, AA, director of admissions
Sheila Thomas, BA, PhD, associate dean for academic programs and diversity
Hongping Tian, BS, PhD, MPH, director of international strategy and development and special assistant to the Dean of GSAS
Alison Van Volkenburgh, BA, MFA, admissions and financial aid officer for the Social Sciences
Cynthia Verba, BA, MA, PhD, director of fellowships
Jacqueline Yun, BA, MS, director of student services
Susan Zawalich, BA, MA, administrator of Dudley House
James Hogle, BS, PhD, professor of biological chemistry and molecular pharmacology,

professor of biophysics, Master of Dudley House
Doreen Hogle, BS, JD, Co-Master of Dudley House

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Administrative Board

The Administrative Board of the Graduate School of Arts and Sciences is the body within GSAS that considers all disciplinary matters. The Administrative Board of GSAS is appointed annually by the president and fellows of Harvard College with the consent of the Board of Overseers upon the recommendation of the Dean of the Faculty of Arts and Sciences. It is composed of faculty from across GSAS, the deans of GSAS, and the FAS Registrar. Faculty members are appointed in the fall. Student members are appointed, if necessary.
More information about the procedures of the Administrative Board can be found in the document **Administrative Board of the Graduate School of Arts and Sciences** and the report on **Disciplinary Statistics**.

Current Membership:

The President of the University, and the Dean of the Faculty of Arts and Sciences, *ex officio*
Xiao-Li Meng, dean (chair)
Allen Aloise, dean for administration and finance
Garth McCavana, dean for student affairs
Mohan Boodram, dean for admissions and financial aid
Michael Burke, registrar, FAS
Sheila Thomas, associate dean of academic programs and diversity
Patrick O'Brien, assistant dean of student affairs (secretary)
For more information regarding the policy and procedures of the Administrative Board, please visit "The Administrative Board of the Graduate School," **Chapter VII**.

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Committee on Graduate Education

The Committee on Graduate Education is responsible for considering all matters concerning graduate education that might come before the Faculty Council or the full Faculty of Arts and Sciences and for advising the Dean of the Faculty and the Deans of the Graduate School on matters pertaining to graduate education.
The faculty members of the Committee are selected from the Faculty Council in the fall. The President of the Graduate Student Council serves *ex officio,* and other student members are named in the fall.

Faculty Council Members

Danielle Allen, Government
Vincent Brown, History and African and African American Studies
Sylvaine Guyot, Romance Languages and Literatures
Susan Mango, Molecular and Cellular Biology
James Sidanius, Psychology

Administrative Members

Xiao-Li Meng, dean, chair of CGE
Allen Aloise, dean for administration and finance
Mohan Boodram, dean for admissions and financial aid
Michael Burke, FAS registrar
James Hogle, master of Dudley House
Garth McCavana, dean for student affairs
Sheila Thomas, associate dean for academic programs and diversity
Susan Zawalich, Dudley House administrator

Student Members from the GSC

Darcy Frear, *ex officio*
Neelam Khoja
Paul Tylkin

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Graduate Policy Committee

The Graduate Policy Committee (GPC) addresses key issues such as time to degree, mentoring, and the training of graduate students for teaching. Representing the natural sciences, social sciences, and humanities, the committee brings a broad perspective to analyzing major policy changes. Departments have the opportunity to discuss with the GPC topics of interest including modifying curriculum, changing requirements, and setting future goals. The committee comprises approximately ten faculty members from a variety of departments and programs, both within the Faculty of Arts and Sciences and in the interfaculty programs.

Xiao-Li Meng, Chair
Dean, Graduate School of Arts and Sciences
Whipple V.N. Jones Professor of Statistics
Allen Aloise
Dean for Administration and Finance, Graduate School of Arts and Sciences
This list will be updated in early fall.

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The Academic Council for Inter-Faculty PhD Programs

The Academic Council for Inter-Faculty PhD Programs is composed of the several deans responsible for PhD programs offered jointly by the Faculty of Arts and Sciences and the Faculties of Medicine, Public Health, Design, Business, Divinity, and the Harvard Kennedy School. The Council coordinates and oversees these programs, makes recommendations for improvements, and evaluates proposed new programs.

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II. Academic Calendar

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Degree Calendar 2016-2017
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Academic Calendar 2016-2017

When an official deadline falls on a holiday observed by the University, the effective deadline is the next working day.

July 2016

July 1, Friday.

- **Applications for Non-Resident Status** for the fall term or academic year should be submitted electronically by this date. Students submitting after this date will be charged a late registration fee of $50 plus an additional $5 for each week thereafter.
- **Applications for part-time study** are due in the GSAS Office of Student Affairs, Richard A. and Susan F. Smith Campus Center.

July 31, Sunday.

- Fall deadline for **waiving Harvard University Student Health Insurance Plan**, if eligible.

August 2016

August 8, Monday.

- Deadline for November degree candidates **to submit degree application** to FAS Registrar's Office. See **timeline** for additional information.
- Deadline for November degree candidates to submit a completed and signed **application for a secondary field**.

August 15, Monday.

- 9:00 a.m. **Online check-in** for fall academic term opens for all GSAS students including Special Students and Visiting Fellows.

  See **Chapter V**, "Registration and Enrollment," for detailed information on pertaining policies.

August 23, Tuesday.

- 9:00 a.m. – 12:00 p.m., International Student Orientation, Emerson Hall 105

August 24, Wednesday and 25, Thursday.

- Derek Bok Center Fall Teaching Conference. **See website** for more information.

August 25, Thursday.

- 9:30 a.m. – 11:30 a.m., **Orientation for New GSAS Students**, Memorial Hall, Sanders Theatre

- 11:30 a.m. – 12:30 p.m., Lunch, Science Center Plaza
- 12:30 p.m. – 3:00 p.m., DudleyFest, Dudley House and Boylston Hall.

- 3:00 p.m. – 5:00 p.m., Social Hour, Dudley House Courtyard, hosted by the Graduate School Alumni Association

August 29, Monday.

- Official registration period end of spring 2016 term.
- Deadline to submit work for Incomplete grades from the fall 2015 term.

August 30, Tuesday.

- 11:59 p.m. Deadline for all GSAS students including Special Students and Visiting Fellows to **check-in online for the fall term**. Students who fail to check-in will be charged a late check-in fee of $50 plus an additional $5 for each week thereafter.

November degree candidates who have not yet submitted a dissertation must check-in online.

See **website** for information on cross-registration.

Resident students who check-in late must enroll in courses within five business days of the date of their check-in. Subsequently, the late fee will be assessed.

August 31, Wednesday.

- Fall term and academic year begins. First meeting of classes. Classes on this day will follow a Monday schedule.

- Official registration period start of fall 2016 term.

September 2016

September 5, Monday.

- University Holiday: Labor Day

September 8, Thursday.

- Course Registration Deadline. Completed Course Registration is due by 5:00 p.m. Students who do not submit enrollments by this time will be charged $40 for each week late.

  Any registration submitted after the Course Registration Deadline requires the approval of the instructor for every course listed.

  Resident students who check-in late must enroll in courses within five business days of the date of their check-in; subsequently the late fee will be assessed.

  To change courses after the Course Registration Deadline, students can edit, add, and drop courses in **my.harvard** until the fall add deadline.
- Deadline for November degree candidates **to submit** approved dissertations to FAS Registrar's Office who would like fall term tuition charge and Student Health Fee and Student Health Insurance Plan removed from their termbill (retroactive to July 31).

If November degree candidate submits approved dissertation by this date, registration for fall term will be cancelled, fall tuition charge will be removed and fall Student Health Fee and Student Health Insurance Plan will be cancelled. Student will be billed for any medical costs incurred during the period following July 31. See **timeline** for additional information.

September 9, Friday.

- Deadline for November degree candidates **to submit** approved dissertations to FAS Registrar's Office. Students submitting on this date will be responsible for the fall term Student Health Fee and Student Health Insurance Plan.
- Last day on which student may withdraw from their program and cancel registration for the fall term without payment of tuition. Students withdrawing after this date will be charged tuition pursuant to calendar in **Chapter VIII**, "Tuition Associated with Mid-Term Withdrawal."

September 12, Monday.

- Make-up examinations for spring 2016 term begin.

September 16, Friday.

- Last day students from other schools may file cross-registration petitions for fall term with the FAS Registrar's Office. See **website** for information on cross-registration.

September 19, Monday.

- Deadline to add or drop a fall course without paying a fee.

September 30, Friday.

- Enrollment deadline for fall academic term and full academic year **HUSHP coverage for dependents**.
- Enrollment deadline for full academic year **optional dental coverage**.

October 2016

October 7, Friday.

- Fall tuition charge and fall Student Health Fee and Student Health Insurance Plan will be removed from the termbills of students who are not enrolled in courses for the fall term by this date. Students who are not enrolled in courses for the fall term by this date will enter Lapsed Registration status as outlined in **Chapter V**, "Lapsed Registration."

October 10, Monday.

- University Holiday: Columbus Day

October 17, Monday.

- Last day to add (or enroll in) fall courses. After this date students may add (or enroll for) units of TIME only. To add a course after this date an approved Petition to Add must be submitted to the GSAS Student Affairs Office, Richard A. and Susan F. Smith Campus Center.
- Last day for graduate students to add or change SAT/UNS grading option for designated language courses. After this date a petition to add must be completed and returned to the GSAS Student Affairs Office, Richard A. and Susan F. Smith Campus Center.

October 25, Tuesday.

- Last day to drop a fall course. To withdraw from a fall course after this date an approved Petition to Withdraw must be submitted to the GSAS Office of Student Affairs, Richard A.

and Susan F. Smith Campus Center. A grade of “WD” will be notated on the student’s transcript for course if Petition is approved.

November 2016

November 8, Tuesday.
- Conferral date for November degrees.

November 11, Friday.
- University (Administrative) Holiday: Veterans’ Day: (observed by staff). FAS classes will be held as scheduled.

November 23, Wednesday.
- Thanksgiving recess begins.

November 27, Sunday.
- Thanksgiving recess ends.

November 28, Monday.
- Deadline for March degree applicants **to submit degree application** to FAS Registrar’s Office. See **timeline** for additional information.
- Deadline for March degree candidates to submit a completed and signed **application for a secondary field**.

December 2016

December 1, Thursday.
- **Applications for Non-resident Status** for the spring term should be submitted electronically by this date. Students submitting after this date will be charged a late registration fee of $50 plus an additional $5 for each week thereafter.
- **Applications for part-time study** are due in the GSAS Office of Student Affairs, Richard A. and Susan F. Smith Campus Center.

December 2, Friday.
- Last day of fall term classes.

December 3, Saturday.
- Fall term Reading Period begins.

December 9, Friday.
- Deadline to submit approved Petition to Withdraw to GSAS Office of Student Affairs to withdraw from fall term course. (See **Chapter V**, "Changing Course Registrations Mid-term"). A grade of “WD” will be notated on the student’s transcript for course if Petition is approved.
- Fall term Reading Period ends.

December 10, Saturday.
- Fall term examinations begin.

December 20, Tuesday.
- Fall term examinations end.

December 21, Wednesday.
- Winter recess begins. (Most University offices closed during recess.)

January 2017

January 3, Tuesday.

- University offices reopen.

January 9, Monday.

- **January@GSAS** begins.

January 16, Monday.

- University Holiday: Martin Luther King Day

January 18, Wednesday.

- 9:00 a.m. **Online check-in** for spring academic term opens for all GSAS students including Special Students and Visiting Fellows.

  See **Chapter V**, "Registration and Enrollment," for detailed information on pertaining policies.

January 20, Friday.

- Deadline for March degree candidates **to submit** approved dissertations to FAS Registrar's Office.
- **January@GSAS** ends.

January 22, Sunday.

- Winter recess ends.

- Official registration period end of fall 2016 term.

- Deadline to submit work for Incomplete grades from the spring 2016 term.

January 23, Monday.

- Spring term begins. First meeting of classes.
- 5:00 p.m. Deadline for all GSAS students including Special Students and Visiting Fellows to **check-in online for the spring term**. Students who fail to check-in will be charged a late fee of $50 plus an additional $5 for each week thereafter.

  March and May degree candidates who have not yet submitted dissertation must check-in online.

  See **website** for information on cross-registration.

  Resident students who check-in late must enroll in courses within five business days of the date of their check-in; subsequently the late fee will be assessed.

- Official registration period start of spring 2017 term.

January 27, Friday.

- Course Registration Deadline. Completed Course Registration is due by 5:00 p.m. Students who fail to submit enrollments by this time will be charged $40 for each week late.

  Any course registrations submitted after the Course Registration Deadline requires the

approval of the instructor for every course listed.

Resident students who check-in late must enroll in courses within five business days of the date of their check-in; subsequently the late fee will be assessed.

To change courses after the Course Registration Deadline, students can edit, add, and drop courses in **my.harvard** until the spring add deadline.

January 31, Tuesday.

- Spring deadline for **waiving Harvard University Student Health Insurance Plan**, if eligible.
- Enrollment deadline for spring term **HUSHP coverage for dependents**.

February 2017

February 3, Friday.

- Last day on which student may withdraw from their program and cancel registration for the spring term without payment of tuition.

  Students withdrawing after this date will be charged tuition pursuant to calendar in **Chapter VIII**, "Tuition Associated with Mid-Term Withdrawal."
- Deadline for May degree candidates **to submit** approved dissertations to FAS Registrar's Office who would like spring term tuition charge and Student Health Fee and Student Health Insurance Plan removed from their termbill. If May degree candidate submits approved dissertation by this date, registration for spring term will be cancelled, spring tuition charge will be removed, and spring Student Health Fee and Student Health Insurance Plan will be cancelled (retroactive to January 31). Student will be billed for any medical costs incurred during the period following January 31. See **timeline** for additional information.

February 6, Monday.

- Make-up examinations for fall term 2016 begin.

February 10, Friday.

- Last day students from other schools may file cross-registration petitions for spring term with the FAS Registrar's Office. See **website** for information on cross-registration.
- Deadline to add or drop a spring course without paying a fee.

February 20, Monday.

- University holiday: Presidents' Day.

February 27, Monday.

- Spring tuition charge and spring Student Health Fee and Student Health Insurance Plan will be removed from the termbills of students who are not enrolled in courses for the spring term by this date. Students who are not enrolled in courses for the spring term by this date will enter Lapsed Registration status as outlined in **Chapter V**, "Lapsed Registration."

March 2017

March 6, Monday.

- Last day to add (or enroll in) spring courses. After this date students may add (or enroll for) units of TIME only. To add a course after this date an approved Petition to Add must be submitted to the GSAS Student Affairs Office, Richard A. and Susan F. Smith Campus Center.
- Last day for graduate students to add or change SAT/UNS grading option for designated language courses. After this date a petition to add must be completed and returned to the GSAS Student Affairs Office, Richard A. and Susan F. Smith Campus Center.

March 11, Saturday.

- Spring recess begins.

March 14, Tuesday.

- Conferral date for March degrees.

March 19, Sunday.

- Spring recess ends.

March 21, Tuesday.

- Last day to drop a spring course. To withdraw from a spring course after this date an approved Petition to Withdraw must be submitted to the GSAS Office of Student Affairs, Richard A. and Susan F. Smith Campus Center. A grade of “WD” will be notated on the student’s transcript for course if Petition is approved.

March 24, Friday.

- Deadline for May degree applicants **to submit degree application** to FAS Registrar’s Office. See **timeline** for additional information.
- Deadline for May degree candidates to submit a completed and signed **application for a secondary field**.

April 2017

April 26, Wednesday.

- Last day of spring classes.

April 27, Thursday.

- Spring term Reading Period begins.

May 2017

May 3, Wednesday.

- Deadline to submit approved Petition to Withdraw to GSAS Office of Student Affairs to withdraw from spring term course. (See **Chapter V**, "Changing Course Registrations Mid-term"). A grade of “WD” will be notated on the student’s transcript for course if Petition is approved.
- Spring term Reading Period ends.

May 4, Thursday.

- Final examinations begin.

May 12, Friday.

- Deadline for May degree candidates **to submit** approved dissertations to FAS Registrar’s Office.

May 13, Saturday.

- Final examinations end.

May 25, Thursday.

- Conferral date for May degrees.

May 29, Monday.

- University Holiday: Memorial Day.

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Degree Calendar 2016-2017

For a diploma for an advanced degree to be awarded on:	Degree recommendations and dissertations are due on:	Degree applications are due on: *
November 8, 2016	September 9, 2016	August 8, 2016
March 14, 2017	January 20, 2017	November 28, 2016
May 25, 2017	May 12, 2017	March 24, 2017

*In exceptional circumstances, the registrar will accept late applications during the next week only; there is a late fee of $50.

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Degree Calendar 2017-2018

For a diploma for an advanced degree to be awarded on:	Degree recommendations and dissertations are due on:	Degree applications are due on: *
November 14, 2017	September 7, 2017	August 7, 2017
March 13, 2018	January 19, 2018	December 15, 2017
May 24, 2018	May 11, 2018	April 6, 2018

*In exceptional circumstances, the registrar will accept late applications during the next week only; there is a late fee of $50.

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Degree Timelines 2016-2017

November 2016
March 2017
May 2017

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November 2016

Monday, June 20

- If dissertation has been submitted, student is not charged tuition and health fees for fall term and is not expected to register.

Friday, July 1

- All graduate students charged tuition and health fees for fall term unless dissertation has been submitted.

Sunday, July 31

- Spring term health coverage ends. Last day of health coverage for November degree candidates.
- Any November degree candidate who later submits a dissertation on or before September 9 will be charged for any medical costs billed by HUHS or to the Blue Cross Blue Shield Student Health Plan.
- Waiver application deadline for the Blue Cross Blue Shield Student Health Plan.
- November degree candidates with comparable health insurance coverage are encouraged to submit a waiver application just in case they don't make November degree deadlines. Note that the Student Health Fee may not be waived.

Monday, August 8

- Deadline for submission of November degree applications

Tuesday, August 30

- If dissertation has been submitted, student's tuition and health fees for fall term will be removed from termbill and student is not expected to register.
- Removal of health fees results in cancellation of health coverage retroactive to July 31. Student charged for any medical costs billed during August by HUHS or to the Blue Cross Blue Shield Student Health Plan.
- If dissertation has not been submitted, student's tuition and health fees for fall term remain on termbill and student is expected to register and enroll in courses.

Thursday, September 8

- If dissertation has been submitted, student's tuition and health fees for fall term will be removed from termbill and registration is cancelled.
- Removal of health fees results in cancellation of health coverage retroactive to July 31. Student charged for any medical costs billed during August or September by HUHS or to the Blue Cross Blue Shield Student Health Plan.

Friday, September 9

- Deadline for electronic submission of dissertations for November degree.
- If dissertation is submitted ON this date, student's tuition will be removed from termbill and student is not expected to register. Student's health fees remain ON termbill and student retains HUHS and Blue Cross Blue Shield health coverage through January 31, 2017.
- Registration Deadline: If dissertation has not been submitted, fall term tuition and health fees remain on student's termbill.
- Any student who has not submitted a dissertation by this date must complete registration and enroll in courses.
- Last day on which GSAS degree candidates may cancel their registration for the fall term without payment of tuition.
- Deadline for terminal master's degree candidates: September 9 is the deadline for submission of degree applications for November terminal master's degree candidates. Students receiving their terminal master's degree in November do not need to register for the fall term. If student is in doubt as to whether this deadline will be met, they should register for the fall term. Students receiving their terminal master's degree in November are not eligible for fall term health insurance.

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March 2017

Monday, November 28

- Deadline for submission of degree applications

Friday, January 20

- Deadline for submission of dissertation to Registrar's Office
- If the dissertation is not submitted on this date, the student becomes a May degree candidate and the student must register for the spring term.
- **For terminal master's degree candidates:** January 20 is the deadline for submission of degree recommendations for March terminal master's degree candidates. Students receiving their terminal master's degree in March do not need to register for the spring term. If the degree recommendation is not submitted by January 20, the student should register for the spring term and will be a May degree candidate.

Friday, January 27

- GSAS course registration deadline. Any student who has not submitted a dissertation by January 20 must register. Students who do not register will lose the privileges of being an active student (access to libraries, e-resources, buildings, deferral of student loans, eligibility for student health insurance, etc.).

Tuesday, January 31

- Waiver application deadline for the Student Health Insurance Plan. If a student misses the January 20 dissertation submission deadline and must register for the spring term, the student has until January 31 to waive the Student Health Insurance Plan provided the student has comparable insurance. All March degree candidates who have comparable health insurance coverage are encouraged to submit a Student Health Insurance Plan waiver application in the event that they don't complete their dissertation during the expected timeframe. *Note that waivers only apply to the Student Health Insurance Plan and not the Student Health Fee, which is a mandatory fee for all full-time registered students.*
- March graduates are not eligible for health insurance beyond the fall term.

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May 2017

Friday, January 27

- GSAS course registration deadline for spring term. Any student who has not submitted their dissertation to the Registrar's Office and will be a May degree candidate should register for the spring term. Students who do not register will lose the privileges of being an active student (access to libraries, e-resources, buildings, deferral of student loans, eligibility for student health insurance, etc.).

Tuesday, January 31

- Waiver application deadline for the Student Health Insurance Plan. All May degree candidates who have comparable health insurance coverage are encouraged to submit a Student Health Insurance Plan waiver application. *Note that waivers only apply to the Student Health Insurance Plan and not the Student Health Fee, which is a mandatory fee for all full-time registered students.*

Friday, February 3

- If the approved dissertation is submitted to the FAS Registrar's Office by this date, spring registration will be cancelled. Spring tuition charges will be removed from the term-bill. The Student Health Fee and the Student Health Insurance Plan will be removed from the term-bill and retroactively cancelled back to the last day of the prior term of coverage (January 31) and the student will be billed for any medical costs incurred during the period following January 31.

Friday, March 24

- Deadline for submission of degree applications for May degree candidates.

Friday, May 12

- Deadline for online submission of dissertation for May degrees. Dissertations should be submitted via ETDS @ Harvard. Read more information about submission on the Registrar's website.
- If the dissertation is not submitted on this date, the student becomes a November degree candidate.
- **For terminal master's degree candidates: May 12** deadline for submission of degree recommendations for May terminal master's degree candidates. If the degree recommendation is not submitted by May 13, the student will be a November degree candidate.

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Degree Timelines 2017-2018

November 2017
March 2018
May 2018

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November 2017

Saturday, July 1

- All graduate students charged tuition and health fees for fall term unless dissertation has been submitted.

Monday, July 31

- Spring term health coverage ends.
- Unless they submit their dissertation on September 7, November degree candidates will be charged for any medical costs billed after this date by HUHS or to the Blue Cross Blue Shield Student Health Plan.
- Waiver application deadline for the Blue Cross Blue Shield Student Health Plan. November degree candidates who aren't sure they will meet submission deadlines and who have comparable health insurance coverage are encouraged to submit a waiver application. The Student Health Fee may not be waived.

Monday, August 7

- Deadline for submission of November degree applications.

Tuesday, August 29

- If dissertation is submitted by this date, student's tuition and health fees for fall term will be removed from the student account and student is not expected to register.
- Unless they submit their dissertation on September 7, November degree candidates will be charged for any medical costs billed by HUHS or to the Blue Cross Blue Shield Student Health Plan.
- If dissertation has not been submitted, student's tuition and health fees for fall term remain on the student account and student is expected to register and enroll in courses.

Wednesday, September 6

- Dissertation Submission Deadline *(Student does not retain Harvard Student Health Insurance for fall term)*
- If dissertation is submitted **BY** this date, student's tuition and health fees for fall term will be removed from the student account and registration is cancelled.
- Removal of health fees results in cancellation of health coverage retroactive to July 31.

Thursday, September 7

- Dissertation Submission Deadline *(Student retains Harvard Student Health Insurance for fall term)*

- If dissertation is submitted **ON** this date, student's tuition will be removed from the student account and student is not expected to register. Student's health fees remain **ON** the student account and student retains HUHS and Blue Cross Blue Shield health coverage through January 31, 2018.
- Any student who has not submitted a dissertation by this date must complete registration and enroll in courses.

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Future Academic Calendars

The **five-year academic calendar** is maintained by the Registrar.

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Storm and Emergency Conditions

The Faculty of Arts and Sciences rarely cancels classes. However, faculty and section leaders who need to commute should not put themselves in danger during serious storms, and may choose to cancel their individual classes. Students may find the following information helpful:

- Graduate students who decide that they cannot make it to class should consult the course materials for instructions on informing the course's instructional staff of planned absences from class. If such procedures have not been provided, then the student should inform the instructor or the teaching fellow of the planned absence by email or by telephone.
- Students may 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, many courses 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 make-up examinations are never cancelled and students should report to their examination rooms on time.

On the very rare occasion when FAS cancels classes, an announcement will be posted at **emergency.harvard.edu** and the **FAS website**.

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III. Admission to Degree Programs

Admission to Degree Programs and Degree Requirements
Reapplications and Other Categories of Admission
Transferring Admission to a Different Degree Program in the Graduate School
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Admission to Degree Programs and Degree Requirements

Generally, only applicants holding the AB or its equivalent, with distinguished undergraduate records, are admitted to the Graduate School.

Admission procedures, deadlines, and fees, and how to apply for financial aid are described on our **website**. Students may apply for admission for the fall term only; there are no spring term or summer admissions.

Accuracy is expected in all documents provided by applicants. If a candidate for admission makes inaccurate statements or submits false material, appropriate action will be taken. In most cases, these misrepresentations are discovered during the admission process and the application is rejected. If a misrepresentation is discovered after a candidate is admitted, the offer of admission normally will be withdrawn. If a misrepresentation is discovered after a student has registered, the case will be reviewed by the dean of student affairs and, if appropriate, he will request that the GSAS Administrative Board review the case. The Administrative Board will determine the action to be taken. If the discovery occurs after a degree has been awarded, the degree normally will be rescinded.

Individuals holding a PhD or its equivalent, or who have completed most of the work required to earn the PhD elsewhere, may apply to a PhD program in the Graduate School only if it is an unrelated field of study. In view of the large number of excellent applicants for the limited number of admission vacancies in the Graduate School, preference for admission and financial aid will be given to those who have not already had an opportunity to receive a PhD degree here or elsewhere. As an alternative, such people may apply for visiting fellow status (see **Chapter IV**).

No student registered in GSAS shall, at the same time, be registered in any school or college either of Harvard University or of any other institution. GSAS students may not be simultaneously enrolled in two PhD programs. Students ordinarily may receive the PhD degree from only one program in the Faculty of Arts and Sciences. Any student enrolled in a GSAS PhD program and another program such as the Law School, must receive permission from the department and the Dean's Office. The student will have to be on leave from GSAS while taking courses in a non-GSAS program. If the student at the time of admission has plans to enroll in another program, those plans should be discussed with the department or committee before the student accepts the offer of admission.

The dean of the Graduate School alone has the authority to make offers of admission. The Graduate School will not accept more than three applications from any non-enrolled individual during the course of his or her academic career.

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Reapplications and Other Categories of Admission

Reapplying to the Graduate School

Individuals who previously applied to a GSAS degree program and were not admitted should apply via the Graduate School's standard online application for admission process through the Office of Admissions and Financial Aid.
Individuals who were previously admitted to a GSAS degree program who did not enroll for the term to which they were offered admission or who were not registered students long enough to be required to pay tuition should apply via the Graduate School's standard online application for admission process through the Office of Admissions and Financial Aid.

Transferring Admission to a Different Degree Program in the Graduate School

Students currently or formerly enrolled in a GSAS degree program who wish to apply for admission to a degree program other than that to which they were previously admitted, should apply via the Graduate School's standard online application for admission process through the Office of Admissions and Financial Aid.
Students who have received a degree from a GSAS degree program, including AB/AM and AB/SM degree recipients, and who wish to apply for admission to a degree program, should apply via the Graduate School's standard online application for admission process.
Students who are approved to transfer admission to a different degree program in the Graduate School receive financial credit for tuition paid when they were previously registered and credit toward the PhD tuition requirement.

Readmission to the Graduate School

Students who were previously enrolled in a GSAS degree program long enough to have paid at least one installment of tuition and who then held a registration status of withdrawn or lapsed for at least one full term should **apply for readmission** to return to registered student status in the same GSAS degree program. Completed applications should be submitted to the Office of Student Affairs.
Students who are readmitted to the same degree program in the Graduate School receive financial credit for tuition paid when they were previously enrolled.

Non-Degree Admission to the Graduate School

Individuals who wish to engage in non-degree study or research at the Graduate School may apply for Special Student or Visiting Fellow status via a separate, standard online application fo admission process through the Office of Special Students and Visiting Fellows.

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Transferring Admission to a Different Degree Program in the Graduate School

Students currently or formerly enrolled in the Graduate School of Arts and Sciences who wish to apply to a new degree program, change degree or to transfer to a different department or committee should complete a **GSAS online application**. Students will have the opportunity to apply for transfers three times in their academic career, with a maximum of two times in one year (this limit does not include the original application to GSAS).

These transfers include:

1. Transfer from a joint AB-AM or AB-SM program to a PhD program.
2. Transfer from a master's degree program to a PhD program.
3. Students formerly in a GSAS program applying to a different GSAS program.
4. Students currently enrolled in GSAS who wish to transfer from one department to another.

Please note: Application deadlines vary; please follow the department deadlines and detailed application instructions on the **admissions webpage**. General information for apply to the Graduate School can be on that webpage as well.

The following students are not considered program transfers and should **not** submit the online application:

1. Current students wishing to transfer into an *ad hoc* degree program should contact the Office of Student Affairs to fill out a paper application.
2. Former students wishing to reenter the same GSAS program should visit the **Readmissions page** for application information.
3. Students who wish to transfer from one subject to another within the same department and at the same degree level should file an **Application for Change of Subject** with the Registrar's Office.

Transferring from a master's to PhD program

Courses completed for a master’s degree in the Faculty of Arts and Sciences may count toward academic requirements for the PhD at the discretion of the department.

A student who transfers from a GSAS master’s degree program to a PhD program receives financial credit toward the PhD tuition requirements. A student transferring from one GSAS PhD program to another also receives financial credit for tuition previously paid. Graduate students are permitted to apply only three times as a transfer/readmit student to other programs and only twice during one admissions season.

HILS (Harvard Integrated Life Sciences) Students only:

Students currently enrolled in a HILS member program who wish to transfer to another HILS program should complete the online application and follow the application instructions below. In addition, you MUST make an appointment to see the Assistant Dean of HILS, as soon as you have submitted the online application. Your application will NOT be delivered to the department for evaluation until there is a written confirmation note from the Assistant Dean in your transfer application file.

You can set up an appointment with the Assistant Dean by emailing **hils@fas.harvard.edu** or calling the HILS Office at 617-495-9500.

Application materials

Transcripts, GRE scores, and TOEFL scores, if available from your original application to GSAS, as well as your original application, are included when your online application is sent to the department for consideration. If these scores are not available from your original GSAS application, you are responsible for submitting them with your online application. Please note that GRE scores expire after 5 years, and TOEFL scores expire after 2 years. You are responsible for retaking these tests if necessary and submitting your scores. For English language proficiency, please note that only the TOEFL iBT or an undergraduate degree from an English-speaking institution will be accepted.

As you are completing the online application, be sure to answer “Yes” and list your dates of attendance under the question “Have you ever been registered in the Graduate School of Arts and Sciences as a degree candidate?” found on page 1 of the Application Form.

Questions may be emailed to **studaff@fas.harvard.edu**. You may also call the Student Affairs Office at 617-495-1814.

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Readmission

Students who were previously enrolled in a GSAS degree program long enough to have paid at least one installment of tuition and who then held a registration status of withdrawn or lapsed for at least one full term should apply for readmission to return to registered student status in the same GSAS degree program. Completed applications for readmission should be submitted to the Office of Student Affairs, Richard A. and Susan F. Smith Campus Center.

Applications for readmission, ordinarily, must be submitted by January 2 for the following fall term. Applicants will be considered for readmission to the fall term only. There is no application fee for applying for readmission.

The Graduate School will not accept more than three applications for readmission from any individual during the course of his or her academic career. Ordinarily, a student who has been required to withdraw from GSAS (for any reason other than the G10 enrollment cap) may not apply for readmission until two academic terms have passed.

Application materials:

1. **Application Form**
2. **Readmission Supplemental Form**
3. Letter of Recommendation
4. Current official GSAS transcript
5. Official transcripts of any formal academic training taken since leaving GSAS.
6. Any additional material required by the department (contact the department directly).

Readmission is not automatic and requires approval by both the degree program and the dean for admissions and financial aid of the Graduate School. Readmission, if offered, may be conditional, requiring performance of a specific task at a specific standard, either prior to or following readmission.

Students applying for readmission should contact the degree program in which they were previously enrolled to clarify courses and exams to be taken, to specify the time frame or duration to completion of the degree, to confirm consent of their faculty advisor and committee, and to determine what additional supporting documentation should be submitted with their application.

Consideration is given to the record of each applicant, the length of absence, the activities undertaken during the absence, and the number of student places available in the department. To be offered readmission, a student may need to provide evidence of ability to pay tuition during the enrolled terms and should inquire with his/her financial aid officer prior to applying.

Readmission for Degree

Students who were previously enrolled in a GSAS degree program and who then withdrew, having completed all degree requirements except the dissertation defense (if applicable) and submission of the dissertation, may apply for readmission for degree. Completed applications for readmission for degree should be submitted to the Office of Student Affairs, Richard A. and Susan F. Smith Campus Center.

Application materials:

1. **Application Form**
2. Statement of purpose
3. Letter of recommendation from the student's advisor, indicating that the student is ready to defend his or her dissertation

Readmission for degree applications are accepted for each degree period - November, March, and May - every year. Applications should be submitted no later than two weeks prior to the deadline for submission of degree applications to the Registrar's Office as noted in the right-most column of the **Degree Calendar**.

Students readmitted for degree enter an enrollment status of “Pending Degree” and are expected to meet deadlines outlined in the Degree Calendar. Students who fail to submit their dissertation prior to the noted deadline will revert to a registration status of “Withdrawn” following passage of the deadline.

Questions about either readmission process may be emailed to **studaff@fas.harvard.edu**. You may also call the Office of Student Affairs at 617-495-1814.

Financial Requirements for Readmission and Readmission for Degree

Students readmitted to the same degree program in which they were formerly enrolled are charged the active file fee, at the rate current when readmission is approved, for the intervening terms since their last registration, with a maximum charge of $1,000. Readmission will not be completed until all fees or any other indebtedness to the University or overdue loan payments are paid.

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Change of Subject Within a Degree Program

Degree candidates are admitted to work toward a specific degree in a specific discipline or subject within a specific department based on the selections made in the application for admission and the offer of admission made by the dean of admissions and financial aid of the Graduate School. A student wishing to work toward the same degree and in the same degree program to which they were admitted but in a different discipline or subject should file a completed **Petition to Change Subject** at the Office of the Registrar.

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IV. Academic Programs

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Degree Programs

Degree programs are administered by divisions, departments, and committees, as authorized by votes of the faculty. References to “departments” throughout the Handbook are meant to indicate any degree-granting unit, as appropriate.
The degree programs are listed in the following table and are described in detail on the **GSAS website**. Degree candidates should be thoroughly familiar with the program description and requirements for their department as outlined in **Chapter VI**. The degrees offered are the AM, Master of Arts; SM, Master of Science; ME, Master of Engineering; PhD, Doctor of Philosophy. The AM in parentheses indicates that the degree is awarded only in the course of study for the PhD.

Department, Division or Committee	Degree Subject	Degrees Offered
African and African American Studies	African Studies ++	PhD (AM)
	African American Studies ++	PhD (AM)
	African and African American Studies	PhD (AM)
American Studies	American Studies	PhD
Anthropology	Anthropology	PhD
	Medical Anthropology	AM
Architecture, Landscape Architecture, and Urban Planning	Architecture	PhD (AM)
	Landscape Architecture	PhD (AM)
	Urban Planning	PhD (AM)
Astronomy	Astronomy and Astrophysics	PhD (AM)
Biological Sciences in Dental Medicine	Biological Sciences in Dental Medicine	PhD
Biological Sciences in Public Health	Biological Sciences in Public Health	PhD
Biology: Medical Sciences, Division of	Bioinformatics and Integrative Genomics**	
	Biological and Biomedical Sciences	PhD*
	Biological Chemistry and Molecular Pharmacology	PhD*
	Cell and Developmental Biology±	
	Cell Biology	PhD*
	Developmental and Regenerative Biology	PhD
	Genetics±	PhD*

	Genetics and Genomics	
	Human Biology and Translational Medicine	PhD*
	Immunology	PhD*
	Microbiology and Immunobiology	
	Microbiology and Molecular Genetics±	PhD*
	Neurobiology	PhD*
	Pathology	PhD*
	Speech and Hearing Bioscience and Technology	PhD*
	Virology	PhD*
Biology, Molecular and Cellular	Biology	PhD (AM)
	Biochemistry	PhD
Biology, Organismic and Evolutionary	Biology	PhD (AM)
Biophysics	Biophysics	PhD
Biostatistics	Biostatistics	PhD (AM)
Business Economics	Business Economics	PhD (AM)
Business Studies	Organizational Behavior	PhD
Celtic Languages and Literatures	Celtic Languages and Literatures	PhD (AM)
Chemical Biology	Chemical Biology	PhD*
Chemical Physics	Chemical Physics	PhD
Chemistry and Chemical Biology	Chemistry	PhD (AM)
Classics	Ancient History	PhD (AM)
	Byzantine Greek	PhD(AM)
	Classical Archaeology	PhD (AM)
	Classical Philology	PhD(AM)
	Classical Philosophy	PhD (AM)
	Medieval Latin	PhD(AM)
	Modern Greek	PhD (AM)
Comparative Literature	Comparative Literature	PhD (AM)
Earth and Planetary Sciences	Earth and Planetary Sciences	PhD (AM)
East Asian Languages and Civilizations	East Asian Languages and Civilizations	PhD (AM)
	History and East Asian Languages	PhD (AM)
Economics	Economics	PhD (AM)
Education	Education	PhD
Engineering and Applied Sciences, School of	Applied Mathematics	SM, ME, PhD
	Applied Physics	SM, ME, PhD
	Computational Science and Engineering	SM, ME
	Computer Science	SM, ME, PhD
	Engineering Sciences	SM, ME, PhD
English	English	PhD (AM)

Germanic Languages and Literatures	Germanic Languages and Literatures	PhD (AM)
Government	Political Science	PhD (AM)
Health Policy	Health Policy	PhD
History	History	PhD (AM)
History of Art and Architecture	History of Art and Architecture	PhD (AM)
History of Science	History of Science	AM, PhD
Human Evolutionary Biology	Human Evolutionary Biology	PhD
Inner Asian and Altaic Studies	Inner Asian and Altaic Studies	PhD
Linguistics	Linguistics	PhD (AM)
Mathematics	Mathematics	PhD (AM)
Medical Science, see Biology		
Middle Eastern Studies	Regional Studies—Middle East	AM
	Anthropology and Middle Eastern Studies	PhD
	History of Art and Architecture and Middle Eastern Studies	PhD
	History and Middle Eastern Studies	PhD
Music	Music	PhD (AM)
	Performance Practice	AM
Near Eastern Languages and Civilizations	Near Eastern Languages and Civilizations	AM, PhD
Philosophy	Classical Philosophy	PhD (AM)
	Philosophy	PhD (AM)
Physics	Physics	PhD (AM)
Political Economy and Government	Political Economy and Government	PhD (AM)
Population Health Sciences	Environmental Health	PhD
	Epidemiology	PhD
	Global Health and Population	PhD
	Nutrition	PhD
	Social and Behavioral Sciences	PhD
Psychology	Psychology	PhD (AM)
Public Policy	Public Policy	PhD
Regional Studies—East Asia	Regional Studies—East Asia	AM
Regional Studies—Russia, Eastern Europe, and Central Asia	Regional Studies—Russia, Eastern Europe, and Central Asia	AM
Religion	The Study of Religion	PhD (AM)
Romance Languages and Literatures	Romance Languages and Literatures	PhD (AM)
Slavic Languages and Literatures	Slavic Languages and Literatures	PhD (AM)
Social Policy	Sociology and Social Policy	PhD
	Government and Social Policy	PhD
Sociology	Sociology	PhD (AM)
South Asian Studies	South Asian Studies	AM, PhD

Statistics	Statistics	AM, PhD
Systems Biology	Systems Biology	PhD*
Visual and Environmental Studies	Film and Visual Studies	PhD (AM)

* A terminal AM degree may be awarded to a student not continuing for the PhD degree; the student must complete the AM degree requirements as specified by his or her program.
** Program offers admission to students, but one of four DMS programs (BBS, Immunology, Neuroscience, or Virology) confers the PhD.
± Students admitted as of 2012–2013 are not eligible to select these subjects.
++ Students admitted as of fall 2015 are not eligible to select these subjects.

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Harvard Integrated Life Sciences (HILS) Program

Harvard Integrated Life Sciences (HILS) is a federation of Harvard life sciences PhD programs, departments, and subject areas that facilitates cross-disciplinary academic and research collaboration, supports student mobility, and encourages extracurricular participation by its student, faculty, and staff members.

HILS brings together faculty and students from fourteen PhD programs across four Harvard faculties: the Faculty of Arts and Sciences, the School of Dental Medicine, the Medical School, and the Harvard T.H. Chan School of Public Health. This structure allows the examination of—and provides research opportunities in—emerging interdisciplinary areas of investigation in the life sciences. HILS oversees and supports programs and subject areas leading to the PhD in:

- bioinformatics and integrative genomics
- biological and biomedical sciences
- biological sciences in dental medicine
- biological sciences in public health
- biophysics
- chemical biology
- chemistry and chemical biology
- immunology
- molecular and cellular biology
- neuroscience
- organismic and evolutionary biology
- speech and hearing bioscience and technology
- systems biology
- virology

These academic areas represent the depth and breadth of current thinking in the life sciences. Please visit each program's website for further details. Additional information about HILS can also be found on the **HILS website**.

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Ad Hoc Degree Programs

Ad Hoc degrees

Current PhD candidates who find that their scholarship extends beyond a single academic department may apply to the GSAS Administrative Board for creation of an *ad hoc* PhD program. Master's degrees are not awarded in *ad hoc* subjects.
A student interested in an *ad hoc* program should first make an appointment to speak to Patrick O'Brien, Assistant Dean of Student Affairs and Secretary to the GSAS Administrative Board.

Makeup of an *Ad Hoc* Committee

An *ad hoc* committee is a group of faculty advisors and includes a chairperson who serves as the student's primary advisor. A committee ordinarily consists of four members, three of whom must be FAS faculty members. At least two established academic programs must be represented by the proposed committee. The chair of an *ad hoc* committee must be a full-time, in resident, FAS faculty member.

Application Deadlines

Applications will be reviewed throughout the year, but they must be received well in advance of the term for which the student wishes to be admitted to the newly created program to allow ample time for review. A student must have completed a full year of graduate study and achieved an outstanding academic record in an established PhD degree program in order to apply to transfer to an *ad hoc* PhD program.
Students wishing to create an *ad hoc* PhD program must complete and submit an Application for Creation of an *ad hoc* PhD program and an *ad hoc* Program of Study form available from the Office of Student Affairs.

Applicant Eligibility

A student must have completed a full year of graduate study at GSAS and must be making satisfactory progress toward their degree in order to apply to transfer to an *ad hoc* PhD program.

Financial Aid

Ordinarily, when a student transfers to an *ad hoc* degree program the original department retains financial responsibility for the student. Students are encouraged to explore funding

offered by various fellowships when possible.
The Office of Student Affairs recommends the applicant have a discussion with their Financial Aid Officer and/or the Office of Fellowships when considering submission of an application.

Preparing an Application Dossier

Students who wish to apply following an initial conversation will work closely with Patrick O'Brien to compose a formal application dossier for the Administrative Board.
The applicant is asked to carefully consider and clearly outline their motivation to create the *ad hoc* program in the Proposal for Creation of the *ad hoc* PhD Program, including:

- an explanation of the focal subject area, its academic context or relation to an existing body of knowledge, including citations, and their present interest in the subject matter;
- the history, including examples, of their research and scholarship to date in the focal subject area;
- the anticipated direction of their research upon creation of the program and the research questions they will seek to address in the program;
- a description of the interdisciplinary nature of the subject area and explanation as to why the proposed research and program would be impossible to accomplish in an existing GSAS academic department, division, or committee.

The applicant should also include:

- the general timeline to completion of the degree;
- a brief description of the role of each of the faculty committee members relative to the applicant and the proposed research;
- a description of how they intend to fund their program of study during the years remaining until degree (the Office of Student Affairs recommends the applicant have a discussion with their Financial Aid Officer and/or the Office of Fellowships);
- if known, whether they intend to conduct fieldwork, including any years that may be spent as a non-resident Traveling Scholar in the field;
- a bibliography of any cited works.

Ad hoc PhD Program of Study and Degree Requirements

The applicant must first discuss their proposed program of study and degree requirements with faculty in their prospective committee. They then formally propose the *ad hoc* Program of Study and Degree Requirements (all GSAS PhD candidates must meet the Common Requirements stated in **Chapter VI** of the GSAS Handbook), including, but not limited to:

- Course Requirements
  - Course requirements completed to date (including academic term of enrollment and grade earned)
  - Additional course requirements (including anticipated term of enrollment) (if required)
- Language Requirement(s) (if required)
- Teaching Requirement (if required)
- Any additional, special requirements (if required)
- General or Qualifying Examination (or equivalent)

PhD Dissertation

- Prospectus timeline, format, and defense/oral presentation process
- Dissertation topic (if known), timeline, format, and defense process
- Proposed *ad hoc* Faculty Committee Members

Letters of Recommendation

The applicant is asked to submit a letter of recommendation from each member of your proposed *ad hoc* committee.

The Administrative Board asks that faculty members speak to:

- the viability of the Proposal and the research goals outlined therein,
- their approval of the Program of Study and Degree Requirements;
- the interdisciplinarity of the project and how the Proposal relates to an existing body of knowledge or, if applicable, their own personal research;
- and their role on the ad hoc committee relative to the applicant/student and the proposed research.

Final Submission and Review

The complete dossier including the documents noted above, a current CV, and a current FAS transcript are submitted to Patrick O'Brien for review by the Administrative Board. The review process takes 2-4 weeks depending on the time of year. Official decisions are sent from the Dean for Admissions and Financial Aid.

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AB-AM, AB-SM Programs

Harvard College students with advanced standing may apply to be admitted by certain departments to work toward one-year master's programs administered by the Graduate School of Arts and Sciences. Students pursuing this degree remain registered in Harvard College and bracket courses on the undergraduate transcript to count toward the AM or SM. The advanced standing advisor for Harvard College is located in the Office of Undergraduate Education, University Hall, First Floor North and is available to advise students on the process for bracketing courses. The requirements for the master's degree are set by the department. If the master's requirements are met at the end of the fourth year in the College, the student will be eligible to receive the AB and the AM or SM simultaneously. Students who receive the master's degree at that time are considered to have completed their first year of graduate school. Graduate transcripts are established for these students, and if admitted to a PhD program in GSAS they are for all purposes, including tuition charges, considered second-year graduate students.

Further information about the AB/AM program is available on the **Office of Undergraduate Education website**.

To apply for admission to a PhD degree program while enrolled in an AB-AM or AB-SM program, students must submit an application using the online Harvard GSAS Application.

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Programs Offered in Conjunction with Other Faculties

The Faculty of Arts and Sciences formally cooperates with other faculties and schools in severa degree programs leading to a PhD. Such PhD programs currently include: Business Economics and Organizational Behavior in cooperation with Harvard Business School; Political Economy and Government, Social Policy, and Public Policy in cooperation with Harvard Kennedy School; Architecture, Landscape Architecture, and Urban Planning in cooperation with the Harvard Graduate School of Design; the Study of Religion with Harvard Divinity School; the several medical sciences (DMS), Chemical Biology, and Systems Biology with Harvard Medical School; Biophysics, Physics, Applied Physics, and Engineering with the Medical School and the Division of Health Sciences and Technology, Massachusetts Institute of Technology; Health Policy with Harvard Medical School, Harvard T.H. Chan School of Public Health, Harvard Kennedy School, Harvard Business School and Harvard Law School; Biological Sciences in Public Health, Biostatistics, and Population Health Sciences with Harvard T.H. Chan School of Public Health; and Biological Sciences in Dental Medicine with Harvard School of Dental Medicine; and the PhD in Education with the Harvard Graduate School of Education.

Students in such collaborative programs are PhD candidates in the Graduate School of Arts anc Sciences, and as such are subject to the rules and regulations of the Faculty of Arts and Sciences.

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MD-PhD Simultaneous Degree Program

A simultaneous degree program is one in which the Faculty of Arts and Sciences has agreed to integrate its PhD program with a professional degree program so that students pursue both degrees at the same time. Currently, the only such program is the MD-PhD program, offered in cooperation with Harvard Medical School.

Students in the MD-PhD program should register according to policy outlined in **Chapter V**. An adjustment will be made in the departmental G-year for the years a GSAS student is registered in the Medical School.

This program is offered to students in the natural sciences and, on a limited basis, to students in the social sciences. Students applying for the MD-PhD Program in the social sciences must submit separate applications to HMS and to the GSAS PhD program of their choice. For information on the MD-PhD program contact **mdphd@hms.harvard.edu**.

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JD/PhD Coordinated Program

Students completing the Coordinated Program receive a JD from Harvard Law School (HLS) and a PhD from the Graduate School of Arts and Sciences. The Coordinated JD/PhD Program is open to PhD candidates who have the support of their GSAS academic department and advisor and who apply to and are admitted to both the Graduate School and Harvard Law School during their graduate years of study noted in this section. Prospective students must apply to and be separately admitted to both the Law School and a GSAS PhD program before applying to participate in the Coordinated JD/PhD Program.

Students may apply to both schools during the same admissions year, or may apply to the second school while enrolled at the first. In order to participate in the Coordinated Program, current HLS students must apply and be admitted to GSAS during the 1L or 2L year. Ordinarily, current PhD candidates must apply and be admitted to the Law School during the G1, G2, or G3 year, in order to be eligible for the Coordinated Program. PhD candidates who apply to and are admitted to HLS after the G3 year at GSAS must then separately apply to the Coordinated Program. The JD/PhD committee reviews these applications to determine admission to the Coordinated Program.

Once admitted to both programs, students complete a plan of study, which must be approved by the students' GSAS advisor and HLS advisor or Law School Professor Matthew Stephenson. Submission of this plan of study to GSAS and the Law School confirms enrollment in the Coordinated Program. Students in the Coordinated Program are jointly advised by two primary faculty advisors – one at HLS and one at GSAS.

Students must have satisfactorily completed at least 16 four-credit courses in their GSAS department to receive the PhD and must meet residency and tuition requirements as outlined in **Chapter VI**. Students will ordinarily be enrolled for at least four years (8 terms) in GSAS. Pursuant to ABA rules, students must complete all requirements for the JD degree within seven years of the date they first enroll in HLS; they may graduate from HLS before completing the PhD.

Students are required to complete the first-year program, three upper-level fall or spring semesters, and two winter terms at HLS, for a total of five fall and spring semesters (as opposed to the traditional six terms) and three winter terms. In lieu of the sixth HLS semester generally required of JD students, students in the Coordinated Program may take a semester at GSAS, completing courses or dissertation work pre-approved by HLS, and equivalent to at least 10 HLS credits. This GSAS semester may be taken only after a student has matriculated at HLS and completed his or her entire first year of study there. Students and their faculty advisors will determine the most appropriate sequencing for each student's course of study.

Students will be eligible for GSAS financial aid during the terms they are enrolled in GSAS, following the standard pattern of funding for students in the social sciences and the humanities. Students must pay five semesters of full tuition at HLS. Students will be eligible for Law School financial aid during the five terms in which they are enrolled and pay tuition there. Additional JD/PhD funding for law school tuition and fees not otherwise covered by need-based aid may be awarded on a competitive basis to eligible JD/PhD students.

Students in the Coordinated Program may only register in one school during any given term and should register as non-resident students studying at another Harvard school while registered at HLS according to policy outlined in **Chapter V**. An adjustment will be made in the departmental G-year for the years a GSAS student is registered in HLS.

Students who wish to explore the Coordinated Program are encouraged to contact Thomas Graca, Director of Academic Affairs (HLS), or Patrick O'Brien, assistant dean of student affairs (GSAS) (**studaff@fas.harvard.edu**).

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Exchange Scholar Program

Exchange Scholar Program

GSAS participates in the Exchange Scholar Program, which allows graduate students to study and work with faculty at one of 10 other graduate schools for a term or an entire academic year. Any courses taken and research conducted while participating in the Exchange Scholar Program is recorded on the student's Harvard transcript. Exchange scholars are generally accorded all the benefits available to the host institution's resident graduate students and receive a student identification card that permits access to libraries, laboratories, health services, and athletic facilities.

Exchange Scholar agreements currently exist between GSAS and University of California, Berkeley; Brown University; University of Chicago; Columbia University; Cornell University; Massachusetts Institute of Technology; University of Pennsylvania; Princeton University; Stanford University; and Yale University.

Generally the Exchange Scholar Program allows students to participate for a maximum of one year. If you would like to extend your stay, contact **Patrick O'Brien**, assistant dean of student affairs, with confirmation from your Harvard advisor and your advisor at the host institution that continuing the Exchange Scholar Program would enhance your academic progress; a new application will be required for the following term or year.

Application Process

Before applying, discuss the Exchange Scholar Program with your advisor, then contact the department at the host institution where you would like to study to express your interest and to identify an advisor prior to submitting your application.

Complete the **Exchange Scholar Program application**, describing what is to be studied, where, when, and with whom. The application must be approved by your academic advisor, department chair or director of graduate studies, and the GSAS dean of student affairs. The application is then forwarded to the host institution for approval of the professors with whom work is to be done, the department chair or director of graduate studies, and the dean. Applications should be completed two months before the registration date of the host school. Applications for the fall term or the entire academic year are due in the Office of Student Affairs in early July. Applications for the spring term are due in early December.

Please note: Harvard students are expected to have a $0 balance on their term bill before the GSAS dean for student affairs will approve the Exchange Scholar application.

Tuition and Health Coverage

Harvard Exchange Scholars visiting elsewhere are charged the appropriate GSAS resident tuition, and they are still eligible for GSAS financial aid.

GSAS Exchange Scholars are also charged **Harvard University Student Health Program** fees, which remain on the term bill unless the **fees are waived**. Depending on the policy, students may prefer to enroll in the health insurance program at the host institution.

Students from Other Institutions

Students from other institutions who participate in the Exchange Scholar Program are charged **Harvard University Student Health Program** fees, though those with comparable insurance elsewhere may waive the Student Health Insurance Plan fee. The Student Health Fee may not be waived for visiting Exchange Scholars.

The Exchange Scholar Program operates during the fall and spring terms only. There is no summer term and participating students are not expected to be in residence at Harvard during the summer.

Finding affordable rental accommodations in the Cambridge-Boston area can be challenging. Students planning to visit Harvard for a term or a year as an Exchange Scholar should investigate options as early as possible. **The GSAS Office of Residential Life** assists full-time graduate students in exploring their options for both on-campus and off-campus housing.

Foreign students may be allowed to work on campus at the host institution up to 20 hours per week, but approval must be granted by the home institution's Foreign Student Advisor. All students can check with their host department to see if teaching possibilities are available.

For more information, please e-mail the **Office of Student Affairs** or call 617-495-1814.

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Special Student Status

Courses in the Faculty of Arts and Sciences are open to individuals who have sound reasons for not wishing to enter a degree program, who hold a bachelor's degree or its equivalent, and who are able to present evidence of fitness for admission at the graduate level via the required online application process. Such persons are admitted by GSAS and registered as Special Students. Special Student status is a non-degree status in the Faculty of Arts and Sciences. Persons denied admission to GSAS degree programs cannot apply for Special Student status for the same academic year without express permission from the Special Students and Visiting Fellows Office.

Typically, procedures and policies as they apply to degree-seeking candidates in the Graduate School of Arts and Sciences apply to Special Students unless noted otherwise. Detailed information outlining the **Special Students Program** and **application instructions** are available from the Special Student and Visiting Fellows Office, Richard A. and Susan F. Smith Campus Center 350, 617-495-5315.

Applications

Application Deadline	Term/Year	Notification of Admissions Decisions
March 1	fall term only or entire academic year	April/May
October 1	spring term only	November/December

Prospective Special Students may apply for admission to one academic term (fall or spring) or a full academic year (September through May). Special Student status is normally limited to one academic year, with extension only possible via a required online reapplication process. Students are expected to follow the Proposed Plan of Study stated in their application and to which they were admitted.

Tuition and Fees

Special Student tuition is charged on a per-course basis, according to the Graduate School of Arts and Sciences' full tuition schedule. The 2016–2017 rates are:

Course Rate	Tuition per Term
1 Course*	$5,412
2 Courses*	$10,824
3 Courses*	$16,236
4 Courses*	$21,648

*Please note that some language courses are listed in the catalog as intensive (e.g., French Acd. Intensive Beginning French: Special Course). All intensive courses are one full academic year in duration (meeting in fall and spring terms) and listed as eight-credit courses. Eight-credit courses will be charged at the two-course rate ($10,824) as a single course ($5,412) each academic term.

All registered Harvard University students, including Special Students, are automatically enrolled in the Harvard University Student Health Program (HUSHP), and charges are applied to their term bill. HUSHP is a comprehensive health program comprised of two parts: the Student Health Fee and the Student Health Insurance Plan. The Student Health Fee covers most services at Harvard University Health Services and the Harvard University Student Health Insurance Plan provides medical, hospital, and specialty care through the insurance provider Blue Cross Blue Shield (BCBS) of Massachusetts and prescription drug coverage through Express Scripts. Students who meet certain requirements may apply to receive a waiver of one or both health fees. Special Students enrolled in two or more courses may not waive the Student Health Fee, but those who meet certain requirements may be eligible to waive the Student Health Insurance Plan. All waiver requests must be completed online prior to the appropriate deadlines published by HUSHP. Medical insurance requirements and policies governing billing and overdue bills are the same for Special Students as for degree candidates.

There is no tuition reduction for courses that are not taken for credit as Units of TIME.

A registered Special Student who drops all courses (withdraws from GSAS) or a portion of their courses will be charged a portion of tuition per course according to the schedule for "Tuition Associated with Mid-Term Withdrawal" in **Chapter VIII**.

Financial aid is not available for Special Students from any part of the University. Students are advised to seek aid from outside sources.

Academic Credit

While Special Students are admitted to courses offered by the Faculty of Arts and Sciences, they are not degree candidates in either Harvard College or GSAS. Special Students do, however, enjoy many of the same privileges of degree candidates in the University. The Office of the Registrar will provide a transcript of credits earned following completion of each academic term for students who do not have an outstanding term bill balance.

Special Students may take four courses per term and may not take more without express permission from the Special Students and Visiting Fellows Office. United States Citizenship and Immigration Services regulations require that all foreign nationals who are conducting study in the United States and holding a Harvard-sponsored F-1 visa be registered for full-time study (at least four concurrent courses per academic term).

Special Students may later apply for admission to a degree program through the regular GSAS admissions process (see **Chapter III**), but status as a Special Student carries no commitment whatsoever regarding subsequent admission to any part of the University.

A Special Student who is later admitted to a degree program in GSAS may be eligible for academic and financial credit for courses completed as a Special Student as outlined in **Chapter V**. Such credit is granted only for graduate-level courses that are valid for the specific GSAS degree program in which the student is enrolled. Upon completion of one term in a GSAS degree program, students may petition their academic department for credit for work done as a Special Student. A maximum of eight courses may be used for credit for a PhD or a two-year master's program; a maximum of four courses may be used for credit for a one-year master's degree. GSAS PhD candidates who receive academic and financial credit for work done as a Special Student become eligible for reduced tuition sooner in their degree program. Current or prospective PhD candidates should consult the appropriate **financial aid officer** to learn how tuition charges are affected in their case.

Restricted Courses

While most courses listed in The Faculty of Arts and Sciences **Course Catalog** are available to Special Students and Visiting Fellows, please note that some departments and instructors have set limitations on specific courses. The following is a partial list of courses **NOT** available to Special Students and Visiting Fellows.

Business Economics	All first year MBA courses
Economics	Ec 2010a,b,c,d Micro- and Macro- Economic Theory
Government	All junior seminars: 90-level courses All field seminars: Gov 2030, Gov 2105, Gov 2305, Gov 2710 Gov 2000: Quantitative Methods
History	History 3900 Writing History: Approaches and Practices
History of Art and Architecture	All 200-level seminars require the permission of the instructor at registration, some seminars may be closed
Near Eastern Languages and Civilization	Hebrew 200r Problems in the Literature, History, and Religion of Israel: Seminar

Medical Sciences	BCMP 205 Principles of Pharmacology BCMP 220 Biochemical Events in Human Disease BPH 300r Laboratory Rotations Genetics 200 Fundamentals of Genetics, Embryology, Reproduction Genetics 330 Proposal Writing Immunology 301 Immunology Seminar Immunology 328r Introduction to Research Med Sci 215 Integrated Human Physiology Med Sci 300 Conduct of Science Med Sci 333r Introduction to Research in Biological and Biomedical Sciences Med Sci 380 Reading and Research in Biolgical and Biomedical Sciences Med Sci 399 Topics in Medical Sciences Micro 230 Analysis of the Biological Literature Neuro 327 Rotations in Neuroscience Virology 300r Introduction to Research
Music	Music 261r, 262r Composition: Seminar Music 264r Electronic Music Composition: Seminar
Philosophy	Phil 300a, 300b Colloquium Phil 303 Colloquium: Dissertation Presentations Phil 311 Workshop on Moral and Political Philosophy Phil 333 Preparation for the Topical Examination Phil 399 Direction of Doctoral Dissertations
Psychology	PSY 2010 Contemporary Topics in Psychological Research PSY 2420 Cognitive-Behavioral Treatment of Psychological Disorder PSY 2430 Cultural and Individual Diversity PSY 2460 Diagnostic Interviewing PSY 3050 Clinical Practicum PSY 3070 Clinical Assessment and Treatment Practicum PSY 3080 Practicum in Clinical Neuropsychological Assessment PSY 3250 Psychological Testing PSY 3800 Psychometric Theory
School of Engineering and Applied Sciences	Eng Sci 91r Supervised Reading and Research Appl Math 91r Supervised Reading and Research Appl Math 99r Thesis Research Comp Sci 91r Supervised Reading and Research Appli Phys 299r Special Topics in Applied Physics Eng Sci 299r Special Topics in Engineering Sciences Appl Math 299r Special Topics in Applied Mathematics Comp Sci 299r Special Topics in Computer Science Appl Phys 298r. Interdisciplinary Chemistry, Engineering and Physics: Seminar Appl Phys 294hfr. Materials Science Seminar ALL 300-level courses
Visual and Environmental Studies	Admission to limited-enrollment seminars, and all studio arts and film production courses is at the discretion of the course head.

For more information about the Special Student status, please visit the **Special Student web page**.

Harvard Graduate School of Arts and Sciences

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Visiting Fellow Status

Individuals holding a doctoral degree or its equivalent, or with comparable professional experience, may apply via a required **online application process** to be a Visiting Fellow in the Graduate School of Arts and Sciences. Applications to Visiting Fellow status are also accepted from advanced doctoral candidates in domestic and international universities who have completed all coursework and would like to pursue research at Harvard.

Although Visiting Fellows are sometimes invited by departments or research centers to participate in seminars or other organized activities, they are expected for the most part to pursue their research independently as full-time researchers. Visiting Fellow status is a non-degree status in the Faculty of Arts and Sciences. Visiting Fellows are registered full-time graduate students in the Graduate School of Arts and Sciences. They have access to the libraries, athletic and other general facilities of the University, and are eligible to apply for membership in the Harvard Faculty Club. However, Visiting Fellows are not members of any Harvard University faculty. Persons denied admission to degree programs in the Graduate School of Arts and Sciences cannot apply for Visiting Fellow status for the same academic year without express permission from the Special Students and Visiting Fellows Office.

Visiting Fellows are registered, enrolled, full-time, graduate research students and are permitted to audit but not permitted to officially enroll in courses of instruction. Visiting Fellows are not degree candidates and do not take courses for academic credit. Although they may attend courses, they cannot sit for final examinations and do not receive grades for completed courses. Visiting Fellows and other auditors are normally not permitted to attend basic skills courses such as languages or computer science. Those who wish to enroll in courses for academic credit or in basic courses to learn new skills (such as languages) should apply for Special Student status.

Office space throughout the Graduate School of Arts and Sciences is extremely limited and few departments have offices available for Visiting Fellows. Carrel or study space is occasionally available in Widener Library; applications should be made to the Widener stack division, if possible before the beginning of a term. For more information on carrels and study spaces, please visit the **Harvard Libraries website**.

Detailed information outlining the **Visiting Fellows Program** and **application instructions** are available from the Special Student and Visiting Fellows Office, Richard A. and Susan F. Smith Campus Center 350, 617-495-5315.

Application Deadline	Term/Year	Notification of Admissions Decisions
March 1	fall term only or entire academic year	April/May
October 1	spring term only	November/December

Prospective Visiting Fellows may apply for admission to one academic term (fall or spring) or a full academic year (September through May). Visiting Fellows status is normally limited to one academic year, with extension only possible via a required online reapplication process.

Tuition and Fees

Visiting Fellows pay reduced tuition of $11,258 for the 2016–2017 academic year ($5,629 per academic term).

All registered Harvard University students, including Visiting Fellows, are automatically enrolled in the Harvard University Student Health Program (HUSHP) and charges are applied to their term bill. HUSHP is a comprehensive health program comprised of two parts: the Student Health Fee ($544/term) and the Student Health Insurance Plan ($1,315/term). The Student Health Fee covers most services at Harvard University Health Services and the Student Health Insurance Plan provides medical, hospital, and specialty care through Blue Cross Blue Shield (BCBS) of Massachusetts and prescription drug coverage through Express Scripts. Visiting Fellows, as full-time students, may not waive the Student Health Fee, but those who meet certain requirements may apply for a waiver of the Student Health Insurance Plan. All waiver requests must be completed online prior to the appropriate deadlines published by HUSHP. Medical insurance requirements and policies governing billing and overdue bills are the same for Visiting Fellows as for degree candidates.

Restricted Courses

While most courses listed in The Faculty of Arts and Sciences **Course Catalog** are available to Special Students and Visiting Fellows, please note that some departments and instructors have set limitations on specific courses. The following is a partial list o courses **NOT** available to Special Students and Visiting Fellows.

Business Economics	All first year MBA courses

Economics	Ec 2010a,b,c,d Micro- and Macro- Economic Theory
Government	All junior seminars: 90-level courses All field seminars: Gov 2030, Gov 2105, Gov 2305, Gov 2710 Gov 2000: Quantitative Methods
History	History 3900 Writing History: Approaches and Practices
History of Art and Architecture	All 200-level seminars require the permission of the instructor at registration, some seminars may be closed
Near Eastern Languages and Civilization	Hebrew 200r Problems in the Literature, History, and Religion of Israel: Seminar
Medical Sciences	BCMP 205 Principles of Pharmacology BCMP 220 Biochemical Events in Human Disease BPH 300r Laboratory Rotations Genetics 200 Fundamentals of Genetics, Embryology, Reproduction Genetics 330 Proposal Writing Immunology 301 Immunology Seminar Immunology 328r Introduction to Research Med Sci 215 Integrated Human Physiology Med Sci 300 Conduct of Science Med Sci 333r Introduction to Research in Biological and Biomedical Sciences Med Sci 380 Reading and Research in Biolgical and Biomedical Sciences Med Sci 399 Topics in Medical Sciences Micro 230 Analysis of the Biological Literature Neuro 327 Rotations in Neuroscience Virology 300r Introduction to Research
Music	Music 261r, 262r Composition: Seminar Music 264r Electronic Music Composition: Seminar
Philosophy	Phil 300a, 300b Colloquium Phil 303 Colloquium: Dissertation Presentations Phil 311 Workshop on Moral and Political Philosophy Phil 333 Preparation for the Topical Examination Phil 399 Direction of Doctoral Dissertations
Psychology	PSY 2010 Contemporary Topics in Psychological Research PSY 2420 Cognitive-Behavioral Treatment of Psychological Disorder PSY 2430 Cultural and Individual Diversity PSY 2460 Diagnostic Interviewing PSY 3050 Clinical Practicum PSY 3070 Clinical Assessment and Treatment Practicum PSY 3080 Practicum in Clinical Neuropsychological Assessment PSY 3250 Psychological Testing PSY 3800 Psychometric Theory

School of Engineering and Applied Sciences	Eng Sci 91r Supervised Reading and Research Appl Math 91r Supervised Reading and Research Appl Math 99r Thesis Research Comp Sci 91r Supervised Reading and Research Appli Phys 299r Special Topics in Applied Physics Eng Sci 299r Special Topics in Engineering Sciences Appl Math 299r Special Topics in Applied Mathematics Comp Sci 299r Special Topics in Computer Science Appl Phys 298r. Interdisciplinary Chemistry, Engineering and Physics: Seminar Appl Phys 294hfr. Materials Science Seminar ALL 300-level courses
Visual and Environmental Studies	Admission to limited-enrollment seminars, and all studio arts and film production courses is at the discretion of the course head.

For more information about Visiting Fellow status, please visit the **Visiting Fellows website**.

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Harvard Summer School

HARVARD SUMMER SCHOOL
51 Brattle Street
617-495-4024
www.summer.harvard.edu

The Harvard Summer School offers semester-long courses during a seven-week session. Students enrolled in the Graduate School may, with the approval of their departments, register in Summer School courses for academic credit toward a higher degree. A separate application must be made and tuition paid to the Summer School. Tuition paid to the Summer School does not count toward the minimum financial requirements for graduate degrees. PhD candidates may apply for a Harvard Summer School Tuition Fellowship. For details, go to the **GSAS fellowships website**. GSAS students may obtain academic credit toward a higher degree for work done in the Summer School. The student must submit an Application for Academic Credit for Work Done Elsewhere at the Registrar's Office requesting that the work be counted toward the higher degree. Courses taken at the Harvard Summer School following a student's registration in GSAS will be listed on the student's GSAS transcript. Summer School courses taken prior to registration in GSAS will not be listed, but a notation that credit was granted for courses taken at the Summer School will appear on the transcript.

Complete Summer School information is available at **www.summer.harvard.edu** or 51 Brattle Street, Cambridge, MA 02138, 617-495-4024.

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Harvard Extension School

HARVARD EXTENSION SCHOOL
51 Brattle Street
617-495-4024
www.extension.harvard.edu

Students at the Graduate School may register in courses at Harvard Extension School for academic credit. Extension School courses may not be counted toward higher degrees granted by GSAS, but only toward the Extension School undergraduate and graduate degrees and certificate programs. Some graduate students find these courses useful in preparing for language examinations or to fill other educational needs. Harvard Extension School courses are not part of Harvard cross-registration. GSAS students interested in taking these courses must register and pay full tuition to the Extension School.

Complete Extension School information is available at **www.extension.harvard.edu** or 51 Brattle Street, Cambridge, MA 02138, 617-495-4024.

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V. Registration and Enrollment

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Registrar's Office

FAS Registrar's Office

The Registrar of the Faculty of Arts and Sciences serves faculty, students, staff, and alumni of Harvard College, the Graduate School of Arts and Sciences, and the School of Engineering and Applied Sciences.

The FAS Registrar's Office provides a variety of services to faculty, students, and staff including tracking students' registration status, managing the course enrollment process (including Add/Drop, Cross-Registration), and billing tuition and fees. They are responsible for the my.harvard Course Search and the Information for Faculty handbook, scheduling classrooms for courses, sections, and special events, and managing final exams. The Registrar's Office tracks students' progress to degree, secondary fields, foreign language citations, and accepts dissertations. Transcripts, diplomas, certificates of enrollment, and degree verifications are processed by the Registrar's Office for all FAS students.

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Resident Students

Resident students are in the Boston/Cambridge area engaged primarily in degree work. Full-time resident degree candidates must register for four courses (16 credits) or the equivalent in TIME for each term. A semester-long course that meets regularly every week of the academic term, typically, equals four credits. Students who do not take action with regard to their registration status may be subject to "Lapsed Registration and Degree Candidacy" (**Chapter V**). Ordinarily, students are not permitted to register for a fifth unit of TIME. Degree candidates may register for up to six courses (24 credits) in each term without payment of additional tuition. Additional courses are charged at the per-course rate.

If a student's enrollment includes a four-credit-course extending throughout the academic year (as opposed to an eight-credit course, which is equivalent to enrollment in a four-credit course each term), the student must register for at least four additional four-credit courses in each term in order to maintain full-time status.

The same is true if a student is cross-registered in another faculty for a course with less than four credits. The student must register for at least four additional four-credit courses.

Students may register for 100/1000-level or 200/2000-level courses, which are letter-graded courses of instruction, or for 300/3000-level courses, which may be individual courses of reading and research, graduate seminars, or direction of the dissertation. Courses at the 300/3000 level are graded only SAT or UNS.

A graduate student may enroll in courses, such as language courses, in the group labeled "Primarily for Undergraduates," provided the student's department approves the course enrollment. Normally, these courses may not be counted toward the minimum course requirements for a higher degree. The undergraduate pass-fail option is not open to graduate students. However, with the permission of the instructor, GSAS degree candidates may enroll in designated language courses on a SAT/UNS basis. See the Academic Calendar for the deadline to request this status. GSAS degree candidates who wish to enroll in one of the designated language courses on a SAT/UNS basis must file a petition with the Registrar's Office. Language courses taken on a SAT/UNS basis may not be counted toward the minimum course requirements for a higher degree.

Units of TIME

At the discretion of departments, students may register for TIME as a means of indicating that appropriate independent work is replacing numbered courses. TIME is undertaken with a faculty advisor. Students should assign an appropriate number of units of TIME to be certain they are enrolled full-time in 16 credits. Units of TIME are ungraded and are not for academic credit.

The three types of TIME are as follows: TIME-C, for course-related work; TIME-R, for research-related work; and TIME-T, for teaching fellow-related work. Students may register for TIME-C when independent work is being undertaken that is not specifically indicated in a numbered course. TIME-R may be used to indicate that research work is being undertaken that is not directly related to the student's dissertation work (i.e., additional laboratory research for a faculty member). TIME-T may be used to indicate that a student has received a teaching appointment and is engaged in teaching a course. It is inappropriate for graduate students to receive credit for the same work for which they are financially compensated, therefore, TIME-T should be used and not the course being taught.

Simultaneous Course Enrollment

Students, ordinarily, 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 their courses. Exceptions to this rule may be granted only by the Registrar. Graduate students requesting exemption to this rule must file a petition with the Registrar's Office.

The petition must include the reason for the simultaneous enrollment and an explanation of how the work will be completed for both courses.

Students may audit courses with the permission of the instructors concerned. However, auditors may not take course examinations or receive course grades. Audited courses do not appear on students' transcripts.

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Part-Time Students

A degree candidate may, under certain circumstances, petition the department and the GSAS Office of Student Affairs for permission to enroll as a part-time student. These circumstances should represent changes that have occurred since initial enrollment. Part-time students are charged at the per-course rate (see **Chapter VIII**). Students at the reduced or facilities tuition rate, ordinarily, do not consider part-time status. The tuition requirements are described in **Chapter VIII**. Usually, Harvard grants will be reduced to reflect part-time status.

Applications for part-time study are available from the Office of Student Affairs in Richard A. and Susan F. Smith Campus Center or can be found below. Completed applications are due in the Office of Student Affairs by the deadlines indicated in the **Academic Calendar**. Separate applications must be filed for each academic year. On the application students should indicate the reasons that part-time status is sought and the number of courses for which they wish to register each term.

Application for part-time study

Part-time study ordinarily is approved for the following reasons:

1. having to care for small children at home,
2. personal ill health,
3. severe illness of other family members,
4. extreme financial strain in cases in which the student has dependents.

The John A. Paulson School of Engineering and Applied Sciences has provision for a limited number of students who are admitted to the Master of Science (SM) program to study on a part-time basis.

Massachusetts state law requires that any full-time or part-time student enrolled in an institution of higher learning in Massachusetts participate in a qualifying student health insurance program or in a health plan of comparable coverage. All Harvard students are automatically enrolled in the **Harvard University Student Health Program** (HUSHP) and charges are applied to their student bill.

Foreign nationals with student visas who are not permanent residents of the United States may only register for part-time study if they are in their final term of study and have three or fewer courses remaining to complete their program. International students must have their part-time petitions signed by the Harvard International Office.

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Check-in Process

Students are required to complete the check-in process online at the opening of each term by the date designated in the **Academic Calendar**. A student who fails to complete the check-in process by the deadline is subject to disciplinary action and will incur a $50 charge.
Information about the check-in process is available on the Registrar's website.

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Registration and Enrollment for Resident Students

Resident students are expected to complete the registration process online at the beginning of each term by the deadlines indicated in the **Academic Calendar**. Registration is completed at **my.harvard.edu**.

Registration is not complete until students have satisfied all holds placed on their student account in my.harvard and registered full-time (in a minimum of 16 credits) in courses. Failure to clear a hold by the course registration deadline is not, ordinarily, a legitimate reason for a late fee waiver.

Students who do not complete the registration process or submit an application for non-resident status by the stated deadlines in the Academic Calendar may enter lapsed registration status in accordance with the schedule indicated in the **Academic Calendar**.

Students are required to complete the check-in process online at the opening of each term by the date designated in the academic calendar. A student who fails to complete the check-in process by the deadline may be subject to lapsed registration status and will incur a $50 late check-in fee.

Prior to registering in courses, students should meet with an advisor. Advisors will release the Advising Hold.

Prior to registering, students must have met all funding-related terms and conditions as communicated by the Office of Financial Aid.

To be permitted to register, students must have resolved any of the following holds appearing on their student account in my.harvard.

1. A **Financial Hold** indicates an unpaid or unaddressed termbill balance. Students should consult the **Student Financial Services Office**.
2. A **Medical Hold** indicates a student has not submitted required immunization documents to Medical Records at **Harvard University Health Services**.
3. An **HIO Hold** indicates that an international student has not presented the necessary credentials to the **Harvard International Office**.
4. An **Admissions Hold** indicates that required official transcripts have not been submitted to the **Office of Admissions**.
5. A **Title IX Training Hold** indicates that the required training has not been completed.
6. A **Registration Survey Hold** indicates that the assigned survey has not been submitted.

Any student that submits their registration after the Course Registration deadline will incur a charge of $40.00 *per week* until the registration is submitted.

Students enrolling after the course registration deadline will need to follow the "add' process, meaning that the permission of each instructor is required.

The Graduate School may condition a student's enrollment on certain terms or conditions, as set forth in written contract between the Graduate School and the student as outlined in "Leaves of Absence," **Chapter V**.

Students who know in advance that their academic work will delay their return to Cambridge more than one month past registration should file an application for non-resident status in accordance with noted deadlines.

A student registering late for a term is charged tuition from the beginning of the term.

Students with non-resident status for the fall term or spring term who are returning for the subsequent term following completion of their status must register and enroll online as a resident student by the deadlines indicated in the **Academic Calendar**.

At the time of registration, Voter Registration Affidavit forms will be available for those students who wish to register to vote in Massachusetts. Students may also obtain information on voter registration online.

Special Students and Visiting Fellows may be required to adhere to variations in these policies. Such modifications are set by the Special Students and Visiting Fellows Office.

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Cross-Registration into Courses Offered by Other Faculties

Through cross-registration, GSAS students may take courses given by other Harvard faculties (except for the Harvard Extension School and the Harvard Summer School), and courses given by the Episcopal Divinity School, the Tufts University Fletcher School of Law and Diplomacy, Brown University, and the Massachusetts Institute of Technology.

Special Students should contact the **Special Students office** for possible variations.

All courses listed in the Faculty of Arts and Sciences Courses of Instruction must be taken through GSAS, and graded accordingly, even though they may also be listed in another school's catalogue. Only courses not listed in the **Course Catalog** may be taken by cross-registration and graded according to the other school's system.

The following limitations govern courses taken for academic credit by cross-registration:

1. They usually may not represent more than one-half the student's total program of study in any term. Consideration is given to students enrolled in interfaculty PhD programs.
2. They must be of an advanced nature, i.e., equivalent to this faculty's courses "For Undergraduates and Graduates" or "Primarily for Graduates." In the case of the Massachusetts Institute of Technology, they cannot be graduate courses of reading and research.
3. Students may not cross-register for courses so crowded that the additional enrollment by cross-registration would create an undue burden on the instructors.
4. The courses must cover subjects not available under this faculty.
5. They must not constitute a program that is alien to the program in which the student is formally registered.

All GSAS students who cross-register at another school must complete the **online cross-registration petition**.

Students taking courses outside the Faculty of Arts and Sciences by cross-registration are subject to all the rules, regulations and deadlines of GSAS as well as those of the other school. It is the student's responsibility to be informed of the grading policy at other Harvard schools or other institutions. Cross-registered students are graded according to the other school's grading policy.

GSAS students should be informed of the host school's deadlines and regulations as outlined on the **cross-registration website**.

Please note that some schools have additional short terms for some courses. A credit conversion chart is provided on the cross-registration website.

GSAS students who wish to change their course registration after filing the cross-registration petition must file a petition to add or drop a course with the FAS Registrar, who will notify the

other school. GSAS students must comply with GSAS deadlines for adding and dropping courses and petitioning for extensions of time to complete incomplete grades, unless the other school's deadlines are earlier. GSAS students who cross-register into full-year courses must file both fall and spring term cross-registration petitions.

Full-time students in the professional schools of Harvard University, and in the Episcopal Divinity School, the Tufts University Fletcher School of Law and Diplomacy, Brown University, and the Massachusetts Institute of Technology may take courses offered by the Harvard Faculty of Arts and Sciences.

Students taking courses in the Faculty of Arts and Sciences may register for 100/1000-level or 200/2000-level courses, which are letter-graded courses of instruction, or for 300/ 3000-level courses, which may be individual courses of reading and research, graduate seminars, or direction of the dissertation. Courses at the 300/3000 level are graded only SAT or UNS. The option to enroll in designated language courses on a SAT/UNS basis is not open to cross-registered students.

Students in other schools taking courses in the Faculty of Arts and Sciences must comply with GSAS regulations concerning examinations, make-up examinations, and the completion of incomplete grades (see section, Grade and Examination Requirements). Students who wish to make a change in courses after the original cross-registration petition has been submitted should notify their home school's registrar, who will inform the FAS Registrar. All of the above must conform to GSAS deadlines, unless a student's own school's deadlines are earlier.

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Registration in Two Harvard Schools

No student registered in GSAS shall at the same time be registered in any school or college either of Harvard University or of any other institution. GSAS students may not be simultaneously enrolled in two PhD programs at Harvard or elsewhere nor may a student be enrolled in more than one degree program within GSAS. Students ordinarily may receive the PhD degree from only one program in the Faculty of Arts and Sciences. If the student at the time of admission has plans to enroll in another program, those plans should be discussed with the department or committee before the student accepts the offer of admission.

GSAS students enrolled in two Harvard degree programs should not register simultaneously in residence in the two faculties. When registered in another Harvard school, a GSAS degree candidate should file an application for non-resident status with GSAS.

Ordinarily, no GSAS tuition fees are charged for terms in which a student is registered in residence in another Harvard school. Students may defer the payment of GSAS tuition, but they are responsible for meeting GSAS academic and tuition requirements before they receive their degree (see **Chapter VIII**).

GSAS students who wish to take a course in the Faculty of Arts and Sciences while their primary registration is in another Harvard school should do so by cross-registering back into FAS.

The registrar's calculation of Graduate-year (G-year) does not stop while the student is non-resident in GSAS and attending another Harvard school. The student's year of graduate study is calculated from the first date of registration in GSAS and will include those terms for which the student is registered at another Harvard school. An adjustment to the department G-year can be made for the years a GSAS student is fully engaged in another Harvard School as an official participant in the MD-PhD or JD/PhD Coordinated Program.

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Changing Course Registrations Mid-term

To change a course after the Course Registration Deadline, students can add, edit, drop, and swap courses in **my.harvard.edu** until the add deadline.

Students must obtain the instructor's signature in order to add a course. The seventh Monday of a term is the last day a student may add a course; thereafter only Units of TIME may be added. The ninth Tuesday of a term is the last day to drop a course. The instructor's signature is not required to drop a course; however, unless the course being dropped is a fifth course, students must add another course or appropriate credits of TIME in order to maintain registration at the required full-time level. A course that is dropped by the drop deadline will not appear on a student's record.

The ninth Tuesday of the spring term is the last day students may elect to divide an eight-credit course with four-credit course credit for the fall term and receive the mid-year grade as the fall-term grade. Petition forms are available on the **Registrar's Office website**; the instructor's signature is required. Students may not divide with credit courses designated in the **Course Catalog** as "indivisible."

If a student wishes to postpone taking the spring-term half of an indivisible eight-credit course or a four-credit course, the half may be "suspended," with the instructor's permission, by filing a petition to add or drop a course by the deadline for dropping a course in the spring. The student may then take the second half at a later time and petition to "combine" both halves of the course for one grade.

The Academic Calendar lists for the fall and the spring terms the final dates for adding and dropping courses; after each date a petition is necessary to add or withdraw from a course.

To *add* a course after the add/drop deadline, the following signatures are required: director of graduate studies, instructor (must be the course head), and the assistant dean of student affairs. To *withdraw* from a course after the add/drop deadline, the following signatures are required: director of graduate studies and the assistant dean of student affairs. If a petition to withdraw from a course after the drop deadline is approved, the course will appear on the student's record with the notation WD in place of a grade, indicating that the student withdrew from the course. Students may petition to withdraw from a course through the last working day before the first day of the examination period. If the withdrawn course is not a fifth course, students must add another course or appropriate credits of TIME in order to maintain registration at the required full-time level. Petitions must be filed with the Student Affairs Office in the Richard A. and Susan F. Smith Campus Center. There is a $25 fee for petitions filed and approved after the deadlines.

Petition to Add/Withdraw from a Course

Non-GSAS Petition to Add/Withdraw from a Course

Harvard Graduate School of Arts and Sciences

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The Grading System

Letter Grades

The Graduate School of Arts and Sciences uses the following letter grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E. The grade of E is a failing grade.
Letter grades are to be used in every case except as follows:

Non-letter Grades

ABS Students who miss a regularly scheduled mid-year or final examination, arranged by the Office of the Registrar during the mid-year or final examination period, are given a failing grade of ABS, which will be changed only if the student is granted and takes a make-up examination. The grade of ABS should not be assigned to students who miss an examination administered by the course. (See "Grading and Examination Requirements," **Chapter V**.)
EXC Graduate students may be excused from a final examination or other course assignment 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 registrar records the grade of EXC (Excused). If students elect to take the final examination and complete the course, they receive a letter grade.
INC A graduate student who receives a grade of INC (Incomplete), which is granted only at the discretion of the instructor, must complete the work of the incomplete course before the end of the term following that in which the course was taken, even if the student's registration status during that term is leave of absence, unless she or he is given an earlier deadline by the instructor. If the work is not submitted by that time, the INC becomes a permanent grade, unless the student has petitioned successfully for an extension. Petition forms may be obtained from the registrar, the Office of Student Affairs in Richard A. and Susan F. Smith Campus Center, or below; the fee for each approved petition is $15. Students should discuss the completion date with the instructor. Petitions must be approved by the instructor, the Director of Graduate Studies, and the Assistant Dean of Student Affairs. Extensions, when granted, ordinarily will not exceed one additional term. INC grades incurred in cross-registered courses in another school are subject to GSAS rules and deadlines unless the other school's deadlines are earlier. Extensions must be approved both by GSAS and by the other school. Incomplete grades cannot be changed once a final degree has been awarded.
SAT/UNS For graduate students, Satisfactory indicates that the course was passed with distinction (B- or above). The grade of SAT/UNS is used in graduate courses of Reading and Research (300-level courses) which must be graded Satisfactory/Unsatisfactory. SAT/UNS is

also an option for GSAS degree candidates in some foreign language courses. Permission of the course head is required to take language courses on a SAT/UNS basis. Language courses may not be counted toward the minimum course requirements for a higher degree. See the **Academic Calendar** for relevant deadlines.

Petition for Extension of an Incomplete Grade

Non-GSAS Petition for Extension of an Incomplete Grade

If a student is submitting a petition for the extension of the incomplete and has other incompletes, the student should attach a note to the petition explaining if, and when, the other work will be completed. Once the work is submitted to the faculty member, the faculty member needs to notify the Registrar's Office of the grade change.

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Grade and Examination Requirements

Grade Requirements

The minimum standard for satisfactory work in the Graduate School is a B (3.00) grade point average in each academic year. A grade of UNS is unsatisfactory. A course in which a student receives an E or a 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. The pass/fail grading option is not available to graduate students. In many departments, students are expected to maintain an average well above the GSAS minimum (see "Degree Requirements," **Chapter VI**).

Grade Point Averages

The grade point average is the numerical average of all grades on 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, and UNS=0. The grade point average is weighted for each course based on the number of course credits.

Examination Requirements

To obtain credit in a course for which there is a regularly scheduled final examination, or both a mid-year and a final examination arranged by the office of the Registrar, a student must take such examinations unless previously excused by the department (see "Non-letter Grades," **Chapter V**).

A student absent from a final examination because of illness must fill out a petition for a make-up examination at **Harvard University Health Services** (HUHS) within twenty-four hours of the beginning of the examination. In an emergency, if the student is unable to go to HUHS, or is being treated elsewhere, the petition may be requested from the Registrar's Office. In this case, the student must also file a letter from a physician certifying the date and nature of the illness.

Students who are unable to take an examination at the scheduled time due to a documented condition should contact the **Accessible Education Office** as soon as the need is apparent to discuss make-up examination accommodations and procedures.

Students who must be absent for reasons other than illness, such as a death in the family or a reason of similar gravity, should obtain a **make-up petition** from the Registrar's Office. All make-up petitions must be filed with the Exams Office within one week of the end of the examination period. Students who do not take the regularly scheduled final examination in a course receive a grade of ABS (Absent), unless excused by their department (see "Non-letter

Grades," **Chapter V**). A grade of ABS is permanent on a student's record if a make-up petition is not filed or not granted, or if the make-up examination is not attended. Make-up examinations are given in February for fall term final examinations and in September for spring term final examinations.

Students who, for sufficient reason, cannot be in Cambridge at the time of a final or make-up examination may petition to take the examination in another place. **In absentia petitions** and information are available at the Registrar's Office. Completed petitions must be filed thirty days before the regularly scheduled examination date.

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 Graduate School. Students who anticipate any religious conflicts with exams are required to submit the **Religious Out of Sequence Exam Request Form** on the Registrar's website, thirty days before the start of Exam Period. Conflicts reported after that time may not be possible to accommodate or may result in a makeup exam scheduled for the following term.

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Credit for Graduate Work Done Elsewhere

A PhD student who has completed at least one full term of satisfactory work in the Graduate School of Arts and Sciences may file an application at the Registrar's Office requesting that work done in a graduate program elsewhere be counted toward the academic residence requirement. Forms are available **online**.

No more than the equivalent of eight courses (32 credits) may be so counted for the PhD.

An application for academic credit for work done elsewhere must contain a list of the courses, with grades, for which the student is seeking credit, and must be approved by the student's department. In order for credit to be granted, official transcripts showing the courses for which credit is sought must be submitted to the registrar, unless they are already on file with the Graduate School. No guarantee is given in advance that such an application will be granted.

Only courses taken in a Harvard AB-AM or AB-SM program, in Harvard Summer School, as a GSAS Special Student or FAS courses taken as an employee under the Tuition Assistance Program (TAP) may be counted toward the minimum academic residence requirements for a master's degree.

Academic and financial credit for courses taken as a GSAS Special Student or FAS courses taken as a Harvard employee prior to admission to a degree program may be granted for a maximum of four courses (16 credits) toward a one-year master's and eight courses (32 credits) toward a two-year master's or the PhD degree.

Applications for academic and financial credit must be approved by the student's department and should then be submitted to the Registrar's Office.

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Non-Resident Students

There are three statuses to which students may apply to register for an academic term or year with non-resident status:
1. **Traveling Scholar** status designates degree candidates outside the Boston area who are engaged primarily in their degree work.
2. **Leave of Absence** status designates degree candidates whose time will be devoted primarily to activities other than degree work. Any student who is teaching more then three-fifths over the year must be a teaching assistant instead of a teaching fellow, and must register on leave of absence rather than in residence.
3. **Studying at Another Harvard School** status designates GSAS degree candidates who are registered and conducting study at a Harvard faculty other than FAS.

Students Departing Mid-Term

Students planning to depart on leave or travel midway through a term for the remainder of said term or academic year should register for the term either in residence or as a non-resident student paying the facilities fee. Those registered in residence should apply for non-resident status for the remainder of the term or year, stating in the application when they plan to leave. Students departing mid-term are charged in accordance with the schedule outlined in Chapter VIII. Students should also understand the impact this will have on their health insurance coverage by reviewing the **HUSHP website**.

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Applying for Non-Resident Status

Applications are submitted **online**.
Applications for non-resident status must be submitted online by the student by July 1 for the fall term or academic year, and by December 1 for the spring term. Applications submitted afterward are subject to late registration fees. The student will be charged $50 plus $5 for each week that the application is late. See the **Timeline of Non-Resident Process** for details.
Students may apply for non-resident status for a term or an academic year. Separate applications must be filed for each academic year. If a student is currently in non-resident status and wants to continue in that status for additional terms, a new non-resident application must be submitted.

Approval Process

An approved application for non-resident status is accepted in lieu of the Check-in Process and Registration.
Before deciding on non-resident status, students should discuss their plans with their advisor and then complete the appropriate application.
Applications are submitted electronically and must be approved by two of the following three individuals: 1) the student's academic advisor, 2) the graduate program coordinator (or equivalent), 3) the director of graduate studies. Applications then must be approved by the Office of Student Affairs. International students must also obtain approval from the Harvard International Office.
Applications will not be approved if a student has an outstanding term bill or is delinquent in repayment of a Harvard loan. When a student's application is held up for such reasons, the date the bill is paid is taken as the date of registration, with late fees charged accordingly.
To cancel a submitted application or make a change, please submit one of the forms below:
Change in Non-Resident Status
Cancellation of Non-Resident Status

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Traveling Scholars

Application for Traveling Scholar status

Traveling Scholar status designates degree candidates outside the Cambridge/Boston area who are engaged primarily in their degree work.

Traveling scholars are expected to maintain contact with their advisors on a regular basis, and inform the advisors of their progress. If a student has non-resident status for more than two years, the Office of Student Affairs will contact the department or committee to discuss the student's situation.

Students applying for Traveling Scholar status may request to delay payment of the required full or reduced tuition, and instead pay the active file fee or the facilities fee, ordinarily for a total of no more than two years prior to completion of the tuition requirements (see **Chapter VIII**). Students delaying payment of tuition should be aware that the required tuition, at the rates current at the time of payment, must be paid prior to the receipt of the degree (see **Chapter VIII**).

Students should consult their financial aid officer concerning the financial implications of being on Traveling Scholar status and how it might impact any aid or funding from GSAS or other entities.

The registrar's calculation of Graduate-year (G-year) does not stop while the student is a non-resident.

Traveling scholars may request a formal letter of introduction, the "Dazzler," from the Office of Student Affairs in the Richard A. and Susan F. Smith Campus Center. This letter may be helpful in obtaining access to libraries, archives, and resources elsewhere.

Traveling scholars are automatically enrolled in HUSHP. If students have comparable health insurance coverage, they may qualify to waive the Student Health Insurance Plan. Additionally, they may be eligible to waive the Student Health Fee. Visit the **HUSHP website** for information on waiving coverage.

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Leaves of Absence

Application for a Leave of Absence
Leave of Absence status designates degree candidates whose time will be devoted primarily to activities other than degree.

Voluntary Leaves of Absence

Satisfactory Progress requirements as outlined in **Chapter VI** may be interrupted by a department-approved leave of absence. Students may apply for a leave of absence for an academic term or year. Applications for a leave of absence are submitted electronically and must be approved by two of the following three individuals: 1) the student's academic advisor, 2) the graduate program coordinator (or equivalent), 3) the director of graduate studies. A paper-based form is available from the Office of Student Affairs and is to be used only in certain extenuating circumstances. Applications then must be approved by the Office of Student Affairs. International students must also obtain approval from the Harvard International Office. Separate applications must be filed for each academic year of leave. With respect to a voluntary leave of absence for medical reasons, the Office of Student Affairs may consult with Harvard University Health Services (which may consider information from the student's current and/or former health care providers, if made available by the student).
Ordinarily students will be granted a leave of absence for only one year prior to the successful completion of general examinations. Only in unusual circumstances will an extension be considered. Students are not usually approved for a leave of absence during their first year in the Graduate School. In the special case of a student who wishes to obtain a professional degree or who is on active service in the US military or other documented military service, the approved leave period can be extended beyond a single year.
Applications for a leave of absence must be submitted online by the student by July 1 for the fall term or academic year, and by December 1 for the spring term. Applications submitted afterward are subject to late registration fees. Students are charged $50 plus $5 for each week that the application is late.
Applications will not be approved if a student has an outstanding term bill or is delinquent in repayment of a Harvard loan. When a student's application is held up for such reasons, the date the bill is paid is taken as the date of registration, with late fees charged accordingly.
Students should consult their financial aid officer concerning the financial implications of going on leave. Students applying for a leave of absence may request to delay payment of the required full or reduced tuition, and instead pay the active file fee or the facilities fee, ordinarily for a total of no more than two years prior to completion of the tuition requirements

(see **Chapter VIII**). Students delaying payment of tuition should be aware that the required tuition, at the rates current at the time of payment, must be paid prior to the receipt of the degree (see **Chapter VIII**).

Immigration regulations require F-1 or J-1 visa holders to maintain full-time enrollment status while in the United States. F-1 or J-1 students who are considering applying for leave of absence must speak to an advisor in the **Harvard International Office**, Richard A. and Susan F. Smith Campus Center 864, 617-495-2789, and must obtain approval of their application.

Involuntary Leaves of Absence

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

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

1. Medical circumstances: (a) The student's behavior poses a direct threat to the health or safety of any person, or has seriously disrupted others in the student's residential community or academic environment; and (b) either the student's threatening, self-destructive, or disruptive behavior is determined to be the result of a medical condition or the student has refused to cooperate with efforts by Harvard University Health Services to evaluate the cause of the behavior. The decision to place a student on an involuntary leave of absence for health related reasons is made in consultation with Harvard University Health Services (which may consider information from the student's current and/or former health care providers, if made available by the student), after an individualized assessment of all of the pertinent factors, such as: the nature of the student's conduct; the nature, duration and severity of the risk; the likelihood of potential injury; and whether reasonable modifications of policies, practices or procedures will mitigate the risk. However, reasonable modifications do not include changes that would fundamentally alter the academic program or unduly burden the Graduate School's resources or staffing capabilities or, with respect to the required level of care or monitoring, that would exceed the standard of care that a university health service can be expected to provide.
2. Alleged criminal behavior: The student has been arrested on allegations of serious criminal behavior or has been charged with such behavior by law enforcement authorities.
3. Risk to the community: The student allegedly has violated a disciplinary rule of the Graduate School, and his or her presence on campus poses a significant risk to the safety of others or to the educational environment of the community.

The decision to place a student on involuntary leave is made by the GSAS dean for student affairs in consultation with other officers of the University, as appropriate. As noted above, in the case of an involuntary leave of absence for medical reasons, the Graduate School will consult with an appropriate person at Harvard University Health Services.

The student may petition the GSAS dean for student affairs for reconsideration and may appeal a final decision to the Administrative Board.

While on Leave of Absence

Students who go on a leave of absence are charged tuition and any applicable fees, including rent, to the end of the period for which they are on leave.

Repayment of educational loans cannot be deferred by students on leaves of absence unless the students are simultaneously registered in another school. Harvard grants toward tuition usually are not available for students on leave of absence.

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

The registrar's calculation of Graduate-year (G-year) does not stop while the student is on a leave of absence. Adjustments to the department G-year may be made only for reasons outlined in **Chapter VI**.

Degree candidates on leave of absence in the Boston/Cambridge area ordinarily are charged the facilities fee, which gives them the ability to access Harvard facilities and to receive unlimited library privileges and access to the HOLLIS catalog and library e-resources. Students on leave who choose to be charged the active file fee instead of the facilities fee do not have access to Harvard facilities and do not have library borrowing privileges, but retain access to library e-resources. Degree candidates who are full-time Harvard employees and on a leave of absence are ordinarily charged the active file fee.

Students on leave also may apply for alumni privileges that include six days of Widener stack access within a twelve-month period from the date of application, unlimited use of all the reading rooms in Widener Library (including the ability to have books retrieved from the Widener stacks to the Phillips Reading Room), and access to Lamont Library, Cabot Library, Chemistry Library, Fine Arts Library, Harvard-Yenching Library, Loeb Music Library, Physics Library, and Tozzer Library. As a courtesy, six books may be checked out from Widener Library. Access to e-resources is always available at the terminals within the Harvard libraries. If more access is needed, the student may purchase a **Special Borrower Card**.

Students on a leave of absence may apply for and receive a degree. Students on a leave of absence must pay the facilities fee during their final term of enrollment prior to conferral of their degree.

Any student charged full or reduced tuition, or the facilities fee, is entitled to an active University student identification card and use of University facilities. All students on leave of absence, irrespective of the fees paid, will continue to have email access. See "Tuition and Fees," **Chapter VIII**.

Notwithstanding the foregoing, if so instructed by the GSAS dean for student affairs a student on leave must remain away from the University campus and may not participate in any University activities.

Students going on a leave of absence, like students registered in residence, are expected to maintain a satisfactory standard of conduct.

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

Returning to School

A student on a voluntary leave of absence ordinarily may return at the start of the term subsequent to the approved term(s) of leave, although it remains the student's responsibility to ensure that they have adequate time to complete the degree within the time limits established by the Graduate School.

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

Students who were not making satisfactory academic progress prior to a voluntary or involuntary leave must satisfy any conditions for return required by their academic program to resume their studies. Students who were not in good standing at the time a voluntary leave of absence was granted and students who were placed on an involuntary leave of absence must petition the GSAS dean for student affairs for permission to return to the Graduate School and must demonstrate that the circumstances that led to their leave have been satisfactorily addressed and that they are ready to resume their studies. The decision whether to allow a student to return is made by the GSAS dean for student affairs, in consultation with other officers of the University, as appropriate.

So that the Graduate School may conduct an individualized assessment of their circumstances, students on a leave of absence for medical reasons may be required to consult with Harvard University Health Services (and to grant permission to Harvard University Health Services to obtain their treatment records and communicate with their treatment providers) so that a professional assessment about the student's stability and readiness to return can be shared with the Graduate School. Please also note that if the Graduate School learns of serious concerns about the health or well-being of a student who is away from School but not on a leave of absence for medical reasons, then the Graduate School similarly may require the student to consult with Harvard University Health Services (and to grant permission to Harvard University Health Services to obtain their treatment records and communicate with their treatment providers) so that a professional assessment about the student's stability and readiness to return can be shared with the Graduate School. In all such cases, the decision whether to allow a student to return is made by the dean for student affairs, in consultation with other officers of the University, as appropriate.

Students returning from a leave are encouraged to notify their Financial Aid Officer prior to resuming their studies. A student will not be allowed to register in the University again until all previous term-bill charges have been paid.

Contracts for Enrollment

The Graduate School may condition a student's enrollment on certain terms or conditions, as set forth in written contract between the Graduate School and the student, when the student's conduct or circumstances have caused heightened concerns about (a) the student's safety and/or well-being; (b) the appropriateness of the student's continued enrollment; and/or (c) the student's readiness to return to the Harvard community. The contract may include, among other things, compliance with a medical treatment plan, regular consultations with health care professionals, communication with administrators, and limited disclosure of relevant medical

information, on a need to know basis, such as compliance with treatment and restrictions on certain activities. The decision to require such a contract is arrived at in consultation with Harvard University Health Services after an individualized assessment of the nature of the student's conduct and circumstances and any other pertinent factors.

Family Leave of Absence Policy

Female and male students enrolled at GSAS may take a Family Leave of Absence for the birth or adoption of a child, childcare, or care of an immediate family member with a serious health condition.

- Students may take a Family Leave of Absence for one or two semesters. Students are eligible for a departmental G-year adjustment of one year, regardless of whether the Family Leave of Absence is for one or two semesters.
- Academic requirements (such as postponement of exams and course requirements) will be adjusted for the duration of the Family Leave of Absence.
- Students are expected to notify their advisors and their Directors of Graduate Studies as early as possible about their plans to take a Family Leave of Absence so that appropriate accommodations can be made to cover any teaching or research responsibilities.
- Students are eligible for four months of health coverage through the Student Health Insurance Plan and the Student Health Fee (visit **Harvard University Health Services** for more information) from the point at which they take leave. Students who take leave must pay their own premiums, however.

Funding commitments from Harvard are deferred until students return from the Family Leave of Absence. Students receiving funding from external sources, such as governmental grants, are subject to the conditions established by the funding source. Students should contact their funding agency for more details.

Family Leave of Absence FAQ

Who is eligible for Family Leave of Absence?
Female and male students enrolled at GSAS who are expecting a child, have child care needs, or have the need to care for an immediate family member with a serious health condition.

What is the maximum Leave of Absence period?
Two semesters.

Whom should I notify if I would like to apply for a Family Leave of Absence?
As early as possible, you should notify your advisor and your director of graduate studies about your plans to take a family leave of absence, so that appropriate accommodations can be made to cover any teaching or research responsibilities.

How will my student status be affected during the Family Leave of Absence period?
You will be eligible for a departmental G-year adjustment of one year, whether the family leave of absence is for one or two semesters. You will be eligible for four months of health coverage through the Student Health Insurance Plan and the Student Health Fee (visit the **Harvard University Health Services** website for more information), from the

point at which you start your leave, although you will be responsible for paying your own premiums. Funding commitments from Harvard will be deferred until you return from your leave. If you are receiving funding from external sources, such as governmental grants, these will be subject to the conditions established by the funding source. If you have student loans, you should be aware that they may go into loan repayment during your leave. Please connect with your financial aid officer for advice on these issues.

What other types of support are available to students with families?

Female and male students enrolled in PhD programs at GSAS are eligible for the **Parental Accommodation and Financial Support (PAFS)** program following the birth or adoption of a child. **Policies and procedures** related to PAFS can be found elsewhere in the GSAS Student Handbook (Chapter VIII).

Additional Policies and Resources for GSAS families are outlined on the GSAS website.

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Study at Another Harvard School

Application for Study at Another Harvard School

GSAS students who are registered in another Harvard school should not register in residence simultaneously in GSAS; rather, they should file an application for non-resident status with GSAS. Ordinarily, no GSAS fees are charged and scheduled tuition is delayed for terms in which a student is registered in residence at another Harvard School. To receive a PhD degree from the Graduate School, students will be responsible for paying two years of full tuition and two years of reduced tuition to GSAS unless the PhD degree is completed in fewer than four years from initial registration. The student's year of graduate study is calculated from the first date of registration in GSAS and will include those terms for which the student is registered at another Harvard school. These students are responsible for GSAS tuition requirements outlined in **Chapter VIII**.

Students Studying at Another Harvard School will not be charged health insurance coverage via their status at the Graduate School. Instead, their health insurance will be managed by the Harvard school in which they are registered.

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Timeline of Non-Resident Process

July 1, Friday

- Deadline for submission of fall and full academic year non-resident applications.

A $50 late fee applies to non-resident applications received after this date, with an additional charge of $5 for each week beyond July 1.

July 31, Sunday

- **Traveling Scholars**
  Deadline for waiving **Harvard University Student Health Program** for the fall term – **Student Health Fee** and/or **Student Health Insurance Plan**. All Traveling Scholars are eligible to waive the Student Health Fee. The Student Health Insurance Plan may be waived if a student has comparable health coverage. Waiver deadlines apply. A waiver must be submitted online for each part of the HUSHP coverage in which the student does not want to participate on the **HUSHP waiver website**.
- **Leave of Absence**
  A student whose approved application for Leave of Absence (for the fall term only or full academic year) is signed by the student by July 31 will be on leave effective as of July 31. The student will not be charged the Student Health Fee or Student Health Insurance Plan for the fall or spring term.

August 1, Monday

- **Leave of Absence *(submitted August 1 or later)***
  A student whose application for Leave of Absence is submitted August 1 or later during the fall term will be placed on leave effective as of the date the form was signed by the student. The student's health coverage will end the last day of the month in which the effective date falls. The Student Health Fee and Student Health Insurance Plan will be cancelled for the remaining months of the term and the fees will be adjusted/pro-rated to cover the month(s) of coverage during the term. For example, if a student's leave is effective as of August 15, he or she will retain health coverage through August 31, and will be charged a pro-rated amount for August's health coverage, but not charged for September through January.

  Students on leave are eligible to purchase four months of additional coverage, effective from the first day without coverage. To initiate enrollment, the student must submit an enrollment application to HUHS Member Services within 30 days from the date of loss of coverage (or, in the case of students going on leave before the new term starts, by September 15). Students whose leave is effective as of a date between

December 1 and January 31 for the fall term will retain coverage through the end of the health insurance period for the term.

August 15, Monday

- **Official check-in period beginning for fall 2016 term.**

September 30, Friday

- **Traveling Scholars**
  Waiver requests for the fall term and academic year will not be accepted after this date. **Late deadline for waiving Harvard University Student Health Program – Student Health Fee** and/or **Student Health Insurance Plan**. Waiver requests submitted between July 31 and September 30 subject to late fees as outlined by the **Late Waiver Fee Schedule**.

December 1, Thursday

- Deadline for submission of spring non-resident applications.

A $50 late fee applies to non-resident applications received after this date, with an additional charge of $5 for each week beyond December 1.

January 18, Wednesday

- **Official check-in period beginning for spring 2017 term.**

January 31, Tuesday

- **Traveling Scholars**
  Deadline for waiving **Harvard University Student Health Program** for the spring term – **Student Health Fee** and/or **Student Health Insurance Plan**. All Traveling Scholars are eligible to waive the Student Health Fee. The Student Health Insurance Plan may be waived if the student has comparable health coverage. Waiver deadlines apply. A waiver must be submitted online for each part of the HUSHP coverage in which the student does not want to participate on the **HUSHP waiver website**.
- **Leave of Absence**
  A student whose approved application for Leave of Absence (for the spring term) is signed by the student by January 31 will be on leave effective as of January 22, the official registration period end of fall term.

February 1, Wednesday

- **Leave of Absence *(submitted February 1 or later)***
  A student whose application for Leave of Absence is submitted February 1 or later during the spring term will be placed on leave effective as of the date the form was signed by the student. The student's health coverage will end the last day of the month in which the effective date falls. The Student Health Fee and Student Health Insurance Plan will be cancelled for the remaining months of the term and the fees will be adjusted/pro-rated to cover the month(s) of coverage during the term. For example, if a student's leave is effective as of February 15, he or she will retain health coverage through February 28, and will be charged a pro-rated amount for February's health coverage, but not charged for March through July.

  Students on leave are eligible to purchase four months of additional coverage, effective from the first day without coverage. To initiate enrollment, the student must submit an enrollment application to HUHS Member Services within 30 days from the date of loss of coverage (or, in the case of students going on leave before the new

term starts, by March 15). Students whose leave is effective as of a date between May 1 and July 31 for the spring term will retain coverage through the end of the health insurance period for the term.

March 31, Friday

- **Traveling Scholars**
  Waiver requests for the spring term will not be accepted after this date. **Late deadline for waiving Harvard University Student Health Program - Student Health Fee** and/or **Student Health Insurance Plan**. Waiver requests submitted between February 1 and March 31 subject to late fees as outlined by the **Late Waiver Fee Schedule**.

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Withdrawal

A degree candidate who does not intend to register for a term should file a withdrawal notice with the Office of Student Affairs in Richard A. and Susan F. Smith Campus Center. The date the student signs his/her withdrawal notice will in most cases be the effective date of the student's withdrawal.

Students departing mid-term are charged in accordance with the schedule outlined in **Chapter VIII**. Students should also understand the impact this will have on their health insurance coverage by reviewing the **HUSHP website**.

All current courses will be dropped automatically for students who withdraw from the Graduate School before the drop deadline. If a student withdraws from the Graduate School after the deadline, current courses will remain on the transcript with a WD designation. The last working day prior to the first day of the examination period is the final day by which a student may withdraw and receive the notation WD in place of a grade.

Withdrawn students may later apply for readmission as outlined in **Chapter III**.

Withdrawal notice

Departmental Withdrawal Notice

Ordinarily graduate students who have not met satisfactory progress requirements or who have not maintained contact with their departments for more than two terms are subject to being withdrawn from the program at the discretion of the department. The department will make a reasonable effort to contact the student to outline what actions must be taken to obtain or return to satisfactory progress. If the effort to make contact is unsuccessful and/or if the student continues to not make satisfactory progress, the student will then be withdrawn. Department withdrawal forms are available from the Office of Student Affairs.

Students who are withdrawn by the department and would like to apply for readmission should consult **Chapter III**.

Departmental withdrawal notice

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Lapsed Registration and Degree Candidacy

Students who do not complete the Check-in and Registration processes, including but not limited to registration, withdrawal, or submission of an application for non-resident status for an academic term by one month from the Course Registration Deadline will enter a registration status of lapsed. Students with a lapsed registration status do not have access to University physical resources (their identification card is deactivated) and do not have access to many electronic resources (but retain access to their email account). Students may not remain in a lapsed registration status for more than one term.

Students who have entered a registration status of lapsed should consult the Registrar's Office or the Office of Student Affairs to resolve their status.

If the student continues in a non-registered status, the student's degree candidacy will be lapsed upon completion of the academic term for which the student did not take action. The student will be charged a $250 lapse-of-candidacy fee. His or her registration status for the academic term will be recorded as lapsed and the student may be subject to withdrawal.

Students whose degree candidacy has been lapsed and/or who have been withdrawn must apply for readmission to the Graduate School (as outlined in **Chapter III**) in order to register for a future term and are responsible for any fees associated with readmission.

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G-10 Enrollment Cap

PhD candidates, ordinarily, will not be permitted to register beyond their tenth year in the Graduate School. The department G-year will be taken into consideration, and exceptions to this rule may be made for students who have special circumstances. If an exception is requested, GSAS requires 1) a letter from the advisor explaining the progress the student has made and the reason for the request, and 2) a letter from the advisor or student explaining the plan of completion. Students no longer enrolled because of this policy will be withdrawn (as outlined in **Chapter V**) and may apply for readmission to the Graduate School to register for the purpose of receiving the degree when their dissertation is complete.

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Transcripts and Certifications

Students and alumni may request transcripts, letters of certification, and degree and enrollment verifications at **http://www.registrar.fas.harvard.edu/transcript** from the National Student Clearinghouse.
Once a final degree is awarded, no change can be made in a transcript.

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Education Records

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

Education Records

Harvard's Faculty of Arts & Sciences (FAS), which includes both Harvard College and the Graduate School of Arts and Sciences, routinely maintains records for its students that describe and document their work and progress. These education records generally include records such as permanent and local addresses, admissions records, enrollment status, course grades, reports and evaluations, completion of requirements and progress toward the degree, records of disciplinary actions, letters of recommendation, and other correspondence with or concerning the student.

Access

To be useful, students' records must be accurate and complete. The officials who maintain them are those in charge of the functions reflected in the records and the offices where the records are kept. These ordinarily include the Registrar of FAS, as well as certain officers of the Graduate School of Arts and Sciences and Harvard College, including, for example, the Divisional Deans, the Chairs of academic departments and/or concentration committees, the Director of Admissions, the Dean of Freshmen, the Allston Burr Assistant Deans, and the Head Tutors or Directors of Undergraduate Studies. All students have access to their own education records and may contribute to them if they feel there is need for clarification. Students wishing access to their education records should contact the FAS Registrar's Office. Ordinarily, students are asked to submit a written request that identifies the specific record or records he/she wishes to inspect. Access will be given within 45 days from the receipt of the request. When a record contains information about more than one student, the student requesting access may inspect and review only the portion of the record relating to him or her. Students also are not permitted to view letters and statements of recommendation to which they waived their right of access, or that were placed in their file before January 1, 1975.

Students should direct any questions they have about the accuracy of records to the person in charge of the office where the records are kept. If questions still remain, the matter may be referred to the Associate Registrar for Enrollment Services in the FAS Registrar's Office. Should it be necessary, a hearing may be held to resolve challenges concerning the accuracy of records in those cases where informal discussions have not satisfactorily settled the questions raised.

Directory Information

The Faculty of Arts & Sciences regards the following information as “directory information,” that is, information that, under FERPA, can be made available to the general public: full name, reported date of birth, dates of attendance, concentration, class year, digitized image (please note that while Harvard classifies photos and images as directory information, these are rarely released to parties outside the University without the student's permission), local or campus residence address and telephone number, university email address, secondary school (for College students), undergraduate college (for GSAS students), home town or city at the time the application for admission was filed by the student, original class at time of matriculation, degree candidate status, date of graduation (actual or expected), rate of study, degree(s) received with field of concentration and level of honors granted (if any), department of study, University prizes, fellowships, and similar honors awarded, and, in certain cases, students' and parents' or guardians' home addresses and telephone numbers. For Harvard College, “directory information” also includes: House affiliation, and height and weight of members of athletic teams. Please note that Harvard University’s definition of “directory information,” found at [**www.security.harvard.edu/enterprise-security-policy**] may include elements in addition to those used by FAS, and that requests for directory information received at the University level thus may result in disclosure of such additional elements.

Students may direct FAS not to disclose their directory information, usually known as putting in place a “FERPA Block.” To do so, a student must inform the FAS Registrar's Office in person, and sign a form requesting that the information be blocked. Students should be aware of the possible consequences of putting in place a FERPA Block, such as missed mailings, messages, and announcements, non-verification of enrollment or degree status, and non-inclusion in the Harvard Commencement booklet. Students who have previously chosen to put in place a FERPA Block may decide to reverse this decision, also by informing the FAS Registrar’s Office in writing.

Other Disclosures permitted under FERPA

Parents or legal guardians of students are ordinarily informed of important changes of status, such as leaves of absence, probation, and requirement to withdraw. Under certain extenuating circumstances, a student may request an exception to this rule.

In addition to permitting the disclosure of directory information, as set forth above, FERPA permits disclosure of educational records without a student’s knowledge or consent under certain circumstances. For example, disclosure is permitted to Harvard officials with a legitimate educational interest in the records, meaning that the person needs the information in order to fulfill his or her professional responsibilities, including instructional, supervisory, advisory, administrative, academic or research, staff support or other duties. “Harvard officials” include: faculty; administrators; clerical employees; professional employees; Harvard University Health Services staff members; Harvard University Police Department officers; agents of the University, such as independent contractors performing functions on behalf of FAS or the University; members of Harvard’s governing boards; and students serving on an official FAS, College, GSAS or University committee, or assisting another Harvard official in performing his or her tasks. A student’s education record also may be shared with parties outside the University under certain conditions, including, for example, in situations involving a health and safety emergency. In addition, the FAS Registrar’s Office will forward a student’s education records to other agencies or institutions that have requested the records and in which the student seeks or

intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

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

Student Rights under FERPA

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

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VI. Degree Requirements

Common Requirements
Satisfactory Progress Requirements
Exceptions to the Requirements
Adjustment to Department G-Year
Departmental Requirements
Secondary Fields
Oral English Language Requirement
Application for Degree
Dissertation Acceptance Certificate
Commencement

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Common Requirements

Continuous registration (see **Chapter V**), a satisfactory grade record (see "Satisfactory Progress Requirement," **Chapter VI**), and evidence that satisfactory progress is being made toward the degree are required of all candidates for graduate degrees offered by the Faculty of Arts and Sciences and students in the Graduate School of Arts and Sciences. Additionally, all programs have residence requirements, both financial and academic, and many programs have language requirements.

For specific program requirements, consult **Chapter VI**.

MASTER OF ARTS (AM)

Not all departments offer an AM degree. Many departments that offer the degree do not admit applicants for the AM only; and it is available only as a continuing master's on the way to the PhD. In other subjects the AM is awarded as a terminal degree.

The John A. Paulson School of Engineering and Applied Sciences offers the only programs from which a student may receive a master's degree from part-time study.

The minimum residence requirements are: (academic) eight completed courses (32 credits) at the level prescribed by the department and (financial) one year at full tuition.

Units of TIME may not be used to fulfill the residence requirement for the AM degree. Some programs' requirements exceed these minima.

Students in master's degree programs who are no longer taking courses but have unfulfilled academic requirements for the degree (e.g., language exams, papers, or coursework to complete), must register either in residence, traveling scholar, or leave of absence until all requirements are completed. master's candidates who have completed all their degree requirements do not have to be registered for the term in which they submit their degree applications.

Courses taken to satisfy minimum requirements for a master's degree may not have been used to meet the requirements for another Harvard master's or professional degree. Courses completed for a master's degree in the Faculty of Arts and Sciences may count toward academic requirements for the PhD at the discretion of the department.

Students ordinarily are eligible for master's degrees only in the program to which they were formally admitted. However, academic departments may accept petitions from PhD candidates to receive a master's degree provided that the department whose degree is requested (a) has approved a policy of awarding master's degrees to students in another program; (b) has determined what requirements such students must have fulfilled; (c) certifies that the student has met the requirements; and (d) has voted to support the student's petition.

Normally, a student may receive only one master's degree from the Faculty of Arts and Sciences. However, in exceptional cases, a second AM may be awarded to PhD candidates provided that the above conditions have been met and that the tuition requirement of one year of full tuition for each degree received has been satisfied. Students who previously received a master's degree as a master's student or through the advanced standing (AB/AM or AB/SM) programs may receive a second master's as a PhD student without additional tuition being paid A master's degree cannot be granted in an *ad hoc* subject.

OTHER MASTER'S DEGREES

The Master of Science (SM) is offered only by the John A. Paulson School of Engineering and Applied Sciences. SM candidates are not expected to continue to the PhD at SEAS. The residence requirements are: (academic) eight courses (32 credits) and (financial) one year at full tuition. Part-time SM students are expected to complete the degree in two years.
The Master of Engineering (ME) also is offered only by the John A. Paulson School of Engineering and Applied Sciences. It is a two-year program of advanced courses with research leading to a master's thesis. The requirements for the ME degree are eight courses (32 credits) plus eight additional research-oriented courses at the 300-level that result in the completion of the required ME thesis. ME candidates are not expected to continue to the PhD at SEAS. The residence requirements are: (academic) sixteen courses (64 credits) and (financial) two years at full tuition.
Units of TIME may not be used to fulfill the residence requirement for the SM or AM.

DOCTOR OF PHILOSOPHY (PhD)

The PhD degree signifies mastery of a broad discipline of learning together with demonstrated competence in a special field within that discipline. The discipline is specified on the diploma. Requirements for the PhD vary considerably from discipline to discipline. The Common Requirements listed below are required by the faculty of all PhD programs. Individual departments have additional specific requirements which are published later in this chapter.
The requirements for the degree of Doctor of Philosophy are:
Academic Residence: A minimum of two years of full-time study in residence in the Graduate School of Arts and Sciences. The academic residence requirement can be reduced by as much as one year (eight courses; 32 credits) if the candidate's department grants academic credit for work done elsewhere (see **Chapter V**). A department may also adopt other criteria for measuring progress and may certify the amount of progress to the dean of the Graduate Schoo under the so-called "equivalency rule."
PhD candidates must register continuously until receipt of the degree.
English Proficiency: All incoming GSAS PhD students who are non-native speakers of English and have not received their undergraduate degree from an English-speaking institution will have their English proficiency screened based on the iBT TOEFL speaking score. Students who have not met the English language requirement may be required to take communication courses to develop their English language skills as part of their preparation for teaching and their professional development. Students will not be allowed to teach until they have met the English language requirement (see **Chapter VI**).

Financial Requirements: Payment of two years of full tuition and two years of reduced tuition is required, unless the time from the student's initial registration to completion of the degree is less than four years. PhD candidates are charged two years (four terms) of full tuition, then two years (four terms) of reduced tuition, and, thereafter, the facilities fee.

General Examination: In most subjects the student must pass a general examination or other preliminary or qualifying examinations before undertaking independent research on a dissertation. Normally—when the nature of the field and previous preparation permit—students should pass these examinations by the end of the second year of full-time academic residence.

PhD Dissertation: The student's dissertation prospectus must be approved by the department. A student who wishes to present a dissertation as a published article, series of articles, book or other document, or a manuscript that has been accepted for publication, must have the approval of the department concerned. In no case, however, may a dissertation be presented that has already been submitted toward another degree, either at Harvard or elsewhere.

Detailed information concerning the PhD dissertation is provided in an online supplement, ***The Form of the PhD Dissertation***.

The **Degree Calendar** indicates the dates by which approved dissertations must be submitted online to the Registrar.

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Satisfactory Progress Requirements

All students in the Graduate School of Arts and Sciences must be making satisfactory progress in order to be eligible for any type of financial aid. The following five provisions are the general definition of satisfactory progress. Specific department modifications are included in the department's descriptions of requirements in **Chapter VI**.

1. During the first two years of graduate study, any student who has completed expected requirements is considered to be making satisfactory progress.
2. In each of the first two years a student must have achieved the minimum grade-point average required by this faculty, a B average (3.0) (see **Chapter V**, "Grade and Examination Requirements").
3. By the end of the third year, a student must have passed general examinations or the departmental equivalent.
4. By the end of the fourth year, a student must have obtained approval of a dissertation prospectus or its departmental equivalent.
5. By the end of the fifth year and each subsequent year during which a student is allowed to register, he or she must have produced at least one acceptable chapter of the dissertation.

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Exceptions to the Requirements

A student who has not met degree requirements or an established deadline may, with departmental endorsement, be granted the status of “grace” for one year and remain eligible for institutional aid (but not federal Title IV loans and/or work-study) during this period. At the end of the grace period, the student must have rectified the deficiency and be in compliance with all other established criteria in order to be considered to be making satisfactory progress.

Ordinarily, only one such period of grace will be granted to a student during graduate studies. If a student continues to not make satisfactory progress, a department may withdraw the student. Only students making satisfactory progress are eligible for federal Title IV funding. Students in “grace” status are not eligible to hold teaching appointments.

If a student has been given sufficient time to make up requirements and still has considerable work to do, the student may be placed in “unsatisfactory status” during which time the student may not teach or receive financial aid.

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Adjustment to Department G-Year

The adjustment of the department G-year gives flexibility in determining the completion of department requirements as well as the application of the Graduate School's G-10 Enrollment Cap. In the FAS humanities and social sciences departments this adjustment will be reflected in the years in which the guaranteed teaching fellowship will be available and will allow for an extension of eligibility to apply for dissertation completion fellowships.

1. An adjustment to the department G-year of one year can be made for a medically documented illness. Contemporaneous documentation must be submitted to the Accessible Education Office and should include a letter explaining the illness signed by the physician responsible for the care of the student.
2. An adjustment of one year can be made for childbirth or other major family-related interruptions of timely progress in a graduate student's work. Students who desire this adjustment in the department G-year based on a change in family circumstances should contact their department and request this change. The department will notify GSAS of this adjustment.
3. An adjustment to the department G-year can be made for all the years that a student is on active service in the military.
4. An adjustment to the department G-year can be made for the years a GSAS student is fully engaged in another Harvard School as an official participant in the MD-PhD or JD/PhD Coordinated Program.
5. An adjustment of one year can be made for students entering a PhD program from a GSAS AM program.
6. An adjustment to the department G-year can be made in consultation with the GSAS office of student affairs for students who suffer disruptions to their academic progress due to circumstances beyond their control. Contemporaneous documentation may be requested. Students who desire a change in their department G-year based on one of the above reasons should contact their department to submit a formal request. Departments should then confer with the GSAS office of student affairs. A leave of absence may not be necessary to receive an adjustment for reasons 1, 2, and 6.

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Departmental Requirements

Please find your department's page in the list below. For the most up-to-date information or details about departmental requirements, students should contact the departmental offices.

African and African American Studies
American Studies
Anthropology
Architecture, Landscape Architecture, and Urban Planning
Astronomy
Biological Sciences in Dental Medicine
Biological Sciences in Public Health
Biology, Division of Medical Sciences
Biology, Molecular and Cellular
Biology, Organismic and Evolutionary
Biophysics
Biostatistics
Business Economics
Business Studies
Celtic Languages and Literatures
Chemical Biology
Chemical Physics
Chemistry and Chemical Biology
Classics
Comparative Literature
Earth and Planetary Sciences
East Asian Languages and Civilizations
Economics
Education
Engineering and Applied Sciences
English
Film and Visual Studies
Germanic Languages and Literatures
Government
Health Policy
History
History of Art and Architecture

History of Science
Human Evolutionary Biology
Inner Asian and Altaic Studies
Linguistics
Mathematics
Middle Eastern Studies
Music
Near Eastern Languages and Civilizations
Organizational Behavior
Philosophy
Physics
Political Economy and Government
Population Health Sciences
Psychology
Public Policy
Regional Studies - East Asia
Regional Studies - Russia, Eastern Europe, and Central Asia
Religion, The Study of
Romance Languages and Literatures
Slavic Languages and Literatures
Social Policy
Sociology
South Asian Studies
Statistics
Systems Biology

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African and African American Studies

The Department of African and African American Studies offers a graduate degree in African and African American Studies. The program offers rigorous interdisciplinary training in the humanities and the social sciences, with a focus in a disciplinary field, leading to the PhD.

Advising

In their first year, students are advised by the director of graduate studies (DGS), who serves as their mentor until they choose an advisor, generally before the beginning of their second year. After consulting with the DGS, a student may change advisors. Students are encouraged to discuss their interests outside of the primary field with faculty from other departments. This process enables students to develop relationships with various faculty members from whom the student will ultimately select a dissertation committee.

Academic Residence

A minimum of two years of full-time study (fourteen four-credit courses or equivalent) is required.

Program of Study

Students must take a combination of fourteen courses of which seven must be courses in a primary field. The distribution of courses in the first three years of study is as follows:

First Year

African and African American Studies 301/302
This required yearlong course is co-taught by the faculty of the program. The course aims to introduce students to faculty in the department and their research around central topics and themes and major theories and debates in African and African American studies. The first term focuses on issues in literature, philosophy, and culture, including: the concepts of race and ethnicity, slavery and the slave narrative, debates about African and African American literature, art, music, and religion, the American literary canon, the African and the American in African American culture. The second term focuses on issues in the social sciences and public policy concerning African and African American peoples, including such topics as African languages, nationalism, colonialism and decolonization, varieties of religious experience, aspects of intellectual history, ethnic conflicts and governance, strategies of economic development, and

public health (e.g. HIV/AIDS, sickle-cell anemia, malaria, and the politics of science practice) as well as race and class in America, the role of race in the political system, the study of racial attitudes, racial discrimination, affirmative action, criminal justice, and redistricting. There are two required final presentations to the faculty at the end of each term, one on a humanities topic, the other on a social science topic.

In addition, students must ordinarily take at least six other courses of which at least two must be in the Department of African and African American Studies and two in the primary field. Save under exceptional circumstances, the Department of African and African American Studies does not give credit toward the PhD for courses from other universities and under no circumstances would the Department give credit for more than two courses.

Second Year

Students must ordinarily take at least six courses in their second year.

Students will ordinarily be required to take all of the following courses or their equivalents by the end of their second year:

- One graduate seminar in African or African American History
- One graduate seminar in African and African American Humanities
- One graduate social science methods course (other than History)
- Graduate Seminars AAAS 401 and AAAS 402 (These courses focus on major theories and philosophical perspectives on the study of Africa and the Americas. In alternating years, these courses may be offered during the first year of the graduate program).
- During their second year, students must produce a paper of publishable quality. This must be done no later than the second term of their 2nd year. This can be done in a graduate seminar (like AAAS 401 or 402) or in an independent tutorial through AAAS 391 (Directed Writing). Students will not be allowed to take their oral general examination unless they satisfactorily complete a research paper.
- By the end of the second year, the total number of courses taken in African and African American Studies and the primary field should be fourteen, including at least seven in the primary field. In particular, students should take all courses required for an AM in their primary field.

Third Year

Students must have completed all coursework and language requirements prior to their oral exams for their admission to candidacy.

By the end of the fall term of this year students must have completed the oral exam described below.

Master of Arts (AM)

The department does not admit candidates for a terminal AM degree, but students who have met all the course requirements for the degree may petition to be awarded an AM in African and African American Studies. (Students may also find that they can meet the requirements for the AM in their primary field. Students should consult with the DGS in their primary field if they wish to pursue this option.)

Teaching

- An important element of graduate education in the program is the experience of working as a teaching fellow in courses in African or African American Studies. The department also encourages students to seek teaching opportunities in their primary fields.
- The graduate committee must verify that a student has had sufficient preparation in teaching before voting the degree. Students ordinarily teach at least two courses in African and Africar American studies and one in their primary field during their third and fourth years.
- If designated as part of the student's financial package, students are expected to teach in their third and fourth years at the rate of 2/5 per term. The department will assist the student in securing teaching positions. Priority for teaching fellow positions is given to students in their third and fourth years of graduate study.

Other Requirements:

Languages

The student's advisor will identify the language requirements appropriate for the student's research in the primary field. In general, these requirements reflect the language requirements of the graduate program in their primary field. However, the DGS and the student's primary advisor may propose modifications of these requirements if, in their judgment, a different language is more suitable. The student's orals committee is responsible for determining whether the student has met an appropriate language requirement before proposing a candidate to the graduate committee for admission to the doctorate. Students in African Studies are required, in addition to a major European language, to take at least one African language to the level at which they reach proficiency.

Grade Requirements

Students must maintain a grade average of B+ or better in each year of graduate work. At no time may a student register for a term if he or she has more than one Incomplete. Where the primary field requires either that all courses be passed at or above a certain grade or that the student's average grade be higher than B+, the student will be required to meet that requirement for courses in the primary field.
No more than one Incomplete may be carried forward at any time by a graduate student in African and African American Studies. It must be made up no later than six weeks after the start of the next term. In applying for an Incomplete, students must have signed permission from the instructor and the director of graduate studies, or the course in question may not count toward the program requirements. If students do not complete work by the deadline, the course will not count toward the program requirements, unless there are documented extenuating circumstances.

Admission to Candidacy

Oral Examination

Once students have completed their coursework, they begin to prepare for their oral exam in their primary field. For this purpose they require a committee, consisting of their major advisor and at least two others, at least one of whom should be a member of the discipline of the primary field. This committee, the student's orals committee, meets with the student once his or her coursework is complete, and defines a bibliography and a set of topics on which the studen will be examined orally in the first term of the third year. Once the student has passed the oral exam, he or she prepares a written prospectus.

The Dissertation

Once students have completed their coursework, they begin to prepare for their oral exam in their primary field. For this purpose they require a committee, consisting of their major advisor and at least two others, at least one of whom should be a member of the discipline of the primary field. This committee, the student's orals committee, meets with the student once his or her coursework is complete, and defines a bibliography and a set of topics on which the studen will be examined orally in the first term of the third year. Once the student has passed the oral exam, he or she prepares a written prospectus.

Prospectus

The prospectus is due at the latest by the end of the first term of the fourth year of residence. The student must discuss the prospectus with each member of the dissertation committee and then have a final oral exam on that prospectus: If the committee accepts the prospectus at the exam, the student is admitted to candidacy and begins research for the dissertation.
NOTE: Many departments and independent groups organize dissertation colloquia for students in their fourth, fifth, and sixth years, at which they may present and discuss their research.

Dissertation Review

During the period that a student is working on the dissertation, the student will have a primary advisor and a dissertation committee. Each term the student will consult with and report to the dissertation committee, which will in turn report to the committee on graduate studies as to the progress toward completion of the dissertation. While the student's principal advisor will ordinarily become the primary advisor and the prospectus committee will ordinarily become the dissertation committee, a student, in consultation with the DGS, may choose other faculty members. The dissertation committee must consist of a primary advisor and at least two others, at least one of whom must be a member of the discipline of the primary field. The primary advisor is the chair of the dissertation committee and must be a member of the Faculty of Arts and Sciences. In addition, at least one other member of the dissertation committee must be a member of the Faculty of Arts and Sciences.
Upon approval of the dissertation by the dissertation committee, the department, student, and the dissertation committee will agree upon a date for the dissertation defense. Completion of the dissertation is ordinarily expected by the end of the sixth year.
The dissertation defense is an oral examination open to any member of the university at which the dissertation committee leads in questioning the candidate on his or her work. Upon completion of the oral examination, the members of the graduate committee will consult with the dissertation committee and vote as to whether the candidate should be recommended for the

PhD degree in African and African American Studies and whether the candidate passed with distinction.

Satisfactory Progress

The faculty monitors each student's progress year by year. During the period between admission to candidacy and submission of the dissertation, the dissertation committee is asked whether the candidate is making satisfactory progress and has to certify in writing when the candidate has completed two draft chapters.

Summary of Requirements

- Fourteen courses in total:
  - African and African American Studies 301 and 302
  - African and African American Studies 401 and 402
  - One graduate seminar in African or African American History
  - One graduate seminar in African and African American Humanities
  - One graduate social science methods course (other than History) (or equivalent courses with approval of the DGS).
  - Seven primary field courses
- All courses required for an AM in the primary field
- Completion of one research paper of publishable quality (may be completed through AAAS 391).
- Language requirements as specified
- B+ average at the end of each year (and any other requirements of the primary field).
- No more than one Incomplete outstanding at any given time
- Oral exam for admission to candidacy
- Teaching experience
- Prospectus exam
- Dissertation completion
- Dissertation defense

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American Studies

The First Two Years

Courses

- The interdepartmental nature and purposes of the program require that students cut across departments in selecting courses. However, to ensure a coherent program of study, they should plan their schedules in consultation with the program chair. Their program of study must include:
- A minimum of two years of full-time study (sixteen four-credit courses or equivalent).
- The “Colloquium in American Studies” during the fall term of their first and second years.
- Two graduate seminars. These seminars should be taken from among the offerings of two different departments. Normally the student will take one seminar in each term of the first year of residence.
- Two courses in a coherent field from outside the United States (e.g., English literature; Latin American history; comparative gender).
- The remainder of the student’s program (lecture courses, reading courses, and, with the approval of the chair, TIME) will consist of work in fields appropriate to the student’s general examination. (See under “Examinations.”) Reading courses and TIME are ordinarily not part of a student’s program until the second term of the second year. If such courses are taken earlier, eleven four-credit courses (lectures, conference courses, and seminars) must be completed by the end of the fourth term.
- All programs must be approved by the chair.
- All coursework and language requirements must be met before taking the oral examination.

Incomplete Grades

Students may have only one Incomplete when they register for their next term.
The Graduate School of Arts and Sciences rules must be followed: A graduate student who receives a grade of INC (Incomplete), which is granted only at the discretion of the instructor, must complete the work of the incomplete course before the end of the term following that in which the course was taken, or request an extension of time for the Incomplete at the GSAS Dean’s Office (see **Chapter V**, “Grade and Examination Requirements”).
All Incompletes must be resolved before taking the general examination.

Language Requirement

Candidates for the degree must have fluent reading knowledge of one language other than English, chosen as relevant to the student's interests in consultation with advisor(s) and the Chair.

No student may take the general examination until the language requirement has been met.

The student will ordinarily fulfill the language requirement by passing with high marks an examination given by the History department, the English department, or in the case of languages not offered in History or English, a specially-arranged examination. The grade recieved must indicate fluency (e.g. proficient in History, high pass in English). Fellowships for developing language fluency are available for the summer between the first and second year. Students are also encouraged to enroll in at least one course for credit in which advanced work with texts in other languages is undertaken.

Students who have the language requirement unfulfilled at the beginning of their second year of residence must ordinarily pass a langauge examination in September of their second year. If they do not pass the language examination, they should enroll in an approved language course and pass a language examination in January.

Advising

In a small program such as American Studies, the chair, who is also the director of graduate studies, generally advises students in the pre-generals period. However, students are encouraged to form relationships with faculty members, who may eventually serve as an advisor.

Students ordinarily choose their own advisors after generals.

For some students the members of the examination committee also become dissertation advisors. Others choose their dissertation advisors between the general examinations and acceptance of the dissertation prospectus.

During the dissertation stage, each graduate student forms a dissertation advisory committee:

1) The first model involves a committee of three, all of whom advise and sign off on the dissertation, and take roughly equal responsibility in its direction.

2) The second model calls for a principal director who takes primary charge of advising the dissertation, with a second and third reader involved to a greater or lesser degree according to the wishes of the student and the faculty members involved.

3) The third model involves two co-directors, both of whom are involved equally and continually with the project, with a third reader to be brought in at some later stage.

The advising mode chosen will be formally indicated to the department at the time the prospectus is submitted. It will bear the signatures of the advisors and note their status. At least two of the advisors must be members of the Faculty of Arts and Sciences in any of the three models.

A faculty member not on the American Studies committee may serve as a member of a dissertation committee or as a third reader.

The History of American Studies Committee is responsible for resolving potential issues between the advisors and the students.

Grade Requirements

Students must maintain a grade average of B+ or better in each year of graduate work. Each student must do work of an A or A- level in at least one seminar.

General Examination

Students must pass a two-hour oral examination conducted by four members of the faculty no later than the end of September in their third year.

One hour of that examination will be devoted to the student's major field, and one half-hour each to two minor fields.

The major field must cover the full chronological sweep in a single discipline such as history, literature, law, or musicology. Normally, there will be two examiners in the major field. They may divide the field chronologically or thematically as long as there is full coverage of themes central to teaching and scholarship in the discipline.

Minor fields should be chosen from two areas of study distinct from the major field. A minor field may be defined chronologically or thematically as long as it covers a significant range of material, minimally a century. For example, a student whose major field is American literature, and whose primary area of interest is nineteenth-century fiction, might prepare one minor field in nineteenth-century US history and another in nineteenth-century music. Or, a student whose major field is US history, and who plans to write a dissertation on race relations in the 1930s, might prepare a minor field in American protest literature over time and another in African-American Studies.

Field preparation should be seen as laying a broad foundation for future teaching and scholarship rather than as specific preparation for writing a dissertation. Although the program will supply guidelines, students should work closely with individual faculty in selecting courses appropriate to their fields and in designing reading lists for oral examinations. In the term before taking examinations, students should submit their reading lists to the committee for approval.

If a student fails the oral examination, and the examining committee agrees that the student may retake it, the committee will set a date (not earlier than six months after the date of the first examination) by which the second examination must be taken. Ordinarily, students may not teach until the general examination is passed.

The Dissertation

After the general examination has been passed, the student will select a dissertation topic and arrange for dissertation advisors. The choice of a topic and advisors must be submitted to the committee for approval. Students must also submit a draft of the dissertation prospectus to their primary advisor no later than April 1 in their third year. The dissertation should be characterized by a familiarity with the historical treatment of two or more fields in the program. Before the end of May of their third year the student will present at a conference at which a discussion of the prospectus will take place before faculty and students in the program. Upon completion of two substantial chapters and upon recommendation of the advisors, students defend the finished part of the work as well as an outline for the completion of the dissertation in front of an audience consisting of faculty and students in the program as well as a broader academic public.

At least one month before the date set by the Graduate School for the deposit of the dissertation for the award of the degree in November, March, or May, the candidate must

submit to the dissertation advisors a completed draft of the dissertation for final approval. Ordinarily the course of studies can be completed within six years. Any candidate for the degree who has not submitted a completed dissertation within five years after passing the general examination will be withdrawn unless, prior to the deadline, the candidate presents evidence that the dissertation can be finished within a specified extension and therefore receives an extension from the committee. See ***The Form of the PhD Dissertation***.

Dissertation Review

- Students entering the program will defend their dissertation. The review committee will consist of the student's dissertation committee plus one additional member drawn from the American Studies program, a Harvard department, or from outside the university.
- The student should submit the final draft of the dissertation to her/his committee no later than two months before the Registrar's deadline for final submission. The student will inform the American Studies administrator that the draft has been submitted, and the administrator will gain the approval of the dissertation director before scheduling the review. The dissertation review will normally occur not later than April 15 for a May degree, not later than September 15 for a November degree, and not later than December 15 for a March degree.
- The review will last for ninety minutes. It will begin with a five-to-ten-minute presentation, in which the student will offer an overview of the dissertation's thesis, method, argument, and findings. The candidate will also offer her/his assessment of the work's contributions to scholarship and indicate areas in which feedback is sought. Following this brief presentation, each committee member will offer approximately five to ten minutes of comment, during or after which a conversation will ensue, the objective of which is to indicate the dissertation's strengths and weaknesses and provide advice for publication. The committee may require minor revisions that can be completed quickly, before the Registrar's submission deadline.
- Once the dissertation has been successfully defended, members of the dissertation committee will sign the dissertation acceptance certificate. The dissertation director will then write a report, ranging from a paragraph to a few pages, which summarizes the discussions of the review committee. The report shall be sent to the student with a copy to the American Studies administrator, ideally no later than two weeks after the review.
- Upon successful defense of the dissertation, the student must submit the dissertation according to the FAS Registrar's procedures, and arrange for one bound copy to be sent to the American Studies Program office. It is additionally suggested that an inexpensively bound copy of the final version be given to the dissertation director.
- This requirement is for all students in the program filing for the PhD degree after June 2009. A student may petition to have the dissertation review waived for reasons of hardship.

Harvard Graduate School of Arts and Sciences

2016-2017 Student Handbook

Anthropology

The First Two Years

Courses

Most students complete their required coursework during the first two years. All coursework should be completed no later than the end of the third year.
Each student's program of study must receive the approval of his or her advisor. The director of graduate studies, program director or department chair may sign a Study Card when the adviso is absent.
Students must maintain an overall grade average of B+.
No grade of Incomplete can be used to fulfill any departmental requirement.
Students may petition to have a course requirement waived on the basis of prior coursework, with the exception of the following: for Archaeology students, *Anthropology 2070a* and *2070b*; for Social Anthropology students, *Proseminar 2650a* and *Proseminar 2650b*.
Students may petition to have as many as eight graduate-level courses from another university accepted toward fulfillment of their PhD coursework requirements.

ARCHAEOLOGY

Archaeology PhD students must choose areas of specialization in consultation with their primary advisor and advisory committee. See "Archaeology" within "Anthropology" under "Programs of Study" on the **GSAS website** for a more detailed presentation of archaeology program objectives and field of student expectations.
Archaeology PhD students must fulfill the following coursework requirements: *Anthropology 2250a* and *2250b: Proseminar in Archaeology; Anthropology 2070a: Archaeological Method and Theory;* and *Anthropology 2070b*: *Case Studies and Research Proposal Preparation*; twelve four-credit courses in archaeology or other fields chosen in consultation with the primary advisor and advisory committee. Students are expected to obtain competence in quantitative methods or computer applications (e.g., GIS) as they relate to the practice of archaeology
Courses taken to fulfill the requirements must normally be passed with a grade of B- or better. The expectation is that the student will be able to complete the program in six years. Beyond the eighth year of registered graduate study, students are required to withdraw. Students can apply for readmission for the degree in the term they submit their dissertation.

SOCIAL ANTHROPOLOGY

The course of study in social anthropology requires a minimum of sixteen four-credit courses (not including TIME), at least twelve of which must be in anthropology. The twelve required four-credit courses include the proseminars, *History and Theory of Social Anthropology (2650a and b)*; two methods courses, *Research Design/Proposal Writing* (A2626) and *Research Methodology* (A2628); a four-credit course on the ethnography of one's area of specialization is strongly recommended. A four-credit course in archaeology is also recommended but not required. First-year students must attain at least a B+ in each of the proseminars.

Language Requirements

Where appropriate, candidates whose native language is not English may petition the faculty to accept their native language or English as fulfillment of a language requirement.

ARCHAEOLOGY

Proficiency in one modern scholarly language other than English is required. In addition, the candidate must attain proficiency in a second scholarly language or in a field language or in a laboratory skill. The election of one among these options shall be made following consultation by the student with his/her advisor. Proficiency in language(s) and/or a laboratory skill must be demonstrated before the special examination is taken.

SOCIAL ANTHROPOLOGY

Social anthropology students must fulfill both a scholarly language and a field language requirement. All candidates are required to demonstrate competence in one scholarly language other than English or their native language. Candidates may petition to offer the major language of documentation in the area where they propose to do fieldwork provided that, in the opinion of the social anthropology faculty, there is a sufficient body of social science material available in that language. The first formal language requirement must be met before the student goes into the field. The student's primary advisor sets the standard required for each language; examiners may be department faculty or other qualified persons.

Social anthropology PhD candidates are also required to demonstrate competence in the language they will need to speak in the field. When it is impossible to learn a field language at Harvard, the candidate must make the arrangements necessary to do so elsewhere. The field language requirement is fulfilled when approved by the student's advisor. In special circumstances candidates may fulfill this requirement by taking a course in anthropological linguistics, or other appropriate field.

During the first year, students must submit a plan indicating how they expect to fulfill the language requirements. In all cases, students are strongly encouraged to demonstrate competence in at least two languages other than their native language.

Incompletes

- Incompletes are granted at the discretion of course instructors. However, first year graduate students are not permitted to receive a grade of Incomplete in any of their coursework, *including courses taken in other departments*.

- Students normally may not request Incompletes of instructors who are going on leave during the following academic term.
- Students who are non-resident (traveling scholars or those on leave) are subject to the same deadlines as resident students (i.e., Incompletes must be completed during the term following that in which the Incomplete was taken); otherwise, students must petition the GSAS associate dean for student affairs for more time to complete the work.
- Students normally may not take more than one Incomplete in a term. Incompletes in the social anthropology proseminars or any other course taken in the first year are unacceptable.
- A prolonged record of Incompletes may jeopardize a student's chances of obtaining teaching fellowships and financial awards in the department.

Master of Arts (AM)

Students may apply for a non-terminal AM degree en route to the PhD degree. Normally, this application is made after a student has passed the general examinations and fulfilled coursework requirements, except for elective courses. Archaeology PhD students may apply for the AM after passing eight four-credit courses and the general examination. Social anthropology PhD students must pass the twelve required four-credit courses and the general examination before applying for the AM. Should they decide to leave the program before the PhD, they also have the option of taking a terminal AM.

One terminal AM degree is offered, in medical anthropology. Preference for admission to this program is given to students and practitioners in the health professions.

The terminal AM in medical anthropology requires eight four-credit courses, including one of the proseminars (2650a or 2650b), an ethnography course, and three courses in medical anthropology. Only one course may be included that is outside of social anthropology.

A thesis is not required for the non-terminal AM degree in anthropology. However, a thesis is required for the AM in medical anthropology. The thesis must be read and accepted by two department members.

All courses taken for the AM must be passed with a minimum grade of B+.

Language requirements need not have been fulfilled for the AM degree.

A minimum of one year in residence is required for the AM degree.

Students who do not attain the PhD, may be awarded a terminal AM degree when appropriate.

Teaching

- Graduate students are expected to teach during their careers at Harvard.
- First-time teaching fellows must participate in the Bok Center teaching orientations/ conferences.
- As a rule, only graduate students who have completed field work may apply to teach junior tutorials in social anthropology.
- Students in their third and fourth years have priority for teaching fellowship appointments.

Advising

- Upon admission, students are assigned a faculty advisor or advisors based upon compatibility of research interests. The advisor(s) appointed at the time of admission typically serve(s) on

the student's dissertation committee.

- The progress of each student will be assessed annually by faculty.
- Students may contact the graduate program administrator to address any questions and/or issues relating to the advising process.

ARCHAEOLOGY

In addition to the primary advisor(s), students will also have an advisory committee, consisting of three archaeology faculty members including the primary advisor(s), for the first three to four semesters of the student's academic career.
The student shall meet with his/her advisor(s) on a regular basis—at minimum, the beginning of each term of residence before submission of the Study Card. The student shall also meet with his/her advisory committee at least once during each of the first two years of residence, generally before or during the first week of classes in the fall term.

SOCIAL ANTHROPOLOGY

First-year students are expected to schedule a meeting with their advisors at least once a term to discuss their progress and to develop a program of study. Students should see the DGS (Director of Graduate Studies) in the absence of faculty advisor/s on leave; in such instances the DGS serves as the student's acting advisor.
A new advisor may be appointed by the DGS on the initiative of either the student or the advisor at any time in the course of study. If the DGS is the advisor being changed, the director of the Social Anthropology program will step in to oversee the process.
Dissertation committees consist of at least three members. Archaeology and social anthropology dissertation committees must include at least two members of the respective program. Students in both programs may include readers on their committees who are from other departments or universities, subject to faculty approval.
*See specific program sections below for additional information regarding the dissertation committee.

General Examinations

ARCHAEOLOGY

General Examinations normally take place near the end of the third term of graduate study. These examinations will consist of written and oral components pertaining to important issues in world archaeology. The purpose of the general examinations is to assess the progress of a student and to determine his/her general knowledge of current archaeological issues. Students deemed weak in specific areas or topics may be required to retake the examination and/or to take designated courses.

SOCIAL ANTHROPOLOGY

The General Examination in social anthropology is designed as a process that builds from the first year (G1) of graduate studies through the third year (G3). The stages of this process, with the required courses and activities relevant to each stage, are outlined below.
Year 1 (G1): Foundations of Theory and Ethnography in Social Anthropology

1. *General Theory Requirement:* This will be satisfied by the submission of satisfactory final papers for the fall and spring proseminars (2650a and 2650b). This requirement is to be completed by the end of Semester 2.
2. *First Year Progress Review*: At the end of the spring semester, the progress of each G1 will be reviewed by the Social Anthropology Program faculty, in consultation with the proseminar (ANTH 2650a,b) course heads, the student's primary advisor, the DGS and the Graduate Program Administrator.

Year 2 (G2): Focusing in on the Dissertation Research Area, Topic, and Themes

1. *Formation of Generals Committee.* Following a successful first year progress review, each student should form a general examination committee composed of three faculty members and to be chaired by the primary advisor. The formation of the committee, including any change of advisor, should ideally be completed no later than the end of Semester 3.
2. *Reading Lists*. In consultation with his or her generals committee, the student will develop two reading lists that pertain directly to his or her research interests. Ordinarily, the two lists will include one *regionally focused* list and one primarily *thematically focused* list. The reading lists should be submitted at the end of Semester 3 and no later than the end of Semester 4.

Year 3 (G3): Completing the General Examinations

1. *Field Essays*. Each student must submit to his or her committee two field essays (each a maximum of 15 pages)based on a close and selective engagement with key works on the previously submitted reading lists, in consultation with the advisor and/or committee members. These two essays jointly constitute an important step in the students' process of defining the doctoral dissertation research topic. Field essays are due by the end of Semester 5 and no later than the end of Semester 6.

2. *Dissertation Project Statement*. Each student must submit a dissertation project statement (in most cases, 2-3 pages) along with the two field essays to his or her generals committee.

3. *Oral Examination.* Upon agreement from all members of the student's Generals committee, an oral examination will be scheduled. While the oral examination will ordinarily focus on the dissertation project statement and the two field essays, the student's previous work, as well as any materials on the student's reading lists, may also fall within the scope of the examination, at the committee's discretion. The oral exam will typically be held by the end of Semester 5 and no later than the end of Semester 6. The dissertation project statement and the two field essays are critical preliminary steps toward the writing of grant proposals and the prospectus, which will normally be completed before the end of Semester 6.

The Dissertation Prospectus

ARCHAEOLOGY

Archaeology Dissertation Prospectus and Prospectus Defense

A dissertation topic is developed in consultations among the student, the principal advisor, and other appropriate scholars. The dissertation prospectus consists of a proposal that describes the research on which the dissertation will be based. It should include a statement of the

problem(s) and topic(s) to be addressed, and should relate how the student intends to address them. The prospectus normally should be no longer than 20 double-spaced typewritten pages of text and should include relevant visual and bibliographic materials as well as details on possible funding sources. With the approval of the student's advisor, the prospectus may be produced in the form of a proposal to the National Science Foundation for a doctoral dissertation improvement grant.

The student is required to have developed and submitted the prospectus to each member of their prospectus examining committee at least two weeks before the prospectus examination. The examining committee shall consist of the student's advisor(s) and at least two other faculty members, one of whom must be an archaeology program member, although any additional faculty member who wishes may participate in the examination. The chair of the examining committee must be a member of the archaeology program and is ordinarily one of the student's advisor(s).

Following the prospectus examination, the final version of the prospectus should be circulated for comment and approval to the prospectus examination committee (or to the dissertation committee, should said committee have been constituted by that time) at least two weeks before being placed on file with the department's graduate program administrator. The special examination shall take the form of a defense before the student's advisory committee of the dissertation prospectus.

Students ordinarily may not apply for outside funding for dissertation field research until they have successfully defended their prospectus, in the special examination. Any application to a funding source outside of Harvard University for either fieldwork or other research funding for dissertation research must be approved by the student's advisor(s), and it is expected that students shall submit all research proposals to their advisor(s) first.

SOCIAL ANTHROPOLOGY

All candidates must, in consultation with their advisors, select a dissertation topic and describe their proposed doctoral research in a prospectus. The prospectus should 1) give a concise statement of the problem to be addressed in the dissertation or of the hypotheses it proposes to test, 2) demonstrate a thorough scholarly knowledge and understanding of the area, 3) provide a clear research design, and 4) address the project with appropriate research methods. The prospectus should be *no more than 25-30 double-spaced pages* in length, exclusive of the bibliography and any figures. The candidate will discuss and defend the prospectus before his or her dissertation committee. The prospectus defense will normally take place no later than the semester prior to the beginning of dissertation fieldwork (typically at the end of the third year). Completion of the Human Subjects compliance forms and approval of them by Harvard's Institutional Review Board must be completed before dissertation field work can begin (see the **IRB website**).

The Dissertation and Defense

All anthropology PhD candidates must pass a public PhD dissertation defense.

A complete draft of the dissertation must be received by all members of the dissertation committee at least one month prior to the dissertation defense, which must be passed at least one month before the dissertation is due at the Registrar's Office. The candidate may have to advance this due date for readers outside the Boston area.

PhD dissertation manuscripts must conform to the requirements outlined in ***The Form of the PhD Dissertation***.

Failure to meet deadlines for completion of the dissertation may constitute grounds for dismissa from the program. Students may apply for readmission to the graduate program through the Graduate School. Readmitted students may be required to retake the special examination in archaeology or the general examination in social anthropology.

ARCHAEOLOGY

The dissertation committee is composed of at least three members, two of whom must be archaeology program faculty members. The chair of the committee must be a member of the archaeology program faculty. Normally the prospectus examination committee and the dissertation committee are composed of the same individuals, although it may be appropriate that substitutions or additions be made. A complete draft of the dissertation must be received by all members of the dissertation committee at least two months before the approved dissertation is due at the Registrar's office and must be approved by that committee at least one month before the Registrar's due date. A draft of the dissertation must be made available to other members of the Department at least two weeks before the private defense. The text of the dissertation, exclusive of charts, figures, and appendices, ordinarily may not exceed 250 typewritten pages.

The dissertation ordinarily must be 1) assessed by the dissertation committee at least two months before the dissertation is due at the Registrar's office, 2) formally defended in a closed meeting with the dissertation committee and other interested faculty members approximately one month before the Registrar's due date, and 3) presented orally to a general audience, including other faculty members soon after a successful private defense. After successful completion of the above assessments and after the incorporation of any required revisions, signatures of the committee members must be obtained on the dissertation acceptance certificate, which is submitted with the dissertation to the Registrar's office. The final manuscript of the dissertation must conform to the requirements described in ***The Form of the PhD Dissertation***. Dissertations are now submitted on-line. A complete draft of the dissertation is expected to be submitted by the end of the sixth year of graduate study, and ordinarily the dissertation must be approved by the end of the eighth year of graduate study or the student will be required to withdraw (see above).

SOCIAL ANTHROPOLOGY

The PhD dissertation should normally fall between 300 and 400 pages in length. Given that most reputable academic publishers will not consider unrevised dissertations for publication, students are encouraged to anticipate revision by aiming to stay at or below this optimal length. Any student expecting to defend a dissertation of more than 450 pages should petition for the prior agreement of the faculty, which will base its decision on the student's research committee's evaluation and other relevant information.

The dissertation committee will review the dissertation and decide when it is ready for defense. The doctorate will be awarded when the candidate passes a defense. The final copy of the dissertation should be in committee members' hands one month before the scheduled defense. The final manuscript of the dissertation must conform to the requirements described in ***The Form of the PhD Dissertation***. Dissertations are now submitted on-line.

The public defense lasts approximately two hours. It begins with a short (15–20 minute) presentation by the candidate. Committee members then question the candidate. A more general discussion with other social anthropology faculty, graduate students, and other attendees follows.

Normally, a complete draft of the dissertation must be submitted within five years after entering the program (exclusive of the time required to complete fieldwork). Students entering their seventh year (exclusive of the time required to complete fieldwork) must submit a letter to the faculty requesting an extension of this time limit.

THE JOINT PHD IN ARCHAEOLOGY AND SOCIAL ANTHROPOLOGY

In exceptional circumstances, the Department of Anthropology may admit students who have a strong interest in pursuing graduate studies combining archaeology and social anthropology. The policies and requirements governing these joint degrees are outlined below.

Upon entrance into the program, candidates will be assigned co-advisors, one in archaeology and one in social anthropology.

Course requirements:

16 courses are required for the joint program. Twelve must be taken within the department of Anthropology. The remaining four courses will be selected by the candidate in consultation with his/her co-advisors.

Required courses:

- Proseminars in Social Anthropology: A-2650A & B
- A2626 Research Design/Proposal Writing
- A2628 Methodology
- In Archaeology: either A-2250A or A-2250B (to be selected in consultation with the co-advisors) and A-2070A (Method & Theory)

Formation of the Generals Committee:

Following a successful first year progress review, each student should form a general examination committee composed of three faculty members and to be chaired by the co-advisors. The formation of the committee should be completed by the beginning of Semester 3.

General Examination:

Candidates will take the General Examination following the procedures and the schedule described above for the Social Anthropology program. The selection of the topics for the two required research papers should be made in consultation with the student's co-advisors. The oral defense will be directed by the candidate's co-chairs and the Generals committee.

Upon successful completion of the Generals Examination, the candidate shall form a prospectus committee, which will normally consist of at least one faculty member in Archaeology and one in Social Anthropology both of whom are members of the Department of Anthropology and one additional faculty member chosen from the department.

The Prospectus and Its Defense and the PhD Dissertation and Its Defense:

The policies and procedures for the production and defense of the PhD prospectus and the PhD dissertation for candidates studying jointly in archaeology and social anthropology follow the guidelines laid out in the Social Anthropology program description (see above).

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Architecture, Landscape Architecture, and Urban Planning

Students may study for a PhD degree in architecture, landscape architecture, or urban planning These three degrees are administered by a committee of the Faculty of Arts and Sciences in cooperation with the Faculty of Design.
The program is intended for persons who wish to enter teaching and advanced research careers in the history and theory of architecture, architectural technology, landscape architecture, and urban form from antiquity to the present; or the analysis and development of buildings, cities, landscapes, and regions with an emphasis on social, economic, technological, ecological, and infrastructural systems. (The PhD program does not prepare students for licensing as design practitioners in any of these fields. For information on professional doctoral or master's programs, contact the Graduate School of Design, Admissions Office, 48 Quincy Street, Cambridge, MA 02138, (617) 495-5453.)

The First Two Years

Courses

Two years of full-time study while registered in the Graduate School of Arts and Sciences are required. Eight courses must be taken in the major subject area and eight in the disciplinary minor (see below). A pro-seminar in Discourse and Methods must be taken each year. Reading courses and TIME are ordinarily not part of a student’s program until the second year. Course information may be found in the current **Courses of Instruction** offered by the Faculty of Arts and Sciences as well as in the course catalogues printed by Harvard’s other professional Schools, including the GSD catalog. These publications are also available online.

Major Subject and Disciplinary Minor

The interfaculty and interdisciplinary structure of the program requires that students cross intellectual boundaries. All students must master a major area of their respective field, including the historical development and current state of research on the subject. In addition, every student must demonstrate competence in the methods of inquiry used for research in his or her major subject. The disciplinary minor is a specific field in a narrower area of study chosen by the student and subject to faculty review; in principle it should comprise a coherent and clearly defined area of scholarly inquiry that may be interdisciplinary in nature.

General Knowledge of the Field

The PhD is an academic degree, but holders of the PhD in the design fields may be interacting with scholars and professionals. The PhD program prepares its graduates for teaching in a range of institutions of higher education (including liberal art colleges, research universities, and professional schools) Therefore, in addition to academic requirements, it is expected that every PhD student possess general knowledge of the basic skills of architecture, landscape architecture, and urban design.

Languages and Quantitative Ability

Candidates for the degree in architecture must normally have a reading knowledge of at least one languages other than English in which there is broad and important literature related to their field or major subject. Every student must have a level of quantitative skills appropriate for research in the major subject.

Grades

The Graduate School of Arts and Sciences requires that all students maintain an average of B or better in each year of graduate study. All Incomplete grades must be removed before the end of the next regular term.

Advising

The chair of the PhD committee will assign a faculty member as the student's advisor at the time of registration in the program. This advisor will assist in planning the student's academic program. In addition, not fewer than two faculty members, appointed by the chair in consultation with the student, will be made available for advising regarding the general examination, prospectus, and the dissertation

Master of Arts (AM)

The department does not admit candidates for a terminal AM degree. PhD candidates, after having completed eight four-credit courses with satisfactory grades, may apply for a master's degree. The degree may also be offered to students unable to complete the PhD.

Teaching Fellowships

Teaching fellowships are considered important for a student's professional training and are guaranteed in the third and fourth years. Normally a student teaches two to four sections per year.

General Examination

Students are expected to take the general examination in the fifth term of residence, and no later than one year after completion of the required coursework. The examination, which is given only during the fall and spring terms of the academic year, tests the student's mastery of the general field of scholarship, specific interpretive problems within that field, and their ability to research and write a dissertation.

At least two months prior to the date of the examination, the student will meet regularly with the examination committee and will formulate a proposal describing the general and specific fields to be covered in the examination as well as possible examination questions.

The examination comprises a major and minor field. The general field is typically a broad area of history and theory of architecture, landscape architecture, or urban planning (for example, “modern architecture from 1750 to the present”). The specific field is a narrower area of study chosen by the student and subject to faculty review; in principle it should comprise a coherent and clearly defined area of scholarly inquiry that may be interdisciplinary in nature.

The examination will normally consist of two or three written essays, one in the general field (eight hours) and one or two in the specific field. Within one week of the written examination, the student and the examination committee will meet to evaluate the written essays and conduct an oral examination. At the end of the sixth semester and after the general examination has been completed, the student will write and present their dissertation prospectus to their chosen dissertation committee. The committee will conduct an oral examination of the dissertation proposal. The purpose is to provide a formal occasion to discuss and gain approval of the dissertation topic.

Students whose performance on any part of the examination and prospectus defense is not satisfactory will be given one opportunity to repeat all or part of it.

Dissertation

The dissertation will be directed by a committee consisting of one primary advisor and at least two secondary advisors or readers.

Two readers must be from the Faculty of Arts and Sciences or the Standing Committee; one reader will normally have expertise in the minor field and one or more readers must be from the Graduate School of Design faculty.

Students are normally expected to complete the program (including defense and approval of the dissertation) within seven years of admission. Students who require more than five years to complete the dissertation after passing the General Examination must petition the Standing Committee in order to extend their time.

The completed manuscript of the dissertation must be submitted to the director and readers no less than six weeks before the formal defense. The degree recommendation of the dissertation committee is due at the Registrar’s Office per its assigned completion deadlines. The final copy of the dissertation must conform to the requirements described in ***The Form of the PhD Dissertation***.

Length of Program

Students are normally expected to complete their program (including approval of the dissertation) within seven years of entering the program. If more than five years elapse between the passing of the general examination and the completion of the dissertation, the student will normally be required to retake all or parts of the general examination.

Harvard Graduate School of Arts and Sciences

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Astronomy

Committee on Academic Studies (CAS)

The CAS in the Department of Astronomy has the primary responsibility for administering the graduate program. The purpose of the committee is to ensure that students receive adequate guidance, to see that uniform academic standards are applied, and to define the professional qualifications expected by the department for advanced degrees in astronomy. At regular intervals the committee reviews the progress of each graduate student. It also reviews and approves study programs, arranges oral examinations, and names dissertation examination committees and dissertation advisory committees.

Advising

A faculty advisor is assigned to each incoming graduate student to help the student make informed decisions about coursework and research opportunities.
Each student is free to choose a new advisor at any subsequent time, but should inform the department administrator and the CAS of such changes after obtaining the new advisor's consent.
Study plans are prepared by students in consultation with their advisor at the start of each fall term, and are submitted to the CAS.

The First Two Years

Course Requirements

Students are expected to obtain a satisfactory grade (A or B) or otherwise demonstrate knowledge of the material in *AY 251* or *Physics 251a* (graduate-level quantum mechanics), or *Physics 210* (general relativity). Other advanced physics courses may be substituted upon petition to the CAS.
Candidates for advanced degrees should obtain a broad knowledge of astronomy by obtaining a satisfactory grade (A or B) or by passing an oral examination in one core course: *AY 200* (Radioactive Astrophysics) plus at least five electives chosen from the list below:

- Astronomy 151: Astrophysical Fluid Dynamics
- Astronomy 189: Exoplanet Systems
- Astronomy 193: Noise and Data Analysis in Astrophysics
- Astronomy 201a: Stellar and Planetary Astrophysics

- Astronomy 201b: Interstellar Medium and Star Formation
- Astronomy 202a: Galaxies and Dynamics
- Astronomy 202b: Cosmology
- Astronomy 215hf: Topics in Contemporary Astrophysics
- Astronomy 218: Radio Astronomy
- Astronomy 219: High Energy Astrophysics
- Astronomy 224: Solar System Dynamics
- Astronomy 231: Optics for Astronomers
- Astronomy 251: Quantum Mechanics for Astrophysics
- Astronomy 253: Plasma Astrophysics

One of the five astronomy electives may be replaced with a 200-level course in applied mathematics, computer science, physics, or planetary sciences at the discretion of the Director of Graduate Studies.

In addition, students are expected to take for credit *Astronomy 301hf* (Journal Club) which meets weekly. This course is intended as an opportunity for substantive discussion, as a venue for students to find out about research activities, and as a forum to foster interaction between students and faculty. Students must register for the course every year, and will be expected to make one presentation each year except in their first and last years.

During the second half of the fall term of the first year, a Basic Astronomy Placement Test will be given. This will cover the basic concepts/core of astronomy and astrophysics as covered by the undergraduate texts *The Physical Universe* by Shu and *An Introduction to Astrophysics* by Carroll & Ostlie. If a student does not pass this written placement examination, the student mus take an individual oral examination on material at the same level to be given at the start of the second term.

Research Project

Before beginning work on a dissertation, a student must complete one Research Project. The purpose of the project is to introduce students to methods of research and to ensure that they can organize material and present it cogently in written form. The topic may be in the area of intended thesis work, although research in another area is encouraged. No research project or paper carried out before the student has registered for graduate study at Harvard will be accepted for this requirement.

Each research project must have a faculty supervisor who approves the subject material and ensures that the written report meets the appropriate standard. Students are expected to select an area of research in their second term in residence, and should submit a proposal for a research project to the CAS before May 1st of their first year. This is a short statement of the intended research and does not require prior completion of any phase of the work.

The CAS will appoint Research Exam Committees for all students. This committee consists of the research project supervisor and three other members of whom will be appointed the chair. The REC will advise the CAS on the suitability and scope of the research proposal. Normally students devote the summer following their first academic year to research their project and continue this work throughout the second year. On completion of this research, the student writes a Research Project Report. The student may work as a member of a research group, but the Project Report should be written entirely by the student, though it need not be the final

version submitted for publication. The report need not describe a completed research project, but can be a description of work accomplished. Its total length should not exceed 50 pages.
The Research Project Report is evaluated by the Research Exam Committee which also conducts a brief oral examination on the subject of the research as well as related astrophysics The research examination is normally scheduled two weeks after the submission of the research report. Exams generally last two hours and include the presentation, questions, and committee deliberation. Students who have not completed their research exams by the end of the first semester of their third year will be required, with their advisor, to meet with the CAS. Salary/stipend support may be withdrawn and the student may be suspended if he or she has not completed their research exam by the end of the third year.

Foreign Language Requirement

The Department of Astronomy has no formal requirement in foreign languages. Students should however, be familiar with the scientific literature in foreign languages that relates to their own work.

Master of Arts (AM)

Graduate students in Astronomy are admitted to the PhD program only. The AM degree will be awarded upon satisfactory completion of the University residence requirement: a minimum one year of full-time study in residence or equivalent. Candidates for the master's degree must successfully complete the above departmental requirement of one core astronomy course (*AY 200*), plus either *AY 251* or *Physics 251a* or *210*, and five additional electives.
Harvard undergraduates with advanced standing may also complete a master's degree in astronomy and astrophysics during their fourth year. They should be admitted to the GSAS and complete eight four-credit courses including *AY 200, 301hf* (two semesters), and six electives from the list given under "Course Requirements". *(Physics 251* or *210* is not required for the combined AB/AM degree). None of these eight courses can be counted for the AB degree. Some of these courses should be taken during the third year, since most are only offered in alternate years. Therefore interested students should contact the department early, preferably during their first or second year.

Teaching Requirements

Department of Astronomy graduate students are required to satisfactorily teach for two terms. A student's teaching will be evaluated by the course head. Students who are not proficient in the English language are required to demonstrate to the course head their proficiency before they will be allowed to teach. Various routes to improving English communications skills are available through the University; the department will help students achieve the necessary proficiency.
The **Derek Bok Center for Teaching and Learning** offers activities and services to aid those who teach, and is especially useful for new teaching fellows or those who are unfamiliar with teaching in the American classroom setting.
The first two terms of a student's teaching are part of her/his compensation package from the department (unless the student has an external fellowship, see below). Many students wish to teach more than the required amount. The department believes that students should have this opportunity if they are in good academic standing and are making good progress toward their

degree. Students who undertake additional teaching will normally keep half of their teaching stipend if sufficient research funds are available. Students that wish to teach additional courses should obtain the consent of their advisors and, by University rules, must be in good academic standing. If a student has received an outside fellowship that permits additional support, they may keep the stipend from teaching in addition to the fellowship. Students also may not teach more than one course per term without the consent of the Committee on Academic Studies. It is the responsibility of the student and their advisor to ensure that additional teaching (beyond the two required terms) will not slow progress toward completion of academic/degree requirements.

Dissertation

Thesis Advisory Committee

Soon after passing the Research Exam, the student should submit to the CAS a dissertation proposal and a list of possible dissertation advisory committee members.
The thesis advisory committee monitors the student's progress toward the completion of the dissertation, giving both advice and supervision. It includes members with interests and knowledge broadly related to the dissertation research. The student and committee should meet together at least once per term. In advance of each meeting the student provides the committee members with a brief summary of current progress and problems.

PhD Dissertation

It should generally take a student two to three years to complete the PhD dissertation. Before the final oral examination, the student is required to give a public lecture on the dissertation topic. Information on due dates for degree applications and submission of dissertations may be obtained from the department administrator. The final manuscript should conform to the requirements described in the ***The Form of the PhD Dissertation***.

Final Oral Examination

The Committee on Academic Studies will appoint a committee to conduct a final oral examination at which the candidate will defend their PhD dissertation. The examining committee will normally include at least one member from outside the Department of Astronomy and two departmental faculty members. The examination will be confined to the dissertation and topics bearing directly on it.

Duration of Graduate Study

Duration of graduate study should not ordinarily exceed five years, and students in their sixth year are encouraged to finish promptly.

Harvard Graduate School of Arts and Sciences

2016-2017 Student Handbook

Biological Sciences in Dental Medicine

Satisfactory Progress

Until attainment of the PhD degree, satisfactory progress is required for Biological Sciences in Dental Medicine (BSDM) students to continue enrollment in the Graduate School of Arts and Sciences. BSDM determines progress by considering the following: performance in courses; satisfactory performance on the preliminary qualifying examination; demonstration of adequate research ability and/or level of improvement; and acceptable ethical conduct.

THE FIRST TWO YEARS

First-Year Advisors

Each first-year student is assigned two faculty advisors: one serves as his or her program advisor and another serves as the back-up faculty advisor. Advisors will be assigned by matching research interests from among the members of the Standing Committee for BSDM.

Courses and Grades

The particular courses a student is required to take may vary based upon his or her academic background. In addition to the Core curriculum some students are required to take additional courses to ensure a broad background in basic science. GSAS states that the minimum standard for satisfactory work in the Graduate School is a B average in each academic year.

Rotations

Laboratory rotations are required to ensure some breadth of research experience and exposure to different research areas and laboratories in BSDM. Students are expected to have completed satisfactory rotations in at least two labs prior to fulltime dissertation research. Any student who begins his or her dissertation work in a new lab (one in which he or she has not done a rotation) must consider the first three months as a rotation. This allows for evaluation by both the student and the mentor. The choice of rotation must be approved by the program director.

The Conduct of Science

Medical Sciences 300, The Conduct of Science, is a discussion forum on ethics and the proper conduct of science. It is designed to provide discussion among new and continuing students and faculty on matters of responsible scientific practice and ethics. All students in the BSDM program must register to take this course when it is offered either in their first or second year.

Introduction to Research

This weekly, two-hour course meets from September through December, and is required for all first-year BSDM students. These weekly meetings include discussions of the many practical and philosophical/ethical issues related to biomedical research, and provide a useful forum for stimulating interactions between PhD students and other Doctoral candidates and dental students interested in basic research. Participation in this course ensures that students get to meet several members of the BSDM and other graduate training program faculties.

Laboratory and Radiation Safety Course

All incoming BSDM graduate students are required to take the Harvard University Laboratory and Radiation Safety Courses before beginning any type of lab work at Harvard. Students who have already completed these Harvard courses will not be required to repeat them. All students entering a dissertation lab not located at Harvard School of Dental Medicine or Harvard Medical School must report to their department administrator's office at that institution for additional information on training.

Advising

Advising of students is multi-layered, distributed among advisors, committees, the director of Biological Sciences in Dental Medicine, the program coordinator, and GSAS. First- and second-year students are monitored by their program advisor and also have a backup advisor. After a student selects a dissertation laboratory, a dissertation advisory committee is formed. Together with the dissertation advisor, it monitors the student's progress, offers assistance, and determines when the student can write and defend the dissertation.

Teaching

Each student is encouraged to serve as a teaching fellow (unpaid) for one term. Students may undertake additional teaching or tutoring responsibilities, but only with permission of their dissertation research advisor, if they have one, and permission of the director of Biological Sciences in Dental Medicine. Students may meet the teaching expectation through extensive participation in an outreach program for students in Boston-area schools.

Preliminary Qualifying Examination

Each student is required to pass a preliminary qualifying examination administered by BSDM. Each student should follow the BSDM program's preliminary qualifying examination procedures. This examination is usually given in the second year. The examination consists of a written proposal that is defended orally. Any student who has not attained a clear pass after a second examination will be asked to withdraw from the BSDM program. A student is not allowed to register for the fourth year if she or he has not passed the preliminary qualifying examination.

YEAR THREE AND BEYOND

Dissertation

Selecting a Dissertation Advisor

Selection of a dissertation advisor is a two-step process: Before a student may officially begin dissertation work in a laboratory, he or she fills out a Dissertation Advisor Declaration Form

(available from the BSDM program office) and obtains approval from the director of the Biological Sciences in Dental Medicine Program.

Dissertation Advisory Committees (DAC)

An important policy of Biological Sciences in Dental Medicine is that each graduate student establish a dissertation advisory committee (DAC) to provide timely and considered advising. The DAC helps set logical goals for the completion of the dissertation and monitors progress toward completion of degree requirements. This method of dissertation advising works well—but only if the DAC meets and reports on a regular basis.

The student's DAC should be formed in consultation with the student and the student's dissertation advisor. The committee should have three members not including the advisor. The dissertation advisor may be an ex officio member. The student bears primary responsibility for setting up the DAC and ensuring that it meets in timely fashion. The students should meet with his or her committee as soon as possible after the preliminary examination, but in all cases by the end of graduate year three and each twelve months thereafter. Beginning with the fourth graduate year, students will be allowed to register for the upcoming year(s) only if their DAC has met and filed a formal report within the past twelve months.

The DAC will meet as a group and report annually. Beginning no later than the fifth year, the DAC will ask if the research project is heading toward a plausible dissertation. The DAC may decide to meet more than one time a year for students in their fifth year and above, or in special circumstances.

The chair of the DAC is responsible for preparation of the report, which should be signed by all committee members immediately upon conclusion of the meeting. The chair will submit the report to the program coordinator, who distributes copies to the student, to members of the DAC, and to the student's dissertation advisor and program advisor. Immediate submission of the DAC report is important, not only so potential problems can be remedied quickly but so the student's registration status is not jeopardized.

Preparation for the Dissertation Defense

The FAS Registrar specifies deadlines by which the dissertation must be submitted and the dissertation examination passed to receive the PhD diploma in November, March, or May of each academic year. The BSDM program coordinator will provide a dissertation information packet specifying the steps to be taken when the student is ready to apply for the PhD degree and the various forms that need to be submitted. The information packet will be thoroughly reviewed with the student by the program coordinator. The first step is completion of two forms: the Application for Degree form and the Program Approval form. The deadline for submitting these forms can be more than three months before the student expects to receive the degree. Students must have a DAC report on file in the BSDM office stating that the student may begin writing the dissertation prior to processing dissertation defense paperwork.

The dissertation must show original treatment of a fitting subject, contain a scholarly review of the pertinent literature, give evidence of independent research, and be clearly, logically, and carefully written. Students are expected to give a public seminar on their dissertation research.

Attributions to Dissertation

The PhD dissertation is expected to contain a substantial amount of independent research work of publishable quality. In addition to chapters of research, each dissertation must contain introduction and conclusion chapters that present the themes of the dissertation and summarize the accomplishments. In some cases the student has done all of the work in the dissertation; more often portions of the dissertation result from collaborative research. In all dissertations containing collaborative results, the dissertation should indicate concisely who contributed the work.

It is permissible for more than one student to include work from the same collaboration or publication as long as the required attributions are clear, justified, and complete.

Individual chapters can be reprints of published articles as long as there are comprehensive introduction and conclusion chapters written by the student. See GSAS's ***The Form of the PhD Dissertation*** for information on the use of copyrighted material.

Examiners

The student and the student's dissertation advisor must select at least four examining committee members: an examination chair, usually the chair of the DAC, and three examiners. If an alternate examiner is required, then the alternate must receive a copy of the dissertation and be available on the date of the defense.

The director of Biological Sciences in Dental Medicine will approve the members from a list submitted by the candidate and his or her advisor (Proposed Dissertation Examiners form). All proposed examiners must be a rank of assistant professor or higher, full time. At least one member of the examination committee and the chair of the examination must be faculty from Biological Sciences in Dental Medicine and/or the Division of Medical Sciences; the dissertation advisor is not eligible to be an examiner or the chair, but usually attends the examination ex officio. To broaden the examination and enhance its significance, one member of the Examination Committee must be from outside Harvard University. Candidates are required to have one, but not more than one, member of the DAC become a member of the Examination Committee. The Examination Committee chair, in most cases the chair of the DAC, does not function as a voting examiner but may participate in the questioning of the candidate.

BSDM Vacation Policy

Graduate study in Biological Sciences in Dental Medicine is considered a full-time endeavor. Students are entitled to official student holidays and vacation days observed by the University or the institutions at which their dissertation laboratories are located. Graduate study is a year-round activity that continues between terms and throughout the summer months. Students planning to be away at times other than official vacations may do so only with the approval of the director of Biological Sciences in Dental Medicine, designated program advisor, or their dissertation advisor if they are in a dissertation research laboratory.

Harvard Graduate School of Arts and Sciences

2016-2017 Student Handbook

Biological Sciences in Public Health

Satisfactory Progress

Until attainment of the PhD degree, satisfactory progress is required for Biological Sciences in Public Health (BPH) students in order to continue enrollment in the Graduate School of Arts and Sciences. Biological Sciences in Public Health determines progress by considering the following: performance in courses; satisfactory performance on the preliminary qualifying examination; demonstration of adequate research ability and/or level of improvement; acceptable ethical conduct; and participation in other scholarly activities of the student's program.

The First Two Years

First-Year Advisor

The BPH Faculty Director is responsible for advising first-year students. With assistance from the Faculty Director, graduate students select courses and laboratory rotations that best suit their needs. The Faculty Director will provide academic and nonacademic guidance until a dissertation advisor is selected; typically at the end of year one. Thereafter, most direction giver to students will be from their dissertation advisor and from their dissertation advisory committee.

Courses and Grades

In general, the BPH program expects that students will receive a grade of B or better in core and required classes to reflect their command of these topics. If students do not receive a B or better, they may be required to take additional courses to make up this deficiency. The Graduate School of Arts and Sciences (GSAS) states that the minimum standard for satisfactory work in the Graduate School is a B average in each academic year. A grade of C or Incomplete is offset by a grade of A, and a D by two A's. Pluses and minuses are ignored for this calculation.

Students must take six required courses, at least three additional core courses from a selected list (or a pre-approved equivalent), and at least three critical reading courses from a selected list (or a pre-approved equivalent). It is recommended that students particularly seek out advanced courses that include a proposal writing exercise to prepare for the Preliminary Qualifying Examination. Each student designs an individualized, flexible curriculum plan with advice from the BPH Faculty Director and his or her advisor.

The particular courses a student is required to take may vary based upon his or her academic background. In addition to the core curriculum, some students are required to take additional courses to ensure a broad background in basic science and/or to correct any deficiencies in their grades. For more information, students should review the **BPH Requirements** page on the BPH website.

Waiver of Course Requirements

For some students who have successfully completed graduate-level coursework, BPH course requirements may be waived if graduate-level competency is demonstrated to the Faculty Director before the end of the first semester of year one. A "**Course Waiver Form**" may be requested from the BPH Program Office. A signed copy will be kept in the student's file as documentation of the director's authorization to grant an exemption to a student from further coursework in these areas.

Rotations

BPH students are required to do official laboratory rotations before selecting a Dissertation Advisor. Laboratory rotations permit students to gain familiarity with several different laboratories, not only to learn concepts and techniques, but primarily to select a laboratory in which they will complete their dissertation research. Students ordinarily perform two or three 9-10-week rotations in different laboratories. Of the three rotations, two must be performed in BPH faculty laboratories. If a student identifies a dissertation laboratory after two rotations, s/he may petition the BPH Faculty Director to begin their dissertation research in lieu of further rotation studies.

Any BPH faculty member may be approached for rotations. While the offer of a rotation is not an obligation of a laboratory to ultimately accept that student, ***the student should rotate only in laboratories that are willing and able, regarding space and financial considerations, to accept new students***. To facilitate the selection of laboratory rotations, students may refer to descriptions of faculty research and recent publications found on the BPH website or reviewed during BPH 301 "Seminars in Biological Sciences in Public Health" class. Students should feel free to contact others who have experience in a particular laboratory to help guide them in choosing among rotation opportunities. Rotations with faculty outside the BPH Program must be approved in advance by the Faculty Director.

Before beginning any rotation, the laboratory head and the student must reach an agreement about what the project will involve and the length of the rotation, typically 9-10 weeks. In addition, the laboratory head and student should explore whether or not this is a potential dissertation laboratory, considering appropriate funding to support a doctoral student, should there to be a mutual interest in the future. To receive credit, not only must a student register via GSAS registration, but a **BPH Rotation Registration Form** must be completed, signed by the student, laboratory head, and submitted to the BPH Faculty Director for approval *prior to beginning the rotation.*

At the culmination of each laboratory rotation, the faculty mentor is required to evaluate student performance by completing a **Rotation Evaluation Form**. **At the end of the academic year, students will be required to select one rotation for an oral presentation at a BPH event.**

The Conduct of Science

Medical Sciences 300gc, The Conduct of Science, is a discussion forum course on ethics and the proper conduct of science. It is designed to provide discussion among new and continuing students and faculty on matters of responsible scientific practice and ethics. All students in the BPH Program must register to take this course, generally in the fall of their second year.

Laboratory Safety

All incoming BPH graduate students are required to take the Harvard University Laboratory Safety Radiation Safety Courses (scheduled during orientation) before beginning any type of lab work at Harvard. Students who have already completed the Harvard courses will not be required to repeat them. All students entering a dissertation lab not located at the Harvard T.H. Chan School of Public Health must report to the safety office at that institution for additional information on training.

Credit for Work Done Elsewhere

The program may excuse a student from some of the program course requirements in consideration of courses taken elsewhere. Only courses taken after the bachelor's degree may be given official GSAS credit toward the PhD degree. Courses for official GSAS credit cannot appear on the student's undergraduate transcript. The maximum allowable credit for courses taken elsewhere is eight four-credit courses awarded at the discretion of the BPH Curriculum Committee.

Selecting a Dissertation Advisor

Typically after completion of two to three rotations, and no later than the beginning of the second year, BPH students are required to select a dissertation advisor who is a member of the BPH faculty. To formalize the academic and financial responsibilities of the dissertation advisor, a **Dissertation Declaration Form** must be signed and submitted to the BPH Program Office.

Preliminary Qualifying Examinations (PQE)

In the spring of the second year, BPH students take a Preliminary Qualifying Examination (PQE). The purpose of the PQE is to assess the student's preparation and ability to embark on original scientific investigation. The primary goal of the PQE is to evaluate the student's ability to identify and articulate a clear hypothesis for his/her dissertation topic based upon familiarity with relevant literature, to propose critical experiments designed to prove or to disprove the hypothesis, and to interpret experimental outcomes in a manner that indicates awareness of the limitations of the methods used. It is not expected that preliminary data will be presented to support the hypothesis.

Second year BPH students preparing to take their PQE must:

- Complete the BPH **Preliminary Qualifying Exam Course Form**, listing their coursework taken to fulfill program requirements. The BPH Program must approve of progress before the student proceeds in the PQE process.
- Then, students are expected to choose, in consultation with their faculty mentor, a topic for their exam. The PQE topic is ordinarily related to the topic of the student's dissertation.
- A PQE examination committee is chosen by the student and faculty advisor, consisting of a PQE chair and two additional examiners, and must meet with program approval. Normally,

the PQE chair is from the same department as the student, and should be an experienced examiner. Of the two additional examiners, one must be a member of the BPH faculty and the other may be an external (non-BPH) faculty member. The student must complete the **PQE Committee Form** and have it approved by the BPH Faculty Director.

- The student is required to send the PQE Committee Form and the Course Form to the BPH Office as soon as they are complete along with the date, time and location of the exam.

***Preparation Period*:** During the preparation of the proposal, students may consult with faculty and other students. Consultation on general issues (clarification, technical advice, etc.) is appropriate, but solicitation regarding ideas for specific aims or experimental design is inappropriate. Faculty members, including dissertation advisors, should not read written drafts of the proposal in order to provide extensive help. Further, students should not seek feedback from the members of their exam committee.

Ten calendar days prior to the scheduled exam, the student shall submit to the Chair and members of the PQE a printed copy of these guidelines and a ten-page proposal (excluding references). A copy of the proposal should also be provided to the BPH Program Office and the dissertation advisor.

Written Proposal

The written proposal is in the form of a typical grant proposal and should include the sections below. The proposal should be single-spaced, following the form of an NIH-post-doctoral fellowship application on the topic chosen and be no more than 10 pages maximum (excluding references), Arial font size 11. The exam proposal should include the following sections:

1. Specific Aims: List the broad, long-term objectives and the goal of the specific research proposed, e.g., to test a stated hypothesis, create a novel design, solve a specific problem, challenge an existing paradigm or clinical practice, address a critical barrier to progress in the field, or develop new technology. Half of one page is recommended.

2. Background and Significance: Briefly sketch the background leading to the proposal, critically evaluate existing knowledge, and specifically identify the gaps that the project is intended to fill. State concisely the importance and health relevance of the research described in this application by relating the specific aims to the broad, long-term objectives. If the aims of the application are achieved, state how scientific knowledge will be advanced. Describe the effect of these studies on the concepts, methods, technologies, treatments, services or preventative interventions. Summarize your preliminary work, and work of others, that support the proposed research. Two to three pages are recommended.

3. Research Design and Methods: Describe the research design conceptual framework, procedures, and analyses to be used to accomplish the specific aims of the project. Briefly summarize how the data will be collected, analyzed, and interpreted. Describe any new methods that may be developed, and advantages over existing methodologies. Describe any novel concepts, approaches, tools, or technologies for the proposed studies. Discuss the potential difficulties and limitations of the proposed procedures and alternative approaches to achieve the aims. Highlight anticipated outcomes and potential pitfalls. Six to eight pages are recommended.

4. References (author, title, journal, inclusive pages, year)

The PQE chair will serve not only as an examiner, but will also oversee the administering of the exam and arbitrate problems. The chair will also see that the **PQE Report Form** is completed and on file in the BPH Program Office. The dissertation advisor will be asked to attend the PQE exam at the very beginning to review the student's preparation for the exam with the committee but will not be present during the oral examination. For the PQE examination, students should be prepared to defend and explain the hypothesis, methods and anticipated results. The student should be ready to respond to questions based on knowledge obtained through the required courses, seminars and reading from the area of research from which the topic was chosen. The format is a fifteen-minute student presentation summarizing the proposal, followed by questions from the examiners. The oral examination will last about 2 hours and is expected to cover areas that are both directly and tangentially related to the proposal topic. Outcomes are: Pass, Pass with Qualifications, or Fail.

Advising

Advising of students is multi-layered, distributed among advisors, committees, program heads, program coordinators, BPH, and GSAS. The BPH program provides all students with a set of academic guidelines that describes advising. In general, first-year students are advised by the BPH Faculty Director. After a student selects a dissertation laboratory, in his/her first year, that PI becomes the primary advisor and the Program Director remains as the secondary advisor. Six months after a student passes his/her Preliminary Qualifying Exam, a Dissertation Advisory Committee (DAC) is formed. In concert with the dissertation advisor, the DAC monitors the student's progress, offers assistance, and determines when the student can write and defend the dissertation.

Teaching

While the program does not have a teaching requirement, the BPH program encourages interested students to gain meaningful teaching experience as part of their graduate training. Students may undertake teaching or tutoring responsibilities, but only with permission of their dissertation research advisor, if they have one, and permission of their program head.

YEAR THREE AND BEYOND

Dissertation Advisory Committee (DAC)

The purpose of the Dissertation Advisory Committee (DAC) is to help set research goals and directions, while assessing progress towards completion of an original body of research appropriate for completion of a PhD dissertation. Selection of the DAC members is made by the student in consultation with his/her dissertation advisor and the membership of the DAC committee must be approved by the BPH Program Office. The requirements for DAC composition are the following:

- The DAC is composed of three or more faculty members, in addition to the Dissertation Advisor, who must attend each DAC meeting but is not an official member of the committee.
- Unless approved by the BPH Program Office, all members should be tenure track faculty, or equivalent.

- The Chair of the DAC should be a BPH faculty member, usually within the same departmental affiliation as the student's advisor.
- A minimum of two members should have Harvard-affiliated faculty positions.
- At least one member should be from outside the BPH program: can be Harvard-affiliated or from another institution (for example, MIT, Brown, UConn, etc.).

Students bear primary responsibility for setting up the DAC, ensuring that it meets every six to nine months to assess student progress, and notifying the BPH Office about all meetings and materials. At each DAC meeting the student shall meet privately with the committee, with the dissertation advisor out of the room, and vice-versa for the dissertation advisor, with the student out of the room. A formal report, the **DAC Report Form***, must be filed with the BPH Program Office after each meeting documenting progress to date and recommendations for further work. This report includes a self-evaluation by the student, feedback from the dissertation advisor, and recommendations from the DAC committee.

* **Note:** The Student Assessment and Advisor Assessment portions of the DAC Report Form should be completed prior to the DAC meeting and sent to the DAC committee along with any relevant materials 7-10 days prior to the DAC meeting.

After the DAC meeting, the completed, signed DAC Report Form should be submitted to the BH program where it will be scanned, electronically sent to the entire committee, and filed in the student's record along with all materials from that respective DAC meeting.

First DAC Committee Meeting: Dissertation Proposal

Students submit a written dissertation proposal to the Dissertation Advisory Committee *within six months of successfully completing the Preliminary Qualifying Exam*. The DAC and student will meet to discuss the proposal, and committee members will provide the student with feedback, guidance and suggestions to help define the dissertation project in terms of scope, direction and general quality. A copy of the dissertation proposal should be attached to the **DAC Report Form** and submitted to the BPH Program Office. At this initial DAC meeting, it is not expected that extensive preliminary studies have been completed, but the scope and focus of the dissertation research should be defined. A clear plan for completing all of the work required for the PhD within five years should be presented. While it is understood the plans will evolve over the course of dissertation research, especially since highly creative projects engender some risks and delays of unexpected nature arise, students are encouraged to strive for this goal. The proposal should include the following sections and is about 10-12 pages:

1. Abstract
2. Specific Aims
3. Background and Significance
4. Experimental Design, including expected results and interpretations
5. References (author, title, journal, inclusive pages, year)

Timing of First and Subsequent DAC meetings

Prior to the beginning of the 6th semester, all students are expected to have completed their PQE and to have had their first DAC meeting to discuss their dissertation proposal. The BPH Program is required to give the Graduate School of Arts and Sciences (GSAS) an accounting of student progress via Satisfactory Progress Reports, a key component of which is regular DAC meetings for students in G-3 and above. Unsatisfactory progress will be reported for any

student who fails to have DAC meetings at 6-9 month intervals. However, this may be changed to satisfactory progress at the submission of a DAC report to the BPH Program Office. In addition, students are strongly encouraged to monitor their course/grade records to ensure that they are complete and accurate. It is anticipated that DAC meetings will be more frequent for students G-4 and above. All students must demonstrate to the DAC committee a plausible track towards degree completion by year 5 or they may not be allowed to continue in the program. Beginning in year G-6 and above, the BPH Faculty Director should be invited to attend all DAC meetings to ensure that progress towards degree completion is being made.

Organization of the DAC meeting

1. Student and faculty alternately leave the room. To provide an opportunity for both student and advisor to communicate with DAC members on a confidential basis, the meeting will start with the student leaving the room and then the advisor leaving the room upon the students return. In the absence of the student, the advisor will have a chance to present his/her assessment of the student's progress and whether the student is on course to graduate in a timely fashion. The student self-evaluation portion of the DAC report form should be discussed (this should have been reviewed by the student with their P.I. prior to the DAC meeting). In the absence of the advisor, the student may likewise communicate his/her own assessment of his/her progress and whether the advisor and the laboratory environment provide the support that he/she needs. Again, the student self-evaluation form can help frame this discussion. This is also an opportunity to share with the committee any other problems of a confidential nature with which the student needs help.

2. Student presentation. The main part of the meeting will consist of a 20-40 minute presentation by the student of results and plans. Committee members will typically interrupt the presentation with questions, and the presentation is followed by a discussion of progress and future plans. The advisor should interject minimally so that the student has the opportunity to demonstrate mastery of the field and scientific maturity surrounding ongoing and future work.

The second and subsequent DAC meetings should include a written Research Progress Report of 3 to 5 pages (not including figures) which contains:

A. Specific Aims: If the aims have been modified from the original DAC meeting proposal, the revised aims should be presented and the reasons for the modifications.

B. Studies and Results: The studies directed toward specific aims and the positive and negative results obtained should be presented, as well as any technical problems encountered and how addressed. Figures of key pieces of data and working models should be included.

C. Significance: A brief discussion on the significance of the findings to the current state of the scientific field.

D. Plans: A summary of plans to address the remaining Specific Aims, including any important modifications to the original plans.

3. Comments/feedback given to student by the DAC. The DAC should comment on the student's progress on experimentation and whether it has the potential to lead to one or more first-author publications. The committee should evaluate the student's ability to think independently, including development of hypotheses, practical approaches for testing

hypotheses, critical interpretation of data, understanding relevance of results in light of current thinking in the field, and judging how to effectively pursue the line of investigation.

4. Reporting student's progress. The BPH Faculty Director will review the DAC report form, but confidential concerns of the DAC should be directly communicated if they arise. These communications do not need to be shared directly with the student or dissertation advisor and may be verbal or written.

DAC Oversight for Granting the PhD

GSAS requires each student to complete a body of primary research of publishable quality. While a first-author research paper is not required to attain the degree, the vast majority of graduating students will have at least one published first-author, peer-reviewed, primary research paper at least submitted or largely prepared prior to graduation. In addition, the DAC committee should evaluate the scientific maturity, independence and original thinking in considering the student's readiness to graduate. **When the DAC committee agrees that the student has met the requirements for earning a PhD and is ready to begin writing his/her dissertation, the Committee will "check the box" on the student's DAC Report Form that indicates this. The student's dissertation defense must take place within 3–6 months of the date on which the box is checked.**

Dissertation Defense

Students preparing to defend their dissertation must review University requirements and guidelines as outlined in ***The Form of the PhD Dissertation*** published by the Graduate School of Arts and Sciences.

A defense committee must be approved by the BPH program, with membership listed on the Dissertation Defense Committee Form. One member should be outside of HSPH, and preferably outside of Harvard University. All members must hold academic positions of Assistant Professor or higher. One member of the defense committee (often the chair) should be a member of the student's dissertation advisory committee. The defense committee chair may participate in the defense, but their main role is to administer the exam and arbitrate any problems that may arise.

The title, time, date and place of the exam will be announced by email to members of the BPH community and publicized throughout HSPH. Therefore, students should notify the BPH Program as far in advance with the details of the exam, and not later than 3 weeks in advance of the defense with the final title. At least two weeks before the date of the exam, defense members should be sent copies of the dissertation for review. A copy of the dissertation should also be sent to the BPH program. If the defense committee members foresee problems with the exam, they should contact the chair of the defense committee in advance of the meeting.

As part of the exam, the PhD candidate will present a public seminar followed by an oral examination. Each member of the defense committee will direct questions to the candidate based on their review of the dissertation and presentation of the seminar. Dissertation advisors may be present, but they may not participate in the exam (e.g., answer questions posed by the committee).

Application for the Degree

Students wishing to obtain a degree must formally apply within their **my.harvard** account. The link can be found on the Student Home page. PhD students must also provide a completion code for the GSAS Exit Survey within the application.

Dissertation Acceptance Certificate

Before the examination, the BPH program office will provide the chairperson of the exam committee with two copies of the Dissertation Acceptance Certificate. Both copies must be signed by all readers of the dissertation at the end of the examination and returned to the BPH program office. The BPH program office forwards one signed certificate to the GSAS Registrar's Office in Cambridge. If extensive corrections are to be made, the BPH program office will hold the certificate until the chair of the examination committee notifies them that corrections have been made and approved. The second form serves as the official record of the examination for the BPH program.

BPH Program Approval Form

Once the student has made final corrections to the dissertation, the BPH Director and the Dissertation Advisor will sign the BPH Department Approval Form. This form - along with the signed Dissertation Acceptance Certificate - certifies that the candidate is entitled to file an application for the PhD degree.
One signed copy should be returned to the BPH Program Office. The student must submit the second copy to the GSAS Registrar's Office in Cambridge by the appropriate deadline.

Binding and Delivery of the Dissertation Following the Examination

Following the examination, the student, with the help of the Dissertation Advisor, should make any necessary corrections to the thesis. ***It is then the student's responsibility to submit the following copies of the dissertation*:**
GSAS requires submission of one electronic copy of the dissertation, submitted electronically through the **ETDs @ Harvard online submission tool** to the FAS Registrar's Office for approval for the degree.
GSAS also requires submission to Harvard University Archives of a print, bound copy of the dissertation. Students do not need to take action to secure and submit this copy. Order and submission of the print, bound copy is managed automatically via the ETDs @ Harvard tool and the Office of Scholarly Communication. Upon submission of the application for degree, a one-time $37 charge will appear on the student's termbill for the required copy. BPH requires a departmental bound copy and an advisor bound copy, **so BPH students will see a total order of 3 printed dissertations and a charge of $111 on the termbill for which the student will be reimburse with a receipt.** The departmental and advisor copies will be delivered directly to the department by Acme Bookbinding. [Students who apply for the degree and do not then meet all requirements for the degree period will not be charged when submitting future applications for the degree.]
NOTE: Students must secure personal copies outside of the arrangement we have for institutional copies (for Harvard Archives, academic departments, and labs). They can choose to go with Acme or they can choose to go with any other bindery they like. The

information about student copies can be found in ***The Form of the PhD Dissertation*** in an effort to guide students.

Both electronic and paper copies must meet the specifications described in Preparation of the Dissertation, a section of ***The Form of the PhD Dissertation***. A dissertation that does not conform to the minimum standards set by GSAS may have to be reformatted and resubmitted. In that event, the degree cannot be awarded until a dissertation in satisfactory form is completed and deposited with the Registrar.

Commencement

Commencement takes place on the fourth Thursday of May each year, with additional Commencement events on the preceding Wednesday. All students who receive November, March or May degrees are invited to walk in the May ceremony. Graduating BPH students are invited and encouraged to participate in several ceremonies in May at the Harvard Chan School, GSAS and Harvard University:

- Harvard Chan School exercises
- GSAS Breakfast with the Deans
- Morning Exercises, Harvard Yard
- Graduate School of Arts and Sciences Diploma Awarding Ceremony
- Graduate School of Arts and Sciences Luncheon
- Harvard Afternoon Exercises

The BPH program sends detailed information to graduating students as we approach Commencement. It is recommended that students and their families plan far in advance for Commencement, as it is a very busy time in the Boston area.

For more extensive information about requirements for Biological Sciences in Public Health, students should consult the BPH Program Office or the website: **http://www.hsph.harvard.edu/biological-sciences/**.

Harvard Graduate School of Arts and Sciences

2016-2017 Student Handbook

Biology, Division of Medical Sciences

Satisfactory Progress

Until attainment of the PhD degree, satisfactory progress is required for Division of Medical Sciences students to continue enrollment in the Graduate School of Arts and Sciences. Each program in the Division of Medical Sciences determines progress by considering the following: performance in courses, satisfactory performance on the preliminary examination, demonstration of adequate research ability and/or level of improvement, acceptable ethical conduct, participation in other scholarly activities of the student's program, completing work prescribed by the dissertation advisor, and required activities of the Division of Medical Sciences.

Ordinarily, students are expected to complete their dissertation by the end of their 5^{th} year. Under no circumstances will students be allowed to register beyond the 10th year in the Graduate School of Arts and Sciences (GSAS). Depending on progress, a student may be allowed to enroll in DMS between seven and ten years. No more than three years after withdrawal, a student may apply for readmission and completion of the PhD if a satisfactory copy of the dissertation is submitted to the Director of Graduate Studies of the Division of Medical Sciences.

First-Year Advisors

Each first-year student is assigned a faculty advisor or committee to assist in course selection. Sometimes the advisor serves as the academic advisor to all first-year students in that program This process continues until each student has an individual dissertation advisory committee (DAC) in place.

Courses and Grades

The particular courses a student is required to take vary among programs. In addition to each program's Core curriculum, some programs require that students take additional courses to ensure a broad background in basic science. GSAS states that the minimum standard for satisfactory work in the Graduate School is a B average in each academic year.

Rotations

Laboratory rotations are required to ensure some breadth of research experience and exposure to opportunities in the Division of Medical Sciences and to give the student a trial period before

making a commitment for dissertation work. Students are expected to have completed satisfactory rotations in at least two labs prior to full-time research; many students complete three rotations, which is strongly recommended. Any student who begins his or her dissertation work in a new lab (one in which they have not done a rotation) must consider the first three months as a rotation. This allows for evaluation by both the student and the mentor.

The Conduct of Science

Medical Sciences 300qc, The Conduct of Science, is a discussion forum on ethics and the proper conduct of science. It is designed to provide discussion among new and continuing students and faculty on matters of responsible scientific practice and ethics. All students in the Division of Medical Sciences must register to take this course when it is offered either in their first or second year. According to NIH Guidelines students in their upper years, usually the fifth year or above, must take the Conduct of Sciences Refresher Course offered by the Division.

Laboratory and Radiation Safety Courses

All incoming DMS graduate students are required to take the Harvard University Laboratory and Radiation Safety Courses (scheduled during orientation) before beginning any type of lab work at Harvard. Students who have already completed these Harvard course will not be required to repeat them. All students entering a dissertation lab not located at HMS must report to their department administrator's office at that institution for additional information on training. In addition, DMS students who intend to do rotations or dissertation work at Massachusetts General Hospital (MGH) must take the MGH laboratory and radiation courses.

Credit for Work Done Elsewhere

The programs may excuse a student from some of the program course requirements in consideration of courses taken elsewhere. Only courses taken after the bachelor's degree may be given official GSAS credit toward the PhD degree. Courses for official GSAS credit cannot appear on the student's undergraduate transcript. The maximum allowable credit for courses taken elsewhere is eight four-credit courses.

Advising

Advising of students is multi-layered, distributed among advisors, committees, program heads, program administrators, DMS, and GSAS. The division provides all students with a set of academic guidelines that describes advising. This varies in specific form for the individual programs in DMS. In general, first- and second-year students are monitored by academic advisors or academic advisory committees. After a student selects a dissertation laboratory, a dissertation advisory committee (DAC) is formed. In parallel with the dissertation advisor, it monitors the student's progress, offers assistance, and determines when the student can write and defend the dissertation.

Master of Arts (AM)

The programs in the Division of Medical Sciences offer PhD training and do not accept candidates for a master's degree. Only under exceptional circumstances does the faculty award a master's degree. Eligibility is determined on a case-by-case basis.

Teaching

DMS encourages students to gain meaningful teaching experience as part of their graduate training. While DMS does not have its own teaching requirement, several individual programs include a term of teaching among the academic requirements. Students who have passed their qualifying examination and have met their program's teaching requirement may undertake additional teaching or tutoring responsibilities, but only with permission of their dissertation research advisor and the Division of Medical Sciences. Applications to teach in a course must be submitted to the Division of Medical Sciences for approval. Students should not teach more than one quarter or one section of time in any given semester. Students 6^{th} year and above are not allowed to teach.

If students plan to do any teaching during a semester the student must list "Time-T" on his/her Study Card. Example, if a student plans to teach one-quarter of his/her time, he/she must sign up for one "Time-T". The student's dissertation advisor and program academic advisor or program head must sign the Study Card.

Preliminary Examinations

Each student is required to pass a preliminary examination administered by the student's program. Each student should follow his or her program's preliminary examination procedures. This examination is given at the end of the first year or in the second year. The preliminary examination varies somewhat from program to program. The common format consists of a written proposal that is defended orally. Continued enrollment for any student who has not attained a clear pass after a second examination, if one had been approved, will be determined by a committee of faculty from the student's program and the director of graduate studies for the Division of Medical Sciences. A student is not allowed to register for the fourth year if she or he has not passed the preliminary examination.

Dissertation - Selecting a Dissertation Advisor

Selection of a dissertation advisor is a multi-step process: Before a student may officially begin dissertation work in a laboratory, his or her selection of a dissertation advisor must be approved by the director of graduate studies for DMS. When a student decides on a dissertation advisor he or she initiates this process by obtaining a Dissertation Advisor Declaration form (DAD) available from each program administrator.

Dissertation Advisory Committees (DAC)

An important policy of the Division of Medical Sciences is that each graduate student must establish a dissertation advisory committee (DAC) to provide timely and considered advising. The DAC helps set logical goals for the completion of the dissertation and monitors progress toward completion of degree requirements.

This method of dissertation advising works well—but only if the DAC meets and reports on a regular basis. Specific and stringent guidelines ensure that every student obtains maximal benefit from this system. Many of these guidelines are set forth in the Division of Medical Sciences Timeline to Degree.

The student's DAC should be formed in consultation with the student and the student's dissertation advisor. The committee should have three members not including the advisor. The

dissertation advisor may be an ex officio member. Each student bears primary responsibility for setting up the DAC and ensuring that it meets in a timely fashion. The student should meet with his or her committee as soon as possible after the preliminary examination, but in all cases by the end of graduate year three and each twelve months thereafter. Beginning with the fourth graduate year, students will be allowed to register for the upcoming year(s) only if their DAC has met and filed a formal report within the past twelve months.

The DAC will meet as a group and report annually. Beginning no later than the end of the third year, the dissertation advisory committee will ask if the research project is heading towards a plausible dissertation. The dissertation advisory committee may decide to meet more than once a year for students in their 5th year and above, or in special circumstances.

The chair of the DAC is responsible for the preparation of the report, which should be signed by all committee members immediately upon conclusion of the meeting. The chair will submit the report to the program administrator, who distributes copies to the student, to the program advisory committee, and to the office of the Division of Medical Sciences. Immediate submission of the DAC report is important, not only so potential problems can be remedied quickly, but so the student's registration status is not jeopardized.

Final DAC Meeting

In preparation for the final dissertation advisory committee meeting, the student must submit to the committee the general outline and content of the dissertation. With the student, the committee will discuss the general outline and content of the dissertation. The final DAC report will specify what original writing the student must do. In some cases, all of the dissertation will be original writing. In other cases, when students use some collaborative, published work, the committee will define the additional required writing. (See Attributions to the Dissertation under The Dissertation Defense for detailed description of the use of reprints).

Students must have the final dissertation advisory committee report on file in the Division of Medical Sciences office stating that the student may begin writing the dissertation with approval of the general outline and content of dissertation prior to processing dissertation defense paperwork. (See your program administrator or go to the Division of Medical Sciences **website** for a form.) After receiving approval and permission from the committee to write the dissertation, students should then defend their dissertation no later than 4-6 months from the date of permission to write.

Preparation for the Dissertation Defense

The FAS Registrar specifies deadlines by which the dissertation must be submitted and the dissertation examination passed to receive the PhD diploma in November, March, or May of each academic year. A dissertation information packet is available in the division office specifying the steps to be taken when the student is ready to apply for the PhD degree and the various forms that need to be submitted. The information packet will be thoroughly reviewed with the student by a member of the division staff. The first step is completion of two forms: the "application for degree" form and the "program approval" form. The deadline for submitting these forms can be more than three months before the student expects to receive the degree. Students must have a DAC report on file in the Division of Medical Sciences office stating that the student may begin writing the dissertation prior to processing dissertation defense paperwork.

The dissertation must show original treatment of a fitting subject, contain a scholarly review of the pertinent literature, give evidence of independent research, and be clearly, logically, and carefully written. Students are expected to give a public seminar on their dissertation research.

Attributions to Dissertation

The PhD dissertation is expected to contain a substantial amount of independent research work of publishable quality. In addition to chapters of research, each dissertation must contain introduction and conclusion chapters that present the themes of the dissertation and summarize the accomplishments. In some cases the student has done all of the work in the dissertation; more often portions of the dissertation result from collaborative research. In all dissertations containing collaborative results, the dissertation should indicate concisely who contributed the work.

It is permissible for more than one student to include work from the same collaboration or publication as long as the required attributions are clear, justified, and complete.

Individual chapters can be that of published articles as long as there are comprehensive Introduction and Conclusion chapters written by the student. Use of actual reprints as a chapter is not permissible. A Word document of the published article must be used in place of a reprint as pages in the dissertation must be consecutively numbered. **Any dissertation that varies significantly from the Faculty of Arts and Sciences guidelines** or is not neat and readable **is subject to required stylistic revision before acceptance by the University.** (See ***The Form of the PhD Dissertation***, available through the DMS office or online.)

Examiners

The student and the student's dissertation advisor must select at least four examining committee members: an examination chair, usually a member of the DAC, and three examiners. The Director of Graduate Studies of the Division of Medical Sciences and the head or designated faculty member of the candidate's program will approve the members from a list submitted by the candidate and his or her advisor ("Proposed Dissertation Examiners" form). All proposed examiners must be the rank of assistant professor or higher at an academic institution. The chair of the exam committee as well as at least one examiner must be faculty from the Division of Medical Sciences; the dissertation advisor is not eligible to be an examiner or the chair, but usually attends the examination ex officio. To broaden the examination and enhance its significance, one member of the examination committee must be from outside Harvard University. Candidates are required to have one, but not more than one, member of the DAC become a member of the Examination Committee. The Examination Committee chair, who in many cases is the chair of the DAC, does not function as a voting examiner but may participate in the questioning of the candidate. An alternate examiner may be requested by the student, the dissertation advisor, the program, or the Division. If an alternate examiner is selected, the alternate must be available to attend the seminar and defense, and must receive and read a copy of the dissertation.

Past collaborators and co-authors are usually not appropriate to be examiners. It is the student's responsibility to indicate any possible relationship of this kind. Faculty members who have collaborated with the student or the student's advisor on the student's area of research within the past five years may not serve on the exam committee. Faculty with whom the student has done a regular laboratory rotation in the process of selecting the dissertation laboratory are

eligible if there are no other collaborations. Students may petition DMS to approve examiners whose collaboration with the student or advisor was not directly related to the dissertation research.

DMS Vacation Policy

Graduate study in the Division of Medical Sciences is considered a full-time endeavor. Students are entitled to official student holidays and vacation days observed by the University or the institutions at which their dissertation laboratories are located. Graduate study is a year-round activity that continues between terms and throughout the summer months. Students planning to be away at times other than official vacations may do so only with the approval of their program head, designated program advisor, or their dissertation advisor if they are in a dissertation research laboratory.

For more extensive information about the Division of Medical Sciences requirements, students should consult the **Division of Medical Sciences** and their program offices.

Harvard Graduate School of Arts and Sciences

2016-2017 Student Handbook

Biology, Molecular and Cellular

The First Two Years

Graduate students in Molecular and Cellular Biology are members of an interdepartmental and interdisciplinary training program called Molecules, Cells, and Organisms (MCO). MCO is comprised of faculty members from MCB as well as the departments of Chemistry and Chemical Biology (CCB); Organismic and Evolutionary Biology (OEB); Stem Cell and Regenerative Biology (SCRB); and the Department of Physics. The program consists of four tracks: Genetics, Genomics and Evolutionary Biology; Cellular, Neuro-, and Developmental Biology; Biochemistry, Chemical and Structural Biology; and Engineering and Physical Biology.

Coursework

The standard course load for all MCO first year graduate students is four courses in each of the fall and spring semesters. In both semesters, all students enroll in MCB290hfr (Graduate Student Journal Club) and MCB300 (Laboratory Rotation). In the fall term, students in all tracks except for Engineering and Physical Biology (EPB) enroll in MCB 291, 292 and 293. Students in the EPB track enroll in MCB 294 plus two additional courses that are decided in consultation with the EPB Track Leaders. These additional courses may include foundation MCO courses and/or other courses as deemed appropriate to the intellectual goals of the student.

In the spring term, in addition to MCB 290hfr and MCB 300, each student enrolls in a quantitative methods course (ordinarily MCB 111) along with two elective courses selected from their chosen track, in consultation with their advisor or track head. Students with advanced quantitative skills can substitute another course with a mathematical or computational focus for MCB111. A placement exam is given prior to the spring term to determine eligibility for MCB 111, or whether a different course in quantitative training is necessary.

Electives are selected primarily from course offerings in the participating training program departments, as well as other offerings in related departments. Students select courses in consultation with their neutral advisor, MCO track leaders, as well as the Director of Graduate Studies. With approval of the Director of Graduate Studies, students may cross-register in courses offered by the Massachusetts Institute of Technology (MIT).

In addition to academic coursework, all graduate students in the program must complete an 8-hour workshop in the Responsible Conduct of Research (RCR), to be completed by the end of the first year of study. Additionally, students are required to take an RCR refresher course after the fourth year of study.

In accordance with the Graduate School of Arts and Sciences, all degree candidates must maintain an average equivalent to B or better to continue in the program. Satisfactory progress is reviewed annually and students who fall below the grade minimum will ordinarily be given one term to improve their grades.

Laboratory Rotations

During the first year, students spend about 25% of their time conducting experimental research in the laboratories of faculty members. Each rotation is eight weeks, and there is an option for a fourth rotation following the end of the spring term. Additionally, some students choose to begin their research early by rotating in a faculty lab during the summer preceding their first year. The first rotation should ordinarily be with a faculty member from the student's declared PhD training program. Students select the laboratories in which they wish to rotate; however, the Director of Graduate Studies makes final decisions. At least two of the required three laboratory rotations must be with faculty participating in the student's training program. Rotations with non-training program faculty are permitted but require approval of the student's Training Program Director. During the laboratory rotations, students are able to interact with individual faculty members and explore possible subjects for future dissertation research.
In addition to regular coursework, students register for MCB 300 once in each of the first two terms to designate research undertaken in lab rotations. MCB 300 does not correspond to the fall and spring term start and stop dates. Before the start of the second year of study and after at least three laboratory rotations, each student declares a home lab and a faculty advisor.

Nanocourses

Ordinarily, at least one nanocourse is offered in each of the tracks in the Molecules, Cells, and Organisms Training Program during the course of an academic year. Participation in relevant nanocourses is required for all students in the MCO Training Program.

Foreign Languages

There is no foreign language requirement for the PhD degree.

Dissertation Research

Each student arranges for a permanent faculty dissertation advisor by the end of the first academic year and begins dissertation research thereafter.

Master of Arts (AM)

The AM is conferred as a non-terminal degree only, following successful completion of all G2 requirements including the Candidacy Examination, coursework, and teaching one of two required courses.

Teaching

Each student is required to serve as a Teaching Fellow for two terms, usually one term in each of the second and third years. This requirement must be completed by the end of the G3 year. In one of these terms, the student must teach in one of the large, introductory undergraduate

laboratory-based courses such as Life Sciences 1a or 1b, Life and Physical Sciences A, MCB 80, or MCB 60.

Advising

At the beginning of the first year of study, each student is assigned a “Neutral Advisor.” The Neutral Advisor is usually chosen from a research area different from that of the student, so that the advisor may serve as a sounding board and general guide. Although many students indicate an area of interest during the application process, interests can change during the first year of graduate study. The Neutral Advisor serves as a resource during the important decision-making process of the first year, as well as during the entire training period until the dissertatior defense.

Before the start of the second year of study and after at least three laboratory rotations, each student declares a home lab and a faculty advisor.

Candidacy Examinations and Evaluation

Before the end of the *second* year, students select a dissertation committee in consultation with their faculty advisor. The dissertation advisory committee (DAC) is comprised of at least 3 faculty members. At least two must be chosen from the student’s training program; the chair of the committee must be a senior faculty member from the training program (not necessarily from MCB); though at least one member of the committee must have an MCB faculty appointment. It is possible for one faculty member to satisfy more than one of these conditions. If two faculty members satisfy the above conditions, it is also possible that an additional member be chosen from another department or school.

In the spring of the second year, each MCB student assembles a committee of three or more faculty for the candidacy examination. The purpose of the candidacy examination is to assess the student’s qualification for independent research leading to the PhD degree. This encompasses various scholarly abilities: a solid background knowledge; familiarity with established ideas and open challenges in the chosen discipline; the ability to design experiments; and the ability to critically interpret their outcomes.

With the advice and assistance from the advisor, the student prepares a Dissertation Research Proposal that outlines the plan for PhD research. The advisor must approve the proposal by signing the title page. The cover page should also include the date, time, and location of the exam. The student distributes this document to all committee members and the Graduate Office at least one week prior to the exam.

The advisor is not a member of the Candidacy Examination Committee and does not attend the exam itself. However, the advisor should inform the committee about the student’s proposal and work. This occurs in a pre-exam session without the student present.

The examination committee considers all the information available to inform the Candidacy Examination decision. This includes the student’s academic record in courses; the student’s rotation reports and the accompanying evaluation from rotation supervisors; the advisor’s report on the first year of research; and the written research proposal.

The examination is structured around the student’s presentation of the proposed research project. Though the project itself is not a target of the exam, it provides a good starting point fo assessing the student’s preparation. To enhance the “real-time” character of the discussion,

students are not allowed use of visual aids aside from drawing their own figures on a chalk or white board. Examiners are free to interrupt the presentation at any time to explore various threads in more detail. Each examiner is expected to lead at least one line of inquiry outside of the specific topic of the research proposal, into areas deemed essential basic knowledge in modern biology.

The exam has 3 possible outcomes:

1. Pass: The student continues in the program towards the PhD.
2. Pass with condition: The student faces a supplementary exam in the fall term of the G3 year. The committee may impose additional conditions to be met by that time, for example teaching a specific course, or rewriting the research proposal. The supplementary exam has outcomes of Pass or Fail.
3. Fail: The student leaves the program.

Dissertation Advisory Committees (DAC)

MCB PhD candidates report their progress to a dissertation advisory committee (DAC) at least once per year, prior to June 30, starting in the G3 year. The DAC may require more frequent meetings depending on the student's progress, especially in the final completion phase. The DAC has 3-4 members who are invited by the student. Membership must comply with the same guidelines as the Candidacy Examination.

Students may request changes to the Examination Committee or DAC with the approval of the director of graduate studies.

The DAC has four main missions:

1. To serve as an advisory committee that will provide professional advice on all aspects of the dissertation project, from experimental paradigms to project feasibility and timing, to the scientific impact of the work.
2. To help monitor the student's progress and ensure that major objectives and standards for completion of the dissertation are being met. In this capacity, the DAC determines whether the student's research meets the requirements of the program and when the student may begin writing the dissertation.
3. To help resolve any conflict between student and advisor or other lab members.
4. To serve as liaison to the department and training program leaders as well as graduate administration.

Students submit a 3–5 page progress report to each committee member and to the Graduate Office one week in advance of their DAC meeting. The report's cover page should be signed by both student and advisor and include the date, time, and location of the meeting. The report has no obligatory format, but must include: (1) a concise statement of the research aims; (2) progress since the preceding DAC meeting or qualifying exam; (3) goals and explicit research plans for the upcoming period.

Power Point Slides are permitted at DAC meetings. The main part of a student's DAC meeting entails a 20-40 minute presentation by the student consisting of results (if any) along with plans. Like the Candidacy Exam, committee members will typically interrupt the presentation with questions; and the presentation is followed by a discussion of progress and future plans

and aims. Students should be concise in the report and consistent with format. Unlike the Candidacy Examination, advisors may or may not stay during a DAC meeting, and this must be determined in advance of the meeting with the approval of the student, committee members, and advisor. The student's advisor is not a member of the DAC. However, it is critical that the advisor briefs the DAC on the student's activities. This can be done by email to the DAC members ahead of time, or preferably in a private session with the DAC prior to the student's report. Whether the advisor stays or not, in order to provide an opportunity for both the student and advisor to communicate with DAC members on a confidential basis, the meeting will start with first the student leaving the room and then the advisor leaving the room. When the student is not present, the advisor will have a chance to present his/her assessment of progress and whether the student is on course to graduate in a timely fashion. When the advisor is not present, the student may likewise communicate their assessment of progress and whether the advisor and the laboratory environment are providing the support needed. This is also an opportunity to share with the committee any other problems of a confidential nature with which the student may need help, if necessary.

If the advisor briefs the committee prior to the student report, the advisor leaves the meeting and the student presents the progress report. At the end, the advisor may join the committee and student again for a joint session in which the DAC chair summarizes impressions and concerns, and plans are discussed for the following year. With prior agreement of the student and committee chair, the advisor may attend the whole meeting.

Dissertation Defense

Three to four years of full-time research are usually required for completion of the PhD degree. Students are expected to complete the program in their fifth year of study; and support is usually only provided until the end of the fifth year. Advisors must agree to support students beyond the 5th year of study.

Completed research is presented for approval as a written dissertation. Candidates should submit a copy of their dissertation to each member of their dissertation committee as well as the Graduate Office at least two weeks prior to their defense.

Granting of the degree requires the approval of the candidate's dissertation committee members, who review the dissertation and examine the student on the contents of the dissertation. Candidates will also be called upon to demonstrate the ability to formulate and defend original ideas on scientific topics not directly related to the subject of the dissertation.

Dissertation

The dissertation should include an abstract of not more than 350 words, stating the purpose, main results, and research conclusions. In addition, ordinarily, a dissertation must contain an introductory and concluding chapter, each no less than 5 double-spaced pages. The introductory chapter should set out the overall theme of the dissertation, describe the state of knowledge in the field before the student's work began, and any important advances made by others during your dissertation research, and describe the progression of the following chapters. The concluding chapter should attempt to draw overall conclusions from the dissertation research work and describe directions in which it could be usefully extended and new questions that it

has produced. Any exception to this structure must be approved, in advance, by the student's Dissertation Advisory Committee.

Procedures and requirements for the final dissertation manuscript are described in ***The Form of the PhD Dissertation***.

Harvard Graduate School of Arts and Sciences

2016-2017 Student Handbook

Biology, Organismic and Evolutionary

Requirements for the PhD

Also available at the **OEB Graduate Student Site**.

Prescription Courses

These courses are personalized to ensure that we all have a strong, well-rounded academic background. In recent years, the procedure by which students are assigned these courses has changed. Upon your arrival, expect to receive a tentative list of courses which have been determined by the Prescription Committee. Regardless of prescriptions, each student must take at least four graded four-credit courses prior to graduation.

Each student should confer with his/her advisor to

1. determine if there are any courses on the tentative list which may not be necessary and
2. prepare a tentative course of study beyond the required prescription courses.

If all is in agreement with the list you receive, it is not necessary to meet with the Prescription committee. However, if you would like to petition for a change, you will consult with the committee to make your request. Based on your prior training, an appropriate course of study will then be decided.

The Committee will require you to meet the content of the following Harvard courses before your Qualifying Examination:

- Mathematics - college-level calculus;
- Statistics;
- A reasonable combination of courses in cell biology, molecular biology, genetics, and evolutionary biology;
- 'Kingdom' course - A course that deals with the systematics, structure, function and ecology of at least one major group of animals or plants (e.g., OEB xx, xx).

Qualifying Examination:

This is an oral examination, which should be taken before the end of the second year of graduate study or prior to the completion of sixteen four-credit courses. Prescriptions must be satisfied prior to the examination, i.e. course completed with a grade of B- or better. Exceptions may be made by petition to the Graduate Committee.

The goal of the Qualifying Examination is to assess whether the student can present a well-designed research framework for her/his dissertation, and to examine the student's knowledge of broad areas of knowledge. Students should look upon the Qualifying Examination as the last time in their academic career in which they will be asked to review what they know, and to synthesize and integrate their knowledge of organismal and evolutionary biology. As such, it is an opportunity to learn and review; after this point, students will be focused on their particular area of research and may not again have the opportunity to think widely for many years.

The **Qualifying Examination Committee** will consist of the student's advisor acting as Chairman, plus at least three additional individuals. At least two of the additional members must be members of the OEB faculty. The overall composition of the Examination Committee must be approved by the Chairman of the Graduate Committee before a student submits the Qualifying Exam notice to the Graduate Office.

The student should arrange an examination time by contacting committee members. Three hours should be allotted for the meeting, though examinations are often shorter in duration. Students should be aware that many faculty are not available to participate in examinations when school is not in session. Students are advised to remind faculty of the time and place of the meeting several days before the examination.

During the exam students will be tested on three broad topics pertinent to, but not restricted to, the specific topic of the proposed or ongoing dissertation studies. Topics should overlap little and should be broad in scope. For each topic a **syllabus outline** for a course covering the topic should be prepared. This will serve as a guide for the Committee members to begin asking questions, though committee members are not limited to asking questions directly relevant to the syllabi. Many students meet with committee members prior to the examination to discuss what sorts of questions might be asked and to receive advice and recommendations on specific material that may be worth reviewing. There are no set guidelines on syllabus format; they should be modeled after those commonly distributed at the beginning of OEB courses. Students should consult with their advisors on exact format.

In addition, the student will be expected to prepare a written **thesis research proposal** for the Qualifying Exam Committee. There is no set format for the proposal, but the guidelines for NSF Dissertation Improvement Grants are one often followed format. Students should consult with their advisor about format. In the examination, students will present a brief oral presentation on the proposal, lasting no more than 15-20 minutes, not counting questions (recalling that committee members will have read the proposal, so that it is neither necessary nor desirable to review everything in it).

The syllabi and thesis proposal must be distributed to committee members no less than two weeks prior to the examination, as well as to the graduate program coordinator. Failure to do so will result in postponement of the examination. Materials may be distributed electronically, but when doing so, the student should inquire whether any committee members would prefer to receive hard copies.

The Committee Chairman (the advisor) will be in charge of the examination. At the outset, the student will be asked to leave the room so that the committee can discuss the student's progress to date and to review the courses prescribed and confirm that they have been taken. The student will then make her/his oral presentation, after which committee members will ask questions. Usually committee members take turns, each asking several questions, with several rounds of such questioning. It is up to the Chairman whether he/she wishes to ask questions or

simply moderate the proceedings. At the end of the examination, students will again be asked to leave the room. Students should not be concerned if the committee discussion takes more than a few minutes—sometimes committee members get off track and are discussing issues other than the student's performance.

After the exam, students who passed the Qualifying Examination shall be promptly notified and approved for continuation of dissertation studies and advancement to Doctoral Candidacy. At least one term should ordinarily elapse between the qualifying exam and when the Thesis Examination can be held. The Committee may pass the student, but prescribe additional coursework or other additional work (such as writing a review paper on a particular topic).

If the Qualifying Examination reveals serious deficiencies, the committee may require: (1) that the student be reexamined at a later date, or (2) that the student not be admitted to candidacy for the doctoral degree. In the latter case, the student subsequently will be orally examined by one or more faculty members designated by the committee and a judgment rendered.

If the committee finds the student lacking the necessary qualifications to continue the Ph.D. degree, it will recommend that further candidacy be terminated not later than the end of the ongoing academic year. The recommendation to terminate must be reviewed and approved by the Graduate Committee and by all OEB faculty members. The student, together with the advisor, may appeal any such decision by submitting to the Graduate Committee written arguments for a reversal of the decision to terminate. Under such circumstances, the case will be further reviewed by the Graduate Committee as well as by the Department and a final decision rendered.

TIMELINE OF QUALIFYING EXAM PROCEDURES

1. **By end of Fall semester** exam period of your second year:
- Send three topics of interest plus a proposed Qualifying Exam Committee to the Graduate Committee.
2. **One month before** the Qualifying Examination:
- Send a formal note to the Graduate Committee Chairman and to the OEB Departmental Office with the time and location of your exam.
3. **Two weeks before** the Qualifying Examination:
- Send your thesis research proposal and syllabus outlines for the courses you propose for each of your exam topics.
4. **The Week before** the Qualifying Examination:
- Pick up the blue folder from the Graduate Administrator. This contains the OEB paperwork for the exam session. Send reminder note to committee members.
5. **On the day** of the Qualifying Examination bring:
- Research proposal Presentation
- Blue folder
6. **After** the Qualifying Examination:
- Return signed Blue folder to the Graduate Administrator
- CELEBRATE!

Teaching Requirement

The department has a two semester teaching requirement for completion of the degree. Most will fulfill this requirement in Year 2 and Year 4, since part of the annual stipend in those years

is tied to this teaching service. Teaching in years 1 is not allowed and in year 3 will only be allowed with the approval of the Graduate Committee. The department guarantees six semesters of support by way of teaching; in the absence of external funding, most students teach both semesters in their fifth and sixth years. No support is guaranteed beyond the sixth year; occasionally, students take longer than six years to complete their degrees and in some cases, such students are able to obtain teaching positions either within OEB or from other departments.

Thesis Conferences

In the Thesis Conference, students have a relatively early opportunity to review with their advisor and the Thesis Conference Committee the thesis project, its progress and future potential. **The first Thesis Conference should be held no later than one year after the Qualifying Examination and at one year intervals thereafter.** The student should orally present a brief account of any results obtained and plans for additional research. The Committee should indicate to the student whether it anticipates that the thesis will be acceptable. It should also suggest improvement where needed. The conference is not intended to be an oral "examination," but the committee must approve of the student's progress and plans. If the committee does not approve, then the student will be considered not to be making "Satisfactory Progress" and a plan must be prepared to return to good standing within six months. Failure to do so may lead the Committee to recommend dismissal from the graduate program. Students more than six months late in holding a committee meeting will automatically be considered to not be making Satisfactory Progress.

The Thesis Conference Committee will consist of the student's advisor, who will serve as chairman, and at least—but not limited to—two other members. At least three of the members of the committee must be faculty members of the Department of Organismic and Evolutionary Biology. Additional members affiliated with other departments or institutions may be added after consultation with the advisor. The overall composition of the committee must be approved by the Chairman of the Graduate Committee. It is presumed that this committee will also constitute the Thesis Examination Committee. In some situations, it may not be possible to schedule a meeting at which all committee members can attend. With permission of the advisor and the Chairman of the Graduate Committee, one member may be absent from the meeting, as long as arrangements are made for the student to meet separately with that committee member.

GSAS Satisfactory Progress Requirements

All students in the Graduate School of Arts and Sciences must be making satisfactory progress in order to be eligible for any type of financial aid. The following seven provisions are the general definition of satisfactory progress adopted by several departments as modified by OEB.

1. During the first years of graduate study, any student who is permitted to register is considered to be making satisfactory progress.
2. The second year student must have completed prescribed courses, and must have passed the Qualifying Examination by the end of the second year. [Note: students can petition for later exams]
3. A prospective third year student must have achieved the minimum grade point average required by this Faculty. [See "Grade Requirements" below]

4. Students in their third year and beyond must hold a yearly Thesis Conference as described above and must be judged to be making satisfactory progress.
5. Fourth year students must participate in the G4 symposium in the spring of their fourth year. Participation in the symposium is necessary to access additional student research funds.
6. A student who has not met degree requirements or an established deadline may, with department endorsement, be granted an extension for up to one year and remain eligible for financial aid during this period. At the end of the grace period, the student must have rectified the deficiency and be in compliance with all other established criteria in order to be considered to be making satisfactory progress.
   Ordinarily, only one such period of grace will be granted a student during graduate studies.

1. The calendar of requirements as noted above may be interrupted by a single year of department approved leave. In the special case of a student who wishes to obtain a professional degree, the approved leave period can be extended beyond a single year.

Grade Requirements

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 "As"; no account is taken of plus or minus. Grades of "UNS" or "E" or an unexcused "ABS" are unacceptable. A course in which a student receives an "E" or a permanent "INC" or "ABS" may be retaken for credit at a later time; both grades will appear on the student's transcript. In many departments, students are expected to maintain an average well above the GSAS minimum. For OEB prescribed courses, the minimum grade is a B- or better.

Getting to the PhD Thesis Exam

All graduate students in the Department of Organismic and Evolutionary Biology come under the jurisdiction of the Departmental Committee on Graduate Students and Studies. The Chairman of the Committee is authorized to approve all examination committees appointed for doctoral candidates.

1. Application for the PhD Degree

Applications are available in the Departmental Office. Candidates for the degree must file degree applications with the OEB Office by August 15 for award in November; by December 3 for award the following March; and by April 1 for award at Commencement. Check the **Academic Calendar** for updated deadline information. All applications must be approved by the Chairman of the Department. Students should be aware that many committee members are not available for thesis defenses when school is not in session.

2. Thesis Presentation

The student must present the subject matter of the thesis in a seminar before a group open to the general biological community within the University, and to which the members of the Thesis Examination Committee have been invited. This presentation shall take place prior to the Thesis Examination. The Departmental Office should be notified of the Public Presentation one month prior to the date, so that a Thesis Seminar Notice can be sent to the OEB faculty members and fellow students. A copy of the posted notice of the seminar will become part of the student's record.

3. Thesis Summary

Each PhD candidate will prepare a summary of the thesis, ordinarily limited to one page, single-spaced, and submit it to the Departmental Office two weeks prior to the date of the Thesis Examination. Copies of the Thesis Summary will be distributed to all OEB faculty members. This is the ABSTRACT of your thesis.

4. Thesis Examination

The **thesis** is written under the supervision of the student's research advisor and should conform to the standards outlined in the booklet, "The Form of the Doctoral Thesis," available ir the Departmental Office.

The **Thesis Examination Committee** will consist of the student's advisor who will serve as chairman, and at least two other members suggested by the advisor. At least three members of the committee must be members of the Department of Organismic and Evolutionary Biology. Additional members affiliated with other departments or institutions may be added by the advisor. The overall composition of the committee must be approved by the Chairman of the Graduate Committee. The Thesis Examination Committee will, if possible, be the same as the Thesis Conference Committee.

The OEB Departmental Office and the Chairman of the Graduate Committee must be notified of the **time and location of the Thesis Examination two weeks prior to the date** desired. At the same time, the candidate will present to his/her Thesis Committee **two copies of the thesis** in final form (not yet bound; students should ask committee members whether they prefer digital or hard copies). An additional digital thesis copy must be submitted to the Graduate Office two weeks prior to the Thesis Examination (this copy will be made available to OEB faculty). A copy of the Thesis Examination Notice and the Thesis Summary will be sent to all OEB Faculty members. Failure to provide copies of the thesis to the committee and to the OEB office two weeks prior to the exam date will automatically lead to postponement of the thesis defense.

The student should observe the final dates for holding the thesis examination indicated in the **Academic Calendar** sent to all students at the beginning of each term. It is suggested that the thesis examination be held at least one month prior to the date the thesis is due in the Registrar's Office, to allow time for revisions; students should not expect committee members to approve a thesis simply because a student has an impending deadline.

After examination, the committee will decide whether the candidate will pass, fail, or pass on the condition that specified changes be made to the thesis (because students are often requirec to do additional work before the thesis is passed, students should defend at least a month before degree filing or other deadlines). The committee may delegate to its chairman the responsibility for seeing that such changes are made in a satisfactory manner before the award of the degree is recommended to the Department by the Committee on Graduate Students and Studies. The student's advisor should make such certification in writing to the Chairman of the Graduate Committee.

If at all possible, students should schedule their last Thesis Conference 1-3 months prior to their thesis defense. At this time, they should review the thesis fully, giving committee members the opportunity to identify issues that should be rectified prior to presentation of the thesis. Holding such a Thesis Conference is the best way to ensure that problems are identified prior to the defense, thus minimizing the chance that the committee will require substantial additional work that may greatly delay awarding of the degree.

In rare cases, it may be possible to hold the Thesis Exam with one committee member absent. Arrangements must be made for that committee member to confer with the advisor prior to the thesis being approved. Approval for such an arrangement must come from the Chairman of the Graduate Committee and only will be granted under unusual circumstances.

5. Filing the Thesis

Students should consult the GSAS thesis submission guidelines found in ***The Form of the PhD Dissertation***. Each candidate must be registered in GSAS, paying at a minimum a charge equal to the Facilities Fee, at the time the thesis is filed. These dates may vary and should be checked in the GSAS Handbook available at registration each year. It is the student's responsibility to submit the thesis to the Registrar's Office in accordance with the desired graduation date deadline. The student should also submit a bound copy of the thesis to the OEB Graduate Program Coordinator.

THE AM DEGREE PROGRAM

Master of Arts (AM)

The Department of Organismic and Evolutionary Biology does not admit students whose sole purpose is to study for the Master of Arts degree. However, graduate students admitted to any PhD program at Harvard University may apply for the AM degree if they fulfill the following requirements:

1. Six graded four-credit courses in the department (or approved by the director of graduate studies), with no grades lower than B- and an overall grade average of B or better.
2. At least three of the six courses must be below the 200 level.
3. At least two of the six courses must be at the 200 level.
4. TIME and 300-level courses will not ordinarily be accepted toward the AM degree.
5. AM candidates must submit a written report based on original research conducted under the guidance of a faculty member in the department.

Changing Advisors

The relationship between student and advisor is an extremely important one, and hopefully a pleasant and productive one as well. However, sometimes incompatibilities arise, be they professional, personal, or philosophical. If this is the case, students may give careful consideration to changing to someone who is a more appropriate advisor.

Upon admission, students will be assigned a faculty member in the Department to serve as a thesis research advisor. Students are encouraged to consult freely with any staff member on matters pertaining to their programs and may change to another advisor at any time, subject only to the approval of the new advisor and notification to the departmental office.

Students must have an advisor at all times and it is the student's responsibility to ensure this. Any student who does not have an advisor at the beginning of a term must withdraw from the department at the end of that term if arrangements for a new advisor have not been made by that time.

From the onset, it is essential that every aspect of changing advisors be done with professionalism. Whatever the reasons for changing advisors, a harmonious relationship with all

parties involved will lead to a more productive and pleasant graduate career.

It is very important to keep in mind the three principal parties involved (student, present advisor and potential new advisor) and their concerns and perspectives in that situation.

Some concerns of the present advisor are: what is best for the student; reasons for wanting to change advisors; reasons for choice of a new advisor; structure and composition of her/his laboratory; what the new advisor thinks.

Similarly, some concerns of the potential new advisor are: what is best for the student; reasons for leaving the present advisor; reasons for choice of her/him as the new advisor; structure and composition of her/his laboratory; what the old advisor thinks.

Although it is impossible to offer comprehensive suggestions that account for every specific case, here are some recommended steps in facilitating the process of changing advisors: (1) Think about it carefully. Why is the present situation unsatisfactory? What can be done to make the situation better? (2) Talk to people and get advice. Find out how others view the situation. If not the present advisor, who do others think would be appropriate? What do other people think of those whom might be considered as an advisor? (3) Think about it some more. Again, why change advisors? Is changing advisors the best way to go? (4) Talk to the current advisor. Explain why the present situation is less than satisfactory, and openly discuss options. (5) Talk to the prospective new advisor. Discuss with her/him honestly about the situation. Mention the reasons for wanting to change advisors, and why the new advisor was chosen. Be sure the new advisor is truly ready to take you on.

How to Change Advisors: A student may request to change research advisor(s), by filling out a change of advisor form available in the Departmental Office. The student is encouraged to consult freely with any staff member on matters pertaining to the research program and may change advisors at any time subject to the approval of the new advisor and the Chairman of the Graduate Committee on Students and Studies.

Every student must have an advisor who is a faculty member in the Department of Organismic and Evolutionary Biology at all times. Failure to make arrangements for an advisor may result in dismissal from the department.

The Graduate Committee

The members of the Graduate Committee: Pete Girguis (co-Chair, 2014-), Elena Kramer (co-Chair, 2014-), Andrew Biewener, Michael Desai, Cassandra Extavour, David Haig, Stephanie Pierce, Andrew Richardson, and Elizabeth M. Wolkovich.

Harvard Graduate School of Arts and Sciences

2016-2017 Student Handbook

Biophysics

The First Two Years

The academic requirement for the PhD degree consists of no less than two years— at least one of which must be in residence at the Harvard Graduate School of Arts and Sciences—devoted to advanced studies approved as suitable preparation for the degree by the Committee on Higher Degrees in Biophysics.

In estimating the extent of a candidate's study for the degree, the advanced work done in other graduate departments of Harvard or of other universities will be considered.

A year's work for a resident student normally consists of eight four-credit courses of advanced grade. Under certain conditions summer courses taken at the Marine Biological Laboratory in Woods Hole may be counted for credit toward the degree.

The biophysics program anticipates completion of formal course studies in the first two years.

Languages

There is no language examination but students are encouraged to gain a reading knowledge of one foreign language, preferably German, Russian, or French.

The Conduct of Science

Medical Sciences 300qc, The Conduct of Science, is a discussion forum on ethics and the proper conduct of science. It is designed to provide discussion among new and continuing students and faculty on matters of responsible scientific practice and ethics. All students in the biophysics program must register to take this course when it is offered in either their first or second year.

Additionally, students entering their 5th year are required to register for the Medical Sciences 302qc, Conduct of Science Refresher Course.

Radiation Safety Course

All incoming biophysics graduate students are required to take the Harvard University Radiation Safety Course before entering into any type of lab work at Harvard. Students who have already completed the Harvard course will not be required to repeat it. All students entering a dissertation lab not located at Harvard Medical School (HMS) must report to the Radiation Safety office at that institution for additional information on training. In addition, students who

intend to do rotations or dissertation work at Massachusetts General Hospital (MGH) must take the MGH radiation course.

Teaching Requirement

Students are required to assist with the teaching of one course by the end of their second year of study.

Advising

The program chair meets with each student at least two times during his or her first and second years to monitor progress.

After completing the preliminary qualifying examination (PQE), students assemble a dissertation advisory committee (DAC) that will periodically review and advise on students' dissertation progress.

Individual Development Plan

Students in the program are required to complete a yearly self-assessment process via the Individual Development Plan through which they consider their current level of achievement as well as understanding and use of available resources, versus their future long and short-term goals. Future actions to be taken to better reach those goals are determined and considered in conversation with an IDP mentor, the Program Chair, Program Administrator, and Dissertation Research Advisor, as appropriate.

Preliminary Dissertation Qualifying Examination

Before beginning dissertation research, it is normally necessary for the student to fulfill the following requirements: 1) pass one Harvard course in four subject areas listed in the ***Programs of Study*** **publication**; 2) do satisfactory work in three laboratory rotations; and 3) submit and defend an original research proposal (qualifying examination).

The purpose of the qualifying examination is to ensure that the student is adequately prepared to embark on dissertation research. The examination is normally given at the end of the fourth term of residence before the chair and three examiners knowledgeable in the field of the research proposal. Re-examination will be permitted.

As a rule, students who have not completed and passed the qualifying examination by the end of their second year of graduate study will be put on unsatisfactory status.

Students who submit and fail the qualifying examination may be requested to withdraw from the program.

Selecting a Dissertation Advisor

When students have decided on a special field of study and on the dissertation advisor with whom they wish to work, they request approval from the Committee on Higher Degrees in Biophysics through the Program Chair.

DISSERTATION

Dissertation Advisory Committee (DAC)

Upon successful completion of the qualifying examination, a student must assemble a DAC, which will monitor and report on the progress of the student on an annual or biannual basis. The DAC should consist of at least three faculty members exclusive of the student's dissertation advisor. Dissertation Advisors are required to attend DAC meetings for their student mentees. Students shall submit a written dissertation proposal/progress report to the DAC within one week of scheduled DAC meetings.

A prospective sixth-year student must have obtained approval of a dissertation prospectus or its departmental equivalent.

Preparing for the Dissertation Defense

It is expected that the preparation of a dissertation will usually require full-time work for no fewer than one-and-a-half years, following the qualifying examination. The dissertation must give evidence of independent original research and be clearly, logically, and carefully written in proper English. The final manuscript must conform to the requirements described in ***The Form of the PhD Dissertation***. A student who expects to complete a dissertation in time to receive a degree the following May, November, or March must file an application for degree, accompanied by a signature of approval from the program chair, at the Registrar's Office of the Faculty of Arts and Sciences, not later than a date specified each year in this handbook.

Copies of the completed typewritten dissertation must be submitted to the Dissertation Examining Committee and the chair of the Committee on Higher Degrees in Biophysics at least two weeks before the final examination is scheduled to take place. To obtain a degree at the end of the academic year, sufficient time must be allowed for the examination, dissertation correction, and binding.

Examiners

Each student and the student's dissertation advisor must select three examining committee members to be submitted to the chair of the Committee on Higher Degrees for approval.

In accordance with GSAS policy, three signatures are required on the dissertation acceptance certificate; two examiners signing the dissertation acceptance certificate must hold an FAS faculty appointment. The chair of the Committee on Higher Degrees in Biophysics may serve in the capacity of an FAS appointed signatory.

Public Seminar and Private Oral Defense

The dissertation examination has two components: public seminar and private oral defense. In the oral defense, the candidates will be questioned on the subject of the dissertation and its relation to the student's special field and collateral subjects. If the reading committee is unable to agree on its recommendations, the Committee on Higher Degrees in Biophysics will decide the question of the acceptance of the dissertation.

On completion of all the requirements, the original bound dissertation, with the Dissertation Acceptance Certificate signed by the reading committee, will be submitted electronically and in hard copy to the Office of the Registrar of FAS, for inspection by any member of the Faculty of Arts and Sciences.

After Commencement, an original bound copy will be deposited in the Harvard Library, open to public inspection. A second bound copy will be kept by the committee chair, and a third bound

copy will be kept by the department in which the student worked.

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Biostatistics

Biostatistics involves the theory and application of statistical science to analyze public health problems and to further biomedical research. The faculty includes leaders in the development of statistical methods for clinical trials and observational studies, studies on the environment, and genomics/genetics. The department's research in statistical methods and bioinformatics and its interdisciplinary collaborations provide many opportunities for student participation. The Department of Biostatistics offers the PhD through GSAS and the Master of Science through Harvard T. H. Chan School of Public Health.

Current departmental research areas include Bayesian inference, bioinformatics, causal inference, computationally-intensive methods, decision sciences, design and analysis of clinical trials, experimental design, high dimensional data analysis, machine learning, measurement error, missing data, multivariate and longitudinal studies, network analysis, quantitative genomics, semiparametric methods, sequential methods, spatial statistics, statistical computing, statistical genetics, stochastic processes, surveillance methods, and survival analysis, among other areas. Areas of application include biology, cancer, clinical research, computational biology, the environment, epidemiology, genetics, health disparities, health policy, HIV/AIDS, infectious diseases, neurology, and psychiatry, among other areas. Collaborative research activities include coordination of national and international clinical trials, participation in studies of potential environmental hazards, collaboration on novel genetic and genomic studies, evaluation of health interventions and medical technologies, consultation with federal, state, and local agencies, and working with biomedical scientists in other Harvard-affiliated institutions.

The PhD program in Biostatistics trains students in the areas of probabilistic and statistical theory, biostatistical and bioinformatics methods, statistical computation and algorithm development, the ability to collaborate and communicate effectively with scientists in related disciplines, and the ability to teach biostatistics and bioinformatics effectively to general or specialized audiences. The PhD program includes training in the development of methodology, consulting, teaching, and collaboration on a broad spectrum of health-related problems.

The Department offers the PhD in Biostatistics with two areas of interest: Biostatistics and Bioinformatics. Students select the area of interest most appropriate to their background and interests, and satisfy the specific degree program requirements for their area of interest.

The First Two Years

Advising and Course Selection

Each first-year student is assigned a faculty advisor by the Biostatistics Student Advising Committee. The faculty advisor will assist the student in course selection and other academic issues until the student has selected a dissertation advisor. The Student Advising Committee oversees student advising and orientation, funding concerns, teaching and research assistantships, and other related matters.

The particular courses a student is required to take may vary based upon his or her academic background. The specific requirements for the PhD in Biostatistics are outlined in the **Biostatistics Graduate Student Handbook**, including requirements for the areas of interest in Biostatistics or Bioinformatics. The director of graduate studies is responsible for reviewing the student's program of study and has the authority to consider exceptions to the rules and regulations established by the department. The recommendations of the director of graduate studies are forwarded to the department chair for final approval.

Advising of students comes from faculty advisors, course instructors, the Biostatistics Student Advising Committee, the director of graduate studies. All students are monitored by the Committee on Academic Standing. Third-and higher-year students are also monitored by their dissertation advisor and their research committee.

Credit for Work Done Elsewhere

The program may excuse a student from some of the program course requirements in consideration of courses taken elsewhere. Only graduate courses taken after the bachelor's degree may be given official GSAS credit toward the PhD degree. The maximum allowable credit for courses taken elsewhere is eight four-credit courses (a four-credit course is equivalent to a five-unit Harvard School of Public Health course). Students petitioning for credit for work done elsewhere should seek the approval of the director of graduate studies. The recommendations of the director of graduate studies are forwarded to the department chair for final approval.

Master of Arts (AM)

No one is admitted as a candidate for the AM, only for the PhD. Nevertheless, the requirements for the master's degree must be satisfied by all students as they move toward the PhD and are expected to be completed by the end of the fourth term. The AM degree may be granted when these requirements are fulfilled. In addition, the department may confer a terminal AM on students who will not be completing the requirements for the PhD.

For the AM degree, four terms of coursework with a minimum average grade of B is ordinarily required. With the department's approval, students with a previous graduate degree in a medical, scientific, or statistical field and with prior sufficient prior statistical training may qualify for the AM degree with two terms of coursework. The specific requirements for the AM in Biostatistics are outlined in the **Biostatistics Graduate Student Handbook**. Upon fulfilling the AM requirements, students should submit an application for the master's degree.

Applicants interested in the Master of Science program in Biostatistics should apply through Harvard T. H. Chan School of Public Health.

Teaching

The Biostatistics program encourages its students to gain meaningful teaching experience as part of their graduate training. All PhD students participate as a teaching assistant in courses offered by the department.

Computing

Students entering the PhD program in Biostatistics are expected to have experience with a programming language and one or more statistical packages. Given the increasing reliance of statistical practice on computing technology, students are recommended to take one or more courses in statistical computing as part of their program.

Qualifying Examinations

Each student must take and pass two qualifying examinations: a written qualifying examination and, later, an oral examination.

The written qualifying examination assesses the student's background in probability and statistical theory and in applications. It is administered annually by the Biostatistics Qualifying Examination Committee. The written examination is typically given just prior to the spring term of the second academic year. The Biostatistics Qualifying Examination Committee supervises the writing and grading of the examination. Students may be allowed to retake the examination at most once, with Departmental approval. A student who has not passed the written qualifying examination after two attempts will be asked to leave the program.

The oral qualifying examination assesses the student's potential to perform research in a chosen field, and examines the student's knowledge of his or her fields of study. The oral examination should be scheduled within three terms of passing the written examination. The student nominates a dissertation committee of at least three faculty members who will give this examination. The membership of the dissertation committee must be approved by the director of graduate studies. The oral exam must be scheduled at least three weeks in advance. The student will prepare a written report summarizing the topic and reviewing the relevant literature. This written report must be given to the dissertation committee at least three weeks prior to the examination. Successful completion of the written qualifying examination is a prerequisite for taking the oral qualifying examination.

Dissertation Advisor Selection

Students select their dissertation advisors following their successful completion of the written qualifying examination. The dissertation advisor will take over the duties of academic advising from the student's faculty advisor. A student's selection of dissertation advisor must be approved by the director of graduate studies.

Research Committee

After a student has passed the written qualifying examination, the student, in consultation with the dissertation advisor, nominates a research committee to oversee the student's progress. The research committee ordinarily consists of the dissertation advisor, who serves as the chairperson, and two or more faculty members. The membership of the research committee must be approved by the director of graduate studies.

The research committee will provide timely and considered advising to the student. The research committee helps set logical goals for the completion of the dissertation and monitors progress toward completion of degree requirements.

The student is responsible for arranging periodic meetings with the research committee. Students are required to meet with their research committee at least once every six months, and more frequent meetings may be advisable for students in their final year. The student and his or her dissertation advisor will prepare a written progress report twice per year.

Preparation for the Dissertation Defense

The FAS Registrar specifies deadlines by which the dissertation must be submitted and the dissertation examination passed to receive the PhD diploma in November, March, or May of each academic year. A dissertation information packet is available from the Registrar's Office or from the biostatistics administration office specifying the steps to be taken when the student is ready to apply for the PhD degree and the various forms that need to be submitted.

The dissertation should be an original contribution to scientific knowledge. It can contribute to a subject matter field through innovative application of existing methodology, can produce an original methodological contribution, or be a combination of the two.

Acceptance of the dissertation is the responsibility of the student's research committee, the department, and GSAS. When the dissertation is complete, the student defends it to the research committee at a public presentation. The defense must be scheduled at least three weeks in advance. Copies of the dissertation should be given to members of the research committee and the department chair at least two weeks before the defense.

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2016-2017 Student Handbook

Business Economics

Program of Study

Each candidate's program of study will be developed in consultation with the Chairs of the Programs and Admissions Committee. The normal program is outlined below.

The First Two Years

Advising

The Policy and Admissions Committee (PAC) designates faculty members at the Business School and the Faculty of Arts and Sciences as sponsors for each student upon entrance into the Business Economics (BE) program. The sponsors, in conjunction with the PhD Program Offices, will assist the student in deciding which courses to take and how to fulfill various degree requirements. It is expected that students will establish relationships with other faculty members, and it is possible that the major academic advisory role may be assumed by different faculty members in the dissertation stage of a candidate's program. However, students are strongly advised to consult with the sponsors and with the PhD Program Offices during all stages of PhD work.

Coursework

- Two one-term courses in microeconomic theory (Econ 2010 a, b) are required.
- One one-term course in macroeconomics theory (Econ 2010 c) is required.
- Two one-term courses in graduate quantitative methods (Econ 2110 and 2120) or a more advanced course in econometrics are required.
- One additional one-term graduate level course is required. This course should be chosen to help prepare for advanced course work in the second year. Econ 2010d is one possibility. Other possible courses could be in mathematics, statistics, computer science, or psychology. The advisor's approval of the course selected for this requirement is necessary.
- Completion of the business history requirement. The business history requirement may be completed in several ways including the Business History Seminar, a pre-approved individual studies course, or a pre-approved MBA course.
- Four one-term courses to satisfy the course requirement of the Special Field Exam, which occurs at the end of the student's second year. See Special Field Exam for additional information.

- All courses should be completed with a grade of B or better.

Business Education for Scholars and Teachers

Completion of the three-course BEST series offered during January terms.

BEST Organizations: This three-week, full day immersion course introduces students to basic functions an operating organization, including accounting and management, marketing, management, finance, and operations.

BEST Markets: This two-week course introduces students to how operating organizations deal with external markets, such as having a strategy, understanding capital markets, and thinking broadly about markets from a multidimensional viewpoint, through case-based classes at HBS.

BEST Teach: This one-week course introduces students to curriculum development, module development, presentation skills, and teaching methods.

Field Research Requirement

The purpose of the Field Research requirement is to provide students with the opportunity to engage in a field experience that will expose them to organizations and markets dealing with real-world challenges and help them advance their own research agenda. The Doctoral Program Office is committed to funding this opportunity and for providing assistance, if needed, in finding appropriate field research sites. As an example, a student whose research involves analysis of economic policy or financial markets could use this opportunity to visit the Federal Reserve Bank of New York to gain exposure to policymakers, applied economic research, data, and financial market activity.

Faculty advisor(s) will be responsible for approving a submitted field research plan to ensure that it is in line with the student's research agenda. Students are expected to prepare a report and present their work according to a timeline established by the faculty advisor(s) and Doctoral Programs Office. Further considerations are detailed on the doctoral programs intranet site.

General Exam

A written general exam in microeconomic theory is required toward the end of the first year of study; students must pass this exam with a grade of B or better.

Field Exam

The Field Exam is a written examination jointly administered through the Economics department at the Graduate School of Arts and Sciences (GSAS) in conjunction with the Business Economics program. The purpose is to test an area or areas of study in business economics and related fields in economics.

The Business Economics Policy and Admissions Committee (PAC), in coordination with the Economics Graduate Instruction Committee (GIC) will communicate a list of fields to students at the start of each academic year so that students planning to take field exams that year may choose courses to satisfy their field¹s requirements. For example, international Macroeconomics is an approved course for both the international and the macroeconomics fields; however, one course cannot count toward two fields. Students must take two approved courses for credit in order to satisfy the requirements for testing in a field. As such, a minimum of four courses

needs to be taken for credit. To maintain a minimum breadth of knowledge, a student who wishes to take an exam outside of the offered list needs approval from the Chairs of the Business Economics Program.
By mid-March of the second year, students will complete a “Field Exam” Form, which requires students to indicate their two fields and the four courses they completed in accordance to the requirement. The Business Economics Chairs will sign off on the form to confirm the appropriateness of the courses and fields selected.

Timing

The Field Exam is completed in May of the students’ second academic year, (during the week following the spring term exams). The date is predetermined by the Business Economics PAC ir conjunction with the Economics Department at the Graduate School of Arts and Sciences. Students must take the field exam by the end of their second year, with the exception being students who take the field courses in their first year and can take the exam early. Field exams can only be delayed after permission is granted by the Business Economics Program Chair in consultation with the student’s advisor. Extraordinary circumstances such as health related issues are also taken into consideration when determining timing.

Administration

Each field exam will be three hours long. Whenever possible, exam schedules will be coordinated so that students will not be expected to take both exams on the same day. Students should be prepared, however, to take the exam as scheduled.
The exam for each field will contain multiple questions, one (or more) from each of the courses that meet the field requirements (assuming at least one student has taken that course as part o their field requirement). Students will only be required to answer questions from the courses they have taken. For instance, if four courses meet the requirement, then on the exam, a student will get to choose which two of the four questions to answer. As for courses taken outside Harvard, such as at MIT, questions will be generated internally by the relevant faculty in the field.

Grading

After students complete the exam, the examination committee members grade each answer on a four-point scale (Excellent, Good, Fair, Not Passing). If a student receives a “Not Passing” grade, he or she is not guaranteed an opportunity for re-examination and may be withdrawn from the program. The decision to allow re-examination will depend on a consensus of the faculty in the field taken with the Business Economics PAC. The particular form of the re-exam will be determined by the faculty in the field and can take the form of an oral or written exam.

Year Three and Beyond

Teaching Requirement

Students are required to complete a teaching engagement of one full academic term that includes at least 8 hours of front-of-class teaching experience and at least 16 hours of teaching preparation time.

Research Progress Report

At the end of their third year, students are required to present their research ideas to a committee comprising of at least two faculty members, including representatives from HBS as well as FAS. The committee will provide feedback and decide if the student is making satisfactory progress toward the degree. Students will receive coordinated advice from faculty regarding the students' progress and be given detailed recommendations for future research plans, particularly with respect to possible job market paper and dissertation plans. If both faculty committee members are present for a student's seminar presentation (e.g., the PhD Finance Lunch), this could fulfill the Research Progress Report requirement in terms of demonstrating a student's research development, so long as the student schedules a meeting with each faculty committee member for coordinated feedback post-presentation.

The Dissertation

After passing the Special Field Exam, students are expected to enroll in a working seminar or participate in an informal lunchtime seminar group. Students in their third year or beyond must present in the working seminar (or informal lunchtime seminar) at least once per year.
The student selects a faculty dissertation committee consisting of three members of the Harvard faculty; two of whom must be members of the Faculty of Arts and Sciences (one must be in the Department of Economics and one must be from the Business School). Under the dissertation committee's advisorship, the student will proceed to complete the dissertation research. The dissertation should demonstrate the candidate's ability to perform original research that develops in a scholarly way a significant contribution to the knowledge and understanding in the chosen special field. The requirement is that the analysis and evaluation of relevant data yield significant and independent conclusions.

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Business Studies

(See Organizational Behavior)

Harvard Graduate School of Arts and Sciences

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Celtic Languages and Literatures

The First Two Years

The First Year

Eight four-credit courses. Should include at least three 200-level four-credit courses, two of which must be in early Irish or early Welsh language (unless satisfied elsewhere). The ability to read Latin and either French or German. The ability to read these languages is to be demonstrated as follows:
For Latin, successful completion (B-grade or better) of Harvard Latin Aab or Latin Aa and Latin Ab; for French, successful completion (B- grade or better) of Harvard French Ax; for German, successful completion (B- grade or better) of Harvard German Ax. An equivalent qualification acquired at Harvard or elsewhere (and approved by the director of graduate studies or Celtic department chair) or a departmental examination may also demonstrate competence in any of the languages noted above.
Note: Any coursework offered in satisfaction of this requirement must normally be taken in addition to the eight four-credit course requirement. The demonstration of ability to read Latin and either French or German may be postponed until the second year.
A grade of Incomplete, whether in Celtic department courses or in courses in other departments, must be converted into a letter grade before the end of the next registration period, or it will become permanent unless the student has successfully petitioned the GSAS Dean's Office for an extension of time.
Students must make up Incomplete grades in required courses before taking the general examination.
Students meet with the Director of Graduate Studies early in each semester to review their course selections, language requirements, and other aspects of progress toward the degree. Students who have identified a prospective dissertation advisor may wish to consult with that faculty member as well as with the Director of Graduate Studies.

The Second Year

Students would normally be expected to take eight four-credit courses, two of which must be 200-level courses in early Irish or early Welsh, whichever has not been satisfied in the first year or elsewhere. This requirement is exclusive of the Latin, French, and German requirement as noted above. The remaining language requirement, namely the ability to read French or

German, is to be demonstrated. Any language requirement deferred from the first year must also be met.

Students meet with the Director of Graduate Studies early in each semester to review their course selections, language requirements, and other aspects of progress toward the degree. Students who have identified a prospective dissertation advisor may wish to consult with that faculty member as well as with the Director of Graduate Studies.

Master of Arts (AM)

Ordinarily, students are not admitted to the department to pursue a terminal AM degree.

For students matriculated in the Celtic department and working toward the PhD, and students matriculated in other departments of GSAS, the minimum requirements for the AM in Celtic are:

- A minimum of six four-credit courses in the department, three of which must be introductory, intermediate, and advanced courses in early Irish or early Welsh (or their equivalents) and at least one additional four-credit course in another Celtic language.
- Two additional four-credit courses related to the field of Celtic studies and approved by the department's director of graduate studies.
- The ability to read Latin, to be demonstrated by successful completion (B-grade or better) of Harvard Latin Aab, or Latin Aa and Latin Ab (or its equivalent elsewhere) or departmental examination.
- The ability to read French and/or German, to be demonstrated by successful completion (B-grade or better) of Harvard French Ax and/or German Ax (or equivalent elsewhere) or departmental examination.

Teaching

Students will normally be eligible for teaching fellowships during their third and fourth years. Students holding the master's degree may be eligible in their second year.

Students teaching in courses offered by members of the department faculty must participate in the teaching fellows (TF) orientation program at the beginning of the term in which they will teach, as well as attend course lectures and weekly TF meetings with the course head.

Students who are fluent in speaking, reading, and writing one of the modern Celtic languages may be eligible to teach introductory and intermediate courses in that language.

General Examination

The general examination is a two-hour oral examination in the general field of Celtic studies, augmented by the student's special interests within Celtic or an allied field, normally structured for the purposes of the examination as reading lists of primary and secondary sources in four or five areas.

It is conducted by the student's committee, normally comprising at least two members of the Celtic department and one additional faculty member.

It is expected that the examination will be taken in the third year of PhD residency, ordinarily in the fall. In exceptional circumstances, it may be taken in the spring of the third year.

In cases of unsatisfactory performance, the student may normally take the examination a second time. A student who does not pass on the second attempt must withdraw from the

program. A student who has not passed the general examination by the end of the fourth year must withdraw.

Dissertation

As soon as possible after passing the general examination, and not later than the end of the term following successful completion of the examination, the candidate must identify a dissertation director and submit a prospectus of the proposed dissertation.

Early in the semester following the approval of the prospectus by the dissertation director, the candidate, in consultation with the dissertation director, will invite two other readers, one of whom must be a member of the Faculty of Arts and Sciences, to serve as additional readers and to offer guidance as the dissertation progresses. This procedure must have the approval of the chair of the Celtic department.

Members of the dissertation committee must receive a final draft of the complete dissertation by the beginning of August for a November degree, the end of November for a March degree, and the end of March for a May degree.

The final manuscript of the dissertation must conform to the requirements described in ***The Form of the PhD Dissertation***.

Students are encouraged to complete the PhD before the end of the sixth year.

Dissertation Defense

Upon completion of the dissertation, the candidate will be required to defend it before an audience comprising members of the dissertation committee together with an invited audience of faculty and students. Once the dissertation has been successfully defended, the members of the dissertation committee will sign the dissertation acceptance certificate.

Ad Hoc Degrees

Interested parties should consult the Celtic department's director of graduate studies and review the **GSAS *Ad hoc* Program requirements** described earlier in this handbook.

PhD Secondary Fields

The Celtic department encourages students who have a background and interest in a subject closely related to the field of Celtic studies (e.g., Classics, Comparative Literature, Historical Linguistics, Medieval Studies, Romance Languages and Literatures) to consider completing a secondary field in that area. Please see the list of Secondary Fields in PhD Studies in the Graduate School of Arts and Sciences ***Programs of Study***.

PhD Secondary Field in Celtic Medieval Languages and Literatures

Please see the description of the PhD Secondary Field in Celtic Medieval Languages and Literatures at the end of **Chapter VI**.

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Chemical Biology

Program of Study and Formal Academic Requirements

The Chemical Biology Program prepares investigators with diverse backgrounds for independent research careers in which the concepts and methods of chemistry are used to solve biological problems. This objective is met through individually designed programs involving formal courses both in the Chemical Biology Program and in related fields, rotations in different labs, a qualifying examination, independent research, and dissertation writing.

Advising

The program co-directors meet with each student at least two times during his or her first year to monitor progress.
After completing the qualifying examination, students choose a dissertation advisory committee (DAC) that will annually review and advise on students' progress toward completion of dissertation.

Coursework

Students are required to take CB300: Introduction to Chemical Biology Research; Chem171: Biological Synthesis; CB2200: Introduction to Chemical Biology; BCMP 236: Modern Drug Discovery: from principles to patients; MedSci 300: Conduct of Science; and three additional courses chosen in consultation with the program co-directors. These courses must be passed with a B average or better.

Laboratory Rotations

Students are expected to complete two–four laboratory rotations. The program does not set time limits on rotations, but most rotations are expected to be 6-12 weeks long. Rotations allow students to explore different research areas, identify potential collaborators, and experience the environment in different research groups. The purpose of the rotation is to facilitate the choice of the dissertation laboratory, not to accomplish a research project. Students may rotate in the labs of faculty outside of the program with program approval.
First year students must choose their dissertation laboratory no later than June 30th.

Teaching Requirement

Students are required to serve as a teaching fellow for one course. It is recommended that students complete this requirement by the end of their second year of graduate study. The course should be relevant to chemical biology.

Preliminary Dissertation Qualifying Examination

The aim of the PQE is to assess the student's ability to review research in a particular field, to identify a problem or formulate a central hypothesis that is significant for the field, to design line(s) of experimentation to address the problem or test the hypothesis, and to describe how s/he will interpret the data that would result from the proposed experiment. The topic for the proposal may be related to a student's dissertation research or the topic may be completely independent.

Students must take the exam by April 15th of their second year.

Dissertation Advisory Committee

Each student, in consultation with his or her dissertation advisor, will nominate a dissertation advisory committee (DAC) to oversee the progress of his or her research. A DAC must be appointed by the end of October of the student's third year and a meeting scheduled by the enc of December. Subject to program approval, any three faculty may be on the committee.

Preparing for the Dissertation Defense

The Dissertation Advisory Committee, in consultation with the Dissertation Advisor, determines when it is time for a student to stop laboratory work and begin to write a dissertation. It is expected that students will defend their dissertation in their fifth or sixth year of graduate study. The final manuscript must conform to the requirements described in ***The Form of the PhD Dissertation***.

The student and the student's dissertation advisor must select three examining committee members to be submitted to the co-directors for approval. The student is expected to give a public seminar of approximately one hour on the day of the examination, prior to a defense of the dissertation with the examination committee.

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Chemical Physics

The First Two Years

PhD Course Requirements and Research

The Committee on the Degree of Doctor of Philosophy in Chemical Physics is composed of members of the departments of Chemistry and Chemical Biology (CCB), Physics, Astronomy, and of the John A. Paulson School of Engineering and Applied Sciences, with special interests in the field commonly known as chemical physics. The program of study includes courses in these subjects and research on an appropriate problem under the direction of a member of one of these departments.

Students in the program are required to pass five four-credit courses. Courses must be passed with average grades of B or higher. Grades of B- will count as a pass if balanced by a B+ or better on a one-for-one basis. Grades of C+ or lower will not count.

There are two tracks:

(1) one course from Group A, one from Group B, and three from Group C, or

(2) two courses from Group A, one from Group B, and two from Group C.

Groups:

1. Chemistry 242; or Physics 251a, 251b.
2. Chemistry 190 or Chemistry 240; or Physics 262 or Applied Physics 284.
3. Applied Mathematics 201, 202; Chemistry 158; Applied Physics 195, 282, 292, 295a, 295b, 298r; Physics 151, 153, 181 (or Eng. Sci. 181), 218, 232, 253a, 253b, 268r.

Equivalent courses may be substituted with the approval of the Curriculum Advising Committee (CAC).

All entering graduate students (G1s) are required to take “Chemistry 301hf. Scientific Teaching and Communication: Practicum” in their first year. This course will teach graduate students how to communicate scientific concepts in the classroom and help prepare them for their teaching responsibilities that begin in the spring term of the first year.

During Orientation, each incoming student will formulate a Plan of Study in consultation with a member of the Curriculum Advising Committee (CAC). The CAC advises students on their academic plans, approves required courses, and assists in decisions related to the PhD program. Any changes to the original Plan of Study must be discussed with and approved by a member of the CAC.

Students normally satisfy the letter-graded course requirements in the first two years of graduate studies.

Admission to a research group is strongly encouraged at the start of or during the student's second term. All students should enter a research group by June 30th of their first year.

Rotations

Entering graduate students are required to participate in three 4-week rotations in different laboratories, OR they may conduct one 8-week and one 4-week rotation in two different laboratories. The goal of the rotations is to broaden a student's scientific perspective by exposure to the science and environment of different laboratories. Students may rotate with faculty outside the Chemistry and Chemical Biology Department. Anyone wishing to do a rotation in an outside department is encouraged to contact the outside faculty member directly to discuss the possibility of a rotation.

Advising

During Orientation, each incoming student meets with an assigned member of the Curriculum Advising Committee (CAC) to formulate a Plan of Study. The CAC advises students on their academic plans, approves required courses, and assists in decisions related to the PhD program. Any changes to the original Plan of Study must be discussed with and approved by a member of the CAC.

During rotations, once in a lab, each rotation student will be assigned a graduate student or postdoctoral mentor. Mentors are a valuable resource for rotation students, providing guidance and advice regarding lab practices and policies.

All students are strongly encouraged to enter a research group by June 30th of their first year, unless a deferral is granted on a term-by-term basis by the director of graduate studies. Once a student joins a research group, the faculty member of that group becomes the student's advisor If a student subsequently finds that another area of research more closely matches his or her interests, the student should consult with the director of graduate studies.

At the end of their first year, students are expected to form, in consultation with the director of graduate studies, their Graduate Advising Committee (GAC). The GAC consists of the student's advisor and two other faculty members, one of whom must be a CCB faculty member. Students report their progress to the GAC at least once per year, beginning in their G2 year. The GAC may require more frequent meetings depending on the student's progress, especially as the dissertation defense nears. The objective of these meetings is to promote the timely completion of degree requirements, to foster (non-advisor) faculty-student interactions, and to provide career counseling.

Students are encouraged to consult with the director of graduate studies on any issues that affect graduate student life.

Oral Examinations

Students are expected to present and defend an independent research proposal anytime between the first semester of their 2nd year and the end of their 4th year (June 30th). Any one of the G2, G3, or G4 GAC committee meetings can serve as the independent research proposa meeting. Students are required to choose topics that are distinct from their PhD research, and

the final topic should be arrived at in consultation with their advisor. The student with his/her advisor will decide when to present the independent proposal.

Completing an independent research proposal will expand a student's base scientific knowledge and provide a formal exercise in identifying research projects in interesting and promising areas of research. The objectives of the independent research proposal program are:

1. To provide students the opportunity to:
1. Think deeply and creatively about a significant research problem and propose how that problem can be addressed experimentally.
2. Develop writing skills by preparing a clear and concise scientific document.
3. Develop oral presentation skills and engage in scientific discourse.
2. To provide students with a forum to receive constructive, critical feedback from faculty members.

The oral exam is expected to be 30 to 60 minutes in duration. During the presentation, students should be prepared to answer questions concerning the proposal topic as well as allied areas. Questions of a more general nature or of topical interest (e.g. recent CCB seminars) may also be asked. At the end of the independent research proposal presentation, there will be a short discussion on research progress to date.

Language

A thorough command of oral and written English is required. Incoming PhD students who are non-native speakers of English and who have not received their undergraduate degree from an English-speaking institution will have their English proficiency determined by the Institute of English Language (IEL). Students who are not deemed proficient will be required to take courses at the IEL to develop their English language skills as part of their preparation for teaching and professional development. Students will not be allowed to teach until they are deemed proficient.

Teaching

Students are expected to teach in the spring term of their first year and one term of their second year based on teaching needs. With their advisor's approval, a student may also teach in subsequent years.

Satisfactory Progress

Continuation in the degree program is contingent on the following: (1) satisfactory completion of required coursework, (2) successful presentation and defense of an independent research proposal in accordance with policy set by the Graduate Advising Committee (GAC), (3) admission to a research group during the second term in residence, unless extension of time has been approved by the director of graduate studies, and (4) satisfactory progress in 300-level research courses.

Dissertation

The preparation of a satisfactory dissertation normally requires at least four years of full-time research. The final manuscript must conform to the requirements described online in ***The Form***

of the PhD Dissertation.

All students are expected to provide a public presentation of their PhD research. The dissertation defense will be comprised of two parts: 1) a public presentation of the student's PhD research to which members of the CCB community will be invited, followed by 2) the private PhD dissertation defense before the dissertation defense committee (generally the GAC). One of the readers must be a faculty member of the department of Chemistry and Chemical Biology (generally the advisor). Two members of the committee must be members of the Faculty of Arts and Sciences. Faculty members from other schools at Harvard who hold appointments on GSAS degree committees as well as FAS emeriti and research professors may serve as members of the dissertation committee. Faculty of institutions outside of Harvard may serve as a member of the dissertation committee providing the requirement of two readers from FAS (one being CCB faculty member; generally the advisor) is met.

Master of Arts (AM)

No master's degree is offered in Chemical Physics. However, a prospective candidate for the PhD in this subject may apply to the departments of either Chemistry and Chemical Biology or Physics for the AM degree in the corresponding subject. The requirements for the AM degree in either Chemistry or Physics are described in the GSAS Handbook under the **Chemistry and Chemical Biology** or **Physics** sections.

Harvard Graduate School of Arts and Sciences

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Chemistry and Chemical Biology

The First Two Years

PhD Course Requirements and Research

Students must pass four advanced four-credit courses in chemistry and/or related fields (e.g., biochemistry, physics, etc.) with average grades of B or higher. Grades of B- will count as a pass if balanced by a B+ or better on a one-for-one basis. Grades of C+ or lower will not count
An advanced course is one designated in the announcement of courses as “for undergraduates and graduates” or “primarily for graduates” with the exception of the following courses that cannot be used for credit toward the PhD degree in Chemistry: Chemistry 100r, 135, 145, 160, and 165; Physics 143a, 143b; Chemical Biology 2200, and Molecular and Cellular Biology 121. Courses numbered 300 or above also do not count toward this requirement.
All incoming graduate students (G1s) are required to take Chemistry 301hf. Scientific Teaching and Communication: Practicum in their first year. This course will teach graduate students how to communicate scientific concepts in the classroom.
During Orientation, incoming students will formulate a Plan of Study in consultation with a member of the Curriculum Advising Committee (CAC). The CAC advises students on their academic plans, approves required courses, and assists in decisions related to the PhD program. Any changes to the original Plan of Study must be discussed with and approved by a member of the CAC.
Students normally satisfy the letter-graded requirements in the first two years of graduate studies. In consultation with the CAC, special arrangements may also be made in the following circumstances:
(a) Advanced courses passed with honor grades by a Harvard undergraduate, who is subsequently admitted to the Graduate School, may be counted in fulfillment of the departmental course requirement. They may be counted for residence requirements only if in excess of the courses required for the AB degree.
(b) Students who have taken elsewhere the equivalent of a Harvard advanced course may, by arrangement with the Curriculum Advising Committee, meet the requirement with respect to that course without enrollment by fulfilling such requirements as the instructor in the course stipulates (see **Chapter V**, "Credit for Work Done Elsewhere").
Admission to a research group is strongly encouraged at the start of or during the student’s second term. All students should enter a research group by June 30th of their first year.

Rotations

Incoming graduate students are required to participate in three 4-week rotations in different laboratories, OR they may conduct one 8-week and one 4-week rotation in two different laboratories. The goal of the rotations is to broaden a student's scientific perspective by exposure to the science and environment of different laboratories. Students may rotate with faculty outside the Chemistry and Chemical Biology Department. Anyone wishing to do a rotation in an outside department is encouraged to contact the outside faculty member directly to discuss the possibility of a rotation.

Advising

During Orientation, each incoming student meets with an assigned member of the Curriculum Advising Committee (CAC) to formulate a Plan of Study. The CAC advises students on their academic plans, approves required courses, and assists in decisions related to the PhD program. Any changes to the original Plan of Study must be discussed with and approved by a member of the CAC.

During rotations, once in a lab, each rotation student will be assigned a graduate student or postdoctoral mentor. Mentors are a valuable resource for rotation students, providing guidance and advice regarding lab practices and policies.

Students should enter a research group by June 30th of their first year. Once a student joins a research group, the faculty member of that group becomes the student's advisor. If a student subsequently finds that another area of research more closely matches his or her interests, the student should consult with the director of graduate studies.

At the end of their first year students are expected to form, in consultation with the director of graduate studies, their Graduate Advising Committee (GAC). The GAC consists of the student's advisor and two other faculty members, one of whom must be a CCB faculty member. Students report their progress to the GAC at least once per year, beginning in their G2 year. The GAC may require more frequent meetings depending on the student's progress, especially as the dissertation defense nears. The objective of these meetings is to bring focus to the timely completion of degree requirements, to foster (non-advisor) faculty-student interactions, and to provide career counseling.

Students are encouraged to consult with the director of graduate studies on any issues that affect graduate student life.

Oral Examinations

Students are expected to present and defend an independent research proposal anytime between the first semester of their G2 year and the end of their G4 year (June 30th). Any one of the G2, G3, or G4 GAC committee meetings can serve as the independent research proposa meeting. Students are required to choose topics that are distinct from their PhD research, and the final topic should be arrived at in consultation with their advisor. The student with his/her advisor will decide when to present the independent research proposal.

Completing an independent research proposal will expand a student's base scientific knowledge and provide a formal exercise in identifying research projects in interesting and promising areas of research. The objectives of the independent research proposal program are:

1. To provide students the opportunity to:
1. Think deeply and creatively about a significant research problem and propose how that problem can be addressed experimentally.
2. Develop writing skills by preparing a clear and concise scientific document.
3. Develop oral presentation skills and engage in scientific discourse.
2. To provide students with a forum to receive constructive, critical feedback from faculty members.

   The oral exam is expected to be 30 to 60 minutes in duration. During the presentation, students should be prepared to answer questions concerning the proposal topic as well as allied areas. Questions of a more general nature or of topical interest (e.g. recent CCB seminars) may also be asked. At the end of the independent research proposal presentation, there will be a short discussion on research progress to date.

Language

A thorough command of oral and written English is required. Incoming PhD students who are non-native speakers of English and who have not received their undergraduate degree from an English-speaking institution will have their English proficiency tested by the Institute of English Language (IEL). Students who are not deemed proficient will be required to take courses at the IEL to develop their English language skills as part of their preparation for teaching and professional development. Students will not be allowed to teach until they are deemed proficient.

Teaching

All students are expected to teach in the spring term of their first year and during one term of the second year based on teaching needs. With their advisor's approval, a student may also teach in subsequent years.

Satisfactory Progress

Continuation in the degree program is contingent on the following: (1) satisfactory completion of required coursework, (2) successful presentation and defense of an independent research proposal in accordance with policy set by the Graduate Advising Committee (GAC), (3) admission to a research group during the second term in residence, unless extension of time has been approved by the director of graduate studies, and (4) satisfactory progress in 300-level research courses.

Dissertation

The preparation of a satisfactory dissertation normally requires at least four years of full-time research. The final manuscript must conform to the requirements described online in ***The Form of the PhD Dissertation***.

All students are expected to provide a public presentation of their PhD research. The dissertation defense will be comprised of two parts: 1) a public presentation of the student's PhD research to which members of the CCB community will be invited, followed by 2) the private PhD dissertation defense before the dissertation defense committee (generally the GAC). One of the readers must be a faculty member of the department of Chemistry and

Chemical Biology (generally the advisor). Two members of the committee must be members of the Faculty of Arts and Sciences. Faculty members from other schools at Harvard who hold appointments on GSAS degree committees as well as FAS emeriti and research professors may serve as a member of the dissertation committee. Faculty of institutions outside of Harvard may serve as a member of the dissertation committee providing the requirement of two readers from the FAS (one being a CCB faculty member; generally the advisor) is met.

Master of Arts Degree (AM)

The Department of Chemistry and Chemical Biology does not grant a terminal AM degree. However, upon completion of certain requirements, students in the Chemistry PhD program may apply for the AM degree. A thesis is not required. The requirements for this degree are:

Residence

A minimum of one year of full-time study is required.

Course Requirements and Research

The student must pass eight advanced four-credit courses diversified among the fields of chemistry with average grades of B or higher. Grades of B- will count as a pass if balanced by a B+ or better on a one-for-one basis. Grades of C+ or below will not count. Typically, four of these four-credit courses are classroom work, and the remaining four are research courses. As many as four four-credit courses of the required eight may be taken outside the Department of Chemistry and Chemical Biology, provided the Curriculum Advising Committee approves them. Students planning to take such courses should petition the CAC in advance of taking the courses in order to have them count for the AM degree.

Approval of the application for the AM degree is contingent upon the satisfactory completion of the required eight four-credit courses. Proper documentation of passing grades on applicable bracketed courses (i.e., GSAS transcripts) must be received by the department office before approval of the AM degree is granted.

Language

A thorough command of oral and written English is required. Incoming PhD students who are non-native speakers of English and who have not received their undergraduate degree from an English-speaking institution will have their English proficiency tested by the Institute of English Language (IEL). Students who are not deemed proficient will be required to take courses at the IEL to develop their English language skills as part of their preparation for teaching and professional development. Students will not be allowed to teach until they are deemed proficient.

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Classics

The First Two Years

Course Requirements

- Combination of sixteen four-credit courses, 301s, or units of TIME.
- The requirements for the seven different tracks (Classical Philology, Classical Archaeology, Classical Philosophy, Ancient History, Medieval Latin, Byzantine Greek, and Modern Greek), and the stages at which they need to be completed, are set out on the **departmental website**.
- Policy on Incompletes: A student may carry a grade of Incomplete (INC) for coursework not completed by the end of the term, but only until the last day of the following term, unless with special permission of the graduate committee. Accumulation of Incompletes is strongly discouraged.

Master of Arts (AM)

No terminal AM offered.

Teaching

Teaching is considered part of a student's preparation for eventual employment, and candidates are normally expected to be involved in undergraduate teaching beginning in their third year. Teaching may consist of assisting in a large lecture course in the General Education curriculum or in a departmental literature survey, in conducting an undergraduate tutorial, or in full responsibility for undergraduate language courses under the guidance of a faculty mentor.

Advising

All graduate students throughout their program receive general advising from the graduate committee, which meets formally with each student every term.
In the course of their preparation for the special examinations, students work closely with three faculty members who direct their special authors and special field.
From the beginning of the dissertation stage, the role of special individual advisor is assumed by the dissertation director.

In the event of a disagreement or dispute between student and dissertation director, mediation will be provided through the director of graduate studies and the chair of the department.

General Examinations

All students will, normally by the end of their second year, take general examinations as described on the departmental website.

Special Examinations

By the end of the third or, at the latest, the fourth graduate year, the candidate must take a two-hour oral examination in three chosen categories, as set out on the departmental website. The choice of categories should be submitted for approval by the graduate committee at the time of the general examinations or within a month following them. Preparation for this examination will be by independent study, with regular supervision by a faculty member for each part of the examination (Class. Phil. 302). These examinations may be repeated only once in the event of failure.

Dissertation

(1) At the end of the special examinations, or at the latest within one month thereafter, the candidate should specify the area in which the dissertation is to be written and the name of the dissertation director. This person shall be a member of the Harvard faculty.
(2) The candidate, after consultation with the director, and within two months of the special examinations, will then invite two other faculty members to serve as readers. In exceptional cases, and with the prior approval of the graduate committee, one of these two members may be drawn from another department, another university, or an equivalent institution.
(3) Before the end of the term following the special examinations, the candidate shall meet with the director and the two readers for approval of the prospectus of the dissertation. The prospectus can take many forms, and its scope is various. The purpose is to ensure that the candidate has done enough work to determine that (a) the project is manageable, is of suitable scope, and has not been done before in the same way, and (b) the candidate has the knowledge and skills to make an original contribution on the topic. The prospectus should include an account of the issue to be investigated, an outline of the approach to be taken, an annotated bibliography, and a timetable for completion. The recommended length is 20-25 pages. The director shall promptly notify the graduate committee (by means of the appropriate form available in the department office) of the approved title and the name of the members of the dissertation committee.
(4) The director and other members of the dissertation committee shall, by May 15th of each year, or within twelve months of the prospectus meeting, and on annual occasions thereafter, meet with the candidate to reflect on the progress towards the dissertation, and on other aspects of the candidate's professional profile (teaching, attending conferences, giving papers, publishing articles, etc.). External members of the committee shall normally be physically present at these annual meetings, but may be present via conference call, Skype, or video-conferencing. The candidate shall submit to the committee a self-report in advance of this meeting, detailing progress towards the dissertation, any problems or setbacks, reflections on teaching, and on professional development in general. After the meeting, the advisor shall

prepare a written summary of the discussion, and this report will be made available to the student and the DGS.

(5) Not later than the end of the sixth graduate year (except by permission of the graduate committee), the candidate must present a dissertation as evidence of independent research. The dissertation shall be completed in conformity with the guidelines set out in the GSAS publication, ***The Form of the PhD Dissertation***, and the following procedure shall be followed for the submission and defense of the dissertation:

(6) When the candidate and the committee deem that the dissertation is ready to be examined, the candidate shall present three unbound copies of the entire dissertation not later than one week before the degree application due date specified on the **Degree Calendar** in the GSAS Handbook for that year.

(7) The members of the committee shall have not less than two weeks after the submission date in which to read the dissertation, after which they shall confer, either in person or by other means, and shall decide, by majority vote, whether the dissertation defense should proceed. If the decision is positive, the committee members shall also agree on the changes and revisions needed for the dissertation to be approved. If, in the view of the committee members, substantial work remains to be done on the dissertation, the defense will be postponed to a later date. The director shall communicate the results of the committee discussion to the candidate.

(8) If the committee decides that the defense can proceed, the candidate shall normally have up to four weeks in which to make such changes and revisions as may have been specified by the committee and to submit a revised draft of the dissertation. The committee members shall have at least one week to review this revised draft before the defense takes place.

(9) The defense shall consist of a full and frank discussion of the dissertation, including plans for eventual publication of the results in article or monograph form. External members of the committee shall normally be physically present at the defense, but may be present via conference call, Skype, or video-conferencing. Following the discussion, the members of the committee shall decide, by majority vote, whether to approve the dissertation, and, if the result is positive, shall sign the dissertation approval form.

(10) The dissertation as approved shall be accompanied by two copies of a summary of no more than 1,200 words, which the director will promptly forward to the Editor of Harvard Studies in Classical Philology for publication.

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Comparative Literature

Advising

All first- and second-year students have two official advisors: 1) the Director of Graduate Studies (DGS), who for the 2016-2017 academic year is Professor Luis Girón-Negrón (**giron@fas.harvard.edu**) and 2) a Field Advisor, who is most often a faculty member in the Department of Comparative Literature. The DGS assigns all incoming students a field advisor for their first and usually second years. Students have the option, at the start of the G2 year, of continuing with the same field advisor as during the G1 year, or of choosing another faculty member. In the third year, students have one official advisor, the Field Advisor, who often supervises the major Orals field. During the G4 year and beyond, students have as their principal advisor the chair or another member of their dissertation committee.

Course Requirements

The number of courses required for the PhD in Comparative Literature is 16, of which at least 8 must be graduate (200-level) seminars. You can arrange to produce extra work, typically in the form of a graduate-style research paper, to receive 200-level credit for courses that are listed at the 100-level; such arrangements must be made early in the semester when the course is being taken, ideally within the first two weeks of classes, because your plans must be approved by both the course instructor and the DGS. The necessary approval form is available from the Department Administrator in Dana-Palmer House, or may be downloaded from the **department website**.

Your remaining 8 courses will include 100-level courses, 200-level seminars, a maximum of 3 300-level courses (Reading and Research courses; these courses are graded SAT/UNS and do not generally require a seminar paper), and a maximum of 4 language courses (language training at any level).

During your first two years in the department you must balance coursework in the following manner: at least 4 courses in the Department of Comparative Literature (1 of these courses must be CL 299ar, the Comparative Literature Proseminar; the remaining 3 can include up to 2 100-level Comparative Literature courses and occasionally, at the discretion of the DGS, courses with a comparative focus offered in other departments); and 8 courses in three literatures – most students will take 4 courses in their first literature, 2 in their second literature, and 2 in their third literature, but other combinations are possible, everything from 3-3-2 to 6-1-1, based on a student's background and needs. You are also required to take Professing

Literature 1, 2, and 3 your G1-3 years; these are one-credit courses that addresses career development topics relevant to the G1, G2, and G3 years, respectively. Typically, you'll be attending three of these sessions each year.

Overall, your coursework must include a significant dimension of comparative historical or cross-cultural study. This dimension can be met by taking a minimum of three courses with a chronological or regional focus different from your primary area of focus. (In the case of chronological breadth, these three courses can include the historically diverse third course in the primary literature.) It is important that the focus of these three courses be distinctly different from the focus of your other work. Thus, someone concentrating on European modernism would not be able to fulfill this requirement with three courses in the European nineteenth century; either greater historical depth or a significant cultural range (e.g., modernism in East Asia) is expected.

Other coursework may include relevant courses in literature, language, or other disciplines relevant to your interests, such as philosophy, history, anthropology, religion, linguistics, or art history. Courses in these topics with a comparative focus occasionally can count toward the 4 required Comparative Literature courses. Which courses can count is at the discretion of the DGS.

Students are advised that most academic employment opportunities are in national literature or area studies departments; there are very few full-time comparative literature positions in the United States. You thus are strongly encouraged, from the beginning of your graduate studies, to develop expertise in a particular national literature or other marketable field (e.g., theater) in addition to your comparative focus. You also should make certain, guided by the department's many faculty members with joint appointments in Comparative Literature and national literature/area studies departments, that you are completing the coursework and Orals reading, as well as formulating a dissertation topic, that will make you competitive on the national literature job market.

Grades

Candidates for the PhD are required, in each year, to receive more A's than B's; no grade lower than B- can be counted toward the degree. More than one grade below B- clearly indicates unsatisfactory progress in the program. Students should take comfort in the fact that grades below a B are highly unusual at Harvard. If you find yourself receiving low grades in a particular course, you should speak with the DGS right away.

Incompletes

You should avoid taking any Incompletes (INC). Incompletes are administrative nightmares that mar the transcript and damage your chances for receiving Harvard and outside fellowships. Even worse, Incompletes taken in one semester often have a snowball effect that causes students to fall further behind in their coursework and other requirements in the following semester.

With the exception of medical, family, or other emergencies, under no circumstances are students in Comparative Literature permitted to take more than one Incomplete per semester, and, with the exception of medical, family, or other emergencies, under no circumstances are they permitted to take an Incomplete in the Proseminar (CL 299ar). Students who take two or

more Incompletes in any given semester or an Incomplete in the Proseminar will automatically be put on unsatisfactory status, which will render them ineligible for financial support from the department and the university. Such students will lose their summer stipends, academic-year stipends, teaching fellowships, and other grants.

Students who are carrying two or more Incompletes at any given time will face the same penalties. They also risk being required to take a leave of absence or to withdraw from the program.

Students confronted by medical or family emergencies or other extraordinary circumstances that prevent them from completing their coursework in the semester in which the course is taken are expected, before the end of the semester, to inform the DGS and/or Department Administrator that they need additional time; the DGS works with such students on a schedule for resolving INC that can be modified as circumstances warrant.

By GSAS rules, outlined in the *Graduate School of Arts and Sciences Handbook*, Incompletes must be completed before the end of the semester that follows the one in which the Incomplete was taken, unless the professor sets an earlier deadline. In the absence of extenuating circumstances, students who do not resolve their INC within this timeframe will be placed on UNS status.

With the exception of medical, family, or other emergencies, all Incompletes must be resolved by the beginning of the G3 year. Students will not be permitted to register for the G3 year, nor will they be permitted to teach, if they have INC in courses being used to fulfill requirements. Likewise, students are not permitted to take Orals if they are carrying Incompletes in courses being used to fulfill requirements. Students with Incompletes will be required to submit to the DGS a plan for completing their coursework. As in all cases, students having academic difficulties should see the DGS at their earliest opportunity.

Language Requirements

In September of your first year, after consulting with the DGS and your Field Advisor, you will be required to prepare a list of four (or more) proposed languages; three of these, one of which may be English, will normally be primary languages for your “first,” “second,” and “third” literatures in which you will be doing coursework, while the fourth will often be an “instrumental” language, as described below. You should submit your list of proposed languages to the DGS no later than October 1 of your first year. Your list of proposed languages may be revised and resubmitted at a later date so long as it meets department guidelines, but it is important at the outset to develop a solid initial plan for the languages and literatures on which you’ll be focusing.

By the time you take Orals (by the end of the G3 year), you must be proficient in at least four languages related to your course of study and long-term interests; one of these four languages may be instrumental (i.e., you need only basic reading knowledge of it). At least one language must stand in a useful cross-cultural or diachronic relationship to others (see below).

Language requirements must be finished by the end of the third year; students must complete all language requirements before taking Orals.

Candidates who wish to receive an AM after the second year must complete language requirements in three languages before that degree can be awarded (for more on the AM degree, see below).

In exceptional circumstances – i.e., when students need additional time to gain competence in an unusually difficult language such as Arabic or Chinese, or when students change their focus significantly in their G2 year – the DGS may allow students until September of the G4 year to fulfill language requirements.

Instrumental language:

Your fourth language may be instrumental, that is to say, a tool for reading criticism, for engaging with philological and/or historical issues, or for making the first steps toward eventually studying the literature. You may fulfill department requirements for the fourth language by taking an upper-level language course in your instrumental language. (In such cases you must consult the DGS for approval, as the necessary level of coursework varies by language. For many languages, for example, two years of formal language training are required while for languages such as Arabic, Chinese, Japanese, and Korean, four years of formal language training are required). You also may demonstrate instrumental knowledge by passing a reading exam administered by the department. You may take this exam as many times as needed, but you must pass it by the end of the G3 year. The instrumental language is an optior that may appeal to students who seek in three languages a command that includes not just reading but extends to include speaking, listening, and writing, and in one language a reading knowledge only; other students may choose to develop full command of all four languages.

Premodern or cross-cultural language:

One of your four languages *must* be either premodern (diachronic) or cross-cultural. The term “premodern” implies that the language stands in a historically foundational or, in certain cases, diachronic relationship to one of the student’s other languages. Foundational languages would include classical Latin and Greek, biblical Hebrew, and classical Arabic, classical Chinese, classical Armenian, and Sanskrit. Normally the “premodern language” is not simply the “Old” form of a modern language which is studied in Old, Middle or Medieval, and Modern forms. In the event of uncertainty, candidates and/or their Field Advisors should consult the DGS. There are inevitably languages that are difficult to classify in this system. A case in point is classical Japanese. The department has considered this case twice and has decided both times that although classical Japanese (*bungo*) differs substantially from modern Japanese, the distinction is closer to the “medieval vs. modern” distinction that is found in other traditions (including the distinction between Old and Modern English). As a result, the department has determined that the standard foundational language for Japanese is classical Chinese. The department’s premodern requirement for students of Japanese can also be satisfied by demonstrating reading ability in *kanbun*. Even so, students of Japanese are strongly encouraged to take at least a year of *bungo*, formal training in which is needed to read pre-twentieth century and many early twentieth-century materials.

The term “cross-cultural” implies that this language is from another linguistic-cultural group than your other three languages. Usually a candidate working primarily on European languages and literatures, and choosing not to study Latin or another classical Western language, would need to study a language such as Chinese or Arabic to meet this requirement. Normally, English will *not* count as a cross-cultural language. Turkish and Modern Hebrew, however, do count as cross-cultural languages for students whose other three languages are European.

Students of Romance and Germanic languages can petition to have a Slavic language count as a “cross-cultural language.” This petition will be granted only if the spirit of the cross-cultural language requirement is maintained, namely that students venture considerably far outside their comfort zones, that they take on a language that not only is difficult for them but also gives them access to a considerably different corpus of literature/culture than those with which they are already familiar, and that their studies are significantly wide-ranging. The department remains committed to producing PhD’s who have a fundamentally broad understanding of languages and literatures.

The premodern/cross-cultural language requirement may be waived for students who are doing a combined AB/AM degree. However, if such students are subsequently admitted to the PhD program, they must then satisfy the premodern/cross-cultural requirement.

***Language Exams*:**

Competence in languages can be demonstrated by taking 100- or 200-level courses in the literatures of the languages (not language-learning courses, but literature courses in the departments in which those languages are offered: arranging to do some of the required readings in the original language in a course taught in translation is not usually sufficient) or by taking a departmental translation examination. Under most circumstances PhD candidates will demonstrate competence in three of their four literatures by meeting the course requirements for the first, second, and third literatures. For instance, a student who wishes to concentrate on literatures in English, French, and Spanish could take four literature courses in one of these and two in each of the others. Such a student would then also need to take an exam in Latin or another language from outside modern Europe to meet the requirement for a language that stands in a cross-cultural or diachronic relationship to the candidate’s other languages.

Students who wish to meet the premodern/cross-cultural requirement through an exam are encouraged to take the exam as soon as they feel ready; students may take the exam as many times as necessary. The department's translation exams for the fourth language will consist of a 2-3 pp. passage from either a creative or a critical work that students are asked not to translate, but instead to summarize/discuss/analyze. Students are permitted electronic dictionaries, but only to look up words or idioms, not to look up long phrases or sentences/paragraphs. The exam will be on the honor system. Paper dictionaries will also be permitted. The goal of the exam is to demonstrate the ability to read the language in question effectively. Students are given one hour for the exam.

Students who wish to take a language exam should speak with the Department Administrator. Often it will be possible for you to see copies of old exams, to get an idea of their length, difficulty, and variety. The Department Administrator is responsible for scheduling the exam and, in consultation with the DGS, for approaching faculty members in the department who are most suited to provide and grade the exam.

Students whose program of study requires more than the language training and coursework outlined in the ***Guide*** are encouraged to speak with their Field Advisor and the DGS as soon as possible to make appropriate arrangements.

Second-Year Paper

The first Friday of the fall term of their G3year students are required to submit a Second-Year Paper on a comparative topic. This paper must be 25-30 pages (double space, Times New Roman font, 12 pt. type, 7500-9000 words). It can be a study of two literatures written in two languages, but it also can look at a single linguistic corpus through a transmedia perspective (e.g., examining French-language film, together with French-language literature, and other media in French).

The Second-Year Paper can be an expanded version of a seminar paper written in an earlier semester. The Second-Year Paper can also be developed on the basis of an individual 300-level reading course guided by a faculty member and taken in the second and occasionally the first year in the PhD program. Writing a Second-Year Paper will demonstrate your ability to do a serious comparative project. Doing so also allows you to receive active faculty guidance on making the transition from doing coursework and writing seminar papers to writing publishable articles. The faculty member advising the Second-Year Paper (typically the instructor of the relevant seminar or 300-level course) and a secondary reader (assigned by the department usually after recommendation by the student) will provide a pass/fail grade and written comments.

The second year is also an excellent time to begin speaking with faculty about publishing opportunities as well as presenting work at conferences. Faculty members are here to help, but it is your responsibility to initiate these conversations.

Master of Arts (AM)

Application for admission must be to the PhD program, with the exception of Harvard College undergraduates with advanced standing who apply for a combined AB/AM. Students already in the PhD program may receive an AM degree in passing.

To obtain the AM the candidate must complete eight semester courses. One of these four-credit courses must be the Proseminar, another one must be in Comparative Literature, and the remaining six must include three in the first literature and two in the second literature. No more than one of the eight four-credit courses may be a reading course.

Candidates are required to have at least as many 200-level as 100-level courses, and only in rare exceptions will courses below the 100-level be allowed to count toward the degree. The candidate must demonstrate proficiency in three languages, one of which may be English. Except for AB/AM candidates, one of the languages must be premodern or cross-cultural, as described in the requirements for the PhD.

The Third Year and Beyond

The third and fourth year requirements in the PhD program in Comparative Literature are the PhD Orals Examination and the Prospectus Conference, respectively.

Students are required to begin formulating orals fields and lining up examiners during the spring semester of their second year. They should have all three lists drawn and approved by the end of May.

The PhD Orals Examination:

The basic academic work for the third year consists of preparation for the PhD Orals, together with initial formulation of the Dissertation Prospectus. Most students will also start teaching in

the third year.

Preparation for the PhD Orals helps you build connections with faculty members in your field (often there is some overlap between a student's orals committee and dissertation committee), and the examination itself approximates a job interview or aspects of a campus visit. All three parts of the examination are taken together; when examiners are out of the country for extended periods, they may participate via Skype or speakerphone. It is much better to take your Orals when you are most prepared, rather than to wait for faculty members to return from abroad.

All course/language requirements must be complete before taking Orals. This includes resolving Incompletes for courses being used to fulfill requirements.

Orals should be taken by the spring of the third year; under exceptional circumstances (such as leaves of absence of key examiners) the DGS may approve an Orals date in September of the fourth year. Regardless of when Orals are taken, students must have their Dissertation Prospectus approved by the department no later than December of the G4 year. For more on the Prospectus, see below.

The Oral examination takes two hours. It consists of a one-hour major field and two half-hour minor field examinations, each generally with one examiner, although you may arrange to have two examiners for your major field when a single examiner does not suffice to cover the material. An examiner can also be formally involved in more than one of your three fields, but you should have a total of three or four examiners. Although you develop each list and prepare it with the primary examiner(s) for that field, examiners often join in on the conversation throughout the Orals examination. In general, at least one of the professors on your Orals committee will be a member of the Department of Comparative Literature, but exceptions can be made when necessary.

Prospectus Conference:

Following the successful completion of your PhD Orals, you develop a Dissertation Prospectus of 10-12 pages, plus bibliography. Prospectuses longer than 10-12 pages (double space, Times New Roman, 12 point type) will not be considered by the department. The prospectus must be approved by the department by December of the G4 year. This means that the prospectus itself needs to be completed no later than November 1 of your fourth year, so that you have time for a Prospectus Conference with your Dissertation Committee and the opportunity to make the revisions your Dissertation Committee requests before your prospectus is submitted to the department.

The prospectus conference will be a discussion of a fairly broad range of reading that the student has undertaken in preparation for work on the dissertation. The conference will include a detailed discussion of the dissertation prospectus itself, with the aim of ensuring that the student is well prepared to move forward with the project and has developed both a viable conceptual structure and an appropriate outline of the chapters that will comprise the dissertation. Often, the three examiners for the PhD Orals Examination will also serve as the three faculty participants in the Prospectus Conference, but there can also be changes in personnel from one stage to the next. Ordinarily, but not necessarily, the three faculty members who participate in the Prospectus Conference will be three readers of the dissertation.

Acceptance of the Prospectus:

After the Prospectus Conference, the prospectus, revised if necessary, will be circulated to the full faculty of the department for discussion and vote at a department meeting; please submit your prospectus to the department at least one week before the department meeting at which you would like it discussed. Department meetings are scheduled well in advance; dates can be obtained from the Department Administrator. You must have your prospectus approved by the department by December of your fourth year. Where appropriate, your PDA (or departmental academic advisor) will communicate to you any suggestions from the full faculty for changing the prospectus and the bibliography. If the department asks for small changes to the prospectus ("passed with minor changes"), there is normally no need for the members of the Dissertation Committee to reconfirm their approval.

Chapter Meetings

Approximately once per semester and at minimum once each year, in order to remain in SAT status in the graduate program, you are required to have a chapter meeting with your dissertation committee. Most students use this occasion to discuss a completed draft of a new chapter, although you may occasionally have two chapters to discuss at a time or have a second meeting to discuss a chapter that needed substantial revision after the first chapter meeting. You also can use your chapter meeting to discuss your research/writing to date; this is recommended for those years that you do not produce two chapters.

Poggioli Faculty/Graduate Student Colloquium

The Poggioli Faculty/Graduate Student Colloquium, directed by Professor Luis Girón-Negrón with the assistance of the Liaison Committee, is an ideal forum in which to share one or more of your dissertation chapters; attending this colloquium also allows you to observe other students developing and discussing their work. Beyond campus, you should present your work at one or two conferences a year (more than that adds little and can slow your dissertation writing); the ACLA annual meeting is particularly recommended. The department has funding to assist in conference travel, as do the Graduate School and several Area Centers on campus (see the relevant websites for details). The department also very strongly recommends that while in graduate school you send out two articles for publication, one derived from your dissertation chapters and another drawing from work separate from the dissertation, which can show the breadth of your knowledge.

The PhD in Comparative Literature with a Special Program in the Study of Oral Tradition and Literature

The requirements for this special program are essentially the same as those listed above, except that at least one of the literatures must constitute (or at least include) a substantial corpus that is independent of written transmission and that derives from collections of performance recorded under strictly supervised conditions of fieldwork. A major resource for such purposes is the Milman Parry Collection at Harvard. Students in this program are overseer by the department's Committee on the Study of Oral Tradition and Literature.
Please see the description of a secondary field in Comparative Literature at the end of **Chapter VI**.

Secondary Fields

The Department of Comparative Literature offers Comparative Literature as a secondary field in GSAS to enrich the education of PhD students in other departments who seek to do research and teach across the institutional boundaries of national languages and literatures. Specializing in a national literature may be called on to teach comparative courses or courses in general or world literature. The secondary field in Comparative Literature prepares them to do so by introducing them to basic issues in the field.

Although the department recognizes that literatures in a single language constitute a coherent tradition, Comparative Literature seeks to develop an awareness of how literary works move across language borders, both in the original language and in translation. The department calls attention to theoretical issues shared not only across the boundaries of languages but also across very different traditions.

Prerequisites

An ability to work in literatures in at least three languages. Normally this will be demonstrated by coursework in which at least some of the primary readings are in the language. In certain circumstances (for example, if one of the languages is the student's native language) the DGS may waive the requirement that competence in a language be demonstrated by coursework. If English is used as one of the languages, the other two languages should show some breadth; that is, they may not be closely allied, either linguistically or by academic convention (e.g., Spanish and Portuguese, Urdu and Hindi, classical and modern Chinese, or Greek and Latin). The judgment regarding what can legitimately count for the set of three languages will be at the discretion of the DGS.

Requirements

1. Four courses, one of which must be the Comparative Literature Proseminar and two of which must be other Comparative Literature seminars at the 200 level. The remaining course requirements will be met by either 200-level seminars in Comparative Literature or 100-level Literature courses, which normally count for graduate credit in Comparative Literature.
2. Successful completion of a Second-Year Paper of 25-30 pages on a comparative topic, as required for students in Comparative Literature. Students doing a secondary field in Comparative Literature do not need to submit the Second-Year Paper by the beginning of the G3 year, but they are encouraged to submit this paper as soon thereafter as possible.

Contact the Director of Graduate Studies, **Professor Luis Girón-Negrón** with any further questions.

Further information regarding courses and programs of study in comparative literature may be found on our **website**.

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Earth and Planetary Sciences

Academic Advising

The Graduate Studies Committee (GSC) meets with all new students and confirms a preliminary advisor during the first week of the fall term. (Normally, it will be clear from the admissions process which faculty member should be the preliminary advisor.) After meeting with the GSC, students meet with their preliminary advisor during the beginning of the fall term to discuss a plan of study.

Unless students have an outside fellowship, the first year of funding derives from the Graduate School of Arts and Sciences (GSAS). This system is set up so the student can explore the scientific possibilities within the department before deciding upon a dissertation topic and PhD advisor. Toward this aim, first-year students are required to attend weekly tutorials during the fall term given by Earth and Planetary Sciences (EPS) faculty to learn about their research and laboratories. Toward the end of the spring term, first-year students submit their Plan of Study, which includes their proposed PhD advisor and advisory committee.

Normally, the advisory committee consists of a principal advisor and up to three other faculty members from the department. Members of the advisory committee are selected by the students in consultation with their advisor, two of whom must be members of the Faculty of Arts and Sciences following GSAS guidelines. One or more external faculty members may be on the committee. External members must be approved by the GSC prior to adding them to the committee. As students' research interests evolve, the composition of their advisory committee can be adjusted. Students who change their principal advisor to a non-EPS advisor should consult the EPS Co-Advisor Guidelines available on the **EPS website**. The co-directors of graduate studies mediate issues between graduate students and advisors should they arise.

Plan of Study and Course Requirements

All first-year graduate students are required to file a Plan of Study form toward the end of their second term. The form asks students to specify which courses they intend to use to satisfy each component of the course requirements, to name a PhD advisor, and to list members to serve on their advisory committee. The students' principal advisor and the co-directors of the GSC will review and approve the Plan of Study, or will notify students and their principal advisor if they foresee any problems. Students are encouraged to check with the GSC at the beginning of their first year to make sure the courses they plan to take are consistent with the course requirements.

All students are required to take at least eight letter-graded graduate-level four-credit courses in fulfillment of the PhD degree. Four of these four-credit courses must be at the 200 level in Earth and Planetary Sciences or related courses at a suitable level in other disciplines such as Applied Mathematics, Applied Physics, Astronomy, Biology, Chemistry, Engineering Sciences, Mathematics, or Physics. These courses should provide the student with the basis of knowledge required to do research.

Two applied math four-credit courses are required, and are meant to provide students with a broad mathematical education in addition to providing them with the mathematical tools they might need for their research. Students in geophysics, climate, ocean and atmospheric dynamics and other math-intensive research areas are normally expected to take Applied Math 201 and a second graduate-level applied math or statistics course such as APM 202, 205 or Statistics 230. Students in less mathematically-oriented research areas (as defined by their advisory committee) are expected to take Applied Math 105 and one of Applied Math 104, 111, 115, 147 or higher-level math courses, or Statistics 110, 111, 139, 149 or higher. Additional math and statistics courses not listed here may qualify with GSC approval. The department assumes all students have taken the mathematic equivalent to Applied Math 21a and 21b. If not, they should be taken in addition to the above requirement and incoming students should be aware that this represents a significant additional commitment.

To ensure that graduate students gain exposure to the many areas of Earth sciences, the department has a breadth requirement. Students are required to take at least two EPS courses outside of their main area of research interest. These courses must be approved by the student's advisor. By petition to the GSC, courses with an Earth or planetary science component in other departments at Harvard may count towards the breadth requirement, provided the course is a lecture course with an exam or a term paper designed for graduate students.

The requirements outlined above are a minimum standard and students will usually take additional courses in their selected fields and in other fields. Students normally satisfy the course requirements in the first two years of graduate study in preparation for their qualifying oral examination; however, students need not fulfill these requirements before beginning research and should not put off research on this account.

All degree candidates must maintain an average equivalent to B or better to continue in the program. Satisfactory progress is reviewed annually and students who fall below the grade minimum will normally be given one term to improve their grades.

Field Trip

All graduate students are required to participate in at least one department-sponsored field research trip during their time at EPS. These annual trips are organized by EPS graduate students and are approved by the GSC. Students learn about the relevant earth science in a particular area and gain experience in planning field trips—from developing an itinerary to preparing a budget to executing and reporting on the trip. Alternatively, students may be a leader on one of the undergraduate field trips, as appropriate, or may carry out other department-sponsored fieldwork. Students who are unable to take part in a trip should complete a waiver form by the end of their fifth year.

Teaching Requirements

All PhD students are required to serve as teaching fellows for at least two sections during their time at Harvard. The two sections should be for two different courses or for the same course in two different years. This requirement ensures that all students have at least some exposure to classroom or laboratory interactions with undergraduates, as teaching will likely be an important aspect of any future career. First-year students may not teach in their first term, but may serve as teaching fellows in the second term when the course material is useful for their own professional training (generally not General Education or introductory classes). Many students teach more than the minimum requirement. In some cases, this additional teaching provides necessary financial support for their research if research grants or fellowships are not available. However, to ensure that teaching does not prohibit satisfactory progress, students are required to petition the GSC if they wish to teach more than two sections in a single academic year.
After meeting the two-course teaching requirement, students are paid a higher rate when teaching (about an additional one months' stipend paid over the teaching term). Teaching two sections of one course in a given term merits the financial teaching benefits but does not satisfy the academic teaching requirements. Under special circumstances, students may petition the GSC to keep the full stipend while teaching the two required sections or after they have fulfilled the minimum requirement.
If a student has received an outside fellowship that permits additional support, he or she may keep the stipend from teaching in addition to the fellowship—even if it is while teaching the two required sections.
Students are required to consult with their faculty advisor regarding when and which courses they should teach, in order to maximize the benefit to their education and training and make sure teaching does not interfere with their dissertation work. Students are also required to attend teacher training such as an EPS micro-teaching workshop or a **Bok Center Teaching Conference** (offered at the start of each term) prior to teaching their first class. Students for whom English is their second language may want also to contact the Bok Center to discuss which resources (available year round) would help them become effective teachers.
Students should obtain their faculty advisor’s approval before undertaking outside work.

Qualifying Oral Examination

The purpose of the oral examination is to determine a student’s depth and breadth of scholarship in a chosen area of specialization as well as the student’s originality, capacity for synthesis and critical examination, intensity of intellectual curiosity, and clarity of communication.
In consultation with their principal advisor, students are required to prepare and submit to their oral exam committee and to the graduate coordinator a paper on a research topic, to discuss it in-depth, and to answer questions about the topic and closely related problems. The paper should be no more than fifteen pages including figures but not including references, in 12 pt. font with 1.5” margins. More far-reaching questions that have a bearing on the research will also be subjects for discussion. The research paper should be distributed to the committee with a copy to the graduate coordinator at least two weeks prior to the date of the orals, failing which their exam may have to be rescheduled.
All candidates for the PhD degree are expected to take the oral examination by the end of their fourth term in the program. It is the student’s responsibility to file the Request for the Oral Examination form or petition for postponement. The form requests the student and principal

advisor each to nominate a member of the examining committee for the oral examination. Normally, these will be the other members of the student's advisory committee. The examining committee will consist of the principal advisor, the nominee of the principal advisor, the nominee of the student, together with a fourth member from the GSC who will be appointed by the GSC. This fourth member will act as convener (i.e., chair) at the examination and will report the outcome of the examination to the graduate coordinator. The Request for the Oral Examination form or a petition to postpone is due by the Study Card due date in the student's fourth term in the program.

Request for permission to postpone the examination is by written petition to the GSC and should include statements by both the student and his/her principal advisor outlining the reasons for postponement.

Oral examinations are open to all faculty members of the department, but only the examining committee members will evaluate the students. The examination generally begins with a presentation of the student's proposition lasting approximately twenty to twenty-five minutes uninterrupted (approximately 20-25 slides). Visual aids are encouraged; it is the student's responsibility to ensure that the necessary equipment is set up. The presentation should include an introduction explaining the rationale for the study, the methodology employed, and something of the context in the field of study into which the research project fits, and its implications or possible implications for neighboring branches of the Earth sciences.

The student's presentation will be followed by questions from the examining committee members and other faculty members present that will focus on issues bearing on the ability of the student to carry out dissertation research in his or her chosen area, but will not be limited to any narrow field of specialization or to the proposed project.

Students who do not pass the qualifying oral examination are normally given another chance with specific guidelines for improvement on their weakness(es).

The duration of the examination is variable but is usually in the neighborhood of two to three hours.

Progress Reports

In the third and subsequent years of study, students are required to file an annual Progress Report consisting of a one-page research summary and a form signed by all committee members. Students should meet with each member of their advisory committee and any issues should be noted on the form. The Progress Report is intended to keep the student, advisors, and the GSC aware of the student's progress toward the degree.

Third year students should include the subject and general objectives of their proposed dissertation research. Details may be modified as the dissertation progresses, but any major change in the subject and scope of the dissertation must be approved by the advisory committee.

Final Examination/Dissertation Defense

The object of the dissertation is to show that candidates have technical mastery of the field in which they present themselves and that they are capable of independent research. The subject should be distinct and limited, and the writer should be able to formulate conclusions modifying or enlarging some aspects of present knowledge. Candidates must submit the dissertation not

more than five years after having passed the Qualifying Oral Examination. When students have completed writing the dissertation, they meet with their final examination committee for a private defense of their dissertation. This private defense generally takes between one and two hours. An unbound copy of the dissertation is distributed to the final examination committee members at least two weeks prior to the private defense. An electronic copy is also given to the graduate coordinator and is available to the department community if requested.

PhD candidates are required to file the form Request for Appointment of Final Examiners and Scheduling of Final Examination. This form requests that the student and the principal advisor each nominate a member of the final examining committee for the final examination. The final examining committee is approved by the GSC and normally will consist of the principal advisor, the nominee of the principal advisor, the nominee of the student, together with a fourth member appointed by the GSC. This form is provided to request scheduling of the final private examination and the public presentation. At the private defense, PhD candidates can expect recommendations for changes to their dissertation and/or a decision on whether or not the final examination committee feels the candidates are ready to go forward with a public defense.

It is expected that the dissertation will conform to the requirements described online in ***The Form of the PhD Dissertation*.**

Parental Support

Following the birth or adoption of a child, EPS graduate students are eligible for the Parental Accommodation and Financial Support Program (PAFS) offered by GSAS. EPS will supplement the financial component of this program to equal a total of up to six months of a graduate student's stipend at the standard EPS rate and corresponding tuition and health fees. The student and advisor should establish research expectations during this time. Students should coordinate support with the EPS Graduate Coordinator and GSAS.

Master of Arts for Non-EPS Students

PhD candidates in another FAS department who wish to be candidates for the AM degree in EPS may petition the GSC upon satisfactory completion of the required eight four-credit courses as outlined in the PhD course requirements section of the Graduate Student Handbook. The four depth courses must be 200-level EPS courses. The two breadth courses must be EPS courses at the 100- or 200-level. Under special circumstances the GSC may approve the breadth courses to be Earth Science-related courses from other departments, provided they are at the 100- or 200-level. Depending on the student’s area of specialization, the two math courses can be either at the 100- or 200-level. Students are required to meet with a member of the GSC with respect to satisfying all course requirements. Courses with grades lower than B- cannot be used for the AM degree and an overall grade average of B or better is required. Candidates should petition the GSC six weeks before the appropriate Application for Degree deadline and with the knowledge and written consent of the director of graduate studies in their parent department. Other aspects of the student’s graduate career at Harvard remain the province of the parent department.

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East Asian Languages and Civilizations

The First Two Years

The department considers applications only for the PhD degree.

Residence

Minimum of two years of full-time study, sixteen four-credit courses or the equivalent. For financial residence requirements, see the application booklet.

Program of Study

Each student is required to engage in a program of study that involves at least three fields of knowledge. One of these fields should be chosen to demonstrate breadth in regard to a different area or discipline. The program will be determined in consultation with the student's advisor. Courses in other departments may be included whenever appropriate. Two research seminar papers with a grade of A- and above, one of which must be in the student's primary field, are required of all students prior to taking the General Examination.

Language Requirements

The department sets specific language requirements for the degree that are intended to ensure that all students are proficient in the primary language(s) needed for professional scholarly research in the field. These requirements are the same for EALC and HEAL PhD candidates. The general principle is competence in a relevant research language other than the language of primary focus, but we will also emphasize flexibility and individual needs. Students are required to obtain written permission from their advisor and the DGS if they want to waive or change the language requirements. Students may be asked to demonstrate their competence in their primary language through course work or a language examination (administered by the head of the relevant language program in consultation with the advisor). They normally fulfill their research language requirement through course work but can choose to demonstrate their competence through a language examination.

Chinese Studies

- Fourth-year level in modern Chinese
- Second-year level in literary Chinese

- Third-year level in modern Japanese or, in exceptional cases, equivalent ability in another east Asian language or another research language

Japanese Studies

- Fourth-year level in modern Japanese
- First-year level in classical Japanese
- Note: In exceptional cases, a second year of classical Japanese may be substituted for the fourth year of Japanese.
- For students of pre-modern Japan: One year of literary Chinese and other appropriate language study (e.g., kanbun, komonjo, more classical Japanese) as determined by the advisor
- For students of modern Japan: One year of literary Chinese or advanced proficiency (2nd year level) in another modern East Asian language.

Korean Studies

- Fourth-year level in modern Korean
- Third-year level in modern Japanese
- For students of pre-modern Korea: Second-year level in literary Chinese
- For students of modern Korea: First-year level of literary Chinese. (Note: May be waived in certain circumstances with written permission of the faculty advisor.)

Tibetan Studies

- Third-year level in literary Tibetan
- First-year level in modern Tibetan
- Combined two years of study of literary and/or modern Chinese depending on specialty. In some cases, the equivalent background in either Manchu or Mongolian may be substituted fo Chinese.
- One year of Sanskrit

Incompletes

Students must not carry more than three.

Advising

Students are assigned advisors appropriate to their fields when they first arrive, and will continue to work closely with them throughout their program. They will also consult periodically with the director(s) of graduate studies. Students may change advisors in consultation with the department.

General Examination

The student must pass a two-hour oral examination in at least three fields. In addition to the oral examination, the student will be required to demonstrate proficiency in the primary language to be used in his or her research. Each subfield within the department will determine the means to test such proficiency.

Students are expected to pass the general examination by the end of the third year in the department, but no later than the beginning of their fourth year. For those students who have previously gained the AM at Harvard, at the end of the second year in the PhD program of the department but no later than the beginning of the third year.

The Dissertation Prospectus

A prospectus of a student's dissertation, between fifteen and twenty-five pages, is to be submitted and approved within six months of the General Examination. At the end of the G-4 year, students are expected to present their prospectuses at a conference of faculty and students. Note: Students must have their prospectuses approved prior to presenting at the conference.

Dissertation

The dissertation, which must make an original contribution to knowledge, may deal with any subject approved by the department. It must demonstrate the student's capacity to make critical use of source material in one or more East Asian languages.

Dissertation Defense

To qualify for the degree of Doctor of Philosophy, students are required to present their dissertation at a public defense. Note: The dissertation must be submitted to the student's committee at least six weeks prior to the anticipated defense.

PhD in History and East Asian Languages

In addition to the degree in EALC, the department also accepts applications from students who wish to study for the PhD in History and East Asian Languages. The requirements for the degree are similar to those for the PhD in East Asian Languages and Civilization. The principal difference is the additional requirement of a passing grade in one of the first-year colloquia (e.g., History 3910) offered in the Department of History. Students in this program are overseen by EALC's Committee on the PhD in History and East Asian Languages, which includes faculty from both the Department of East Asian Languages and Civilizations and the Department of History.

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Economics

The First Two Years

Courses

The following required courses are completed during the first two years: Core macro and micro series Ec 2010a, 2010b, 2010c, 2010d; Quantitative Economics Ec 2110 and Ec 2120; and the distribution requirement consisting of one course in economic history, behavioral economics, or political economy.
Students must register for Ec 3000 in their third year and complete a research paper under the guidance of their faculty advisor. The paper must be complete and physically present in the student's file in the department's graduate office before the written field examination can be taken.

Advising

Students are assigned a designated faculty advisor during their first and second year. In subsequent years, students may either remain with the first year advisor or choose an advisor on their own. A formal advising committee, consisting of at least two faculty members must be assembled prior to the fall semester of the third year. Most students choose to have a member of their dissertation committee also serve as their advisor. This, however, is not required. Students choose the dissertation committee, which is responsible for conducting the dissertation defense and approving the dissertation. This committee typically consists of three faculty members, one of whom must be a senior faculty member. One of the faculty members on the dissertation committee may also serve as the student's main advisor.

The General Written Examinations

General written examinations in micro and macro-economics are taken in the spring of the first year. Students must pass each examination with a grade of B or better.

The Written Field Examination

The written examination is taken in two areas of concentration. Students must take two approved courses for credit in order to satisfy the requirements for testing in a field. As such, a minimum of four courses needs to be taken for credit. A listing of fields is kept in the department's graduate office.

By mid-March of the second year, students will complete a “Field Exam” Form, which requires students to indicate their two fields and the four courses they completed in accordance to the requirement. The Director of Graduate Studies will sign off on the form to confirm the appropriateness of the courses and fields selected.
The Field Exam is completed in May of the students’ second academic year, (during the week following the spring term exams). Field exams can only be delayed after permission is granted by the Director of Graduate Studies in consultation with the student’s advisor. Extraordinary circumstances such as health related issues are also taken into consideration when determining timing.

Time Limits

For the student to remain in good standing, the requirements enumerated to this point must be completed within the first three years.

Year Three and Forward

Year Three Working Seminar

After passing the written examination, students must enroll in a working seminar or participate in an informal lunchtime seminar group. Students in their third year and above must present in a working seminar (or informal lunchtime seminar) each term.

Dissertation Committee and Research Plan

Prior to the beginning of the spring semester of the third year, students must assemble a dissertation committee consisting of at least two faculty members, and must complete a preliminary research plan of, at most, five pages, which is signed by the dissertation committee by the beginning of the fourth year.

After Year Three Working Seminars

Students must present a paper on results of the dissertation research to a working seminar. To accomplish this end, students must continue to enroll in a working seminar each term.

Time Limits

Students must complete the dissertation within three years of residency after passing the oral general examination or face a lapse of candidacy. Students are allowed one year of leave and may apply for an additional year of grace. Nevertheless, the dissertation must be completed within a maximum of five years after passing the written field examination.

Dissertation

The Dissertation Committee

The dissertation committee typically consists of three faculty members, one of whom must be a senior faculty member. At least one additional committee member should be a member of the department. The third member can be from another department or from another university.

The Special Examination

The special examination is administered in conjunction with the dissertation defense. It is much like the defense, but the questions are not limited to the dissertation itself.

Time and Place of Defense and Special Examination

The date and time for the defense and special examination are determined by the student after consulting with the dissertation committee. The date should allow time for any revisions to be made to the dissertation before it is bound and submitted to the registrar.

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Education

The PhD in Education is offered jointly by the Harvard Graduate School of Education (HGSE) and the Faculty of Arts and Sciences (FAS) and draws faculty from across the University's graduate and professional schools. Candidates for the PhD in Education will be affiliated with one of three concentrations: Culture, Institutions, and Society (CIS); Education Policy and Program Evaluation (EPPE); or Human Development, Learning and Teaching (HDLT).

Advising

All entering PhD students ("G1s") are assigned an academic advisor based on interests and goals discussed in the admissions application. The advisor must be a *current* HGSE faculty member who is a member of the Faculty of the Whole (see Committee On Degrees website for a list). The relationship between the faculty advisor and student is integral for scholarly progress and professional development. Like any professional relationship, the advisor-student relationship takes time to develop and is unique in nature, matching the styles and needs of both individuals.

Academic Residence

Completion of a minimum of two years of full-time study in residence is required to receive the PhD from GSAS. The academic residence requirement can be reduced by as much as one semester (four four-credit courses) if the candidate's department grants academic credit for prior work done at HGSE (see **Chapter V**).

Satisfactory Progress

The PhD in Education Steering Committee monitors each student's progress year by year. The PhD in Education degree is governed by a series of benchmarks that define what is considered evidence that the student is making "satisfactory, adequate and timely progress." During the period between admission to candidacy and submission of the dissertation, the PhD Steering Committee conducts annual reviews to ensure each candidate is meeting relevant benchmarks and academic milestones.

Program of Study

The First Two Years

PhD in Education students must complete minimum 64 credits/16 courses toward the degree, along with other academic and research-related requirements, including:

- PhD Proseminar in Education (Year 1 fall; 1 course)
- Concentration Core Seminar (Year 1 spring; 1 course)
- Foundational Quantitative Methods Courses (2 courses)
- Foundational Qualitative Methods Course (1 courses)
- Additional Qualitative Methods Course (1 course)
- Concentration Electives (3 courses)
- General Electives (5 courses)
- Research apprenticeship (each year)
- Reading Time (written comprehensive exam preparation; Year 2 spring, 1 course)
- Written portion of the Comprehensive Examinations (Year 2 spring)
- Colloquia (Years 1 and 2; 1 course per year)

Year Three

- Any outstanding coursework
- Oral Comprehensive Examinations
- Research apprenticeship
- Teaching Fellow appointment(s) (four “slots” required at HGSE, typically fulfilled in Years 3 and 4)
- Dissertation Proposal (Year 3 or 4)

Years Four-Six

- Dissertation Proposal (DP)
- Research apprenticeship
- Teaching Fellow appointment(s) (four “slots” required at HGSE, typically fulfilled in Years 3 and 4)
- Dissertation Committee Meeting (Year 4 or 5)
- Dissertation and Oral Defense (Year 4, 5, or 6)

Master of Arts (AM)

The department does not admit candidates for a terminal AM degree, but students who have met all the course requirements for the degree may petition to be awarded an AM in Education from GSAS or a Master of Education (EdM) from HGSE.

Teaching

To enhance students’ teaching skills, to promote consolidation of their own learning, and to provide opportunities for developing knowledge-brokering skills, all PhD in Education students are required to complete four Teaching Fellowship (TF) “slots” at HGSE over the course of their time in the program. Most students will fulfill this requirement in Year 3 or Year 4, though students can fulfill the requirement any point in the program **before the year they receive their dissertation completion funding**.

Please note that this requirement is applicable to all PhD in Education students—regardless of amount/level of teaching experience—and MUST be met with HGSE courses. TF slots from the

Faculty of Arts and Sciences (FAS), GSAS, and/or other Harvard schools do not count toward this requirement, though are certainly encouraged in terms of professional development.
TF “slots” at HGSE represent 1.5 days per week (on average) of salaried academic work over the course of a semester, or the equivalent amount of time when spread over a longer period (e.g., yearlong) or condensed into a shorter more intensive period (e.g., January Term). A TF “slot” can be fulfilled in the following ways:

- A single course “slot” for a traditional, semester-long class (equates to one “slot”)
- A single course “slot” spread across a year-long class (equates to one “slot”)
- A double “slot” for a course with a particularly heavy TF workload (equates to two “slots”)
- A January term “slot” (equates to one “slot”)

Other Requirements

Colloquia

The HGSE Research Colloquia Series brings together faculty and research doctoral students in a community of learning to foster disciplinary, as well as interdisciplinary, dialogue and discussion. These meetings include presentations by Harvard faculty, faculty and researchers from outside of Harvard, and other Harvard doctoral students.
Three colloquia run each year—Culture and Institutions; Education Policy; Learning and Development—corresponding with the three PhD in Education concentrations. They meet weekly, at the same day and time. Each colloquium addresses topics salient to that strand and its participants, and includes presentations of work-in-progress in addition to completed work.
Approximately once per month, all colloquia participants will convene for a program-wide research presentation on a topic of mutual and interdisciplinary interest. This monthly, program-wide colloquium is organized around a key program or topic area in education, such as leadership in education, global contexts in education, early childhood education, education access and equity, civic learning and engagement, or teaching and instructional effectiveness. It also features work-in-progress and completed work.
First and second-year PhD in Education students are required to register (and earn two credits per year) for one of the three colloquia, and could register in different strands in each year. Registration and participation is strongly encouraged in later years, as well. PhD in Education students are required to present their work in the colloquium twice during their program, optimally between year 2 and graduation.

Research Apprenticeship

All PhD in Education students are expected to engage in research starting in their first year and continuing throughout their doctoral studies. The research apprenticeship provides students an opportunity to develop their research skills, and may take several forms, including:

- Independent research work under the guidance of a faculty member, either as a paid Research Assistant (RA) or for independent study credit;
- Research work with a faculty member (and often other doctoral students) as part of a research project;
- Active participation in a research group or lab, often led by the primary academic advisor or by a small group of collaborating faculty;

- Enrollment in an approved Doctoral Research Practicum – a course designed to teach students research skills through guided engagement in a specific project.

Students are strongly encouraged, as part of their research apprenticeship work, to collaborate with faculty and other doctoral students in order to jointly author scholarly papers.

Grade Requirements

Students must maintain a cumulative grade average of B+ or better in each year of graduate work. At no time may a student register for a term if he or she has more than one Incomplete. Where the primary field requires either that all courses be passed at or above a certain grade or that the student's average grade be higher than B+, the student will be required to meet that requirement for courses in the field.

No more than one Incomplete may be carried forward at any time by a PhD student in Education. The work of the incomplete course must be made up before the end of the term following that in which the course was taken. In applying for an Incomplete, students must have signed permission from the instructor and in some cases, the director of graduate studies, or the course in question may not count toward the program requirements. If students do not complete work by the deadline, the course will not count toward the program requirements, unless there are documented extenuating circumstances.

Comprehensive Examinations

All PhD in Education students take the Written Comprehensive Exam in Year 2, spring. In Year 3, students take the Oral Comprehensive Exam with their faculty advisor and committee members. Once the student has passed the oral exam, s/he is approved to move forward to the dissertation proposal stage.

Dissertation Proposal

A Dissertation Proposal (DP) is a document generated prior to the dissertation, to introduce and summarize a student's research goals and proposed methods of investigation. It is a blueprint for the research to follow. The purpose of the dissertation proposal is to articulate, in this case for the committee readers and members of the Committee on Degrees (COD), that there is a research question worth pursuing, and that the study is well designed to address it. Every DP includes a literature review leading to an explicit research question and a detailed plan for investigating the question through original research. The DP should convince readers that the study is both likely to enrich the field in general, and feasible in nature.

Dissertation Committee Meeting

After the DP has been approved by the COD, the student will receive a letter acknowledging the work, providing details of their scholarly review, and including questions and issues to consider during the next stages of research. Using that review as a basis for discussion, the Dissertation Committee is then required to meet together jointly with the student to discuss the proposal in detail. All dissertation committee members must be present for this meeting. The required committee meeting serves as an opportunity to:

- Discuss the proposal in detail with all members of the Dissertation Committee together;

- Provide faculty readers the opportunity to question and offer suggestions about data collection, analysis, and writing plans;
- Discuss and address any concerns or suggestions offered by the COD in its letter approving the proposal;
- Discuss emergent issues in the early progress of the proposed work;
- Establish a framework and timetable for reading and submitting dissertation drafts to the faculty readers.

Members of the Dissertation Committee should come to an understanding about the future progress of the work, resolve any emergent issues, and agree upon what will be included in the final dissertation in order for it to be considered complete.

Dissertation

The dissertation is the cornerstone of a PhD, presenting the student's independent research and supporting his/her candidacy for earning the doctoral degree. For purposes of this program, a dissertation is a scholarly inquiry into some aspect of education based on original empirical research; it addresses a particular question and contributes significantly to knowledge and/or concepts in the field of education.

Oral Defense

The Oral Defense is, in many ways, a doctoral student's crowning academic achievement––the presentation and defense of one's own ideas and scholarship in a public forum. The Oral Defense promotes intellectual discourse and emphasizes the importance of disseminating educational research, with the goal of having an impact on practice and/or policy. The Oral Defense is 75 to 90 minutes––beginning with a 20 to 30-minute presentation by the student, followed by a 45-minute question and answer session led by the dissertation committee. At the conclusion of the public aspects of the Oral Defense, the student's Dissertation Committee will deliberate and vote in private before having the student return and learn the rating (Approved, Minor Revisions, Major Revisions), along with suggestions for steps to finalize the dissertation.

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Engineering and Applied Sciences

The First Two Years

Students may work toward a Doctor of Philosophy (PhD) in one of four subjects—*Applied Mathematics, Applied Physics, Computer Science*, and *Engineering Sciences*. Within Engineering Sciences, students may pursue one of several fields including *Bioengineering, Electrical Engineering, Environmental Science and Engineering*, and *Materials Science and Mechanical Engineering*. Doctoral students can earn the Master of Science (SM) en route to the PhD if they satisfy the requirements for that degree. Students may also pursue a terminal Master of Science (SM) or terminal Master of Engineering (ME) in *Computational Science and Engineering* or in *Engineering Sciences, Electrical Engineering.*

Master of Science (SM)

The SM degree is awarded for the successful completion at Harvard of eight semester-length (i.e., 4-unit) courses comprising an integrated program of both depth and breadth. The program is developed in consultation with a field advisor and must be approved by the Committee on Higher Degrees (CHD). Students are expected to take as many of the eight courses as possible from the 200-level courses offered by the Harvard John A. Paulson School of Engineering and Applied Sciences (SEAS). At least four of the eight must be SEAS courses, and a maximum of three 100-level courses may be substituted for 200-level offerings with CHD approval.
Depending on the subject of the degree, one 299r course may be included if a core exists of at least five other 200-level courses.
Only letter-graded courses may be included in the program. All courses must be passed with a grade of C or better, and a B or better average grade must be maintained. Detailed requirements are available in the **Policies of the CHD** document. It is expected that students will complete the SM in two terms, or one academic year.
No thesis, foreign language, or general examination is required, although a thesis option is possible.
Students admitted to the PhD program can apply for and receive the SM on completion of the requirements for the master's degree.
Advanced standing undergraduates in Harvard College may apply for admission to the AB-SM program (see Chapter IV) for the fourth year and are subject to the SM requirements described above.

Master of Engineering (ME)

The ME program admits students who wish to pursue more advanced formal training without undertaking the quantity of research required for the completion of a doctoral dissertation. The ME degree requires the successful completion of one year of course work and one year of research, including a final oral presentation of the thesis.

ME students must take 8 letter-graded courses that satisfy the same requirements as for the SM degree, plus eight additional research-oriented courses at the 300-level that result in the completion of the required ME thesis. The letter-graded courses must be completed with a B or better average grade; no course completed with a grade less than B- may be included.

The sixteen four-credit courses, including research courses, taken for this degree must form a coherent program plan approved by the CHD. Detailed requirements are available in the Policies of the CHD document. Students are expected to complete the requirements for the ME degree within four consecutive semesters. Continuation beyond the fourth semester will be granted only if there is reasonable assurance that the requirements can be completed by the end of the fifth semester.

No foreign language or general examination is required for the ME degree, although a thesis is required.

Doctor of Philosophy (PhD)

The PhD requires a minimum academic residency of two years beyond the bachelor's degree. Programs are individually developed in consultation with a field advisor and must be approved by the Committee on Higher Degrees (CHD), which also reviews any requests for exceptions to the requirements. A prospective PhD degree program must be filed for review by the CHD before the beginning of spring recess during the student's second term. A final PhD degree program must be submitted before Thanksgiving recess in the student's third term.

Courses

Courses provide the background knowledge that is often needed to successfully complete research, and allow one to learn more broadly about a field or related fields in a structured fashion. Students should work in close consultation with their advisor to develop an appropriate program of study that contains a minimum of ten (4-unit) courses. The ten-course requirement is considered a minimum and not a goal; students are encouraged to take additional courses whenever appropriate. Of the ten required courses for the PhD degree, at least eight courses will normally be disciplinary courses, i.e. courses that provide the scientific, mathematical, and technical depth that students need for the graduate programs in engineering and applied science.

Each course must be passed with a grade of B- or better, and a B average must be maintained. Academic, but not financial, credit may be granted for graduate work done elsewhere, but only if those courses are approved by the Committee on Higher Degrees as part of the degree program and justification for inclusion has been provided. Ordinarily, three such courses is the maximum number that may be approved, and in many cases fewer than three will be accepted. Detailed requirements are available in the **Policies of the CHD** document.

The first year is ordinarily spent primarily on coursework, although some students may begin research. The second year is usually divided between coursework and research, with coursework completed during the third year if necessary.

Language Requirement

There is no foreign language requirement.

Teaching

One term of teaching is an SEAS requirement for the PhD degree. Second-year students must serve as a Teaching Fellow for a SEAS course or for a course outside of SEAS taught by a member of the SEAS faculty. Students are welcome to teach beyond the one term requirement if they wish and their advisor is supportive of their doing so.

Advising

When a student enters the PhD program, she or he is assigned a field advisor, based on the research interests she or he expressed in the application. The field advisor assists the student with developing, within the CHD guidelines, a program of courses that will provide the preparation needed for dissertation research.
During the first year in the program, the student focuses on identifying a specific research area and a potential research advisor, who is often the field advisor who was originally assigned. However, if the student finds that another faculty member's research more closely matches his or her interests, the student can ask that faculty member to become his or her advisor. If the original field advisor will not be the potential research advisor, she or he provides assistance, if needed, in identifying other possible research areas and advisors. In either case, the student should discuss this question with and have agreement from a potential research supervisor during the Spring term of the first year. During the second year, the student finalizes the program of courses with approval of the research advisor and the CHD, and a qualifying examination committee is developed, chaired by the research advisor and including faculty nominated by the research advisor, the student and the CHD. When the qualifying examination is passed, the research advisor nominates and chairs a research committee, which oversees the student's research and dissertation. A research/dissertation committee exists throughout the rest of the student's graduate career, with any necessary changes to its composition made by the research advisor. Any member of the research committee can serve as a source of information and advice for the student throughout subsequent graduate years, as can the members of the CHD.

The Oral Qualifying Examination

Preparation for research in the major field is evaluated in a two-hour oral examination by a qualifying committee. The examination has the dual purpose of verifying the adequacy of the student's preparation for undertaking research in a chosen field and of assessing the student's ability to synthesize knowledge already acquired. Areas within SEAS have different customs regarding the detailed nature of the qualifying examination. For example, the format may involve principally the presentation and discussion of a potential dissertation topic. It may also include, to a lesser or greater degree, general questions in the chosen research field and related areas.

The qualifying committee is selected when the final PhD program is filed, and consists of four Harvard faculty members, including at least two SEAS faculty members.

The qualifying examination should be taken in the fourth term; any extension beyond the fourth term must be approved by the Committee on Higher Degrees.

Three outcomes of the qualifying examination are possible. The committee may pass or fail the student or (if it is the student's first attempt) judge the performance to be inconclusive. Within its discretion, the committee may stipulate further requirements, such as additional course work, a written examination or presentation of a research proposal, as conditions that must be satisfied. If inconclusive, the student and committee may schedule a second examination, which must be conclusive. If the outcome of either examination is a failure, a student may not re-register, thus terminating degree candidacy.

Research and Dissertation

Upon successful completion of the qualifying examination, a committee usually consisting of three or four Harvard faculty members is selected and chaired by the research supervisor and constituted to oversee the dissertation research. The committee must include at least two SEAS faculty members, one of whom must be a senior faculty member.

A dissertation must, in the judgment of the research committee, meet the standards of significant and original research. No prospectus is required. The dissertation should be a coherent document addressed to a broad audience in the subject area. A collection of manuscripts intended for publication as technical papers is not considered by SEAS to constitute an acceptable dissertation.

Final Oral Examination

When the dissertation is completed to the satisfaction of the research committee, generally in the fourth or fifth year and rarely later than the end of the student’s sixth year, a final oral examination is scheduled at a time to which the committee has agreed.

This public examination devoted to the field of the dissertation is conducted by the student’s research committee. It consists of a presentation and defense of the dissertation itself and may also include more general questions relating to the field of the research.

At the end of the examination, the committee may accept the dissertation, possibly subject to revisions, or specify further requirements. Once the Research Committee has accepted the final dissertation, each member signs the dissertation acceptance certificate (DAC).

The final dissertation, including all required changes, must be submitted to the FAS Registrar’s Office by the appropriate deadline. The FAS Registrar’s Office publishes all deadlines before the beginning of the academic year and it is the student’s responsibility to know when their dissertation is due. The official signed hard copy of the DAC is delivered to the FAS Registrar’s Office by the SEAS Office of Academic Programs, with a scanned PDF sent to the student.

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English

The Graduate Program in English leads to the degrees of Master of Arts (AM) and Doctor of Philosophy (PhD). *The AM is an integral part of the doctoral program, and therefore only students who intend to pursue the PhD are eligible for admission to the Graduate Program in English.*

The Program

The program takes from four to seven years to complete, with the majority finishing in five or six years. The first two years are devoted to coursework and to preparation for the PhD Qualifying Exam (the "General" exam) at the beginning of the second year. The second and third years are devoted to preparing for the Dissertation Qualifying Exam (the "Field" exam) and writing the Dissertation Prospectus. The fourth, fifth and, where necessary, sixth years are spent completing the doctoral dissertation. From the third year until the final year (when they are generally supported by Dissertation Completion Fellowships), students also devote time to teaching and to developing teaching skills. Students with prior graduate training or those with a demonstrated ability may complete their dissertations in the fourth or fifth years. Students are strongly discouraged from taking more than seven years to complete the program except under the most exceptional circumstances.

The program aims to provide the PhD candidate with a broad knowledge of the field of English, including critical and cultural theory. Additional important skills include facility with the tools of scholarship—ancient and modern foreign languages, bibliographic procedures, and textual and editorial methods. The program also emphasizes the ability to write well, to do solid and innovative scholarly and critical work in a specialized field or fields, to teach effectively, and to make articulate presentations at conferences, seminars, and symposia.

Residence

The minimum residence requirement is two years of enrollment in full-time study, with a total of at least fourteen courses completed with honor grades (no grade lower than B-).

The minimum standard for satisfactory work in the Graduate School is a B average in each academic year.

Courses

- A minimum of 14 courses must be completed no later than the end of the second year.

- At least 10 courses must be at the 200- (graduate) level, and at least 6 of these 10 must be taken within the department. Graduate students in the English department will have priority for admission into 200-level courses.
- The remaining courses may be either at the 100- or 200-level.
- Students typically devote part of their coursework in the first year to preparing for the “General” exam, focusing increasingly on their field in the second year.

Independent Study and Creative Writing

- Students may petition to take one of the 100-level courses as independent study (English 399) with a professor, but not before the second term of residence.
- Other independent study courses will be permitted only in exceptional circumstances and with the consent of the professor and director of graduate studies (DGS).
- Only one creative writing course, which counts as a 100-level course, may count toward the PhD degree course requirements.

Credit For Work Done Elsewhere

Once the student has completed at least three 200-level courses with a grade of A or A-, a maximum of four graduate-level courses may be transferred from other graduate programs, at the discretion of the Director of Graduate Studies.
Transferred courses will not count toward the minimum of ten required 200-level courses, but will be counted as 100-level courses.

Incompletes

No more than one Incomplete may be carried forward at any one time by a graduate student in the English department. It must be made up no later than six weeks after the start of the next term.
In applying for an Incomplete, students must have signed permission from the instructor and the DGS or the course in question may not count toward the program requirements. If students do not complete work by the deadline, the course will not count toward the program requirements unless there are documented extenuating circumstances.

Language Requirements

A reading knowledge of two languages is required. Normally, Latin, Ancient Greek, Old English, French, German, Spanish, and Italian are the accepted languages. Other languages may be acceptable if the DGS deems them relevant and appropriate to a student’s program of study.
Students may fulfill the language requirements:
(1) by passing a two-hour translation exam with a dictionary;
(2) by taking a one-term literature course in the chosen language;
(3) or by taking two terms of Old English*, elementary Latin or Ancient Greek.
Any course taken to fulfill the language requirement must be passed with a grade of B- or better. Literature-level language courses count for course credit; elementary language courses do not.

* Please note that only the spring semester of Old English will count towards the graduate course requirement (as a 100-level course) when taken to fulfill a language requirement.

The (Non-Terminal) Master of Arts Degree

In order to apply for the AM degree, students must complete, with a grade of B or better, no fewer than a total of seven courses, including a minimum of four English courses, at least three of which MUST be at the graduate (200-) level, and one additional course that MUST be taken at the graduate level, but may be taken in another department. Students must also fulfill at leas one of their departmental language requirements.

General Exam

At the beginning of the second year, students will take a seventy-five minute oral exam, based on a list of authors and/or titles which the department will make available for each incoming class in the summer prior to its arrival. The examiners will be three regular members of the department (assistant, associate, or full professors), whose names will not be disclosed in advance.

Candidates whose performance in the exam is judged inadequate will be marked as “not yet passed” and must retake the exam at a time to be determined. If candidates do not pass on the second attempt, they will not be able to continue in the program.

Note: Students must fulfill at least one language requirement by the end of the first year in order to be eligible to take the General Exam.

Field Oral Exam

The purpose of the Field Oral is twofold: to examine students’ preparation in primary teaching and scholarly fields they mean to claim, and to explore an emerging dissertation topic.

The two-hour examination is typically taken before the end of the Fall Reading Period of the third year of graduate study, although it is possible to take it as late as the end of February, should the need arise. The exam is conducted by a three-person examination committee, chosen by the individual student, normally from among the tenured and ladder faculty of the English department, (the chair by June 1 of the second year, and the remaining examiners by no later than September 1 of the third year).

One faculty member acts as chair of the committee and assists students in selecting its other members. This committee, or some part of it, will likely continue to serve as individual students’ dissertation advisors.

During the exam, students are asked to demonstrate an adequate knowledge of both of the major primary works and selected scholarly works in their chosen fields, and to give a first account of a dissertation project.

Those two purposes–representing the chosen field and giving a first account of a dissertation project–are represented by two separate lists, each consisting of primary and scholarly works, drawn up by the student in consultation with the examination committee.

Each committee meets with its advisee at least four weeks before the exam (i.e., before the Thanksgiving break) to finalize fields lists and discuss the exam format.

This exam is graded Pass/Fail.

Dissertation Prospectus

The dissertation prospectus, signed and approved by three advisors (or two co-advisors, with a third committee member to be added at a later date), is due in the Graduate Office six "business weeks" after passing the Field Oral Examination. The "business weeks" do not include the Winter Recess, so a student passing the exam four weeks before Winter Recess begins, for example, would have another two weeks after the start of classes in the Spring Term to complete the prospectus.

The prospectus is neither a draft chapter nor a detailed road-map of the next two years work but a sketch, no longer than seven to ten pages, of the topic upon which the student plans to write. It gives a preliminary account of the argument, structure, and scope of the intended treatment of the topic. The overview will be followed by a bibliography.

The prospectus is written in consultation with the dissertation advisors, who will meet students at least once in the spring of the third year to discuss the prospectus and to draw up a timetable for the writing of the dissertation.

In planning a timetable, students need to bear in mind (1) that two draft chapters of the dissertation must be completed by the middle of their fifth year, if they are to be eligible to apply for completion fellowships in their sixth year, and (2) that students generally enter the job market in the fall of their sixth year, with at least two final chapters and a third draft chapter completed. They should also remember that term-time fellowships and traveling fellowships may be available to them in the fifth year, but that these require applications which are due as early as December or January of the fourth year. *Note: The timetable described above can be accelerated if a student so wishes and is in the position to do so.*

Article Submission

Students are required to submit an article to a scholarly journal by the end of their 5th year (acceptance is not required). Failure to do so would result in the loss of good standing. This is encouraged for all students, but will apply as a requirement beginning with the incoming class of 2015-16.

Dissertation Advising

Students should assemble a group of faculty members to supervise the dissertation. Several supervisory arrangements are possible: students may work with a committee of three faculty members who share nearly equal responsibility for advising, or with a committee consisting of a principal faculty adviser and a second and third reader. In the first scenario, one of the three faculty members will be asked to serve as a nominal chair of the committee; in the second scenario, the principal advisor serves as chair. If the scope of the project requires it, students should consult the DGS about including a fourth faculty advisor from a department other than English or from another university.

The advising mode chosen will be indicated to the department when the prospectus is submitted. Regardless of the structure of advising, three faculty readers are required to certify the completed dissertation. If it is deemed useful, chapter meetings between the student and the entire committee may be arranged in consultation with the chair.

The Dissertation

After the dissertation prospectus has been approved, candidates work with their dissertation directors or their dissertation committee. All of the designated advisors must approve the final work.

The doctoral dissertation is expected to be an original and substantial work of scholarship or criticism, excellent in form and content. The department accepts dissertations on a great variety of topics involving a broad range of approaches to literature. It sets no specific page limits, preferring to give students and directors as much freedom as possible.

Dissertation Defense

The Dissertation Defense will be a necessary part of receiving the PhD, though it will not be a pass/fail examination. The defense is required for all students who entered the program in 2007 or after.

The form of the defense is as follows:

- Each student's defense will be a separate event.
- In addition to the student and the advisors, the participants typically include any interested faculty and any interested graduate students.
- The Graduate Office will announce the upcoming defense to all members of the department.
- The event will start with a 15-20 minute presentation by the student and last at most 90 minutes.
- If a student has left Cambridge and cannot return easily for this purpose, the Graduate Office can help the student arrange for video conferencing.

The meeting for a May degree must take place any time after advisors have signed off on the dissertation and at least a week before Commencement. In practice, however, the student will need to defend after advisors have signed off and before advisors disperse. That period will normally be between 1-14 May, and most probably in the early days of May. It is up to the student to coordinate the arrangements.

Teaching

Students begin teaching in their third year. Ordinarily they teach discussion sections in courses and in the department's program of tutorials for undergraduate honors majors.

Preparation for a teaching career is a required part of each student's training, and Teaching Fellows benefit from the supervision and guidance of department members.

Teaching Fellows are required to take English 350, the Teaching Colloquium, in their first year of teaching. In addition, they are encouraged to avail themselves of the facilities at the Bok Center for Teaching and Learning.

Doctoral Conferences ("Colloquia")

The **Department of English's Doctoral Conferences** (commonly referred to as "Colloquia") bring together students and faculty from Harvard and other institutions to discuss current research in literature. Colloquia meet regularly throughout the academic year, and all Harvard

graduate students and faculty should feel free to attend any of them, regardless of primary field(s) of interest.

Placement Seminar

As students near the end of their dissertation writing, they may take a seminar preparing them to seek academic and other employment. Students learn about the job application process, develop cover letters and CVs, and practice presenting their work in interviews and job talks, all in a rigorous and supportive environment. Students should leave the seminar with strong materials for the job market, confident identities as the expert scholars and teachers they have become, and clear articulations of how they will contribute to literary studies in the years ahead. The seminar supplements and formalizes the extensive informal placement advising offered in the department.

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Film and Visual Studies

The Program

The Graduate Program in Film and Visual Studies leads to the degree of Doctor of Philosophy (PhD). The core emphasis of this research degree is the theory and history of moving images ir relation to the visual arts.

The Program does not admit candidates who seek a terminal AM degree. Students may apply for a master's degree after advancing to PhD candidacy. A master's degree may also be offerec to students unable to complete the PhD. The expected timetable for completion of the doctoral degree is five to six years.

For graduate students pursuing serious research in film and related visual media in other departments who wish to have their work validated by this program, a secondary field in Film and Visual Studies is offered (see end of **Chapter VI**).

Residence and Academic Standing

Two years of enrollment for full-time study are a minimum requirement, as well as at least fourteen courses with no grade lower than B.

Courses

- A minimum of fourteen courses must be completed by the end of the second year. Normal progression would include eight courses in the first year and six courses in the second.
- Of these fourteen courses, two are required: VES 270, the Proseminar in Film and Visual Studies: History and VES 271, Proseminar in Film and Visual Studies: Theory. The proseminars are normally taken in the first year of study.
- At least seven of the fourteen courses must be at the 200 level.
- In addition, at least seven of the courses must be chosen from a list of courses approved for credit by the Film and Visual Studies Graduate Committee, or as approved by the director of graduate studies (DGS).
- The remaining courses (including courses in other departments, or transferred from other schools) may be either the 200 or 100 level.
- One of the non-200 level courses may be taken as a 300 level reading and research course, but not before the second term of residence. Other reading and research courses will be permitted in exceptional circumstances, and with the confirmation of the professor that the

work is essential to the student's program and not offered elsewhere in the existing curriculum.

Credit for Work Done Elsewhere

After completion of one term in a PhD program in the Graduate School, students who have done graduate work elsewhere may petition their departments for a maximum of one year's academic credit. Departments will generally give credit for courses equivalent to those offered by Harvard. **No financial credit toward tuition is given.**
The amount and kind of credit shall be decided by the DGS with the advice and consent of the Film and Visual Studies Graduate Committee, but in no case will it exceed seven four-credit courses. The decision will be partially based on the nature of work done elsewhere and on the student's record in the first year at Harvard.

Language Requirements

Advanced reading knowledge of one foreign language is required. This language must be relevant to the student's program of study. Students must provide evidence of language skills comparable to two full years of university study in one of two ways: (1) a grade of B or better on a proficiency examination administered by the relevant language department or (2) successful completion (a grade of B or better) of a full second-year or higher course of study taught in a foreign language. Please note that first- and second-year language courses do not count towards the FVS course requirements.

Incompletes

No more than one Incomplete may be carried forward at any one time. Students must complete the work of the incomplete course before the end of the following term, even if the student's registration status during that term is leave of absence, unless she or he is given an earlier deadline by the instructor. This policy includes courses in the student's plan of study taken outside of Film and Visual Studies. Normally, additional Incompletes will be considered "permanent" and may not be completed at a later date.
Additional courses will need to be taken in place of any permanent Incompletes, unless or until the required number of courses has been completed.
Delay in completing the fourteen courses will necessitate the postponement of the student's general examination to the following academic year. A student who is still unprepared to take the examination at that time will not be permitted to continue in the program.
Students may not take an Incomplete in any course during the second term of the second year.

(Non-Terminal) Master of Arts (AM)

- Students must complete at least eight four-credit courses in Film and Visual Studies, maintaining a minimum GPA of 3.5 (B+) in all classes.
- Two of these eight courses must be the proseminars in Film and Visual Studies.
- Students are also required to have as many 200-level courses as 100-level.
- No more than one reading course is allowed for credit.
- Students must fulfill the language requirement.

Advising

In the first year of graduate study, students will be advised primarily by the DGS. After the first year, working with the DGS, the student will identify a faculty member as his/her advisor. The student will then consult that faculty member and the graduate coordinator to confirm this agreement.

If a student is unable to identify an advisor by the end of the first year, the DGS will remain his/her default advisor. By the end of their second year, however, students must have found a regular advisor.

When considering an advisor, students should select a faculty member who would be a likely dissertation director. The dissertation director will assume primary responsibility for advising the thesis, with a second and third reader involved to a greater or lesser degree according to the disposition of the student and the primary advisor. The dissertation director and advisers will also help students choose and prepare field topics for the general examination.

Advancement to Candidacy

Advancement to candidacy for a PhD in Film and Visual Studies consists of three components: a qualifying paper, a written general examination, and an oral examination. The examinations are designed to test students' mastery of scholarly fields and the ability to write a dissertation. They will normally take place in March after Spring Break during the third year of study, and wil be supervised by members of their Examination Committee. Students normally take the exam with members of their cohort.

Qualifying paper

The qualifying paper is required of all students, including those who have completed a master's thesis elsewhere. It is ordinarily developed from an existing seminar paper, research paper, or portion of a master's thesis. It is about 5,000 to 10,000 words, including footnotes. The paper should demonstrate the student's independence of thinking and research, ability to use primary source materials, and proficiency in writing and presentation. The paper must be submitted two weeks before the general examination. A student may request that a master's thesis written at another institution be substituted in lieu of a qualifying paper; this request must be approved by the DGS and two members of the Film Studies Committee.

General examination

The general examination is designed to test students' mastery of their scholarly fields as well as general knowledge of the history, theory, and aesthetics of moving images in relation to the visual and performing arts. The examination consists of three written components—one relating to history, one to theory and aesthetics, and one to a special topics field—and one oral component. Each written component comprises a three-hour exam with three essay questions, of which the student must choose one. The oral examination normally will last two hours.

The general *history examination* is based on an extensive bibliography and filmography, regularly updated by the faculty in consultation with the Graduate Student Committee. This component is designed to test the breadth of students' mastery of the history of moving visual media and their ability to synthesize and analyze materials relevant to that history.

The general *theory and aesthetics examination* is based on an extensive bibliography and filmography. This component is designed to test the breadth of students' mastery of the aesthetics of moving visual media and pertinent theories, as well as students' ability to develop synthetic arguments in relation to those theories.

The *special topics field* is examined on the basis of a bibliography and filmography developed by students in consultation with a field advisor or advisors, as approved by the DGS. The field may range across historical and theoretical topics, or concentrate in a focused way on specific problems or questions in film and visual studies and related areas. The field may be thought of as an anticipation of the student's dissertation research, as an extension of the student's research interests, or as an opportunity to explore previously unexamined interests in the student's course of study.

At the *oral examination*, students will be asked to review, deepen, clarify, and defend their arguments as presented in the qualifying paper and written examinations. Candidates will also present and discuss preliminary ideas and research for their proposed dissertation topic. Students whose performance on the examination is not satisfactory will be given one additional opportunity to repeat all or a portion of the exams.

The Dissertation

The Dissertation Prospectus

After the successful completion of the general examinations, students are expected to constitute a dissertation committee and choose a topic for the dissertation.

The dissertation committee should consist of the thesis director and two additional readers. (This committee will typically correspond to the general exam committee.) The student will convey the proposed membership of the dissertation committee to the DGS by April 15th of the third year of study. The DGS will confirm the committee's membership and pass on this information to the graduate coordinator. S/he will in turn provide formal confirmation of all pertinent deadlines to members of the dissertation committee and the student.

After constituting the dissertation committee, students should confer with their advisors and decide on a thesis topic. Once they have done so, they should write a prospectus, i.e., a formal dissertation proposal. The expectations for the shape and substance of the prospectus will be determined by the advisor in conference with the student; the length of the prospectus will typically be about 3,000 words and include a working bibliography.

In order to sustain satisfactory progress toward the degree, students will be expected to have their prospectus approved within five months after completion of the general examination. Doctoral candidates in Film and Visual Studies will normally submit their dissertation prospectus by September 30th of their fourth year of study.

The Dissertation

After the dissertation prospectus has been approved, candidates work closely with their dissertation director and readers. The PhD dissertation is expected to be an original and substantial work of scholarship or criticism. The program will accept dissertations on a great variety of topics involving a broad range of approaches to film and related visual media. It sets no specific page limits, preferring to give students and directors as much freedom as possible.

Satisfactory Progress for dissertation writers will be at least one chapter each year. The chapter must be completed by April 15 starting no later than the G5 year (and ideally already in the G4 year). Most students in the program will apply for a Dissertation Completion Fellowship (DCF) in the January/February application cycle of the 5th year. In order to do so, students will need to have completed two chapters.

Teaching

Students begin teaching in their third year. Ordinarily they teach discussion sections in Film Studies and in Visual and Environmental Studies courses. It may also be possible to serve as teaching fellows for studio courses. Preparation for a teaching career is a required part of each student's training, and teaching fellows benefit from the supervision and guidance of department members. Teaching fellows are also encouraged to avail themselves of the facilities at the **Bok Center for Teaching and Learning**.

Please see the description of a secondary field in Film and Visual Studies at the end of **Chapter VI**.

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Germanic Languages and Literatures

Study for higher degrees in the Department of Germanic Languages and Literatures is intended primarily as preparation for a career in teaching and research (although graduates occasionally go on to careers in other areas of education, in public service, and in the business world; see "Careers" in the Graduate Program section of the **department website**). The program emphasizes literature, literary history, and cultural studies, rather than the language itself.

Advising

The department assigns each incoming graduate student a faculty advisor, matching the student's scholarly interest. Both the advisor and the director of graduate studies counsel and assist students prior to the dissertation. When students start working on their dissertations, the dissertation director becomes the principal advisor. The director of graduate studies approves and signs all Study Cards.

Students choose the director and two readers of their dissertations in consultation with the director of graduate studies and the prospective director. They advise the student during the writing of the dissertation.

Students who wish to change their advisor or dissertation director may consult with the director of graduate studies or the chair of the department.

Master of Arts (AM)

All students, except those admitted with the AM degree from another university, take the master's examination at the start of their third term. Permission to proceed to the PhD is granted on the basis of coursework, performance in the AM examination, and scholarly potential as judged by the department. A student denied permission to proceed ordinarily terminates graduate study with the AM degree.

The requirements for the AM degree are as follows:

- A minimum of two terms of full-time study. For financial residence requirements, see the GSAS Guide to Admission and Financial Aid or this handbook.
- The satisfactory completion of an approved program of eight four-credit courses or the equivalent. Four of these courses must be in the group designated in Courses of Instruction as "Primarily for Graduates." Two of the four-credit courses must consist of German 226r, the Proseminar (an introduction to literary research and theory), or the equivalent, and a seminar. One four-credit course must be wholly or partly philological or linguistic in character, normally

Germanic Philology 200 (Middle High German) or Germanic Philology 225 (History of the German Language). Students may substitute Linguistics 168 (Introduction to Germanic Linguistics) or Linguistics 247 (Topics in Germanic Linguistics) for German 225. Linguistics 200 (Second Language Acquisition: Theory and Methodology) and courses taken to fulfill language requirements other than Middle High German or to make up for deficiencies are not included in the minimum requirement.

- A four-hour written examination, administered at the beginning of the student's third term, in which the student demonstrates an ability to interpret literary texts and to place them in their historical contexts, and a one-hour oral examination one week later, which includes a brief presentation in German, are required. The AM examination is based on a departmental reading list. No master's thesis is required.

Doctor of Philosophy (PhD) Academic Requirements

A minimum of four terms of full-time study. Credit for graduate work done elsewhere may be granted in accordance with procedures detailed in this handbook. For financial residence requirements, see the GSAS Guide to Admission and Financial Aid or this handbook.

Course Requirements

- The satisfactory completion of an approved program of eight four-credit courses beyond the AM degree. Students must take four courses per semester (courses in an elementary language, e.g. French, must generally be taken as a fifth course). There is a distribution requirement of one four-credit course each in pre-18th century, 18th-century, 19th-century, and 20th-21st-century German literary and cultural history. No more than 6 semesters courses of credit for work done elsewhere will be granted. All graduate students are required to take German 226r, or the equivalent. PhD students must also take at least two four-credit courses in philology or linguistics, normally Germanic Philology 200 (Middle High German) and Germanic Philology 225 (History of the German Language). Students may substitute Linguistics 168 (Introduction to Germanic Linguistics) or Linguistics 247 (Topics in Germanic Linguistics) for German 225. Not more than two four-credit courses from the group "For Undergraduates and Graduates" may be counted, including courses taken for the AM degree, unless the student arranges with the instructor to upgrade the course and completes the requisite form; all others must be "Primarily for Graduates." With the permission of the director of graduate studies, students may take courses in other departments that relate to their program of study. The maximum number of courses taken outside the department shall normally not exceed the number of courses required to complete a Secondary PhD Field in a related discipline.
- Linguistics 200 (Second Language Acquisition: Theory and Methodology) and courses taken to fulfill language requirements or to make up for deficiencies are not included in the minimum requirement.
- The student must generally be a member of a seminar taught by a member of the German Department for at least three terms and earn a grade of A- in at least one of the seminars.

- A grade record showing more A's than B's, and no grade lower than B-. A grade of Incomplete must be converted into a letter grade before the end of the next registration period or it will become permanent, unless the student has successfully petitioned the GSAS Dean's Office for an extension.

Foreign Language Requirements

Graduate students normally must satisfy the requirement in French and, where applicable, in Latin before they can be admitted to the PhD general examination.

Reading Proficiency in French

This requirement can be fulfilled by passing French Ax (Reading French), offered by Harvard's Department of Romance Languages and Literatures, with a grade of A or A-, or through some other demonstration of sufficient proficiency, such as previous university-level course work.

Reading Proficiency in Latin

Reading ability in Latin is required only of those students wishing to specialize (i.e., to write their dissertations) in philology (historical linguistics) or in the literature of the earlier periods (medieval, sixteenth century, the Baroque). This requirement may be fulfilled by a department examination. The texts to be translated or summarized will be taken from Latin works of literary merit written by German authors, mainly during the medieval period. The requirement may also be fulfilled by an honor grade (B- or higher) in any course in Medieval Latin or in any intermediate course of readings of classical authors given by Harvard's Department of the Classics. Any student failing the language examination must consult the director of graduate studies in order to plan satisfactory remedial steps to remove the deficiency.

Teaching

Students are required to acquire experience teaching the German language or, in keeping with the student's program of study, another Germanic or Nordic language. The expectation is that the student will teach, at the very least, one full year of Beginning German at Harvard.

General Examinations

After completing course work and meeting the language requirement, students must present themselves for the general examination. Students entering the program with an AM degree or equivalent from another university present themselves for the examination at the beginning of their fourth semester; students taking the AM degree at Harvard present themselves for the examination at the beginning of their sixth semester. Approved reading lists must be submitted four months before the examination.

The written examination consists of two four-hour sessions, a week apart. The first covers any one of the following periods: (i) medieval literature, (ii) 1500–1750, (iii) 1750–1830, (iv) 1830–1910, (v) 1890–1945, (vi) 1945–present. The students will be responsible both for the principal literary texts in their chosen period and for the pertinent scholarship. The second examination will cover any one of the following fields: (i) lyric poetry, (ii) drama, (iii) narrative fiction, (iv) a

special topic defined by the student in consultation with the examination committee, (v) Germanic philology (linguistics).

A two-hour oral examination follows within two weeks.
For more specific information regarding the general examinations, see the department's "General Examination Schedule and Guidelines."

Dissertation

After consultation with the advisor, a dissertation prospectus submitted for approval three months following completion of the general examination. PhD candidates are urged to think about a dissertation topic before their general examination and to start work on the dissertation soon after passing the examination. The dissertation subject normally falls within the area where the student's special period and special field converge. The object of the dissertation is to show the candidate's ability to pursue independent research and to present the results of this research in a readable and convincing form.
Candidates first devise a topic in rough outline and discuss it with one or more members of the faculty with the goals of developing the topic further and finding a director. When a member of the faculty has agreed to serve as a director, the candidate informs the director of graduate studies; he or she also lists two other faculty members as second and third readers, one of whom must be a member of the Faculty of Arts and Sciences.
The prospectus (1,500 to 3,000 words plus bibliography) explains its intellectual motivation and scholarly aims and outlines in detail the progression of the argument through its chapters. The committee (the dissertation director and two other members of the faculty) meets with the candidate to discuss the prospectus, after which it makes a recommendation on acceptance to the full faculty of the department.
Once the prospectus is approved, the candidate and dissertation director design a writing schedule with the following goals: 1) that the project be completed within three years, and 2) that sections comprising approximately one-fifth of the anticipated whole be submitted every six months. Candidates must adhere to this timetable in order to remain in good standing.
A dissertation directed by a department faculty member, and read and approved by the director and by two additional readers, one of whom must be a member of FAS. Two copies of the completed and approved dissertation must be submitted to the registrar by the deadline set by the Graduate School of Arts and Sciences.
A dissertation defense scheduled and conducted as set forth in the departmental guidelines approved on September 12, 2009 (available from the DGS).
For information on a secondary PhD fields, please see the listing under Secondary Field at the end of **Chapter VI**.

Harvard Graduate School of Arts and Sciences

2016-2017 Student Handbook

Government

Candidates for the PhD in Government are expected to complete the required coursework during their first two years of graduate study and take the General Examination at the end of the second year. A typical schedule consists of these two years, followed by three or four years of work on a dissertation, combined with supervised teaching.
First-year students are not permitted to serve as teaching fellows. Second-year students may teach with permission of the director of graduate studies (DGS) and the GSAS dean of admissions and financial aid.

Requirements for Students Admitted Prior to Fall 2010

Courses — Students must complete successfully at least twelve four-credit courses, of which eight must be in political science. At least ten of these twelve four-credit courses and seven of the eight four-credit courses in political science must be listed in the catalogue as 1000- or 2000-level courses.
Students must complete six four-credit courses by the end of their second term in residence and nine by the end of their third.
Upon petition to the department and with the approval of the director of graduate studies, a student may receive credit toward the twelve required four-credit courses for not more than two graduate-level courses successfully completed elsewhere.
Minor Course Requirement — Students must enroll in one government department four-credit course, ordinarily at the 2000-level, in a minor field. The department is organized into four fields: American government, comparative politics, international relations, and political theory. Two of these four fields will be assessed during the general examination (see below). The mino course requirement is fulfilled through one four-credit course from either of the remaining two fields not assessed during the general examination.
Seminar Papers — At least three seminar-style research papers must be completed. The usual means is through enrollment in seminars, but the requirement may also be satisfied by reading or lecture courses in which papers of this type are written.
Language Requirement — Every student must demonstrate competence in a language other than English. Competence in a language is defined as the ability to translate from the foreign language into English approximately 750 words of a political text in one hour with the aid of a dictionary. A student may choose to be examined in any language in which there is substantial political science literature, such as French, Spanish, German, Italian, Greek, Latin, Russian, Arabic, Chinese, Japanese, or in any other language specifically appropriate to the student's

PhD program and approved by the director of graduate studies. Students whose native language is not English must also satisfy this requirement even if that language is specifically appropriate to their PhD work.

Quantitative Methods Requirement — Every student must successfully complete one four-credit course, with a grade of B (not B-) or better, in quantitative methods, such as Gov 2000: Quantitative Methods for Political Science I or, with the approval of the DGS, a course equivalent in level and coverage.

Completion of Requirements — Requirements relating to courses, seminar (research) papers, languages, and quantitative methods should normally be completed before the general examination, that is, during the first two years of graduate work. A student may defer the fulfillment of two of the following until after the general examination:

- one seminar paper
- two four-credit courses, or one four-credit course and one other deferred requirement
- the quantitative methods requirement
- the language requirement, although work toward fulfillment of the language requirement should be under way, in any case, prior to the general examination.

Within six months of passing the general examination, the student must have fulfilled one of these deferred requirements. Within twelve months, he or she must have completed both deferred requirements.

Advising

First-year students are assigned a faculty advisor by the director of graduate studies. In subsequent years, students may either remain with the first-year advisor or choose an advisor on their own.

Dissertation prospectus committees must include at least three faculty members. Dissertations must be approved by three committee members, two of whom must be faculty members of the Harvard University Faculty of Arts and Sciences. The chair must be a member of the Department of Government. Any member of the committee who is not a member of the department must be approved by the director of graduate studies.

General Examinations

The general examination must be taken by May of a student's second year of study; however, in exceptional cases the student may petition the department for special permission to take the examination in December. The general examination consists of a ninety-minute oral examination.

Each general examination is structured as follows:

Major Field

This part of the examination covers one of the four areas of political science: American government, comparative politics, international relations, or political theory.

Focus Field

This part of the examination covers in greater depth one subfield within the student's major field, or, if the student chooses, it covers either the field of empirical political methodology or

the field of formal political theory.

Examples of appropriate focus fields are listed below:

American Government

Congress
Presidency
Bureaucracy
Law and Courts
Federalism
Urban Politics
Political Parties
Interest Groups
American Political Development
Public Opinion and Elections

Comparative Politics

Government and Politics (of a major foreign country or region)
Comparative Political Development
Comparative Legislatures
Comparative Executives
Comparative Bureaucracy
Comparative Elections and Party Systems
Comparative Political Economy
Comparative Public Policy
Comparative Political Behavior

International Relations

Foreign Policy (of a major country or region)
International Conflict
International Political Economy
International Law and Organization
Nationalism and Imperialism
Security Studies

Political Theory

All students whose major field is political theory will be examined in both ancient/medieval political theory and modern political thought.

The director of graduate studies, in consultation with the chair and other relevant faculty members, may authorize alternative focus fields, defined in other ways but comparable in scope to those listed above. Requests for the approval of alternative focus fields must be approved by a member of the faculty and submitted to the department at least three months before taking the examination.

Students are expected to have developed with a member of the faculty a focus field within their major at least three months before taking the examination.

Political Theory

All students must include political theory as one part of the general examination. Students not majoring in political theory are expected to have a basic knowledge of Plato's *Republic* and

Aristotle's *Politics* in addition to the writings of major political philosophers from the Renaissance to the nineteenth century. Such students should take Government 1061 and Government 2030, the political concepts field seminar, or have equivalent preparation. Students whose major field is political theory must take one minor field in the Department of Government

Composition of Examination Board

The ninety-minute oral examination covers all three of the fields being presented by the student The oral examination is conducted by three faculty members, two of whom are ordinarily professors with whom the student has worked. The student is normally informed of the composition of his or her general examination board seven days before the oral examination.

Seminar Paper

Every student must submit one of the three required seminar papers, which will serve as a basis of questioning for the general examination. This seminar paper will ordinarily pertain principally to the student's focus field but, at the student's discretion, it may pertain to any of the four fields or to a combination thereof. The paper must be graded (on a seminar paper approval form) by the professor for whom it was written and submitted to the graduate office no later than one month before the beginning of oral examinations. The paper cannot be co-authored or revised before submission to the graduate office.

Dissertation Prospectus

Within sixteen months of passing the general examination, each student shall discuss and receive final approval of his or her written dissertation prospectus with at least three faculty members at an informal dissertation conference. These faculty members are chosen by the student with the approval of the director of graduate studies. Students may receive formal consent for the proposed dissertation topic at that conference but final approval must be obtained no later than eighteen months after generals.

The prospectus, typically ten to twenty pages in length, should set the proposed topic in an appropriate theoretical framework, allude to relevant literature, and describe the proposed research methods. Petitions may be submitted to the director of graduate studies for extensions of this deadline. Students who have not received final approval of their dissertation prospectus by eighteen months after the general examination will be placed in unsatisfactory standing and may not be appointed as teaching fellows until they have had their dissertation prospectus approved. The dissertation title and name(s) of the advisor(s) must be registered with the graduate office.

Requirements for Students Admitted for Fall 2010 and Later

Courses — A student must successfully complete at least twelve four-credit courses, of which eight must be in political science. At least ten of these twelve four-credit courses and seven of the eight four-credit courses in government must be listed in the catalogue as 1000- or 2000-level courses. Courses cross-registered with Harvard's Divinity and Law Schools, the Fletcher School, or MIT can be used toward these requirements. Prior approval from the Director of Graduate Studies is needed for courses from the Harvard Kennedy and Business Schools.

Students must complete six four-credit courses by the end of their second term in residence and nine by the end of their third.

Every first-year student must enroll in the government department graduate seminar, Gov 3001: Approaches to the Study of Politics. The course, offered each fall, is to be taken SAT/UNSAT for a full semester of credit.

Incompletes — A grade of Incomplete can be converted into a letter grade if the student completes the work before the end of the term following that in which the course was taken. If an Incomplete has not been completed within the period, the student must have the instructor and DGS approve the petition for an extension. No grade of Incomplete can be used to satisfy any departmental requirement.

Seminar Papers — In order to ensure that students secure adequate training in research and writing, at least three seminar-style research papers must be completed. The usual means is through enrollment in seminars, but the requirement may be satisfied also by reading or lecture courses in which papers of this type are written. Only one of the three papers may be co-authored. Only one of the three papers may be written outside the Department.

It is the student's responsibility to obtain written verification from the instructor that the completed paper is of seminar quality.

Quantitative Methods Requirement— Every student, during their first or second year, must successfully complete, with a grade of B or better, at least one graduate-level course in quantitative social science methods relevant to political science, from a list of appropriate government department and other Harvard/MIT courses regularly updated by the Graduate Policy Committee.

Political Theory Requirement — Every student, during their first or second year, must take a minimum of one graduate-level four-credit course (or section) in Political Theory, chosen from a list of courses approved by the Graduate Policy Committee.

Research Tools Requirement — Every student must submit to the director of graduate studies by the end of his or her first year, a written Research Tools Plan outlining intentions to acquire tools and methodological expertise connected to his or her areas of research interest. The Tools Plan also should list the courses, modules or workshops the student intends to take in order to meet the research tools requirement.

Every student must complete a minimum of 3.5 four-credit course-equivalent units of research tools and methods courses, modules or workshops by the end of their seventh term in residence (middle of the fourth year). The required seminar, "Approaches to the Study of Politics," and the required graduate course in quantitative social science methods count for two units within this total. Students may count language training in various formats (e.g. semester courses; intensive summer sessions) toward fulfillment of this requirement. The Graduate Policy Committee will determine what counts for 1.0 or 0.5 units.

Research Workshops — The government department offers a series of research workshops, in each of the four fields (American Government, International Relations, Comparative Politics, Political Theory), Applied Statistics, and Political Economy, for graduate students to present and discuss work in progress. Every student should attend at least one research workshop, starting in his or her second or third term in residence. Research workshops do not count toward the requirement to complete twelve four-credit courses.

The General Examination

Every student will sit for a General Examination in May of their second year, with the exam administered orally by three faculty not known in advance. The ninety-minute exam will cover two of the four major substantive fields in political science (chosen by the student from among American Government; Comparative Politics; International Relations; and Political Theory), plus an additional focus field defined by the student. A student may substitute either Formal Theory or Political Methodology for one of the two major fields. For the focus field, each student will submit by a date designated by the director of graduate studies a five-to-eight-page statement outlining a special area for examination. This area may encompass a special literature; an area of the world; a realm of special interest spanning subfields or disciplinary boundaries; or a research approach. Political Theory and Social Policy students are not required to submit focus field memos.

The department regularly offers “field seminars” introducing each of the four major fields of the discipline. However, no examination field is co-terminus with any one course, or even with any group of courses. The student is responsible for preparation in the field and should not assume that satisfactory completion of a course or courses dealing with the material in the field will constitute adequate preparation for the examination. The student should consult faculty members in each field to ensure such preparation. All students who choose a field are responsible for the same range of materials.

Progress toward the Degree after the General Examination

Students in their third year and beyond spend most of their time researching and writing the PhD dissertation. These students are eligible for teaching fellowships, which enable them to participate in Harvard’s undergraduate tutorial program, teach sections in the introductory government courses, or assist undergraduates in middle-group courses by leading discussion sessions or directing senior theses. Some research assistantships are also available from individual faculty members and research centers.

In the third year, most teaching fellows devote two-fifths TIME to teaching, the remainder to work on the dissertation. The fourth year may be devoted entirely to writing the dissertation or to a combination of teaching and research. Students who have passed the General Examination may teach three-fifths TIME for four years, with the following exception: those who have taught fewer than sixteen term-fifths may be appointed in a fifth year up to that total.

Requirements relating to courses, seminars (research) papers, quantitative methods and political theory should normally be completed before the General Examination, that is, during the first two years of graduate work. In special circumstances, a student may defer fulfillment of two four-credit courses or two of the following until after the General Examination:

- One seminar paper
- One four-credit course

Within six months of passing the General Examination, the student must have fulfilled one of these deferred requirements. Within twelve months, he or she must have completed both deferred requirements.

Following completion of the General Exam, each student will engage faculty advisors through a two-stage process of research exploration and prospectus approval, marked by two meetings as follows:

- An initial “Research Consultation Meeting” must convene in the fall semester of the third year to discuss an approximately ten-page statement from the student, which, as appropriate, may

either present a potential research question for the dissertation, or set forth alternative possible research questions for consideration and development. The student may consult the director of graduate studies to identify three or four appropriate faculty consultants, if these are not readily apparent.

- Involving the same three or four faculty or a different set where appropriate, the second "Prospectus Evaluation Meeting" will convene to discuss and approve the student's written dissertation prospectus. These faculty members are chosen by the student with the approval of the director of graduate studies. The evaluation meeting will preferably be held in the spring semester of the third year and in no instance later than October 1 of the fourth year. Whenever this meeting is held, there may be a one month follow-up period for final changes in the prospectus. To be in good standing, therefore, all students must have an approved prospectus, with the dissertation title and name(s) of the advisor(s) registered with the director of graduate studies, by no later than early November of the fourth year.

By May 15 of each year, each student, third year and above, must submit a progress report, approved by his or her major faculty advisor, to the director of graduate studies. If these conditions are not met, the student will be classified "not in good standing" by the Graduate School and the department and will become ineligible for a teaching fellowship, other financial aid, or employment within the University. After completing these requirements, the student may petition the department to be reinstated "in good standing."

Teaching

Students in their third year and beyond are eligible for teaching fellowships, which enable them to participate in Harvard's undergraduate tutorial program, teach sections in the introductory government courses, or assist undergraduates in middle-group courses by leading discussion sessions or directing senior theses. All graduate students will normally be required to teach a minimum of two sections in departmental courses sometime during the period that they are in residence. To ensure diversity of experience, one section will normally be in an introductory course and one section will be in an advanced course (such as a 1000-level course).

In the third year, most teaching fellows devote two-fifths time to teaching, the remainder to work on the dissertation. The fourth year may be devoted entirely to writing the dissertation or to a combination of teaching and research. Students who have passed the general examination may teach three-fifths time for four years, with the following exception: those who have taught fewer than sixteen term-fifths may be appointed in a fifth year up to that total.

Dissertation

A student is required to demonstrate ability to perform original research in political science by writing a dissertation that makes a significant contribution to knowledge in the field. The requirement may also be fulfilled in the form of a three-article dissertation by approval of the dissertation committee.

Dissertations must be approved by three committee members, two of whom must be faculty members of the Harvard University Faculty of Arts and Sciences. The chair must be a member of the Department of Government. Any member of the committee who is not a member of the department must be approved by the director of graduate studies. Dissertations must be

approved for defense by the committee. The final copies of the dissertation must conform to the requirements described online in ***The Form of the PhD Dissertation***.

Special Examination

After the dissertation has been approved, and after all other degree requirements have been met, a student will take the “special” oral examination, or defense. This examination is focused on the dissertation and on the relevant special field, which is ordinarily one of the fields that the student presented in the general examination, or an approved portion of that field.
Students who defend their dissertation later than six years after taking the general examination must re-take the focus field of the general examination. Approved parental leave extends this period by one year per child, but no other reason for leave does.

Depositing Dissertation Data

Students are required to make available to the **Harvard-MIT Data Center** all of the quantitative data they have compiled in machine-readable form (together with accompanying explanatory materials) upon which the findings in their dissertation depend. These data will be made available to other users five years after receipt of PhD or sooner, if the PhD recipient permits.

Ten-Year Enrollment Cap

An overall Graduate School of Arts and Sciences (GSAS) policy has been established that students ordinarily will not be permitted to register beyond their tenth year in the Graduate School. However, exceptions to this rule may be made for students who have taken medical or parental leave or for students with other special circumstances. However, according to GSAS policy, the number of G8s and above may impact the number of offers made during admissions. Students who are administratively withdrawn are free to apply for readmission to GSAS, so as to re-register for the purpose of receiving the degree, when their dissertation is completed.

Harvard Graduate School of Arts and Sciences

2016-2017 Student Handbook

Health Policy

The PhD in Health Policy, awarded by the Faculty of Arts and Sciences, is administered by the Committee on Higher Degrees in Health Policy, representing six Harvard University faculties: Faculty of Arts and Sciences, Harvard Kennedy School, Harvard Medical School, Harvard T.H. Chan School of Public Health, Harvard Business School, and Harvard Law School.
The PhD program has the following requirements:

- Two years (generally) of coursework, including a year-long Core course
- Concentration in one academic discipline (decision sciences, economics, ethics, evaluative science and statistics, management, or political analysis) and specialization at the dissertatior stage in one policy area (global health, healthcare services, mental health, or public health)
- Three one-term courses, chosen from three concentrations outside a student's field of concentration. The statistics requirement (noted below) may be used to satisfy one of the three requirements, except for students concentrating in evaluative science and statistics
- Two one-term courses in statistics
- A weekly research seminar starting in the third year
- Written general and concentration examinations following the two years of coursework; the general examination contains an oral component
- A dissertation prospectus and oral examination
- A dissertation based on original research and a dissertation defense

Note: If a grade of B- or better is not obtained in a course offering a letter-grade option, the student will not receive program credit for that course.

Concentrations

PhD students in Health Policy choose a concentration and meet specific curriculum requirements in one of six disciplines:
Decision Sciences (Professor Milton C. Weinstein, chair). Decision Sciences is the collection of quantitative techniques that are used for decision-making at the individual and collective level. They include decision analysis, risk analysis, cost-benefit and cost-effectiveness analysis, decision modeling, and behavioral decision theory, as well as parts of operations research, microeconomics, statistical inference, management control, cognitive and social psychology, and computer science. Examples of research topics in health decision sciences include:

- cost-effectiveness analysis of medical technologies and pharmaceuticals

- optimal screening policies for cancer and other chronic diseases
- measurement and evaluation of health outcomes, including quality of life
- policy simulation modeling of diseases such as AIDS, tuberculosis, cancer, and asthma
- optimal resource allocation for biomedical research

Economics (Professor Joseph P. Newhouse, chair). The concentration in economics focuses on the economic behavior of individuals; providers; insurers; and international, federal, state, and local governments and actors as their actions affect health and medical care. In addition to examining the literature on health economics, the training emphasizes microeconomic theory, econometrics, and interactions with other disciplines, including clinical medicine.

Ethics (Professor Norman Daniels, chair). The ethics concentration integrates quantitative, qualitative, and normative approaches to the analysis of ethical issues in health policy and clinical practice. Increasingly, the investigation of ethical issues in medicine and health policy has not only drawn on normative ethics and political philosophy, but has included empirical research concerning attitudes and practices in clinical and broader institutional settings. A grasp of normative theories and tools is important because ethical principles and approaches underlie, explicitly or implicitly, the formulation of particular health policies at both the macro and micro level. Students in this track will focus on developing skills in a range of disciplines, with the goal of evaluating how ethical and socio-cultural values shape—and should shape—health policies as well as clinical and public health practices. Research in health policy and ethics would include such topics as:

- policies for the allocation of scarce resources to individuals (e.g., human organs for transplantation, newly developed drugs, hospital beds) and across categories of patients (treatment vs. prevention for HIV/AIDS, or for HIV/AIDS vs. malaria)
- policies for care at the beginning and end of life
- evaluation of informed consent protocols and their effectiveness
- issues of equity in the evaluation of policies determining access to health services and the reduction of risk factors
- policies responding to cross-cultural variation in ethical norms
- ways in which health professionals are educated
- policies regarding the balance between the individual and the collective (e.g., in bioterrorism, epidemic control, etc.)

Evaluative Science and Statistics (Professors Mary Beth Landrum and J. Michael McWilliams, co-chairs). Training in this concentration will enable students to study the effects of a wide range of policies and health services (e.g., health insurance, health care quality improvement, clinical decision-making, drug policy, cost-containment, and socioeconomic factors) on behaviors, access, processes and quality of health care, health outcomes, or costs. Students in this concentration will develop proficiency in experimental and quasi-experimental research design, statistics, relevant social sciences, and other methodological approaches (e.g., epidemiology, program evaluation, qualitative methods, and survey design). Previous students in this track have used innovative methodological and statistical approaches to study, for example:

- the impact of acquiring Medicare coverage on the health of previously uninsured adults
- the effects on health behavior of insurance restrictions on maternity lengths of stay

- the effects of drug coverage on access to essential medications in Medicare
- the effects of regulatory changes in legal drinking ages on health and mortality
- the effects of physician experiences with adverse medical events on under-prescribing of essential medicines
- a controlled natural experiment on the effectiveness of direct-to-consumer drug advertising
- the effects of near-universal Medicare coverage on disparities in cardiovascular disease and diabetes control
- methods to estimate racial/ethnic health care disparities and their effects on health
- international differences in outcomes of medical care for acute myocardial infarction
- the effects of unemployment on mortality

Management (Professors Robert S. Huckman and Sara Singer, co-chairs). The management concentration prepares students to do research on the managerial, operational, and strategic issues facing a wide range of organizations in the health care industry including: health care providers; pharmaceutical and biotechnology firms; device and technology companies; and private and public insurers. Students in this track examine how theories and concepts from fields such as technology and operations management, organizational behavior, organizational economics, and competitive strategy can be applied to and further developed for understanding health care organizations. Key research themes include:

- learning and process improvement
- lrganizational structure and performance in health care delivery
- managing R&D organizations
- managing teams in clinical and research settings
- information technology and the management of health care processes

Political Analysis (Professor Robert J. Blendon, chair). This concentration is intended for students who wish to do research on the relationship between politics and health policy. Students will study theories of individual opinion formation, voting behavior, legislative organization, and interest group formation. In addition, students will examine the role of public opinion, interest groups, the media, and institutions in influencing health policy outcomes. The research methodologies most utilized in this track include survey research methods and quantitative statistical methods appropriate for large-scale databases.

Language Requirements

There is no language requirement.

Policy on Incompletes

No grade of Incomplete can be used to satisfy any departmental requirements.

Human Subjects

All PhD students in Health Policy must receive human subjects training during their first year in the program (before they embark on research during their first summer in the program)—in

connection with the Core course. This training must be updated as required by the University.

Advising

Once a student has accepted an offer of admission to the PhD program in Health Policy, he or she is asked to specify an advisor. In cases in which there is no preference, the faculty chair of the program, the concentration chair, and the program director select an advisor. After the first year, all students select their own advisors. During the third year of the program, a student forms a dissertation committee, which replaces the student's faculty advisor. (However, frequently the student invites the second-year advisor to serve on the dissertation committee.) In addition to convening the dissertation committee for the dissertation proposal orals and final defense, a student is encouraged to meet together with his or her entire committee several other times during the process as well as individually with members of the committee on a regular basis. Starting in the third year, all students take the research seminar where they are required to present in their third year and are encouraged to present at least once per year thereafter until graduation from the program. In addition, students are encouraged to invite their advisors to attend these presentations.

The program office requests an annual progress report that is shared with the advisor, the concentration chair, the program chair, and the director of graduate studies. The program office monitors Incompletes.

Thus, at all times when enrolled in the program, a student has one or more faculty advisors. Generally speaking, students in this program, form strong bonds with their advisors.

Master of Arts (AM)

This program does not award an AM. However, it does award a terminal master's degree in circumstances that warrant it, by vote of the Committee on Higher Degrees in Health Policy. If students leave the program or are withdrawn after passing the general and concentration examinations and completing all their course requirements with a grade of B- or better, they are eligible for a terminal master's degree.

Teaching

With the exception of the decision sciences and management tracks of the program, teaching is not a requirement of this program, but at least one Harvard teaching experience is strongly encouraged. In the decision sciences track, students are expected to have at least five HSPH credits (equivalent to one full semester) of experience as teaching fellows in the core decision sciences courses. In the management track, students are required to complete a teaching engagement of one full academic term that includes at least 8 hours of front-of-class teaching experience and at least 16 hours of teaching preparation time.

General and Concentration Examinations

Generally, students take a full load of classes (four semester-long courses, or the equivalent, per term) for each of their first two years in the program. At the end of the two years, general examinations are administered over the course of a week. The week starts with a one-hour in-class examination followed by a two-day take-home examination in which students must demonstrate that they have a master's level understanding of the concentrations. It is followed

the next week by an oral examination. This examination is the same for all students (i.e., is not concentration specific). Students are strongly encouraged to take the general examination at the end of their second year in the program or at the completion of their coursework. If students would like to take it at the end of their first year in the program, they must petition the program. Only students with prior relevant master's degrees can petition. Once permission is granted, the student must declare by the end of first term that he/she will indeed take the generals at the end of his or her first year. If a student fails either part of the generals, the student is given one opportunity the following year to retake the part or parts not passed. Students also take an examination in their concentration, usually at the end of their second year in the program. Students should complete all concentration course requirements prior to taking a concentration examination. Any exceptions must be approved by the student's concentration chair.

Dissertation Prospectus and Orals

The purpose of the dissertation prospectus and its oral examination is to provide a formal occasion for the student to receive feedback on, and gain approval of, his or her dissertation topic(s). This should be done early enough to incorporate significant changes in direction based on faculty input, but it should reflect a fairly advanced stage of study design for at least part of the dissertation. Throughout this process, the student is expected to keep in close contact with his or her dissertation committee.

Generally, dissertations in the PhD in Health Policy Program consist of three papers or three chapters within a monograph. Thus, the prospectus (also known as a proposal; the words are used interchangeably in what follows) should describe the research to be conducted in each paper (expectations are described in more detail below). Sometimes, however, a student may want to obtain results from two of the papers before finalizing the issue to be investigated in the third paper and describing the research that will occur in the third paper. In recognition of this possibility, the PhD in Health Policy Program provides for two options for the dissertation proposal and oral exam. One option is to propose all three papers and defend them at the same time; the other option is to propose two papers, defend them, and then within six months propose a third paper and defend it in a second oral examination. A student choosing the second option will receive a "conditional pass" until the proposal for the third paper has been successfully defended; the term "conditional" will not be interpreted as implying inadequacy in any way.

Timing

Within one year of passing the qualifying examination, a student is expected to have formed a dissertation committee. Further, each student is strongly encouraged to submit a written proposal for at least two of the dissertation papers (or monograph chapters) and pass an oral examination on his or her dissertation proposal before September of his or her fourth year. The PhD program expects that any student choosing to defend a proposal for only two papers initially will successfully defend a proposal for the third paper or chapter no later than the beginning of the spring semester of his or her fourth year.

All students must successfully defend their dissertation proposals by the end of the fourth year in the program to maintain satisfactory progress. Also, if a student does not pass the dissertation proposal orals by the end of the third year, he or she must meet with the proposed

committee by June 30 of that year to discuss the student's progress to date. The committee will then be asked to sign a form indicating that the student is making satisfactory progress toward completing the dissertation proposal. If a student has not set a date for the dissertation proposal orals by January of his or her fourth year, the program must notify the student and the chair of the student's dissertation committee. There is no limit to the number of times a student may repeat a dissertation proposal oral examination, but ordinarily failure to obtain acceptance of a dissertation proposal by the end of the fourth year would be considered evidence of unsatisfactory progress.

To monitor and spur progress on the dissertation, a weekly research seminar is required of all students, beginning in the third year. At the seminar, the students present their dissertation work at all stages, starting with the proposal stage.

Students are strongly discouraged from leaving the Boston area before they have passed their dissertation proposal oral defense. Those contemplating leaving must discuss it with the executive committee. In addition, the program encourages students to remain in residence throughout the dissertation stage. A student living outside the Boston area must, like all students in the PhD program, meet with their dissertation committee at least twice each academic year (preferably one meeting per term).

Expectations for a Dissertation Prospectus

1) The student should identify three parts for the dissertation. Normally these will be three papers, or three chapters within a monograph. In assessing each of the three parts, the committee should judge that each, if successfully carried out, will lead to a publishable paper.

2) The target length of a dissertation prospectus for all three papers combined should be between 25 and 35 pages. This expected length is meant simply as a guide; some topics will deserve more detailed or longer descriptions. As a rule, however, students should consider the prospectus a *proposal* – a compendium of completed papers is not acceptable. The point of the prospectus is to provide a well-documented and detailed proposal of research to be conducted for each of the dissertation papers (or monograph).

3) For each of the proposed papers, the student should present:

1. **Research Questions.** What are the research questions that the student is answering? The student will usually need a few paragraphs of introductory material to set up his or her questions.

2. **Background and Significance.** Why are answers to these questions important? What policy might depend upon the answers? What is the context for the issues?

3. **Literature Review and Preliminary Findings.** At a minimum, this section should review the main literature in the area(s) in which the student is working and summarize its findings (or at least those of relevance to what he or she is doing). In particular, the literature review should note how and why prior research in the topic area does not answer the questions the student wishes to address. Perhaps the data used by earlier researchers were not satisfactory or detailed enough; perhaps the theoretical model or framework underlying earlier work missed a key point; or perhaps statistical estimation methods have advanced since earlier research was conducted and now it is possible to answer a question that has motivated research on the topic for some time. The literature review should be perceived as part of "setting up the problem" that the paper is intended to address. Since literature reviews can often exceed five pages, students

should feel free to provide the extended literature review as an appendix. Also, if more than one of the proposed dissertation papers focuses on different aspects of the same underlying literature, an appendix with a review of the relevant literature for both (or all three) papers is recommended. The review for any one paper in the prospectus should be kept to a few pages.

4. **Methods and Research Design.** Most of what the student writes should be in this section. This is the section where the student indicates how the proposed paper can successfully overcome or address whatever problems have been identified as causing earlier research to have provided insufficient models or evidence on the issue. The student should be addressing the following types of questions in this section: What theory or conceptual framework is the student using or proposing to develop? What data will the student analyze? What does he or she propose to estimate? (It often helps to write down the equation the student wishes to estimate.) How will the student estimate what he or she is proposing? Which statistical, econometric, or modeling methods does the student plan to use? Will the data have enough power to enable the student to be reasonably confident about the answer to the questions he or she is trying to answer? What are the remaining key uncertainties and what does the student see as the main obstacles to carrying out the research? Students should show preliminary results of estimating models or the start on a theoretical model in this section. Especially when using new data or a new estimation technique, it is incumbent on the student to show that he or she is likely to be able to successfully complete the research for the proposed paper. If the student has not yet obtained the data, the student should at least establish that the proposed study is feasible (i.e., there is adequate power; important constructs are included in data; etc.)

   4) In the case of the first paper, a draft manuscript, possibly of a preliminary or partially completed version, is often attached as an appendix. The student should give evidence that he or she has gotten his or her “hands dirty” and is immersed in the conduct of this study.
   5) The suggested page length for the dissertation prospectus—25 to 35 pages total if all three papers are being proposed—could be divided as follows. The descriptions for two papers should be particularly well-developed; each should be described in 10 to 12 or more pages. (Frequently, two papers are variations on an underlying topic or may take advantage of the same data set. In this case, the description of one paper could be 15 pages long and the second could be 10, with references to the description of the data in the first paper’s description.) The description of the third paper may be shorter because the student expects to more fully develop an idea as the results from the other two papers become available. Nonetheless, the description should be at least 5 pages and preferably closer to 10 pages in length. As noted above in “Dissertation Prospectus and Orals,” a student also can choose to defend the proposal for the third paper within six months of defending the first two papers. If a student chooses this second option, the proposal for the third paper should be described in some detail—at least 8 to 10 pages. It is acceptable to present alternative possibilities for the third paper if the student is concerned that one idea may not work (perhaps because data may not become available in time). These page lengths are merely a suggestion and should not be viewed as the “rule.”
   Overall, the point of the prospectus is to provide the faculty on the dissertation committee with sufficient detail of the proposed papers (or monograph) for them to protect the student from embarking on a research project that will not lead to a finished, publishable paper. Thus, the suggested page length and the sections to be included in the description for each paper are

meant as a guide. Students also should be mindful that completed papers for the prospectus stage are strongly discouraged. Providing evidence that data or statistical methods will enable the successful completion of a paper is not to be interpreted as a suggestion that the paper should be all but finished before the prospectus is defended. The prospectus is also intended as an expression of agreement between the committee and the student that if the student carries out the work as specified, the committee is likely to find the dissertation acceptable. It is, however, not a binding contract since research is unpredictable and problems may surface that prevent its successful completion as initially envisioned.

The Following Steps Must Occur Prior to the Dissertation Proposal Orals:

1) The student must appoint a dissertation committee, as described under the section on "Dissertation Committee" that follows.
2) The student must ascertain from the members of the dissertation committee that she or he is prepared to schedule the dissertation proposal oral examination.
3) The student must arrange with the dissertation committee a mutually agreeable date, time, and location for the dissertation proposal orals, and make this information known to the program director at least two weeks prior to the scheduled dissertation proposal orals. Two hours should be allowed, including time for discussion, evaluation by the dissertation committee, and feedback to the student after the faculty evaluation.
4) The student must submit to the dissertation committee, at least two weeks prior to the scheduled dissertation proposal orals, a written dissertation proposal as described above. The written proposal submitted two to three weeks in advance of the dissertation orals should not be the first time the dissertation committee has seen these ideas presented by the student. The entire dissertation committee should be consulted in advance to ensure approval in principle of the topic(s) and to ensure the suitability of the members of the dissertation committee.

The Dissertation Proposal Oral Examination

The program office will maintain copies of proposals, and these may be borrowed by students planning their proposal orals. It is the student's responsibility to obtain a dissertation proposal form from the program office and to bring it to the chair of the dissertation committee. The student will be responsible for getting the signed form and a copy of the dissertation proposal to the program office after the proposal orals, for inclusion in the student's folder.
At the dissertation proposal orals, the student will present the proposal in a 20–30 minute oral presentation, leaving most of the time for discussion. Persons invited to the dissertation proposal orals are: 1) the dissertation committee; 2) other faculty members from Harvard and elsewhere invited by the student to provide additional expertise in evaluating the research proposal; 3) members of the Committee on Higher Degrees in Health Policy; 4) the PhD program director; and 5) other students invited by the presenting student, possibly including one who has agreed to take notes. Discussion will be limited, however, to the presenting student, the dissertation committee, and invited faculty in categories 2 and 3 above.
At the conclusion, the dissertation committee meets in closed session to discuss the disposition of the proposal. No grade or ordinal evaluation is given. In evaluating the student's performance at the orals, the dissertation committee will take into account the quality of the student's oral

presentation, the quality of the student's responses to questions from the dissertation committee, and the written material prepared prior to the oral date. Possible results are: pass or conditional pass (when two papers are successfully defended) which will be changed to a pass when the third paper is successfully defended within an additional six months. Note that a conditional pass also may be the result if the committee feels that a three-paper prospectus has one paper that is not sufficiently well-developed; again, the conditional pass will be changed to a pass when the third paper is successfully defended within an additional six months. On the rare occasion when the dissertation committee feels that the prospectus is not ready for a defense, the committee will adjourn the oral examination and simply convene a meeting with the student.

Dissertation

Content of the Dissertation

Dissertations may be applications of analytical tools to health policy issues, or they may be primarily theoretical. The dissertation should be written in a scholarly style, including thorough literature reviews, and it must include detailed descriptions of methods, data, and analyses.
The dissertation can take either of two formats: a three-paper format or a monograph format. The first format consists of three publishable papers relating to health policy. The papers are typically related, either by their substantive content or by methodology, but this is not a requirement. It is recommended that at least two of the three papers be related, either by content or methodology, but this is left to the discretion of the student's dissertation committee. While publishability is a necessary condition for the acceptability of the dissertation, the fact that a paper has been published in a peer-reviewed publication does not necessarily make it acceptable for the dissertation. Material such as literature reviews, detailed description of analytic methods and data, which may be excluded from published versions due to page constraints, must be included in the dissertation, possibly as appendices or as separate background papers.
On occasion, one or more of the papers may have been published prior to submission of the dissertation. However, none of the papers may have been published prior to the student's matriculation into the program, and the majority of the work on the dissertation must be completed after matriculation.
The dissertation must include an overview summarizing the papers. It must also contain material that describes, in non-technical terms, the implications of the papers' findings for the real world, as well as directions for future research that are suggested by the papers' findings and/or limitations. This material may be incorporated into the individual papers (e.g., in discussion sections), or in a separate concluding section of the dissertation.
The second format option is a traditional monograph-style dissertation. Such a dissertation must either (a) contain at least three independently publishable units (which may be chapters) or (b) be suitable for subsequent publication in book form. The rules and recommendations described above for the three-paper format, regarding prior publication, dissertation summary, and concluding sections, apply to a traditional monograph-style dissertation as well.
The dissertation must be innovative, in the sense that an existing method is being applied in a new way or to a new problem area, or in the sense that a methodology is extended or modified in a significant way. Primarily theoretical dissertations must still include a substantial

demonstration of their applicability to a real-world, contemporary health policy issue, and this application should be the major focus of one or more papers or chapters.

Co-authorship

Coauthored dissertation papers or chapters are permitted. Order of authorship should follow the conventions of the field to which the paper is being submitted. The student should be first author for journals where first authorship indicates primary responsibility for the paper. Faculty members and students are cautioned that a faculty advisor should be a coauthor only if he or she contributes substantially to the development of the database or analytical methodology for the paper or chapter.

If, however, the faculty member is primarily responsible for both the data and method, then the paper probably does not qualify as independent work by the student. If the faculty member has developed the methodology in a previous research study, then it is expected that the student will apply the methodology independently to the problem under investigation.

Dissertation Committee

The student is responsible for selecting a dissertation committee consisting of a dissertation advisor and at least two additional faculty members. The dissertation committee must include at least two full-time faculty members at Harvard University and at least one member of the Committee on Higher Degrees (CHD) in Health Policy. The dissertation advisor chairs the dissertation committee and must be a full-time faculty member at Harvard University, and preferably will be a member of the CHD in Health Policy. At least two of the three dissertation committee members must be members of the Faculty of Arts and Sciences and/or members of the CHD in Health Policy. If only one of the three members has an FAS or CHD in Health Policy appointment, then the chair of the CHD in Health Policy must also approve and sign the dissertation. The dissertation committee may include a faculty member from another university, an emeritus professor, or an adjunct professor at Harvard or elsewhere. (A member not on university faculties may be included only as a fourth member with the approval of the CHD in Health Policy.) The membership of the dissertation committee must be approved by the executive committee of the CHD in Health Policy before the dissertation proposal oral examination is scheduled.

After passing the proposal oral examination, students are expected to meet with their dissertation committee at least twice each academic year (preferably one meeting per term). This is the case whether or not a student is in residence. One of the meetings must be with all the members of their dissertation committee physically present. The other meeting may be by teleconference if necessary. For documentation of these meetings, the program office will provide forms, which students will be expected to return to the program office.

Dissertation Defense

It is advisable to arrange a tentative date for the defense well in advance to resolve possible scheduling conflicts between dissertation advisors. However, a dissertation defense may not be scheduled until at least drafts of all three papers have been submitted to all members of a student’s dissertation committee. All defenses will have a public presentation component. It is the option of the dissertation committee to have the entire defense public or to close the

examination part, followed by a public presentation open to faculty, students, and other interested parties—all of whom may ask questions. In both cases, a student must allow for time after the defense to work on revisions required by the committee. A draft copy of the dissertation must be submitted to each member of the dissertation committee at least two weeks prior to the defense, and the program office must be notified of the time for the defense at least two weeks prior as well. At this point, anyone on the Committee on Higher Degrees in Health Policy has the right to ask for a draft copy of the dissertation. The program office will provide the GSAS Dissertation Acceptance Certificate for the dissertation committee members to sign at the defense.

Other

The rules of the Graduate School of Arts and Sciences regarding the format in which the dissertation will be submitted will apply. The PhD Program in Health Policy requires submission of one bound copy of each dissertation to the program office. In addition, the student will need to submit an electronic copy of the dissertation abstract to the program office for inclusion on the program's website.

Most students complete the entire PhD within five years. All work for the PhD, including the dissertation, should be completed within eight years. Students whose work is not completed within this period will generally be asked to withdraw from the program, but will thereafter be allowed to apply for readmission so as to re-register for the purpose of receiving the degree, once the completed dissertation has been judged satisfactory by the dissertation committee. Exceptions to this rule will be granted only under extraordinary circumstances.

Harvard Graduate School of Arts and Sciences

2016-2017 Student Handbook

History

For a complete statement of regulations regarding graduate work in the Department of History, candidates should refer to "Higher Degrees in History" in the ***Programs of Study*** publication. An offprint of "Higher Degrees in History" is available from the Department of History.

The First Two Years

Coursework

During the first two years of graduate study in history at Harvard, candidates must take at least eight letter-graded four-credit courses, chosen in consultation with the faculty advisor, and History 3900 Writing History: Approaches and Practices, which is graded satisfactory/unsatisfactory. Six of the eight letter-graded courses must be in history, and of these six two must be research seminars in history. A minimum grade of B is required in each course.

Languages

Candidates admitted to graduate study in history will be required to show a satisfactory reading knowledge of at least two foreign languages. They must take at least one departmental language examination in September of their first year of study, and the second in January of that year. All language requirements must be fulfilled prior to the General Examination. (Refer to "Higher Degrees in History" for a listing of language requirements, and further regulations regarding the timing of the language examinations.)

Policy on Incompletes

It is expected that students will ordinarily complete coursework in the term of enrollment in the course. For the GSAS rules regarding Incompletes, see **Chapter V**, Grade and Examination Requirements of this handbook.

Advising

When applying, students often make quite explicit statements regarding their research interests and the faculty with whom they wish to work. Based on this information, students are assigned primary and secondary advisors with whom they consult from the point of initial enrollment. The primary advisor must approve the student's plans of study in the first four terms, and is often the chair of both the general examination and dissertation committees. Effecting a change of

advisors typically involves conversations with both the new advisor and the original advisor. Once an agreement has been reached, the coordinator of graduate studies must be informed. The advisor must ordinarily be a permanent member of the department.

Master of Arts (AM)

The Department of History admits candidates for the PhD only. The AM is ordinarily awarded to candidates for the PhD after they have met the coursework requirements outlined above, completed two years of academic residence, and have satisfied the language requirements specified for their field of study.

General Examinations

The purpose of the general examination is to expand and deepen students' general historical knowledge, provide them with the tools to conduct research in history, and prepare them to teach. The examination is composed of four fields; the candidate is examined orally in each field for thirty minutes, so that the entire examination occupies two hours.

Guidelines for constructing fields

1. Field definitions should be constructed with the guidance of the candidate's advisor and individual examiners and must be approved by the director of graduate studies. Fields may be defined temporally within regions, nations or empires (e.g., Byzantine Empire, colonial Latin America, China since 1800) or thematically or comparatively (e.g., European intellectual history, comparative empires, comparative gender history, diasporic histories). Within each field, an encyclopedic knowledge of detail is not expected, but the candidate should demonstrate familiarity with the important problems and substantial mastery of the basic literature in each field.
2. Since the purpose of the general examination is to achieve breadth of knowledge, the selection of the four fields should be made with the aim of achieving range across time and space. Students are required to include an early and a modern field (with chronological coverage suitable to the particular regional frame). It is strongly recommended that all students present a field that includes a region of the world beyond their area of specialization.
3a. Students whose main pursuit is European history will ordinarily cover three of the following four periods in their choice of fields: Ancient, Medieval, Early modern, Modern. If one examination field is outside the history of both Europe and the United States, however, fields in two of these temporal periods will suffice.
3b. Students whose main pursuit is United States history will ordinarily cover fields in the US to 1815 and the US since 1815. If one additional examination field is outside the history of both Europe and the United States, these two fields will suffice for temporal diversity.
3c. It is strongly recommended that students in Asian, African, Latin American or Middle Eastern history, in addition to the early and modern fields in their area of specialization, present at least one field outside these areas, or an international or comparative field.
3d. Students are permitted to present a field outside the history department comparable in scope to departmental fields.
3e. A candidate may not present more than two fields in a single national history.

Preparation for examinations

Candidates prepare for General Examinations both by taking graduate seminars and by arranging for reading courses (History 3010) with the faculty members who will serve as examiners in the several fields. Faculty members may conduct History 3010 either as individual tutorials or as small-group discussions (when several students are simultaneously preparing similar fields for examination). The four fields are prepared with four different faculty members, one of whom is ordinarily the primary advisor.

Examiners

Candidates may select a faculty member at the assistant professor level or above and must consult the Graduate Coordinator if proposing to select a faculty member outside the University.

Extensions

The examination is taken late in the fourth term. Candidates may petition the director of graduate studies for extension to the fifth term. The last possible extension, to the sixth term, requires a petition to the director, subject to the approval of the department. Candidates make examination arrangements with the Graduate Coordinator.

Evaluation

A candidate's advisor ordinarily chairs the examination committee. The candidate determines the order of fields to be examined. At the conclusion of the examination, the chair will ask the candidate to wait outside the room while the committee deliberates. The candidate will be informed directly after the examination whether he or she has passed, and the department will follow up with official notification. The grade is final. The overall grade may be requested from the Graduate Coordinator one month after the examination date.

Interpretation of the Final Grade

The passing final grades are Excellent, Good, or Fair, and a plus or minus can be attached to each grade. A candidate can be failed with no bar to reexamination, or failed without the possibility of reexamination. If one fails the General Examination with no bar to reexamination, he or she will be allowed to take the examination a second time in the fifth or sixth term. The mark of Excellent is rare and represents an exceptional performance. A mark of Good shows a solid grasp of the historiography and problems of each field, with no significant weaknesses, although varying (Good Plus to Good Minus) in articulateness. A mark of Fair indicates significant weaknesses in at least some fields, and some difficulty in articulating historiography and problems. The grade does not become public record; it is held internally by the department, not by the Registrar. It is used when assessing departmental nominations for Harvard fellowships, but will not be a part of the candidate's dossier for applying for academic positions.

History 3920hf: Colloquium on Teaching

Usually taken in the third year, the Teaching Colloquium is a required course for the PhD degree. The course meets several times in both the fall and spring terms, and is led by a

senior faculty member and a teaching fellow. The course is an introduction to teaching both at Harvard and beyond, and helps students gain familiarity with a range of techniques and styles of teaching.

Dissertation

As soon as possible after passing the general examination and no later than two terms after passing it, all PhD candidates must identify a dissertation director and dissertation committee, settle on a topic and, with the dissertation director's approval, present a proposal on the subject of their projected dissertation to their committee members. The committee is composed of the director, who should ordinarily be a permanent member of the department, and two others, one of whom may not be a permanent member. After the fifth term, candidates are expected to present their dissertation proposals in a conference of faculty and graduate students. Beginning in their fourth year, all students will present an annual progress report to the members of their dissertation committee. A prospective sixth-year or more advanced student must have a written statement from the supervisor of the dissertation indicating that satisfactory progress is being made in research and writing. An unbound copy of the completed dissertation must be distributed to each member of the dissertation committee no later than the December 1 for the degree in March, April 1 for the degree in May, or September 1 for the degree in November. The final dissertation manuscript should conform to the requirements described online in ***The Form of the PhD Dissertation***.

Students are required to defend their dissertations. The defense committee consists of the student's dissertation committee plus one additional member drawn from the history department, another Harvard department, or outside the University. Prior to the oral defense, each member of the defense committee writes a detailed report on the dissertation. The defense itself should last approximately two hours. It is open to the intellectual community of faculty and graduate students as well as the friends and family of the student. Once the dissertation has been successfully defended, members of the committee sign the dissertation acceptance certificate. The committee's written reports are appended to the certificate. The oral defense is optional for students who entered the program before the 2009–2010 academic year.

Harvard Graduate School of Arts and Sciences

2016-2017 Student Handbook

History of Art and Architecture

The First Two Years

Courses

- A total of sixteen four-credit courses are required for academic residence.
- One four-credit course (two semesters) must be History of Art and Architecture 310.
- At least nine four-credit courses must be chosen from the offerings of the Department of History of Art and Architecture.
- Students must take one course in at least three fields of art/architectural history other than their own. For students in Western art, one of those courses must be in Asian, African, Native American, or Islamic art. For students in Asian, African, or Islamic art, one of the required courses must be in Western art. Non field-specific courses may be taken in place of one of the three field requirements. In non field-specific courses, a topic should be studied which promotes extra diversification methodologically and geographically.
- Students may wish to develop a minor field in which a cluster of three courses must be taken. In that case, the regular field distribution requirement is waived, but one course outside the double fields is required to ensure breadth. A non-Western course must be taken if a Western field is both the primary and minor field and a Western course must be taken if a non-Western field is both the primary and minor field. As above, in non field-specific courses, a topic should be studied which promotes extra diversification methodologically and geographically.
- If a course falls between two fields, it is important to specify the field, and to clarify the arrangement with the director of graduate studies (DGS) during the term the course is taken.
- Field distribution and 200-level course requirements may be fulfilled by the same course, but may not be counted twice towards the sixteen.
- Five four-credit courses, in addition to HAA310, must be primarily for graduates at the 200-level or the equivalent (e.g. 100 level seminars); partial credit may be given for graduate-leve courses from other institutions, in which the student participated while enrolled in HAA.
- HAA does not give credit for courses taken elsewhere, before coming to Harvard. Only in exceptional cases can the department depart from the rule. This requires: first, the consent of the intended dissertation supervisor; second, the approval of the DGS to submit the request to the Faculty; third, the approval of the Faculty.

- Two four-credit courses may be in any language(s) appropriate for the student's field of research.
- Graduates enrolled in undergraduate lecture courses will not be required to fulfill additional requirements.
- The examination of graduates enrolled in undergraduate lecture courses will be of the same format as those for the undergraduates, but it may be tailored to graduate level, as long as this does not lead to a quantitative increase. For example: when the examination consists of a written exam, a separate set of questions might be designed for the graduate students; or the questions might be the same, but the results judged by higher standards.
- Graduate students can request a course upgrade. For this, they will need the consent of the teaching faculty member and the approval of the DGS.

Incomplete Grades (Applicable to G2+ Only)

Incomplete courses will not be accepted by the department for degree credit. A student must complete requirements for an incomplete course by the first day of the second term following that course, or file for an extension (form available in the department office). The extension for an Incomplete must be discussed with the head of the course. The practicalities involved in submitting a paper after the deadline and reasonable expectation of it being read should also be agreed upon well in advance of submitting the remainder of work. Students with Incomplete grades may not normally be employed as a teaching fellow in the department. G1 students are not allowed to receive or hold Incomplete grades.

Academic Standing and Satisfactory Progress

The necessary (but not necessarily sufficient) condition for students to remain in good standing in the Department of History of Art and Architecture is that they receive a minimum GPA of 3.5 (B+) in all departmental courses. At the end of the fall term each student's progress is discussed by the faculty; if there are problems, a letter is sent at that time. At the end of the spring term, the faculty reviews the work of each graduate student, and students still taking coursework will receive a written evaluation of their progress from the director of graduate studies. In addition they will receive written evaluations from each of their individual instructors in the Department of History of Art and Architecture at the end of each term. Students taking courses in other departments or institutions must request that their instructors provide similar evaluations to the department.

On the basis of grades and written evaluations (i.e., grades are not the only criteria), the department may vote that a student's degree candidacy be terminated or that a warning letter be sent that will specify the department's expectations for the following term or year. Suitability to the program is a major factor and may be grounds for terminating candidacy. If the student fails to meet these expectations, the department will ask the graduate school to terminate the student's degree candidacy.

Requirements for Satisfactory Progress

- First-year students may not receive any grades of Incomplete.
- G1 and G2 students are expected to submit their best seminar paper to the department by May 15 in each of their first two academic years.

- No G2 and above students shall be permitted more than one grade of Incomplete per term. If not completed within the following term, the grade becomes Incomplete on the permanent record. No more than two permanent Incompletes will be permitted. A student who accumulates more than two will be required to withdraw, unless the faculty determines by a two-thirds' majority vote that extraordinary circumstances warrant an extension, which shall in no case exceed one term.
- For students to remain in good standing, the Department of History of Art and Architecture requires that they must receive a GPA of 3.5 in all departmental courses.
- The requirements for languages should be met by the end of the fourth term.
- The completed and approved qualifying paper (with signed QP cover form) should be filed in the department office not later than June 1 of the 4th term in residence.
- Students are expected to give an oral presentation in the fall of the G3 year on the research project that they hope will form the basis of their dissertation.
- Students are expected to take the general examination in the third year of residence and a preliminary dissertation proposal is required at the time of petition to take the general examination. A final and approved dissertation proposal is required within three months of passing the general examination.
- G4+ students are required to submit a progress report to the department of dissertation research and writing by December 15 of each year.
- The final draft of the dissertation should be submitted to the readers at least six weeks prior to the registrar's deadline. The bound copy with the dissertation acceptance certificate is due at the time designated by the registrar.

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.

Language Requirements

- For all fields, the department's minimum language requirement is a reading knowledge of two languages that are relevant to the student's field of study and research interest (excluding his/her native language). The languages will have to be deemed necessary, and approved of, by a faculty member in the field and the DGS. The student will be required to provide proof of proficiency in the languages.
- The requirements for languages should be met by the end of the fourth term.

Qualifying Paper (QP)

- The QP will be written in the fourth term of residence: students entering the pro-gram in the fall will write their QP in the spring term, G2; those entering in spring term in the fall, G3.
- The QP will be a revised and in-depth version of a paper written for a HAA graduate seminar or any other course at Harvard in one of the preceding three terms. Papers written for courses at other institutions, before or during enrollment in the HAA program, are not admissible.
- The QP will be no longer than about 10,000 words; double spaced; separate bibliography; standardized references and citations; illustrations with captions.
- The QP will be credited as a course on 300 level, fail or pass; typically, a student will take three regular courses while working on the QP, making a total of four courses. The QP proposal form should be submitted at the beginning of the term for approval by the DGS.

- The QP will be supervised by a first and a second reader. Although the first reader will be the primary responsible faculty member, the second reader will be involved at an early stage.
- A third reader will be consulted when the first two readers cannot agree upon the evaluation of the QP.
- All three readers will be informed about, and agree to, their roles in the first week of the term. Students have a responsibility to make sure their advisors know they are readers and ensure a smooth process.
- The QP supervisors (readers 1 and 2) meet regularly with the student, read drafts in a timely manner, and make comments and suggestions. Expectations or the involvement of QP supervisors who are on sabbatical should be made clear before the term.
- The first meeting should be scheduled in week 1 or 2 of the term. Meetings should take place at least once every four weeks.
- The final version of the QP will be submitted to the QP supervisor on the first day of the first week of the exam period. After the paper is vetted by the QP supervisor, it will be passed on to the second reader in the second week of the exam period. The QP cover form is submitted with the final version to the readers.
- The final decision of the readers will be made before the end of term.
- In case of a fail the student must re-enter the whole procedure, with a different topic, at the beginning of the next term. This option is only granted in exceptional cases, however, and after consultation with the advisors and entire faculty. If this permission is not granted, the student will be withdrawn from the program. If it is granted, the first fail will put the student into unsatisfactory progress status in the graduate school. In unsatisfactory status the student is not eligible for financial aid or teaching. Two fails will mean that the student has not fulfilled the departmental requirements and that he or she will be withdrawn from the program.
- A copy of the QP with the signed cover form should be submitted to the department by June 1.

Advising

Ordinarily, the director of graduate studies is a student's primary advisor for the first two years of graduate study. Should additional advising be desired, it should be sought in consultation and agreement with the director of graduate studies.
Information on advising at other stages may be found in the sections on the qualifying paper, general examination, prospectus, and dissertation.

Master of Arts (AM)

The department does not admit candidates for a terminal AM degree. PhD candidates may apply for a master's degree after satisfactorily completing eight four-credit courses. The degree may also be offered to students unable to complete the PhD.

General Examinations

The general exam (GE) will be taken no later than the sixth term in residence, typically spring term G3. The exams should take place during reading period of the spring term. Exceptions car

only be proposed by the DGS, in close consultation with the dissertation supervisor, and must be approved by the faculty during a departmental meeting.

The petition to take general exams must be filed in the department by March 1 of the spring term of the 6th term of residence.

One term of intensive study should suffice to prepare for the GE.

The proposed dissertation supervisor in consultation with the committee will make sure that the bibliography is appropriate, but not over-burdened.

The final bibliography will be submitted to the DGS, for the record.

The general examination is given only during the academic year and not during holidays or summer.

The examination is designed to test the students' mastery of their scholarly fields and their ability to proceed to writing a dissertation. Students are allowed access to the library and to other resources while answering Parts 1 and 2.

The examination consists of four parts: 1) Written essay(s) (eight hours total). Interpretation. General Field. One or two questions designed to test the student's grasp of broad art-historical issues. 2) Written essay(s) (eight hours total). Methods and Historiography. Specific Field. 3) One or two questions designed to bring out the student's knowledge of sources, both primary and secondary, and of methodological issues. 4) Oral examination (two to three hours): Analysis of visual material. General Field. The student will have one to two hours prior to the convening of the full committee to examine eight to twelve works of art, slides, or photographs, in preparation for an oral discussion of all but one of them with the examination committee. The discussions may involve such issues as connoisseurship, contexts, iconography, formal analysis patronage, technique, and condition. Oral examination (one and one-half hours): Evaluation and review. Students whose performance on the examination is not satisfactory will be given one opportunity to repeat all or a portion. In some cases, Part 4 will be combined with or follow immediately upon Part 3.

In Parts 1 and 2, students will be given a choice of questions, normally one of three or two of five, to be determined in consultation with committee members.

Students may determine which of the first two sections of the examination they wish to take first, but whatever order is decided upon, Parts 1–3 must be taken within a period of five days.

Dissertation

The Dissertation Prospectus

After the successful completion of the general examinations, a topic and advisor for the dissertation should be chosen. Discussing potential topics with several faculty members is advisable before the student begins. Students will be expected to have a prospectus approved no later than three months (within the academic calendar— September through May) of passing the general examinations in order to be considered to be making satisfactory progress toward the degree.

Once a student has a topic and an advisor to guide his or her dissertation, a formal written dissertation proposal is the next step. Not including the bibliography, the prospectus should be five to ten pages in length, but not more.

Dissertation Defense

The Department of History of Art and Architecture requires that all PhD dissertations be defended. At the defense, the student has the opportunity to present and formally discuss the dissertation with respect to its sources, findings, interpretations, and conclusions, before a defense committee knowledgeable in the student's field of research. The director of the dissertation is a member of the defense committee. A committee is permitted to convene in the absence of the dissertation director only in cases of emergency or other extreme circumstances The defense committee may consist of up to five members, but no fewer than three. The chair of the defense committee should NOT be the primary advisor. The suggested makeup of the other members of the committee should be brought to the director of graduate studies for approval. Two members of this committee should be from the Department of History of Art and Architecture and one of these should be a tenured faculty member. One member should be outside the department (either from another Harvard department or outside the University).

A minimum of one month prior to scheduling the defense, a final draft of the dissertation should be submitted to two readers (normally the primary and secondary advisors). Once the two readers have informed the director of graduate studies that the dissertation is "approved for defense," the candidate may schedule the date, room, and time for the defense in consultation with the department and the appointed committee. This date should be no less than six weeks after the time the director of graduate studies has been informed that the dissertation was approved for defense. It should be noted that preliminary approval of the dissertation for defense by the primary advisor and another reader does not guarantee that the dissertation will be passed.

The defense normally lasts two hours. The candidate is asked to begin by summarizing the pertinent background and findings. The summary should be kept within twenty minutes. The chair of the committee is responsible for allotting time, normally allowing each member of the committee twenty to thirty minutes in which to make remarks on the dissertation and elicit responses from the candidate.

When each committee member has finished the questioning, the committee will convene in camera for the decision. The possible decisions are approved, approved with minor changes, approved subject to major revision within six months, or rejected. The majority vote determines the outcome.

Approved with minor changes: The dissertation is deemed acceptable subject to minor revisions. The dissertation is corrected by the candidate, taking into account the comments made by the committee. The revisions will be supervised by the primary advisor. Upon completion of the required revision, the candidate is recommended for the degree.

Approved subject to major revision within six months: The dissertation is deemed acceptable subject to major revisions. All revisions must be completed within six months from the date of the dissertation defense. Upon completion of the required revisions, the defense is considered to be successful. The revisions will be supervised by the primary advisor.

Rejected: The dissertation is deemed unacceptable and the candidate is not recommended for the degree. A candidate may be re-examined only once upon recommendation of two readers. Rejection is expected to be very exceptional.

A written assessment of the dissertation defense will be given to the candidate and filed in the department by the chair of the defense committee.

The defense will be open to department members only (faculty and graduate students), but others may be invited at the discretion of the candidate. Travel arrangements for an outside

committee member should be made as far in advance as possible and will be covered by the department, assuming it is within reason. The department administrator will assist in making the travel arrangements. A modest honorarium will be given for the reading of the dissertation for one member of the jury outside the University.

Candidates should keep in mind the Graduate School of Arts and Sciences **deadlines for submission** of the dissertation and degree application when scheduling the defense.

Harvard Graduate School of Arts and Sciences

2016-2017 Student Handbook

History of Science

Master of Arts (AM)[1]

Requirements

- Minimum one year residence of full-time study.
- Eight four-credit courses or the equivalent are required. These include two *required* graduate seminars (History of Science 303A and History of Science 303B), three additional four-credit courses offered "Primarily for Graduate Students" (not including "Graduate Courses of Reading and Research") in the history of science, one four-credit course offered "Primarily for Graduate Students" (not including "Graduate Courses of Reading and Research") outside the department, and two additional four-credit courses in the history of science. The additional two required courses must be selected from offerings designated in the FAS course catalogue (see **https://my.harvard.edu/**) as being "for both undergraduates and graduates" or "primarily for graduate students" or in graduate level courses in other Harvard schools (through cross-registration). They may be chosen from offerings in science, history, the history of science, or other related fields. An average of B must be maintained throughout the year.
- An essay of 7,500-10,500 words (roughly twenty-five to thirty-five pages), exclusive of bibliography, on a subject to be determined in consultation with the student's advisor. The essay is to be submitted to the department toward the end of the second term, but no later than the last day of reading period. Principal sources must be consulted in the original language, not in translation. Ordinarily a paper written for a graduate seminar or independent study in the History of Science is revised or expanded for this requirement.
- Doctoral students who complete the doctoral course requirements and submit two research papers are eligible to receive a AM degree in History of Science with the approval of the director of graduate studies and the faculty.

[1] Requirements apply to all students entering program AY 2017 and after; students who entered program before the fall of 2016 should follow previous requirements.

Doctor of Philosophy (PhD)[2]

Requirements

Students must be in residence for minimum of two years of full-time study. *While in residence, students are expected to attend the weekly department seminar.*

[2] Requirements apply to all students entering program AY2017 and after; students who entered doctoral program in the fall of 2015 may opt to follow a modified version of the AY17 course requirements. Students who entered the program before 2015 are subject to the former course requirements.

Years 1 & 2: Coursework and Research Papers

Course Requirements

Sixteen four-credit courses or the equivalent, including:

- Two seminars: Historiography in History of Science (HISTSCI 303A) and Research Methods in the History of Science (HISTSCI 303B)
- Six additional graduate seminars (HISTSCI 200-level or seminars "primarily for graduate students" in other departments), of which:
  - Four must be offered by the department
  - One must fulfill the pre-1800/post-1800 requirement (*Students writing dissertations on post-1800 topics must take a pre-1800 course, and vice-versa*)
  - One must be outside the department

Note: Courses in the history of science include courses taught in other departments by members of the history of science department, courses cross-listed under the history of science and graduate courses in Science, Technology and Society offered by the Massachusetts Institute of Technology; of these a maximum of three *may be taken at MIT. All other courses count as outside the department. Graduate Reading courses do not fulfill graduate seminar requirement.*

- Eight electives, of which up to five may be graduate level reading courses in history of science or other divisions, departments, or committees

Note: The department does not accept transfer credit. Students who matriculate into the doctoral program after receiving an AM degree in History of Science or who take graduate courses as Special Students in the department are eligible to transfer up to eight four-unit courses.

Research Papers

Students write two significant research papers (9,000-12,000 words exclusive of notes and bibliography), at least one for a departmental course, in the first two years of graduate study. The student's advisor should read and discuss at least one of the papers with the student, whether or not the paper was produced for the advisor's course.

- Paper #1 must be submitted via email to the graduate program coordinator by June 1st of the G1 year, with the course instructor cc'd (if applicable).
- Paper #2 must be submitted to the graduate program coordinator by April 1st of the G2 year.
- One paper must be submitted to the student's primary advisor for review by the end of the third semester of study, with the graduate coordinator cc'd. Both must be graded before the general exam.

Grades and Assessment

Eight four-credit courses must be passed at a grade level of B or above in the first year of study.
Each of the two research papers must achieve a grade of “A-“ or higher.
The grade of Incomplete is given only in extraordinary circumstances. The decision to give an incomplete is at the discretion of each faculty member. GSAS policy requires that academic work must be completed and the grade converted to a letter grade before the end of the next registration period (e.g. coursework for an incomplete received in the fall of 2016 must be completed *before* the first day of registration for the fall of 2017). A petition for an extension of time for incomplete work signed by course instructor and director of graduate studies must be submitted to the GSAS Student Affairs Office for any course work completed after the end of the next registration period.
All courses must be graded before a student is permitted to teach. Students with outstanding course requirements are not permitted to sit for the general examination.
Students’ progress is reviewed each year by the department at a May faculty meeting in which a determination is made of students’ qualification for continuing graduate work in light of both departmental and GSAS requirements.

Advising and Course Planning

The director of graduate studies (DGS) serves as primary advisor to first year students. In addition, all first year PhD candidates are assigned a continuing graduate student who acts as a peer mentor, helping new students acclimatize to departmental expectations and routines.
First and second year students meet with the DGS at the start of each semester for the first two years to discuss their plan of study. Students also meet with the graduate program coordinator at this time, and must submit to the coordinator a completed “History of Science Doctoral Degree Requirements Worksheet.” This is to ensure that students are fulfilling the necessary requirements.
Students should take seminars with faculty they might ask to serve on the general examination committee. The chair of the student’s general examination committee together with the DGS serve as primary advisors to second year students.
Students are encouraged to start planning to fulfill their course distribution requirements, to meet the language requirement, and to define the three “fields of study” that they intend to submit for the general examination (see section on the General Examination below) upon entering the program. Study programs, courses, seminars, and fields of study are selected in consultation with students’ advisors (as explained above).

Language Requirement

All students must demonstrate proficiency in at least one language other than English upon submission of the dissertation prospectus in November of the G3 year (see below). The language(s) in question should reflect students’ research interests and ordinarily will be agreed on in consultation with the DGS and intended dissertation director at the beginning of the first year of graduate study; the list may be revised as necessary to reflect students’ changing intellectual trajectories. Some students may enter with all the language preparation they will need for graduate study in their chosen fields. Others may have an elementary or intermediate knowledge of a language or languages and may improve on that knowledge by taking additional coursework, including first-, second-, or third-year language courses and/or the reading courses

offered by some departments and designated as French Ax, German Ax, Spanish Ax, etc. in the Faculty of Arts and Sciences (FAS) course catalogue (see **https://my.harvard.edu/**).

Students may demonstrate proficiency in various ways, among them by taking third-year coursework in a language other than English or by using non-English-language texts in one or more seminar papers or in the preparation of their general examination fields and prospectuses. Proficiency is assumed in the case of native speakers and bilingual students, as long as they are skilled in both reading and speaking; the language in question must be relevant to their research fields. If no one in the department is capable of assessing a student's proficiency in a language, the department will make other arrangements.

Students may document proficiency by an email to the graduate program coordinator, cc'ing the advisor and the faculty member who certifies the student's language skills; students should list the language(s) and the means by which proficiency has been demonstrated. Students taking language reading courses at Harvard Summer School or in an external institution should have a transcript sent to the graduate program coordinator.

As students' fields of study develop, they may find that they need to acquire new languages or further develop their skills in ones they already know. This should be discussed by students and their advisors on a regular basis as part of the advising process.

Year 2: The General Examination

The general examination is usually scheduled for the spring of the second year. Examination committees do not expect encyclopedic command of detail but, rather, seek evidence of students' understanding of the main intellectual developments within a field of science, familiarity with the chief historiographic traditions associated with a particular content area, and an ability to set a particular field of science or the science of a particular period within its institutional, political, and social contexts.

The general examination is oral, and includes three fields. The number and definition of these is determined by the student in consultation with the DGS and the student's advisor. At least two fields should be in history of science and directed by faculty in the department or faculty members otherwise designated by the department. All general examinations must include at least one field outside the department. Once the fields for the general examination have been set, the three faculty members who will be working with the student to prepare her or him for the examinations are consolidated into a formal generals advising committee.

In November of the second year, students submit a general examination application and a completed "Doctoral Degree Requirements Worksheet" to the graduate program coordinator, who forwards these to the DGS and the department faculty for review.

To pass the general examination, a passing mark must be earned in each field.

General examination applications from students with outstanding incompletes or course requirements cannot be reviewed or approved by department faculty, and the students will not be permitted to sit for the examination. A rising third-year student who has not passed the general examination will be allowed one semester in which to complete any outstanding course and writing requirements as well as to sit for and pass the examination. The department may ask students who do not return to satisfactory standing and pass the examination to withdraw from candidacy.

Year 3 and Beyond: Teaching and the Dissertation

Teaching

All students are required by the department to participate as Teaching Fellows or course assistants in at least one course offered by members of the department faculty. Students may not teach during the DCF year, so should plan accordingly.

Rising G3 students *must* attend the fall Bok Center Teaching Retreat as well as the department teaching retreat held in late August/early September. **The Bok Center** offers numerous teaching workshops and resources to enable teaching fellows to hone their teaching skills.

Faculty course instructors hold weekly meetings with teaching fellows to guide them in leading discussion sections and grading assignments and exams. In addition, teaching fellows should consult faculty course heads about any undergraduate students who may be struggling with course material/assignments/personal issues.

Please consult the Department Teaching Manual for additional information.

The Dissertation Prospectus

Following successful completion of the general examination, students must attend a prospectus "boot camp," held in late May/early June and led by the DGS and another faculty member. The boot camp serves to introduce students to the process of writing the dissertation prospectus. Faculty leaders will work with students to explore possible archival and other resources to explore during the summer months; departmental funding is available to facilitate archival summer research. At the start of the fall semester, the faculty and students will meet once again to discuss students' summer progress and draft prospectuses.

At this point, students will constitute a dissertation prospectus committee in consultation with their general examination committee chair/primary advisor and the DGS, as necessary. Once the student's dissertation prospectus has been vetted by the dissertation prospectus committee and approved by the department faculty, a dissertation committee will be set up. The chair of the prospectus committee often serves as the dissertation committee chair, and the student's primary advisor.

Over the course of the G3 year fall semester, students are expected to discusses a draft of the prospectus with the dissertation prospectus committee, which will approve its submission to the department faculty as a whole. Prospectuses are to be submitted to the graduate program coordinator at least one week before the December history of science faculty meeting; that is, by the Thanksgiving break. The faculty will discuss prospectuses in depth at this meeting and vote on their approval.

After obtaining faculty approval, students present their prospectuses to the History of Science community in a department seminar, usually in the spring of the G3 year.

Students are expected to submit their prospectuses in the fall of the G3 year; in all cases, however, approval must be obtained before the end of the G3 year.

The Dissertation

The faculty usually approves the selection of the dissertation chair and other members of the committee when the prospectus is approved. Dissertation committees are composed of at least three members. The names of faculty members available for the direction of the PhD dissertation are listed in the course catalogue under History of Science 300. The chair of the dissertation must be an eligible member of the department, as must at least one other member

of the committee. Students in the History of Science are encouraged to include junior faculty on their dissertation committees.

Starting in the G3 year, the student, in conjunction with her or his advisor, is required to submit a brief annual report on the progress of the dissertation. The annual report form is due by Apri 1st, following a discussion among the student, the advisor and, ordinarily, at least one other member of the committee. The graduate program coordinator can assist with scheduling.

A final unbound copy of the dissertation is submitted to the dissertation chair and each of the additional readers for acceptance by the first Monday in April for a May degree, the first Monday in August for a November degree, and the first Monday in December for a March degree. The dissertation along with the dissertation acceptance certificate is submitted online according to the deadlines and procedure established by the Registrar. Students must order two bound copies of the dissertation upon submission of the dissertation: one to be sent to the Harvard Archives, another to be sent to the department.

Students planning to graduate in March, May, or November, should meet with the graduate program coordinator in person, by Skype, or phone to review the graduation process. Students need to provide the coordinator with vital information to ensure the dissertation acceptance certificate may be processed to meet GSAS deadlines and the degree application approved.

The dissertation should be an original contribution to knowledge. It must conform to the online description, The Form of the PhD Dissertation, on the **FAS Registrar's web site**.

Dissertation Defense

The dissertation defense will ordinarily take place after the members of the dissertation committee have approved the dissertation. Although the dissertation defense is not required to receive the doctoral degree, students often find the forum useful as they further their research. The graduate program coordinator will assist students in setting a defense date.

Duration of Study

Work for the degree should be completed within a total of six years. Students generally have ar additional year to complete the dissertation after taking the dissertation completion fellowship. An extension beyond the one-year limit may be considered by the department and the Dean of Admissions and Financial Aid in extraordinary circumstances.

Advising Summary

- 1st year - Director of Graduate Studies (DGS)
- 2nd year - DGS and Generals Committee Chair
- 3rd year and beyond - Prospectus Committee Chair; upon acceptance of prospectus, Dissertation Committee Chair

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Students are encouraged to seek guidance from faculty whose research interests correspond to their own as they embark on their graduate studies. We hope students will become a part of the department's community of scholars as well as seek out mentors in related Harvard departments and fields.

The DGS and the department chair are available at all times to provide additional support and advice at any stage of the graduate student program. Students are encouraged to seek help

from either or both of these individuals if any part of the advising process seems not to be working as it should.

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Human Evolutionary Biology

Course Requirements

Normally, Human Evolutionary Biology PhD students will take at least eight four-credit courses in human evolutionary biology and related areas during their first two years in residence. These will include one proseminar in evolutionary theory and one course in each of four identified primary areas: human evolution, genetics, physiology, and behavior and culture. One of these courses would include the student's primary research area. Each student's program of study must receive the approval of his or her advisors.

Students must acquire both theoretical grounding and technical skills. This means gaining experience with designing research projects, collecting data in the laboratory or field, and analyzing those data. To achieve this, students must take appropriate laboratory courses or undergo training in a field setting, as determined in consultation with the faculty. Competence in statistics is required of all candidates; any coursework necessary to achieve such competence should be completed by the time of the qualifying examinations. Depending upon the nature of the research to be undertaken for the PhD, the faculty may prescribe further skills, such as fluency in a field language, advanced laboratory skills, or further quantitative skills.

Students must maintain an overall grade average of B+.

No grade of Incomplete can be used to fulfill any departmental requirement.

Students may petition to have as many as eight graduate-level courses from another university accepted toward fulfillment of their PhD coursework requirements.

Language Requirement

There is no general language requirement. Language training is required when appropriate to a student's research.

Incompletes

Incompletes are granted at the discretion of course instructors.

Students normally may not request Incompletes of instructors who will be on leave the following academic term.

Students who are non-resident (traveling scholars or on leave) are subject to the same deadlines as resident students (i.e., an Incomplete must be completed during the term following

that in which it was taken); otherwise students must petition the GSAS dean for student affairs for more time to complete the work.
Students normally may not take more than one Incomplete in a term. Incompletes in the proseminar or any other course taken in the first year are unacceptable.
A prolonged record of Incompletes may jeopardize a student's chances of obtaining teaching fellowships and financial awards in the department.

Master of Arts (AM)

Human Evolutionary Biology PhD students may apply for a non-terminal master's degree (AM) in their second or third year, after they have passed eight four-credit courses including the proseminar and four area courses, and have satisfactorily completed the mock-NSF requirement.
All courses offered for the AM must have been passed with a minimum grade of B-. The overall grade average should be at least B+.
A minimum of one year in residence is required. For those who do not attain the PhD, a terminal AM degree may be awarded when appropriate.

Teaching

Graduate students are expected to teach in one or more terms during their careers at Harvard as part of their professional training. At least one term of teaching is required.
Normally, graduate students do not teach until the third year.
First-time teaching fellows must participate in the Bok Center teaching orientations.
Students in their third and fourth years have priority for teaching fellowship awards.

Advising

Upon admission, students are assigned two faculty advisors based upon compatibility of research interests.
The faculty will annually assess the progress of each student and this appraisal will be communicated to the student.
In the week before fall term begins, first-year students will meet with their assigned faculty advisors in Human Evolutionary Biology to plan a program of study that takes into account their previous training and current academic interests.
Students may contact the department administrator to address any questions and/or issues related to the advising process.

Qualifying Examination

Successful completion of the proseminar and four area requirement courses constitutes a major portion of the qualifying examination process.
In addition, students must submit a draft of a research proposal ("the mock NSF") and be examined orally by the faculty. The oral examination is based on the research proposal, which students develop in consultation with their advisors, as well as their command of relevant areas of human evolutionary biology. The proposal should be written in the form of a Doctoral Dissertation Improvement Grant application to the National Science Foundation (NSF). It should be circulated to the faculty at least a week before the oral examination is to occur. Students are

expected to fulfill this requirement by the end of their second year in residence. Successful completion of the “mock NSF” requirement is the final step in the qualifying examination process.

If the qualifying examinations are passed conditionally, or if despite failure, the student is encouraged to continue in the PhD program, the Human Evolutionary Biology faculty will determine a program the student must complete within a specified period of time in order to become a doctoral candidate in the department. This program may involve further coursework, papers, and/or special examinations in specific areas of weakness, or the candidate may be required to retake some part of the qualifying examination process. Failure to pass the qualifying examination can be grounds for dismissal from the graduate program.

The Dissertation

The Dissertation Prospectus

After completion of the qualifying examination process, the candidate, in consultation with his or her advisors, will select a dissertation research topic. The faculty will then designate a dissertation prospectus committee of at least three members, normally at least two of whom shall be members of the Department of Human Evolutionary Biology. The student, in consultation with his or her committee, will further develop the scope of the dissertation research topic.

The candidate will submit to this committee a dissertation (or thesis) prospectus that embodies the general planning of the dissertation research work and shows what contribution it will make to the field. The prospectus should give a concise statement of the problems being studied or hypotheses tested and a description of the manner in which the field or laboratory investigation will be carried out. The prospectus should conform to the format and length of an NSF Doctoral Dissertation Improvement Grant application. Ideally, the prospectus will also be a grant application. The candidate will meet with the dissertation prospectus committee to discuss the prospectus and consider any necessary revisions, including the possibility that an alternate prospectus would be required.

Approval of a dissertation prospectus, including any revisions, is expected by the end of the sixth term in residence; failure to gain approval by the end of the seventh term may be grounds for dismissal from the program.

The Dissertation and Defense

An approved dissertation is normally expected by the end of the twelfth term after entry into the graduate program. The dissertation committee will be composed of at least three readers, at least two of whom will be members of the Faculty of Arts and Sciences. At least one reader will be a member of the Human Evolutionary Biology faculty, and at least one reader will normally be outside that faculty. A complete dissertation must be received by all members of the dissertation committee at least two months before the approved dissertation is due at the Registrar’s Office; the candidate may well have to advance this due date for readers outside the Boston area. The text of the dissertation, exclusive of charts, figures, and appendices, may not exceed 250 typewritten pages.

The form of the dissertation may vary depending on the student’s research but the content should ordinarily be substantive enough to represent or to produce at least three published

articles.

The dissertation defense consists of an oral presentation for a general audience followed by an oral examination attended by the dissertation committee and other interested faculty. Only after successful completion of this examination and the incorporation of any revisions required by the dissertation committee may a candidate's dissertation be approved for submission to the registrar. A complete draft of the dissertation must be submitted within five years after passing the qualifying examinations, and the dissertation approved within six years of passing those examinations.

Failure to meet the deadline for completion may constitute grounds for dismissal from the program. Students may apply for readmission to the graduate program through the Graduate School.

PhD dissertation manuscripts must conform to the requirements described online in ***The Form of the PhD Dissertation***.

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Inner Asian and Altaic Studies

The First Two Years

A minimum of two years academic residence is required. However, in most cases the fulfillment of all requirements for the degree will involve at least one additional year of coursework. The committee members will arrange particular programs for each student.

Courses

All first-year students in this program should take an introductory course in at least one of the following fields given by members of the committee: History of Inner Asia, Archaeology and Art of Inner Asia, and Inner Asian Philology (comparative and historical Turkic, MongolianManchu, Tibetan, Tungus, Khotanese Saka, Sogdian, Tokharian, Gandhari [Niya] Prakrit, etc.) Other courses should be chosen in consultation with student's academic advisor.

Language Requirement

Upon enrolling in graduate school the candidate should offer proof of competence in at least one foreign "tool" language (this will be done by way of examination in the first semester of study). During the first two years of residence, he or she should also demonstrate competence by way of examination in a second "tool" language, selected from among those especially pertinent to the student's topic of specialization. "Tool" languages, such as French, German, Italian, Russian, Japanese, etc., are to be distinguished from "source" languages such as Arabic, Chinese, Manchu, Mongolian, Persian, Tibetan, Turkic, and Sanskrit. In particular cases, where one of the latter is not a "source" language it may be considered a "tool" language. Students are expected to be competent in the language(s) of their primary focus, and will be required to take written examinations in their "source" language or languages, both with and without the aid of a dictionary.

Incomplete Grades

A grade of Incomplete (INC) must be converted into a letter grade before the end of the next registration period or it will become permanent, unless the student has successfully petitioned the GSAS Dean's Office for an extension. No course with a grade of Incomplete can be used to satisfy any departmental requirement.

Advising

On entering the IAAS program, students are assigned an academic advisor from among the members of the IAAS Committee, with whom they should meet to design an appropriate program of study. Students should also consult with the committee chair to discuss their study plan. Students must meet with the program administrator every semester in residence. The faculty advisor, chair, and program administrator should be consulted in making arrangements for the general examination, and an appropriate advisor or advisors will also be assigned for the PhD dissertation. Students may petition the committee for changes in the advisor assignment, where appropriate. Advising is a critically important aspect of the IAAS program, and the committee is committed to finding appropriate advising arrangements for all students.

General Examinations

Normally at the end of the second year of residence or in the third year of residence, the candidate will write a general examination in three fields approved in advance by the committee. One of these fields should cover the history or culture of a major society outside of Inner Asia (e.g., Western Europe, Russia, Islamic Middle East, East Asia, South Asia, or the Americas). The other two will be focused on:

1. Pre-Islamic History of Inner Asia
2. Medieval and Early Modern History of Inner Asia
3. Modern History of Inner Asia
4. Philology and Religion of Pre-Islamic Inner Asia
5. Philology and Religion of Medieval and Early Modern Inner Asia
6. Altaic or Tungusisc Linguistics
7. Archaeology and Art of Inner Asia
8. Ethnology and Anthropology of Inner Asia

There will be a 3-hour written examination in each of the three specified fields, plus one 3-hour oral examination in Inner Asian studies, broadly defined. In some cases, students may with the approval of the committee choose to take an additional fourth general examination field.

Prospectus

Within one academic year of completing their general examination, students will be required to present a written prospectus of their dissertation of at least five to ten pages in length, for approval by the committee.

Dissertation

The doctoral dissertation must demonstrate the candidate's ability to use primary source material and to produce a piece of original research. After the acceptance of the dissertation, the candidate must defend his or her dissertation in a special oral examination. The final manuscript must conform to the requirements described online in ***The Form of the PhD Dissertation***.

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Linguistics

Requirements

The Structure of the Program

Coursework—To acquire a basic grounding in the core areas of the field, students must complete the following courses, normally in their first two years of residence:

- Linguistics 112a (Introduction to Syntactic Theory) and 112 b (Intermediate Syntax)
- Linguistics 115a (Introduction to Phonetics and Phonology) and 115b (Intermediate Phonology)
- Linguistics 116a (Introduction to Semantics) and 116b (Intermediate Semantics)
- Linguistics 117r (Linguistic Field Methods)
- Linguistics 118 (Historical and Comparative Linguistics)
- In addition, second- and third-year students are required to enroll in Linguistics 241r (Practicum in Linguistics). Ling. 116b is not required of students concentrating in a language-intensive area of historical linguistics.

There is also a language requirement, which is described separately below.

Language Requirement

The department's language requirement has two components:

1. Reading knowledge of two languages of scholarship other than English. Native speakers of qualifying languages may count their native language for this purpose. Non-native speakers may satisfy the requirement by completing a second-year language course at the university level, or by passing a one-hour departmental reading exam (dictionary permitted).
2. Knowledge of the structure of a non-Indo-European language. This requirement may be met by taking a “structure” course (e.g., Linguistics 171 (Structure of Chinese)), a course in linguistic typology, or a second term of Linguistics 117r (Linguistic Field Methods). Practical reading and/or speaking knowledge cannot be used to satisfy this requirement.

Grades and Incompletes

A B+ average must be maintained in each year of graduate study. Grades below B-cannot be counted toward departmental requirements: two grades below B- in required courses may result in termination of candidacy. Ordinarily, a grade of Incomplete can only be converted into a letter

grade if the work is made up before the end of the following term. No grade of Incomplete can be used to satisfy a departmental requirement.

All requirements, including the research papers, should ideally be completed by the end of the third year; with the permission of the major advisor and the DGS this may be extended to the end of the fourth year. The dissertation prospectus (see below) is due by the beginning, and in no case later than the end of the fourth year. Failure to meet program requirements in a timely fashion may result in termination of candidacy.

Generals Papers Requirement

In lieu of a formal admission to candidacy examination ("general exam"), students are required to submit and orally defend two publishable research papers, preferably by the end of the third year. The two generals papers should be in substantially different areas of linguistics.

Master of Arts (AM)

Graduate students who have completed two years of residence, who have fulfilled all the course requirements and language requirements for the PhD, and who have successfully defended one Generals paper, are eligible to petition for a master's (AM) degree.

Advising

First-year students are advised by the DGS until they choose a major advisor from the regular departmental faculty. Thereafter, progress toward completion of the PhD requirements continues to be monitored by the DGS, but the primary responsibility for overseeing study shifts to the major advisor. Students may change their major advisor at any time. By the end of the second year they should also select a co-advisor, who serves as a second advisor and faculty mentor.

The Dissertation

Dissertation Prospectus

A dissertation prospectus must be submitted to the department by the beginning of the fourth year. The prospectus should contain a summary (in approximately ten pages) of the goals and methodology of the dissertation research, a bibliography of relevant literature, and a schedule for progress toward completion.

Dissertation Committee

As part of the prospectus submission procedure, students nominate a three-person committee to serve as readers of the completed dissertation. Two of the three committee members must be regular faculty members of the Faculty of Arts and Sciences. Final membership of the dissertation committee is subject to departmental approval. The head of the committee, if not already the major advisor, assumes this role as soon as the prospectus is approved. Students are expected to maintain regular communication with all three members of the dissertation committee during the dissertation-writing process.

Dissertation Defense

Acceptance of a PhD dissertation requires a successful public defense. The defense must be scheduled sufficiently in advance of the Registrar's deadline to allow time for corrections and revisions and to have the dissertation bound.

Please see the description of secondary fields in Historical Linguistics and Linguistic Theory at the end of **Chapter VI**.

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Mathematics

The First Two Years

Advising

When students arrive, each is assigned to the director of graduate studies as an advisor. However, a student may request a specific professor to be his or her advisor. Students are required to take the qualifying examinations (quals) in the fall term of the first year. While taking the quals will not answer every question as to which way to proceed, they are a valuable source of information about where a student stands mathematically.

The first year is a time to get to know Harvard, the faculty, and fellow students. This is a time to get a sense of what sort of mathematics is done here, at what level, in what style, and by whom. By the end of the first year, it should be possible for the student to have some idea of the area that is most interesting to her or him and with whom she or he might work.

While preparing for the qualifying examination or immediately after taking it, the student should enroll in more advanced courses with the idea of choosing a field of specialization. Unless prepared to work independently, the field chosen should fall within the interest of some member of the faculty who is willing to serve as dissertation advisor. One method of choosing a professor with whom to work is to spend a term reading under the direction of two or more faculty members simultaneously, on a tentative basis. Another method might be to talk to professors about course matters. Faculty members vary a great deal in the way that they go about dissertation supervision; one’s needs in that direction should be taken into account. It is up to the student to ask a professor whether she or he will act as dissertation advisor. Most students choose an advisor during their second year. It is not usually a good idea to wait longer than two years before doing so.

The director of graduate studies and the chair are available for consultation about choosing an advisor or to help with resolving other issues that might arise. In the event that no member of the department suits a particular student, there is also a possibility of asking a Massachusetts Institute of Technology (MIT) professor for guidance.

During the dissertation stage, regular meetings with the student's advisor should be arranged. Early on, the student should consult her or his advisor regarding the selection of the required second and third readers to form the dissertation committee.

The Qualifying Examination

The examination is given twice each year at the beginning of the fall and spring terms. The qualifying exam consists of three, three-hour papers held on consecutive afternoons. Each paper has six questions, one each on the subjects: algebra, algebraic geometry, algebraic topology, differential geometry, real analysis and complex analysis. Each question carries ten points. In order to pass the examination, a student must obtain at least twenty of the available thirty points in that subject. Students are considered to have passed the qualifying exam when they have passed in all six subjects, or they have passed in four subjects and obtained an A or A- grade in two basic graduate courses corresponding to those subjects not passed. Once the qualifying exam has been passed, students no longer need to take math courses for a letter grade and may receive the grade “excused.”

The sole use of the qualifying examination is to measure the breadth of a student’s mathematical knowledge. The department offers a basic sequence of mathematics courses for the first four terms in residence and the successful completion of this sequence plus minimum memory skills should amply prepare the student for the qualifying examination. The basic courses are: Math 212a (real analysis) Math 231a (algebraic topology) Math 213a (complex analysis) Math 232a (algebraic geometry) Math 230a (differential geometry). There is no graduate course covering the qualifying exam syllabus in algebra. A student who wishes to replace the algebra section of the qualifying exam with a basic graduate course should take 221 (commutative algebra). These courses cover substantially more mathematics than the qualifying examination requires; a student who passes the examination upon entrance will also find these courses interesting. A qualifying examination syllabus and samples of prior exams and solutions are available on the department’s website.

A student may take the qualifying examination any number of times, beginning in the first term. A student is not penalized in any way for failing to pass the examination once or several times, but students are expected to pass the examination by the end of the second year in residence in order to begin real mathematical research.

It is extremely rare for a student not to pass the qualifying examination by the third year. However, if that were to happen, there would be a consultation between the student and the advisor. Any solution that might be suggested would depend on the student’s individual situation and research progress.

Courses

The department does not have a prescribed set of course requirements, but the University requires a minimum of two years of academic residence for the PhD degree. (See the *GSAS Guide to Admission and Financial Aid* for financial residence requirements.)

In addition to courses, students may register for three types of TIME. Two may be used for credit toward the PhD degree—TIME-C as credit for specific studying, such as for the qualifying examination, and TIME-R as credit for research. TIME-T may be used for preparing for lectures when a teaching fellow but may not be used for credit toward the degree. TIME can be used as part of the four required courses per term. Without the permission of the director of graduate studies, a student should not register for more than one four-credit course of TIME in a term in which she or he is not required to teach, or more than two four-credit courses of TIME in a term in which she or he is required to teach. (For a more complete explanation of TIME, see **Chapter V**.)

The Minor Thesis

For the minor thesis, students choose a topic outside their area of expertise and, working independently, learn it well and produce a written exposition of the subject. The exposition is due within three weeks, or four if the student is teaching. The minor thesis must be completed before the start of the third year in residence.

The topic is selected in consultation with a faculty member, other than the student's PhD dissertation advisor, chosen by the student. The topic should not be in the area of the student's PhD dissertation. (For example, a student working in number theory might do a minor thesis in analysis or geometry). At the end of the allowed time, the student will submit to the faculty member a written account of the subject, and be prepared to answer questions on the topic.

The minor thesis is complementary to the qualifying exam. In the course of mathematical research, the student will inevitably encounter areas in which s/he is ignorant. The minor thesis is an exercise in confronting gaps of knowledge and learning what is necessary efficiently.

Language Requirement

Mathematics is an international subject in which the principal languages are English, French, German, and Russian. Almost all important work is published in one of these four languages, although much Russian work is translated into English. For the PhD, every student is required to acquire an ability to read mathematics in one of these three foreign languages. The student's competence is demonstrated by passing a two-hour written examination. Usually the student is asked to translate into English a page of text from a mathematics book or journal. Students may, if they wish, use a dictionary. If another language is specifically appropriate to the student's PhD program, the student may request approval from the director of graduate studies to substitute that language. If a student has studied undergraduate mathematics in a language other than English, the student may request to have the language requirement waived.

The language requirement should be fulfilled by the end of the second year.

Teaching

All graduate students are required to gain at least two terms of classroom experience in teaching. Teaching may be a source of support for some students. Students without outside support are usually required to teach once in each of years two through five.

Teaching fellows ordinarily prepare and teach their own sections of undergraduate calculus. Participation in course-wide meetings, examination writing, grading, and holding office hours also are part of the duties, but routine homework grading is done by a course assistant. There are a few upper-level tutorial seminars taught by experienced teaching fellows.

All students must complete Mathematics 300: Teaching Undergraduate Mathematics and an apprenticeship program run by the department in a term before they start teaching. Students usually complete the course in their first term and the apprenticeship during their first year. Occasionally, additional teaching fellow positions or graduate course assistant positions (to aid professors by running review sessions and grading homework and examinations) may be

available for those students who wish to supplement their funding. These positions are available to only those who are making good progress on their academic work. Preference will be given to successful teachers.

AM Degree

The Master of Arts (AM) degree is not a prerequisite for the PhD but may be obtained by students on their way to a PhD. The formal requirements for the continuing AM degree are a minimum academic residence of one year and eight four-credit courses in mathematics at the 100 or 200 level, with at least four at the 200 level, and candidates must pass the language examination.

Applicants are accepted in the program only; the department does not offer a terminal AM degree in mathematics.

The Remaining Years

PhD Degree

The degree of doctor of philosophy is awarded to students who have demonstrated their mastery of the basic techniques of mathematics and their ability to do independent research. The former is tested in the qualifying examination, the latter in the dissertation. The dissertation, however, is the more important of the two.

The University requires a minimum of two years' academic residence (16 four-credit courses). On the other hand, the PhD usually takes four to five years.

The Dissertation

The PhD dissertation is an original treatment of a suitable subject leading to new results, usually written under the guidance of a faculty member. Many of the more advanced courses and seminars are designed to lead the student to areas of current research.

Traditionally, dissertation defenses are held in March and April for a May degree. Degrees are conferred three times during the year in November, March, and May, but most students finish for the May degree. The University Commencement is held once in May.

Dissertations presentations are scheduled some weeks prior to the University dissertation submission deadline date. A final draft of the dissertation must be placed in the Birkhoff Library two weeks prior to the advisor's dissertation report to the faculty. The student's advisor presents the dissertation to the faculty during the departmental meetings that coincide with the timetable of the University.

Once the faculty members agree the dissertation can move forward, the student may proceed with his or her oral defense. The oral defense will be in the style of a seminar with a public presentation of about fifty minutes with ten minutes for questions. The student's dissertation committee members will attend the defense and formally approve the dissertation.

When the dissertation is accepted, the student can submit the dissertation to the registrar. The final manuscript must conform to the requirements described online in ***The Form of the PhD Dissertation***.

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Middle Eastern Studies

For a complete statement of regulations regarding graduate work in Middle Eastern studies, candidates should refer to "**Degree Programs in Middle Eastern Studies**."

Master of Arts (AM) in Regional Studies–Middle East

Course Requirements

A terminal AM degree is administered by the Center for Middle Eastern Studies. The program for this degree requires two years of study: eight four-credit courses each year making a total o sixteen four-credit courses.

Required Courses

- Graduate Proseminar in Middle East Studies (MOME 200A)
- One course in medieval Middle Eastern History (600–1500, CE)
- One course in modern Middle Eastern History (1798–present)
- Three additional courses related to the Middle East, two of which must be graduate seminars
- Four consecutive Middle East language courses: Arabic, Persian, Turkish or Hebrew (students who are native speakers of one of these languages will be required to study a second Middle Eastern language)
- Master's Thesis Writing course (MOME 299B—for those writing a thesis. Students enrolled in the AM program may choose to write a master's thesis, but a thesis is not required to complete the degree; those considering further graduate study are strongly encouraged to write a master's thesis)
- Remaining courses are electives, to be chosen by student in consultation with Director of the AM program

Language Requirements

All students in the AM program are expected to take two years of one of the major languages of the Middle East: Arabic, Hebrew, Persian, or Turkish. Students who are native speakers of one of these languages will be required to study a second.

Grade Requirements

In compliance with the policy of the Graduate School of Arts and Sciences.

Residence Requirements

Students should comply with the GSAS policy.

Policy on Incompletes

Students should comply with the GSAS policy.

Advising

The director of the AM Program acts as the main advisor for all AM students. Other faculty take on an advising role for the AM thesis.

Programs for the Joint PhD

A joint PhD is offered with the following departments: anthropology, history of art and architecture, and history. The fields covered differ according to requirements of the respective Harvard departments.

ANTHROPOLOGY AND MIDDLE EASTERN STUDIES

The student will fulfill all the requirements for the PhD in social anthropology. In addition, the student will also fulfill the following language and area requirements of the Committee on Middle Eastern Studies:

Language Requirements

Students are required to demonstrate competence in another European language other than English if it is essential for their dissertation research. Students from the region are required to show competence in another ME language other than their own native language if that language is required for their research; all other students are required to show competence in one of the following: Arabic, Hebrew, Persian or Turkish (or another major regional language, with approval of their committee).

Course Requirements

In addition to the courses required for the PhD in Social Anthropology, the student will take at least three four-credit courses in Middle Eastern history, economics, religion, or political science Other fields of study from related areas may be approved to meet this requirement by petition to the committee.

General Examination

The General Examination in social anthropology is designed as a process that builds from the first year (G1) of graduate studies through the third year (G3). The stages of this process, with the required courses and activities relevant to each stage, are outlined on the Middle Eastern Studies page of the **Program of Study**.

Dissertation

The dissertation will normally be based on fieldwork conducted in the Middle East, or in other areas of the world with close cultural ties to the region. The dissertation should demonstrate the student's ability to use source material in one or more relevant Middle Eastern languages.

HISTORY OF ART AND ARCHITECTURE AND MIDDLE EASTERN STUDIES

The student will fulfill the requirements for the PhD in the History of Art and Architecture Department, with minor adjustments to be discussed with his or her advisor. In addition, the student will also fulfill the language and area requirements of the Committee on Middle Eastern Studies.

Languages

Each student must complete at least two years of residence, and fulfill the following language requirements: to obtain proficiency in one of the following Middle Eastern languages: Arabic, Persian, Ottoman Turkish, or another appropriate language (such as Urdu). Depending on area of concentration, students may be required to study a second Middle Eastern language as well. Students must also acquire a reading knowledge in a European language (e.g., French, German, Italian, Spanish or Russian).

Course Requirements

In addition to the work in Near Eastern art and architecture, the student must take at least one four-credit course and one seminar in some other period of art history, and at least one four-credit course and one seminar in some other aspect of Middle Eastern studies. Classes should be chosen in consultation with the student's advisor in the History of Art and Architecture Department.

General Examinations

The student will be expected to take his or her General Examinations at the History of Art and Architecture Department: two written examinations in a selected general and a specific field of Islamic art and architecture, and a third oral examination on "connoisseurship". The latter will require the identification of visual materials, inscriptions, and/or illustrated manuscript texts chosen by the examination committee. The committee should include two art historians from History of Art and Architecture and one faculty member from CMES.

Dissertation

The student should follow the requirements for the PhD in History of Art and Architecture Department.

HISTORY AND MIDDLE EASTERN STUDIES

Fields of Study

As soon as possible after entering the program, and no later than the end of the first year, the student should select an advisor (who must be a member of the history department) in consultation with whom four fields of study will be chosen for presentation at the General Examination. This selection of fields is to be set down in written form and signed by the advisor. This plan will also state the student's choice of courses and language examinations during the first two years. A student wishing subsequently to propose changes in this study plar must do so in the form of a written petition to the advisor.

Language Requirements

Each students must pass the Department of History's language exam in one of the following: French, German, Russian or Italian.
Students must also attain proficiency in a modern Middle Eastern language: Arabic, Hebrew, Persian or Turkish. Depending upon the student's specialization, another Middle Eastern or Islamic language (e.g., Kurdish, Urdu) may be substituted with the approval of the Committee on Middle Eastern Studies. Proficiency would normally translate into a minimum of four years of language study with a final grade of B- or above. Native speakers of these languages will be required to master a second Middle Eastern language. A written examination in the Middle Eastern language selected will be administered by the Committee on Middle Eastern Studies and must be taken within a year of passing the General Examination (the "fourth field" general exam).
While not required to do so, students are strongly encouraged to master at least one additional Middle Eastern language. The expectation is that the student learn the languages necessary to teach and work in his or her chosen field.

Courses

Students usually take four courses each semester of their first two years in the program. Eight of these courses must be taken for a letter grade. In the first semester, each student must pass the introductory seminar on methodology, History 3910: The Writing of History: Approaches and Practices, with a grade of satisfactory. Students must take at least two additional seminars for a letter grade; one in Middle Eastern history, and one in Western history. A student wishing to substitute for Western history a seminar on African or East Asian history, or other pertinent field, may petition the Committee on Middle Eastern Studies.
Students prepare for the general exam by registering for a series of History 3010s. This is a directed study that students take with each member of the general exam committee. 3010 is by default graded as satisfactory or unsatisfactory, and does not count toward the required eight courses. However, by completing a petition to take 3010 as a graded course, students may simultaneously satisfy the letter-graded course requirements outlined above and prepare for the general exam. A graded 3010 may count as a research seminar, as a history department course, or as an elective, but it may not be used in place of History 3900.

General Examinations

The General Examination examines four established fields of the Department of History and the Committee on Middle Eastern Studies. One of the four fields must be in Western history and two must be in Middle Eastern history. The three established fields in Middle Eastern history are medieval Islamic history, Ottoman history, and modern Middle Eastern history. Students who

wish to offer another Middle East-related field (for example, Byzantine history) in place of one o the established Middle Eastern fields should petition the committee for permission. The Department of History's chronological requirements for historical fields do not apply to the fields submitted for the joint program.

The fourth field is a written language comprehension examination of a major text in the student's primary Middle Eastern language; it is a separate examination from that which covers the three historical fields.

Prospectus

The dissertation prospectus must be completed and approved within one year of passing the first three fields of the generals. It must be written in conformity with Department of History guidelines, as detailed in the History Department Graduate Student Handbook.

Dissertation

The dissertation must be read and approved by a three-member dissertation committee, two of whom are normally permanent members of the Graduate School of Arts and Sciences faculty.

Teaching

PhD students in their third and fourth years have priority for teaching fellowship awards. Normally, PhD students find teaching fellowships in their joint department. Students are usually not permitted to teach until after they have passed general examinations. Graduate students who are fluent in speaking, reading, and writing one of the modern Middle Eastern languages may be eligible to teach introductory and intermediate courses in that language.

First-time teaching fellows must participate in the Bok Center teaching orientations.

Advising

Advisors take an active role in helping plan the student's program of study and in directing the student's research and dissertation preparation.

At the beginning of their first year, students enrolled in the joint PhD programs (anthropology, history of art and architecture, history) must choose an advisor, by mutual consent, from among several Middle East faculty whose research interests are congruent with those of the student. The director of graduate studies at the Center for Middle Eastern Studies will have primary responsibility for monitoring the student's progress toward completion of the PhD requirements. The progress of all graduate students is reviewed at the end of each year.

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Music

The First Two Years

Courses

Sixteen four-credit courses are required, and at least fourteen are usually taken during the first two years. Historical musicology students must take two four-credit courses in ethnomusicology and two four-credit courses in either theory or composition. Ethnomusicology students are required to take at least two four-credit courses each in historical musicology and in offerings outside the department. Ethnomusicology students must also take at least two four-credit courses in music theory. It is recommended that at least one theory seminar be in cross-cultural music theory. The choice of courses will be determined in consultation with the ethnomuiscology advisor. Theory and composition students do not have a set curriculum and should plan their course of study with their advisor. All students may be allowed academic credit (normally no more than two four-credit courses) for work done in other graduate schools in the United States or abroad, subject to the evaluation by the department and acceptance by the Graduate School. Petitions may be submitted after the completion of one full year of graduate work in the department.

In general, for all students, 100-level courses should be taken as supplemental to the graduate program, and should not be the major portion of the student's coursework.

In order to receive graduate credit, permission to take any four-credit courses at the 100 level must be granted by the graduate advisor before taking the course.

Graduate students who have one or more incompletes will not be considered for department summer grants.

Analysis/Tonal Writing

Competence and fluency in traditional harmony, counterpoint, strict composition, and analysis (including analysis of 20th-century music) are prerequisites for taking the general examination. Incoming students will be given a placement test to assess skills. Music B will address these musicianship skills but does not count as one of the required sixteen courses. Work must be undertaken in the first year of study.

Languages

Written language exams are given at three specified times throughout the year. Reading knowledge must be proved before taking the general examination:

Historical Musicology, **Ethnomusicology, and Theory:** Two languages are required before taking the general examination. The languages will be chosen in consultation with the program's graduate advisor, and should reflect, wherever possible, languages that will be relevant to future research.

Composition: German, Italian or French unless an alternative language is approved in writing by the graduate advisor.

Advising

Advising in the department during the pre-generals period is primarily handled by the appropriate graduate advisors and faculty members in the various programs, with the director of graduate studies available for further advice. After successful completion of the general examinations, students consult with individual faculty members on their proposed fields of concentration, and when a dissertation proposal has been completed, it is presented to the faculty in that field of study. When the dissertation proposal has been approved by the faculty in the program, it is brought to the entire department for final approval, and a dissertation committee is set up for each student. The dissertation committee consists of an advisor and two readers. Any questions or concerns about advising in the department can be brought to the attention of the director of graduate studies or the chair.

Review

The progress of all graduate students is reviewed at the end of each year. In addition to adequate coursework, there are special requirements for first- and second-year students. Every student must submit at least one paper written for a graduate course as part of the first-year review. In Musicology, every first- and second-year student must write a least one seminar paper per term.

General Examinations

The General Examination consists of two parts: written and oral. The orals are taken within a week of passing the written portions. The exam dates differ by program but are usually between May and August of the student's second year of study. Both the written and the oral parts can be repeated, but no more than once. The format, which is significantly different for each program, is as follows:

Historical Musicology

For historical musicologists, the general test will have three main parts—written, analysis and oral. The written exam consists of essays and short answer questions related to six of eight topics chosen by the student. The two prepared topics not selected for the written exam will be presented in the oral exam. The open-book analysis exam will be given in the summer, around mid-July. This will be a take-home exam, distributed on a Friday, and returned on Monday, mid-afternoon. It consists of two pieces of music chosen from (1) before 1700, (2) 18th or 19th century, or (3) 20th century. Students will choose one topic on which they will make a ten-

minute presentation in the oral examination. Students will choose a second topic on which they will prepare a syllabus for a thirteen-week graduate seminar on the subject. This syllabus will be presented in written form, and may be the subject of discussion in the oral examination.

Ethnomusicology

The written exam consists of an analysis test and a general test. The analysis test includes two musical examples, one from the student's major area (i.e., North Indian music, Swedish music, etc.) and a second drawn from a contrasting musical tradition agreed on in advance in consultation with the ethnomusicology faculty. The general test is divided into three sections: one on ethnomusicological theory and method; a second on world music; and a third on interdisciplinary problems. The oral examination in ethnomusicology focuses on the special field or area chosen by the student, but may include questions about general ethnomusicology not necessarily related to topics covered in seminars. The remainder of the examination focuses on questions posed in the written examination.

Theory

The written examination consists of four different parts: 1. A preliminary oral examination on repertoire and analysis ("single sheets"), lasting 60 minutes, with 30 minutes preparation time. 2. Four written exams of 3 hours each: (a) systematic theories, (b) history of music theory, (c + d) two examinations in special fields relevant to dissertation research. 3. Analytical essays on two musical works from different periods (take-home paper over 4 days). 4. A two-hour oral examination will allow discussion on the written work and may broaden to engage a variety of related issues in music theory.

Composition

For composers, a written analysis is to be completed in three days at the end of the spring term of the second year of graduate study. It consists of a piece or set of pieces that should be analyzed by the student in the allotted time period. The oral examination is based on an in-depth discussion of three major works that are assigned in the late spring of the second year of graduate study. Students are also required to write an original composition of 7-10 minute-length with an imposed instrumentation during either the first or second year.

Teaching

Beginning in the third year, graduate students in good standing are eligible for teaching fellowships. Most teaching fellows devote two-fifths TIME to teaching. Following successful completion of the general exam, students are required to take M250ht (Teaching Practicum). This course does not count towards the 16 required courses.

Third Year Requirements

The third year is primarily devoted to developing a dissertation proposal and the beginning of work on the dissertation. All students will complete their required courses; in most cases, that will mean two four-credit courses. Music 250hf, a year-long Pedagogy Practicum, is required.

Dissertation

Within the academic year in which the general examination is passed, the PhD candidate is expected to develop a proposal for a dissertation, which should be a major original contribution to the field. The proposal must be submitted for approval to the program, which is responsible for assigning the student a committee consisting of a dissertation advisor and two other faculty members. Normally, the complete dissertation must be submitted within five years after passing the general examination, and satisfactory progress must be demonstrated every year in order that the student remains in good standing. If the dissertation is submitted thereafter the department is not obligated to accept it. The formal requirements for the dissertation are set forth in ***The Form of the PhD Dissertation***, provided by the Graduate School of Arts and Sciences. The department requires one bound copy for the Music Library, in addition to the two copies (one bound, one original) required for the Registrar.

Doctoral Colloquium/Conference

All departmental doctoral candidates (including composers) who are about to submit or have submitted their dissertation are required to make a final presentation of their work. A dissertation workshop (Doctoral Conference) is required of all dissertation-writing students in historical musicology, ethnomusicology, and theory.

AM Program and Degree Requirements

The AM in Performance Practice is a two-year program in which students take departmental courses focused on this specialty and write an AM thesis. The program is designed to provide intellectual and scholarly background to finished musicians who are preparing or engaged in careers as performers and teachers.

The emphasis is on preparing students to work with sources, editions, theoretical writings, organology and other matters of importance to performance styles as related to repertories. Additional areas such as differences in the meaning of terminology and notation from composer to composer or from era to era; ornamentation; liberties of tempo and declamation; and improvisation will be addressed.

Students interested in pursuing the AM degree should apply to the Graduate School of Arts and Sciences for admission. Ordinarily, the department expects to enroll one or two AM students a year or every two years. No auditions are required. A cassette or CD representing the level and breadth of accomplishment should accompany the application form.

Students wishing to continue at Harvard for the PhD will apply in the normal manner, and their applications will be considered in the customary way. Students admitted to the PhD program wil be granted credit for work done at Harvard or elsewhere according to departmental guidelines, which normally grant credit for two graduate courses taken before entering the PhD program.

Courses

The student’s program must be approved by the department before Study Cards are submitted. The AM degree will be awarded on completion with passing grade (B- or above) of at least eight and no more than twelve four-credit courses.

Languages

Students will be expected to demonstrate a reading knowledge of French, German, or Italian. An examination must be passed before entering the second year of graduate work (by the beginning of the third semester).

Residence

There is a minimum residence requirement of three terms. Two years will ordinarily be required to complete the degree.

Thesis

A thesis proposal (subject and scope to be decided in consultation with the advisor) should be submitted for department approval by March of the first year of graduate work. A master's committee, comprised of one advisor and two readers is approved by the faculty following the acceptance of the proposal. Theses should be approximately 50 pages in length and submitted to the department no later than March 1 for the May degree and September 1 for the Novembe degree.

NOTE: Some aspects of the graduate programs in music may be under review and in process of revision. For additional or updated information, applicants are advised to visit our **website**.

Secondary Field in Musicology

Please see the description of a secondary field in Musicology/Ethnomusicology at the end of **Chapter VI**.

Harvard Graduate School of Arts and Sciences

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Near Eastern Languages and Civilizations

The Department of Near Eastern Languages and Civilizations (NELC) offers PhD and AM degrees in four distinct fields:

1. Ancient Near Eastern Studies, whose sub-fields include:
Akkadian and Sumerian Studies
Archaeology of the Levant
Hebrew Bible/Old Testament
Iranian Studies
Semitic Philology

2. Jewish History and Culture, whose sub-fields include:
The Hebrew Bible in Its Jewish Interpretive Context
Jewish History and Culture of Antiquity
Medieval Jewish History and Culture
Modern Jewish History and Culture
Modern Jewish Literatures

3. The History and Culture of the Islamic World, whose sub-fields include:
Arabic Language and Literature
Islamic Religion and Culture
Islamic Intellectual History (especially philosophy and theology)
Islamic Institutional History
Islamic Law
Modern Arabic Literature and Culture
Indo-Muslim Culture: The Study of Muslim Societies in South Asia
In addition, students may apply for a fourth comparative or diachronic field that will draw on the strengths of the faculty across the boundaries presupposed by the fields outlined above. Examples might include comparative Semitic linguistics; Jewish and Islamic law or scriptural interpretation; the intersection of Jewish and/or Arabic cultures with the Iranian/Zoroastrian world.
The NELC department reserves the right to alter all guidelines and information listed below.

Advising

All incoming NELC graduate students are assigned a primary advisor and an advising committee, consisting of three faculty members, who will help orient them to the department and to Harvard. Students will meet with their primary advisor during their orientation to NELC, and will meet with their advising committee throughout the first year as needed.

In their consultations with these faculty members, students have a right to expect assistance in planning their course of study and in developing an awareness of the overall structure of their program. At the beginning of each term, students and advisors should agree on meeting times, allowing the students regularly to bring their concerns and questions before their advisors and allowing the advisors to monitor the students' progress.

As the student's field of interest becomes more clearly defined, the committee will be adjusted to reflect the field more accurately. After general examinations (see below), the student will consult with one or more members of the faculty to form an advisory committee (usually three persons, but sometimes more) to aid the student in generating a Prospectus. While sometimes changes will be necessary or desirable, in general this same committee will serve as the student's Dissertation Committee. In accordance with GSAS requirements, the Dissertation Committee should comprise at least three readers approved by the NELC department, two of whom must be members of the Faculty of Arts and Sciences. FAS emeriti (including research professors) and faculty members from other schools at Harvard who hold appointments on GSAS degree committees are authorized to sign Dissertation Acceptance Certificates as FAS Members. GSAS strongly recommends that the chair of the dissertation committee be a member of FAS.

Information about the requirements of the four fields and subfields may be obtained from the NELC department or **online**. The NELC Graduate Student Handbook is available in the department office and **online**.

Doctor of Philosophy (PhD) Residence

There is a minimum residence requirement of two years.

The First Two Years

Courses

PhD candidates are required to complete a minimum of sixteen four-credit courses or the equivalent. Particular requirements of certain fields of study may require additional coursework.

Incompletes

It is the rule of the Department of Near Eastern Languages and Civilizations that no graduate student shall be permitted more than one grade of Incomplete per term (exceptions granted only in extreme cases). The student must complete the work of the course for which an Incomplete was granted within the following term and a letter grade will be recorded. Otherwise the Incomplete will stand in the student's permanent record. No more than two permanent Incompletes will be permitted, nor will any permanent Incomplete be allowed for a required course. If a student accumulates more than two permanent Incompletes, the student will be required to withdraw, unless the faculty determines by a two-thirds majority vote that extraordinary circumstances warrant an extension, which shall in no case exceed one term.

GSAS Requirements

In addition to departmental requirements, students are responsible for meeting the “Common Requirements,” which can be found in **Chapter VI**.

The following schedule for satisfactory progress is based on a timeline that leads up to dissertation completion no later than G-7, which will enable students who entered in 2005 or later to qualify for the Dissertation Completion Grant described below.

General Field Requirements

The departmental fields, and often their sub-fields, each have particular course requirements. These are specified in the field’s written program description, both basic requirements and optional requirements for various directions within the field. Students are expected to consult with the advisor(s) in their fields concerning these requirements.

Language Study Requirements

Students are expected to consult with their advisors concerning the corpus of texts required anc the scope of the examinations; the advisors are expected to provide the students with clear and comprehensive information.

The major language of the student’s field of research is normally one of the fields of the genera examinations.

In addition, all students are expected to have or acquire knowledge of a second departmental language. The minimum level of competence expected in this requirement is a grade of B in the final examination of a second-year course in the language.

Instead of such language coursework, a student may demonstrate the equivalent level of competence in a required language by taking a special examination administered by a member of the faculty.

If a second departmental language is included in the general examinations, the level of competence will be significantly greater than that required in a second-year language course examination.

Languages of Modern Scholarship

Each student must demonstrate reading proficiency in two modern languages of secondary scholarship (other than English) of direct relevance to their proposed subject of study. One of these languages must be either French or German. The second of these languages will be determined by the student’s advisor in view of the student’s proposed subject of study and the guidelines set out by the NELC sub-field. The student must demonstrate reading proficiency in one modern language by the beginning of the fall term of the second year of study. Students who have failed to do so will be placed into unsatisfactory status.

The student must demonstrate reading proficiency in the second modern language by the beginning of the fall term of the third year of study. Students who have failed to do so will be placed into unsatisfactory status.

Students will not be permitted to take General Examinations until six months after fulfilling the modern language requirements, so that they may credibly include articles and books in the research languages on their bibliographies. Applications to the PhD will be reviewed with this requirement in mind.

Advisors must assist their advisees in acquiring the needed proficiency, which, among other things, will mean building language training into the planning of student programs in the first

two years.
Where necessary (as determined by the advisor) students will be advised to take three graduate level courses in one or both terms of the first year, freeing up space to take a course or two in the required modern language. In addition, it will be the responsibility of advisors to work with their advisees to identify the best summer language program in the required language. Students will be expected to make use of the summer grants they receive as part of their funding package to attend such programs. Advisors will be expected to strongly encourage their (prospective) advisees to begin their language work before they arrive, either in the summer after they are admitted, or even earlier, where practicable.

Satisfactory Progress

A prospective third-year student must have achieved a minimum grade point average of B up to that point. At the end of every fall term, the faculty discusses the progress of each student; if there are problems, a letter is sent to the student at that time. At the end of every spring term, the faculty again reviews the progress of each graduate student and, in accordance with graduate school policy, assigns a status of “satisfactory,” “grace,” or “unsatisfactory” (see the beginning of **Chapter VI** for definitions).

Year Three

Teaching

Students are expected to teach in the third and fourth years of the program. Teaching is not required during the first two years of study. Only under the most unusual circumstances is a student allowed to teach before the third year of study.
As noted in the acceptance letters NELC students receive, students are expected to earn their stipends in the form of teaching fellowships in their third and fourth years. These fellowships begin in the fall term of the third year and extend through the spring term of the fourth year at a rate of two sections (2/5) per term. The department will assist the student in securing teaching fellowships, but students are required to make every effort to find suitable teaching arrangements, whether in NELC or in other departments or programs. Priority for teaching fellow positions in NELC is given to students in their third and fourth years of graduate study. Additional resources for teaching fellows may be found at the Derek Bok Center for Teaching and Learning **website**.

General and Special Examinations

By the end of the third year a student must have passed the general examinations and by the end of the fall term of the fourth year, a student must have passed the special examinations. Special exams relate to the student’s particular area of study, and may involve work leading to the generation of a dissertation prospectus. The General Examinations are written and will consist of two areas: (a) one broad exam, the first part of which will be common to all enrolled in that field, with a second part whose focus will be determined by the student and his/her advisors (b) that field’s major language(s); the Special Examinations will also be written and will also consist of two areas related to the student’s field of expertise, although the exact configuration of these exams should be determined by the student’s advisory committee in consultation with the student. One of the Special Exams may involve a related field or discipline

outside of NELC; Linguistics, Anthropology, History, among others, are all common areas of study for students in NELC.

The student's advisors are expected to assist the student in preparing for the General and Special Examinations by defining as closely as is deemed useful the scope of the examinations and indicating the literature the students are expected to have read and the degree of familiarity with this literature that is expected.

The two written General Examinations may be followed by an optional oral review covering the same material as the written examinations. The two Special Examinations will be followed by a mandatory oral review of the same material covered in the examinations. Each set of exams (the generals and the specials) will be administered over a two-week period.

If requested by a student, take-home examinations may be substituted at the discretion of the student's advising committee.

If a student fails any part of the General or Special Examinations, permission to repeat all or parts of them is not automatically granted, but is considered in each individual case by the examining committee.

If permission to repeat the examinations is not granted, the student will be offered the possibility of taking an AM, if the appropriate conditions are met.

Each field in the department determines its own timing of general and special examinations, in consultation with the department's administration. Specifically, each field chooses between a floating General and Special Examination schedule (individual students will be examined when they are deemed prepared for the examinations) and a fixed schedule (students will be examined during one of two set times during the academic year—November or May). Students whose field uses the fixed schedule may take their examinations only on the two assigned dates.

Year Four

Within one year after the successful completion of the general examinations—normally by the end of the fourth year—a student must have obtained approval of a dissertation prospectus in order to show satisfactory progress. Exceptions to this rule require a petition well before the expected submission of the prospectus.

Dissertation Prospectus

After the successful completion of the general examinations, and usually during preparation for the Special Examinations, students will consult with their advisors to choose a topic for their dissertation and a prospectus committee of at least three faculty members, two of whom must be from Harvard.

During the writing of the prospectus, students and advisors are expected to interact closely; the advisors are expected to guide the students with respect to planning and bibliographical research. Often, the principal advisor is the one most closely involved in the early stages and will decide when a draft should be submitted to the other members of the committee. The advice of the members of the committee normally results in the need for several drafts of the prospectus over a number of weeks.

When the prospectus is approved by the entire prospectus committee, it will be submitted to the faculty of the department for comments before being presented by the committee at a department meeting. The student is responsible for distributing copies of the prospectus to all

regular members of the department at least one week before the meeting at which the prospectus is to be considered (a tentative schedule of department meetings is circulated each September, and the student coordinator has the list of regular department faculty). The copying of the prospectus and the cost of the copying are also the student's responsibility.
Acceptance of the prospectus then requires a majority vote of the members present. Not infrequently, a prospectus is not accepted in its present form and is then sent back with the department's comments (before or after the department meeting) for further revisions. Sometimes the department accepts the prospectus contingent upon specific changes being made.

Form of the Prospectus

The prospectus should include a title page listing the name of the members of the prospectus committee, specifying principal advisor.
The prospectus should conform (as later also the dissertation) to the standards in scholarly writing within the field in terms of style, including transliteration, transcription, and translation of ancient languages and the form of footnotes, references, and bibliographies.

Contents of the Prospectus

The prospectus is expected to contain the following information about the projected dissertation:

- The nature of the problem that the student intends to study.
- Its importance to the overall field of study in which the student is working.
- A broad review of scholarship on the question being examined, such as:
- Which (principal) scholars have dealt with this or similar issues?
- What, in the student's opinion, remains to be done (i.e., why the student is writing this particular dissertation)?
- A discussion of the methodologies the student will use to tackle the problem (i.e., how does the student intend to argue the point?).
- An outline of each of the chapters; if there are foreseeable difficulties in gathering the material necessary, this should also be noted.
- A schedule of approximate dates for submission of first drafts of each chapter.
- A select and relevant bibliography.
- Tablet samples should be included with prospectus submissions where applicable.

The length of the prospectus should not exceed approximately 3,000 words (for text, footnotes, and schedule inclusive; brief bibliography not inclusive).

Year Five and Beyond

Dissertation Progress

After the Acceptance of the Prospectus, if so desired and accepted by the department, non-Harvard members (usually not more than one) may be included on the Dissertation Committee as secondary advisors.

While the Graduate School of Arts and Sciences requires a student to complete the PhD program within ten years of entering the program, the target for all students is completion within seven years, and under current rules Harvard funding will not be guaranteed to students beyond the seventh year. Beyond these requirements, the faculty is the final arbiter of what constitutes satisfactory progress.

In order to make satisfactory progress on the dissertation, the student must submit and have approved at least one chapter of the dissertation by the end of the first year after the approval of the prospectus (ordinarily by the end of the 5th year).

Dissertation Completion Grant

Beginning with the cohort entering in 2005–06, students are guaranteed five years of funding: the first four years plus a Dissertation Completion Grant awarded to qualified PhD candidates. This grant will be available as early as G-4 and as late as G-7. After G-7, the grant is no longer guaranteed. The deadline for applying for this grant will be early in the spring term. In order to be eligible, the student must have two advanced draft chapters of the dissertation approved by the time of application.

G-10 Enrollment Cap

Students still in the program in the tenth year should plan to finish that year or else withdraw from the program. They may reapply for admission when they have completed their dissertations.

Only in extraordinary extenuating circumstances, and only if there is demonstrable evidence that the dissertation will be completed, will the department support an application through the Dean's Office for a one-year grace period. Students who fail to complete the dissertation will be required to withdraw from the Graduate Program. They may then also reapply for admission when they have completed their dissertations.

Dissertation Defense

Following are the rules for completing the PhD program:

- When the dissertation is complete, it is to be read by a jury of at least three readers, two of whom must be members of the Faculty of Arts and Sciences.
- Copies are to be submitted to each of the readers, as well as one to the department, at least two months before the date on which the degree is to be awarded and at least one month before the date of the dissertation defense.
- The student will be asked to defend the dissertation orally after it has been read, at least one month before the degree is to be awarded.
- The date and time of the dissertation defense will be announced in writing to the entire faculty of the department and all will be invited to attend.
- The student may then be required to revise parts of the dissertation according to comments made by the advisors, occasionally also other faculty, before submitting a final version.
- The student is responsible for having spiral-bound (or hard-bound if the student desires) copies of the final dissertation made. One copy should be deposited with the department, to be placed in the departmental library, and one with the Registrar.

- Students are solely responsible for meeting all GSAS degree application deadlines and for submitting their final dissertations. Schedules (as well as advice) are available in the NELC office and the Registrar's Office.

Master of Arts (AM)

The AM degree is a terminal degree.

Residence

There is a minimum residence requirement of one year. The AM degree is designed to be completed in one year. However, students may elect to complete the degree over two years. The student's advisor must submit a letter of explanation to the department should the student require more than two years to complete the AM degree.

Incompletes

It is the rule of the Department of Near Eastern Languages and Civilizations that no graduate student shall be permitted more than one grade of Incomplete per term. The student must complete the work of the course for which an Incomplete was granted within the following term and a letter grade will be recorded. Otherwise the Incomplete will stand in the student's permanent record. No more than two permanent Incompletes will be permitted, nor will any permanent Incomplete be allowed for a required course. If a student accumulates more than two permanent Incompletes, the student will be required to withdraw, unless the faculty determines by a two-thirds majority vote that extraordinary circumstances warrant an extension, which shall in no case exceed one term.

GSAS Requirements

Students are responsible for meeting the "Common Requirements," which can be found in **Chapter VI**.

General Field Requirements

Each field of study has particular course requirements. These are specified in the field's written program description, both basic requirements and optional requirements for various directions within the field. Students are expected to consult with the advisor(s) in their fields concerning these requirements.

Program of Study

The advising committee must approve the student's program of study at the time of registration. One of the members of the department will act as primary advisor. The AM degree is awarded upon completion with passing grade (B or above) of at least eight and no more than twelve four-credit courses, of which at least two must be seminars or their equivalents, and upon completion of any additional requirements of the individual program.

Languages of Modern Scholarship

Advanced reading knowledge of either French or German is ordinarily required before admission. The student will be tested on that language at the beginning of the first term. If the

competence level is insufficient, the student is expected to pass the departmental French/German examination by the end of the first term. In some fields, knowledge of an additional language may be required. The level of competence in the second language will be determined by the student's advisor(s).

Note: Courses in the languages of modern scholarship do not count toward the required eight to twelve four-credit courses (see above).

Satisfactory Progress

At the end of every fall term, the faculty discusses the progress of each student; if there are problems, a letter is sent to the student at that time. At the end of every spring term, the faculty again reviews the progress of each graduate student and, in accordance with graduate school policy, assigns a status of "satisfactory," "grace," or "unsatisfactory." The terms "grace" and "unsatisfactory" are defined at the beginning in **Chapter VI**.

Thesis

Students will submit an AM paper, the subject and scope of which will be determined in direct consultation with their advisor.

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Organizational Behavior

Program of Study

Each candidate's program of study will be developed in consultation with faculty advisors and the chair of the Policy and Admissions Committee. The normal program is outlined below.

Advising

The Policy and Admissions Committee designates faculty members at the Business School and the Faculty of Arts and Sciences as sponsors to each student upon entrance into the Organizational Behavior program. The sponsors, in conjunction with the PhD Programs Offices, will assist the student in deciding which courses to take and how to fulfill various degree requirements. It is expected that students will establish relationships with other faculty members, and it is possible that the major academic advisory role may be assumed by different faculty members in the dissertation stage of a candidate's program. However, students are strongly advised to consult with the sponsors and with the PhD Programs Offices during all stages of PhD work.

Coursework

Micro-Organizational Behavior Track

- Two term-length courses in foundations of psychology
- Two term-length graduate-level psychology courses
- One term-length graduate-level social sciences course

Sociology Track

- Two term-length courses on sociological theory (Soc 204 and 208)
- Two term-length graduate-level sociology electives
- One term-length graduate-level social sciences course

Organizational Behavior Course Requirements (required of students in both tracks)

Completion of two term-length organizational behavior courses:

- Micro Topics in Organizational Behavior (HBS 4882)

- Macro Topics in Organizational Behavior (HBS 4880)

Completion of four term-length courses in research methods:

- Two term-length courses in quantitative methods (FAS courses, sequential courses)
- One term-length course in qualitative methods
- One term-length course in research design (FAS course)

Business Education for Scholars and Teachers

Completion of the three-course January term Business Education for Scholars and Teachers (BEST) Series:

- BEST Organizations (Year 1)
- BEST Markets (Year 2)
- BEST Teach (Year 3)

Research Experience

Research apprenticeship requirement: Students are required to engage in research, under faculty supervision, soon after beginning PhD studies.
Qualifying paper requirement: Both micro-organizational behavior and sociology require all students to submit a qualifying paper by the end of the third year of study.
The dissertation is the final research requirement.

Teaching

Students are required to complete a teaching engagement of one full academic term that includes at least 8 hours of front-of-class teaching experience and at least 16 hours of teaching preparation time.

Examinations and Reviews

Dossier review (micro-organizational behavior): Students undergo a dossier review by a faculty committee. The dossier consists of the qualifying paper, at least two other research papers, and a statement about future plans for research.
Discipline examination (sociology): Students take the written examination offered by the department, following procedures and on the schedule set by the department. No oral examination is required.
Organizational behavior examination (both tracks): This examination comes after all doctoral coursework has been completed. It provides an excellent occasion for the student to draw on al of his or her training to demonstrate readiness for first-rate conceptual and empirical work on organizational phenomena.

The Dissertation

Prospectus

When the student has satisfactorily completed all other requirements, he or she writes a dissertation prospectus and assembles a prospectus committee (consisting of at least three members; Micro-organizational behavior track committees must include at least two Harvard faculty having ladder appointments, at least one of whom must be from HBS; Sociology track

committees must include at least one member from the HBS faculty and at least one from the FAS faculty).

When that committee feels that the prospectus is ready for formal review, the prospectus meeting is held. If the committee is satisfied that the student is ready to begin data collection, the members will approve the prospectus. The prospectus committee normally continues as the student's dissertation committee once the prospectus is approved.

Dissertation

The dissertation provides an opportunity for students to demonstrate, in a work wholly their own, their ability to contribute creatively to the advancement of knowledge about organizational behavior. When the student and the dissertation committee agree that the dissertation is acceptable, a dissertation defense is scheduled. It is expected that a dissertation will be approved unanimously by the dissertation committee. If the dissertation committee should find itself deadlocked about the acceptability of a dissertation, it will inform the Policy and Admissions Committee about the extent and the basis of the disagreement, and work with the PAC to resolve the matter.

Normal Progress Toward the Degree

By the end of the first year, students should have completed most discipline coursework and the research apprenticeship requirement. Sociology track students should complete the sociology written general exam at the end of the first year (summer).

By the end of the second year, students should have completed all doctoral course requirements, and the organizational behavior examination.

By the end of the third year, students should have completed all required courses, the qualifying paper, the BEST series, and all examinations and reviews.

By the middle of the fourth year, students should have the dissertation prospectus approved.

Students are expected to complete all degree requirements, including the dissertation, in five years. Students will be required to withdraw from the program if they have not completed the qualifying paper by the end of the third year, or if they have not completed the dissertation prospectus by the end of the fifth year.

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Philosophy

Preliminary Requirement

Candidates must pass at least twelve approved four-credit courses or seminars during their first four terms in the department. Courses numbered 301 or above do not count toward this preliminary requirement, but the two required terms of Philosophy 300, the First Year Colloquium, may be counted as three of the twelve. If a letter-graded course record is to be considered satisfactory, the candidate's grades in these courses must be B or higher.
Courses taken to meet the preliminary requirement must be approved in advance by the department's director of graduate studies. Students must take and complete Philosophy 300a plus two letter-graded four-credit courses or seminars during their first term and Philosophy 300b plus three letter-graded four-credit courses or seminars more in their second term, thus completing five letter-graded four-credit courses during the first two terms of residence, with grades of B or higher.
These courses, like the rest of the twelve, should be among those designated "For Undergraduates and Graduates" or "Primarily for Graduates" in the course catalogue. At least ten of the courses must be taught by members of the Department of Philosophy (including visiting and emeritus members). This requirement can be modified for students specializing in Classical Philosophy.
Students who have done graduate work elsewhere may petition to obtain credit for up to three four-credit courses, which may be counted toward the preliminary requirement. If they are in philosophy (as would normally be the case), such courses will be regarded as equivalent to those taught by members of the department.

Distribution Requirement

This requirement, intended to ensure a broad background in philosophy, is met by completing eight distribution units of work before the beginning of the fourth year of graduate study. A distribution unit may be fulfilled (i) by completing an approved four-credit course or seminar (which may also be counted toward the preliminary requirement), or (ii) by writing a paper under the guidance of a faculty member, with the approval of the director of graduate studies. In the latter case the work does not count toward the preliminary requirement.
The units are to be distributed as follows:
a) Contemporary Theoretical Philosophy: Three units in core areas of twentieth- and twenty-first century metaphysics, epistemology, philosophy of science, philosophy of mind, philosophy of

language, philosophy of mathematics, and the like.
b) Practical Philosophy: Two units in contemporary or historical ethics, political philosophy, aesthetics, and the like.
c) History of Philosophy: Three units so chosen that one course unit treats primarily Plato or Aristotle and the other two units treat primarily representatives from two of the following: the Rationalists, the Empiricists, Kant, or the Idealists. At most, one of these three courses may emphasize primarily practical philosophy.
Note: The First-Year Colloquium (Philosophy 300a and 300b) may not be used to fulfill any part of the distribution requirement. Philosophy 299hf, the second-year paper, may be used to fulfill a distribution requirement.

Logic Requirement

Candidates for the PhD are expected to have mastered the fundamentals of logic and to have an understanding of the elements of logic's metatheory. Normally, this requirement is satisfied by successfully completing one of the Department's 100-level courses in logic: 140 (Introduction to Mathematical Logic), 144 (Logic and Philosophy), or 145 (Modal Logic). It can also be satisfied by taking an appropriate mathematics course (for example, Mathematics 143, 144a, or 145b). The requirement may also be satisfied by an examination set by the DGS in consultation with appropriate Department members.

Second-Year Paper

Students are required at the end of their second year in residence to submit a paper whose length is between 7500 and 12,000 words including footnotes.
The expectation is not that the second-year paper should constitute a kind of Masters Thesis; a better model is that of a journal article – i.e., an essay that sets out a focused philosophical problem, articulates its significance, and makes a significant contribution rather than a mere intervention. Given this goal, the second year paper may under no circumstances be over 12,000 words, and generally will be significantly shorter. Students must annotate the paper with an accurate word count.
By the end of the first year, students need to have a faculty advisor who will supervise the second year paper. Together the advisor and advisee will write a plan of study for the first term, and submit it to the DGS. This plan of study will specify a schedule for submitting work and receiving feedback, and will also specify a benchmark to be met before the beginning of the second semester.
A preliminary draft of the second-year paper is to be submitted by the end of the spring vacation of the second semester, and a final draft is due by June 1st. Under extraordinary circumstances and with the written approval of both advisor and the DGS, the final version of the paper may be submitted after June 1st, but no latter than August 1st.
Once the second year paper is submitted to the advisor, the advisor forwards the paper to the DGS, who selects a faculty member to act as the paper's examiner. The author, advisor, and examiner meet in a timely manner to discuss the paper, after which the examiner in consultatior with the advisor awards the paper a grade. This grade will be recorded as the student's grade for her two semesters of 299hf.

Language or Research Tool Requirement

Ideally, philosophy involves a dialog with other disciplines -- philosophy of mind with, for example, psychology and neuroscience; metaphysics with, for example, physics; moral and political philosophy with, for example, the law and social studies. Ideally, philosophy involves a dialog with its history, understanding its insights and mistakes. Ideally, philosophy is done in a way that transcends cultural barriers, with philosophers from one country who work primarily in one language in dialog with philosophers from other countries who speak other languages.

A philosopher who approached the ideals above would be: conversant with the work of a discipline outside of philosophy that is relevant to her work; able to read historically important work written in a language other than English; able to fluently participate in philosophical conversations in at least two languages. It is too much to expect of graduate students that they have such a range of knowledge and abilities by the time they graduate from Harvard. But the Department does expect and require that graduate students have taken steps towards at least one of the ideals mentioned above before graduating.

To this end, a student for the PhD is required to demonstrate one of the following.

1. The ability to read and interpret philosophical work in either ancient Greek, Latin, French, or German. The normal way to demonstrate this ability is to successfully complete a year-long reading course in of these languages conducted by a faculty member in the Philosophy Department. In special cases (for example, a student who comes to the program with a strong academic background in one of these languages) and with the approval of the DGS, this requirement may be satisfied by course work done outside of the Department.
2. Advanced knowledge of a discipline outside of philosophy that is relevant to the student's dissertation. Normally this requirement is to be satisfied in one of the following ways: (1) Taking and passing with a grade of B or better, and with the prior approval of the DGS, at least two advanced courses in a discipline outside of philosophy that is relevant to one's philosophical work; (2) possessing an advanced degree in such a discipline; (3) with the prior approval of the DGS, certain intensive summer programs may count. Students who expect to work in logic or set theory may satisfy this requirement by taking advanced logic or mathematics courses. Normally this requirement can**not** be satisfied by undergraduate course work.
3. The ability to fluently participate orally and in writing in philosophical debate in at least two modern languages. Graduate students who have completed a B.A. or its equivalent at a school in which instruction is conducted in a primarily in a language other than English are considered to have satisfied this requirement. Other ways to satisfy the requirement are determined on a case by case basis; one route is to provide a satisfactory comparison of translations of a philosophical passage into (or from) English, giving an assessment of their differences and relative advantages and drawbacks.

   The Department encourages students to complete this requirement by the end of the third year, and requires that it be completed no later than the end of the semester in which the student takes his topical.

Dissertation Workshops

Dissertation Workshops Students who have completed their second year paper are required to enroll each term in one of the two dissertation workshops, Philosophy 311, Workshop in Moral

and Political Philosophy or Philosophy 312, Workshop in Metaphysics and Epistemology. Permission not to enroll in a Workshop must be granted by the director of graduate studies.

Master of Arts (AM)

Admission, Residence, and Course Credit

Since the principal employment for men and women with advanced training in philosophy is in college teaching that requires the PhD, the department ordinarily does not admit applicants who wish to study for the degree of AM only. However, the AM may be taken as a step toward the PhD after a minimum of two terms in residence.

Requirements

A candidate for the AM must satisfy the preliminary, distribution, and logic requirements for the PhD; however, the preliminary requirement is reduced to ten four-credit courses, and only sever of the eight distribution units are required for the AM. In addition, the second year paper requirement must be satisfied.
There is no language requirement for the AM.

Teaching

Teaching Fellowships

Graduate students are urged to take full advantage of opportunities to acquire teaching experience while working for the PhD. Students in the third and fourth years will ordinarily teach as part of their graduate school funding. Teaching fellowships are restricted to those who have completed at least two years of work in the department (under exceptional circumstances, one year) and are making satisfactory progress toward the PhD. In addition to a satisfactory grade record, the criteria of normal progress are as follows for each of four years of graduate study. First year: completing five letter-graded four-credit courses or seminars and Philosophy 300. Second year: satisfying the preliminary requirement, the logic requirement, and the second-year paper requirement. Third year: satisfying the distribution requirement and formulating a dissertation topic. Fourth year: passing the topical examination. Students in their first year of teaching must, and in their second year may, take Philosophy 315hf, Instructional Styles in Philosophy.

Advising

The department's arrangement for advising students is structured so as to correspond to four stages of a student's progress toward the PhD. These stages include the first year, the second-year paper, reading and research toward a dissertation topic, and work on the dissertation.
1) The director of graduate studies is assigned as advisor to all first-year students and continues to meet with all students at the beginning of each term and sign their Study Cards. Her or his advising role is particularly important during the coursework stage (generally through the second year), because she or he has principal responsibility for monitoring the student's progress toward fulfilling the general requirements for the degree: the preliminary requirement,

the distribution requirement, and the language requirements. In addition, each first-year student is assigned a more informal faculty advisor.

2) At the end of the first year, a student should arrange with a member of the faculty to supervise the student's second-year paper. That faculty member will be the student's advisor during the second year. If necessary, the director of graduate studies is available to assist a student in finding a suitable faculty member.

3) At the beginning of the third year, a student should arrange for a faculty member to be his or her advisor during the process of exploring areas for a possible dissertation and formulating a topic and a prospectus. This advisor may be the same person as the second-year paper advisor, but need not be. Normally, a student will continue with this advisor until the topical examination, but change is possible by arrangement with the parties involved.

4) When a prospectus is well along, the student should discuss the formation of a dissertation committee (normally three faculty members) with the advisor, the director of graduate studies, and possible committee members. This committee will conduct the topical examination and, if the student passes, will continue supervising the student's work on the dissertation. Normally it will serve as the defense committee when the dissertation is completed. However, during work on the dissertation, change is possible by arrangement with the parties involved and with the approval of the director of graduate studies. At this stage, one member of the committee will be designated as the student's advisor. The significance of this will vary as the supervision of dissertations is more collective in philosophy, for example, than in many other fields. In some cases the advisor will be the principal supervisor, in others the role of the committee members will be close to equal and the choice of one advisor is a matter of convenience.

Oral Topical Examination

After completing the second year paper, each candidate will enroll in Philosophy 333 and will be assigned a third-year advisor. In consultation with this advisor, the candidate will develop a dissertation topic and choose a prospective principal dissertation advisor. To receive formal approval of the dissertation topic, a candidate must pass the oral topical examination. If the topical examination is not passed, it must be taken again and passed by the beginning of the winter recess in the year immediately following. Although called an examination, approximately ninety minutes in length, it is in fact a conference on the dissertation topic, not an occasion on which the candidate is expected to produce a complete outline of arguments and conclusions. The conference is intended to determine the acceptability of the topic on which the candidate wishes to write a dissertation, the candidate's fitness to undertake such a dissertation, and the candidate's command of relevant issues in related areas of philosophy. A dissertation on the proposed topic may be submitted only if the topical examination is passed.

Application to take the topical examination must be made to the director of graduate studies at least two weeks in advance. At the same time, the candidate must submit three copies of a dissertation prospectus to the director of graduate studies and members of the student's prospective committee. The prospectus should be 25–30 pages long, and should explain the problem the student proposes to address and the methods by which he or she proposes to address it. It should include a tentative chapter breakdown and a bibliography of sources the student expects to use. The examination is conducted by the dissertation committee (see number four under advising).

Dissertation

When the topical examination is passed, the examining committee normally becomes the dissertation advisory committee. One member of this committee is designated the candidate's advisor. At least three months before the deadline for formal submission of the dissertation, the candidate must submit to the advisory committee a legible draft of the dissertation or a considerable part of it. With the consent of the committee, the candidate may then go on to prepare a final draft for submission to the department. The dissertation must show a mastery of the field in which it is written; it must demonstrate the candidate's insight, originality, and power of independent research; and it must add to the sum of human knowledge and understanding. Apart from these general requirements, there are no formal restrictions on the subject or construction of the dissertation, but the candidate is advised to write on a distinct and sharply limited problem. Dissertations of more than 75,000 words ordinarily will not be accepted.

Final Examination

The completed dissertation is read and appraised by a committee of three, usually identical to the candidate's dissertation advisory committee. (If the advisory committee has had only two members, a third must be added to the examining committee.) This committee, if it finds the dissertation sufficiently promising, conducts the final oral examination, in which the dissertation must be adequately defended before its acceptance by the department. (The examination is public and may be attended by other members of the department if they wish.) The purpose of this last examination, which is normally about one hour in length, is not so much to test the range and detail of the candidate's information as to judge the candidate's skill in presenting and discussing matters considered in the dissertation and the candidate's ability to meet friendly but searching criticism.

Classical Philosophy

The departments of the Classics and Philosophy collaborate in an interdisciplinary PhD program in Classical Philosophy for students registered in either department. Candidates whose major field is philosophy are expected to take the Proseminar for graduate students in the classics, as well as attend seminars or other courses in classics relevant to their interests. With the approval of the director of graduate studies, students in the Classical Philosophy program may be permitted to count an appropriate course in ancient philosophy toward the distribution requirement in metaphysics and epistemology and one (in addition to the one already required) toward the requirement in history of philosophy.

Language requirements: Candidates who plan to write a dissertation in Classical Philosophy are expected to have learned at least one of the classical languages (Greek or Latin) before they are admitted. Depending upon the level of fluency they have reached before entering the program, they may be asked to take additional language or reading courses. If they have not previously studied the second language, they will be required to reach the level of one year of college coursework. This can be done either by taking courses or by passing a language examination. In addition, candidates will be expected to have acquired a reading knowledge of German sufficient for reading scholarly literature and to pass a departmental examination on a

suitably chosen text. The rules and procedures for the dissertation will, in general, be those established for candidates in philosophy.

Law and Philosophy

A coordinated JD/PhD in Philosophy and Law is available. Students wishing to obtain the coordinated degrees must be admitted separately to both programs. Students admitted for the coordinated degrees must begin either with the first full year of law school or the first two years of philosophy; after that they may alternate terms as they choose. The program in Law may be completed in five terms. The requirements for philosophy are the same as for regular philosophy graduate students. For more information please see the JD/PhD Coordinated Program section in **Chapter IV**.

Harvard Graduate School of Arts and Sciences

2016-2017 Student Handbook

Physics

DOCTOR OF PHILOSOPHY (PHD)

The graduate program in physics accepts applications only for the PhD degree. Although many graduate students earn a continuing AM (Master of Arts) degree along the way to completing their PhDs, the department does not accept applications specifically for terminal AM degrees.

Timeline

Incoming graduate students are not technically candidates for the PhD until they have completed a set of candidacy requirements. Before obtaining the PhD, students must therefore satisfy two sets of requirements—those for official doctoral candidacy, and those for the PhD degree itself.

Although no two PhD students follow precisely the same path, students should keep in mind the following general timeline, with details to be explained in later sections:

- During both semesters of the first year, students' tuition, fees, and stipends are covered by either Harvard's Purcell fellowship or outside sources of funding, and students should devote their attention to coursework and getting acquainted with research groups. All students should consult regularly with their individually assigned academic advisors in planning a program of study and research.
- In the spring term of the first year, as part of their training in teaching and presentation skills, students are required to enroll in Physics 302: Teaching and Communicating Physics.
- In the summer after the first year, students arrange for their own funding. For those without external fellowships, options include research assistantships (RAs) with research groups, teaching fellowships (TFs) with summer courses, or attending summer schools and conferences.
- For students in their second year who do not have an external fellowship, the department covers tuition and fees but not salaries. Therefore, starting in the second year, a student without outside funding should plan on securing either a research assistantship (RA) or a teaching fellowship (TF) each semester. Students typically use their second year to complete their required coursework and transition into a research group.
- During the second year, students should make sure to complete most of their required course requirements. They should also organize a three-member faculty committee—ideally chaired

by their prospective thesis advisor—and take the qualifying oral examination. After completion of the examination and acceptance by a thesis advisor, the student has fulfilled the requirements for official candidacy for the PhD degree.

- For students in their third and later years who do not have an external fellowship, tuition and fees as well as salary are covered by research assistantships (RAs) or teaching fellowships (TFs).
- Once the student has completed the requirements for candidacy—ideally by the end of the second year but certainly before the end of the third year—the student should proceed with a research program that eventually culminates in a thesis. Toward the end of each year, following the qualifying exam or after the third year (whichever comes first), students should submit annual progress reports to their faculty committees for review.
- After joining a research group, students typically receive their summer funding by working in a research assistantship (RA) with that group.
- Each student is required to serve as a teaching fellow (TF) at least one fall or spring semester during the course of the PhD program. Note that to fulfill this requirement, the TF position should consist of at least 15 hours per week (3/8-time) and involve a teaching component and not merely grading.
- After writing a thesis under the guidance of a thesis advisor, typically by the end of the fifth or sixth year, the student presents the thesis to a dissertation committee of three faculty members in a final dissertation defense. Once the completed thesis is submitted, the student has fulfilled the requirements for the doctoral degree.

THE FIRST TWO YEARS

Advising

The department assigns each incoming graduate student a faculty academic advisor to help the student make decisions about coursework and research opportunities. Each student is free to choose a new advisor at any subsequent time, but should inform the graduate program administrator of such a change after obtaining the new advisor's consent. In particular, by the end of the second year, the student should choose an advisor who will supervise the student's thesis.

In planning a program, students should study the catalogue of **Courses of Instruction** offered by the Faculty of Arts and Sciences, as well as the description in the Programs of Study. After drawing up a tentative program, students should discuss it with their faculty advisors. Students are also welcome to discuss their plans at any time with the Director or Associate Director of Graduate Studies.

Course Record

Students who propose to present theses in experimental fields should demonstrate promise in experimental work and a satisfactory understanding of theoretical physics. Applicants for candidacy in theoretical physics should demonstrate strength in courses of a mathematical nature and a satisfactory acquaintance with experimental aspects of physics. Detailed course

requirements are given below under “Program of Study.” Note that award of the continuing AM degree does not automatically qualify the student as a candidate for the PhD.

Program of Study (Credit and Course Requirements)

Each student is required to accumulate a total of sixteen four-credit courses of credit, which car include any combination of 200- or 300-level Harvard courses in physics and related fields, graduate-level courses taken by official cross-registration at MIT, and units of TIME-R (research time) or TIME-C (course time). These sixteen four-credit courses may overlap with some of the eight required four-credit courses for the optional continuing AM degree.

In fulfilling this requirement, students must obtain grades of B- or better in eight four-credit courses specified as follows:

A) **Four mandatory core courses:** Physics 251A, and Physics 251B, and Physics 232 or Applied Physics 216 or Engineering Sciences 273, and Physics 262 or Applied Physics 284.

B) **Four elective courses:** Four additional four-credit courses drawn from the **department's official list**, with at most two four-credit courses in any one field. Note: Not all courses listed are given every year and course offerings, numbers, and contents sometimes change. Students therefore should confer with their advisors or with the chair of the Committee on Higher Degrees about their program of study.

Course Descriptions: **Courses of Instruction**

Other Fields: With the approval of the Committee on Higher Degrees, a student may use 200-level courses or fields not officially listed. In place of demonstrating proficiency by satisfactory course performance, a student may also demonstrate proficiency by an oral examination, by submitting evidence of satisfactory work in appropriate courses taken at other institutions, or by other means deemed satisfactory by the Committee on Higher Degrees. Students wishing to utilize this option should submit a petition to the Committee on Higher Degrees before the end of their first year of Harvard graduate school.

The general requirements outlined above are a minimum standard and students will usually take additional courses in their selected fields as well as in others. A student need not fulfill all course requirements before beginning research.

As a result of an exchange agreement between the universities, graduate students in physics at Harvard may also enroll in lecture courses at the Massachusetts Institute of Technology. The procedure is outlined under “Cross-Registration into Courses Offered by Other Faculties” in **Chapter V**.

Laboratory

Physics 247, equivalent laboratory experience, or an oral examination on an experimental topic is a required part of the PhD program for all students who do not submit a thesis that demonstrates experimental proficiency. Students who wish to fulfill this requirement by equivalent laboratory experience or an oral examination should obtain approval of the Committee on Higher Degrees no later than the end of their third year of residence. Students planning on submitting a thesis in theoretical astrophysics may instead satisfy this requirement by taking Astronomy 191 with the approval of the Committee on Higher Degrees.

Teaching

In addition to research assistantships (RAs), teaching fellowships (TFs) are important sources of support for graduate students after their first year. Because of the importance of teaching skills for a successful physics career, a one-term TF is required of all graduate students, generally within the first five years of study. This teaching experience provides an opportunity for students to develop the communication skills that are vital for careers in academics and industry.
To fulfill the teaching requirement, students must serve as a teaching fellow at least one fall or spring semester for at least 15 hours per week (3/8-time). The TF position should involve a teaching component and not merely grading.

Language

There is no formal language requirement for the PhD in physics. Students are nonetheless advised that knowledge of certain foreign languages is extremely useful in many fields of physics.

Faculty Committee

Each student is required by the end of the second year to select a faculty chair for a committee to advise the student on the student's research progress. The committee chair is normally one of the department members and, when feasible, a prospective thesis advisor. Under the advisement of the faculty chair, the student should also select two more faculty members to bring the total to three, at least two of whom should be members of the Department of Physics. Selection of the committee, as well as subsequent changes to the committee, require the approval of the Director of Graduate Studies.

Qualifying Oral Examination

Each student is also expected to pass an oral examination given by the student's faculty committee ideally by the end of the second year, and certainly by the end of the third year. The purpose of the examination is two-fold: The examination aids in estimating the candidate’s potential for performing research at a level required for the doctoral thesis, and also serves as a diagnostic tool for determining whether the candidate requires changes to the program of research and study.
For the examination, each student is asked to select, prepare, and discuss in depth a topic in physics, and to answer questions from the faculty committee both about that topic specifically and more broadly about the student’s larger subfield. Originality is welcomed but not required. The student selects the topic—preferably but not necessarily related to the proposed field of thesis research—and then submits a title and abstract together with a list of completed course requirements (described under Program of Study) and a decision as to whether the prospective doctoral research will be experimental or theoretical. The student then confers in detail with the committee chair about the topic to be discussed and concrete expectations for the examination. The committee chair provides approval of the topic, and the overall composition of the examination committee must be approved by the Director of Graduate Studies. To ensure adequate preparation, this conference should take place at the earliest possible date, typically one to two months before the examination.
Oral examinations are evaluated on the knowledge and understanding students demonstrate about their chosen topic as well as about their general subfield. Students are also judged on

the clarity and organization of their expositions. The examining committee may take into account other information about the candidate's performance as a graduate student.
The student will pass the examination if the committee believes that the student has demonstrated adequate comprehension of physics in the area of the chosen topic and in the larger field, as well as an ability to perform the thesis research required for the doctoral degree. Students who do not pass the qualifying oral examination on their first attempt will be given instructions for improvement and encouraged by the committee to take a second examination at a later date.
The committee may upon petition grant a deferment of the examination for up to one year. Students who have not passed their oral examinations by the end of their third year of graduate study must seek approval from the Committee on Higher Degrees prior to being allowed to register for a fourth year of graduate study. If satisfactory arrangements cannot be made, the student will be withdrawn by the department. A student who wishes to change from an experimental to a theoretical thesis topic, or vice versa, may be required to pass a second qualifying oral examination.

Acceptance as a Candidate for the PhD

The final requirement for acceptance as a doctoral candidate is formal acceptance by a suitable thesis advisor, who should be a faculty member of the Department of Physics or a related department. This requirement should be met soon after the oral examination is passed. Sometimes students may wish to do a substantial portion of their thesis research under the supervision of someone who is not a faculty member of the Department of Physics or a related department. Such an arrangement must have both the approval of the student's official departmental advisor as well as that of the Committee on Higher Degrees and the department chair.

YEAR THREE AND BEYOND

In order to become acquainted with the various programs of research in progress and promising areas for thesis research, students should attend seminars and colloquia, and consult with their faculty advisors and upper-level graduate students. A list of the current faculty and their research programs is available **online**.

Academic Residence

Ordinarily a candidate must be enrolled and in residence for at least two years (four terms) of full-time study in the Harvard Graduate School of Arts and Sciences. Ideally, the PhD is completed within six years. The student's committee reviews the student's progress each year. For financial residence requirements, see the GSAS Guide to Admission and Financial Aid or **Chapter VIII** of this handbook.

Criteria for Satisfactory Progress

In addition to the guidelines specified by the Graduate School of Arts and Sciences, the physics department identifies satisfactory progress for graduate students by several key criteria.
Upon successful completion of the qualifying oral examination, the student must arrange for the appointment of a faculty committee that will monitor the progress of the student thereafter. The

student must be accepted by an appropriate thesis advisor within 18 months after passing the qualifying oral examination.

During each subsequent year, the student must submit a progress report in the form specified by the Committee on Higher Degrees. The progress report must be approved by the student's faculty committee and the Committee on Higher Degrees, who will evaluate the student's progress toward the completion of the degree. The Committee on Higher Degrees will examine with special care students beyond their fifth year.

For other types of extensions or leave-of-absence policies, consult **Chapter V** of the Graduate School of Arts and Sciences Handbook.

Dissertation Defense

Toward the end of the student's thesis research, the student should arrange a dissertation committee, which consists of at least three faculty members and is chaired by a member of the Harvard Department of Physics. At least two members of the dissertation committee, including the chair, must be members of FAS. A non-FAS thesis advisor should be a member of the dissertation committee, but cannot serve as its official chair.

The dissertation defense consists of an oral final examination delivered to the dissertation committee that involves a searching analysis of the student's thesis. If the student's coursework does not indicate a wide proficiency in the field of the thesis, the examination may be extended to test this proficiency as well.

The candidate must provide draft copies of the completed thesis for members of the dissertatior committee at least three weeks in advance of the examination. The department requires one bound copy of the final thesis, which students can order through the online dissertation submission system. Detailed requirements on the thesis are published in ***The Form of the PhD Dissertation***.

MASTER OF ARTS (AM)

The Department of Physics does not admit graduate students whose sole purpose is to study for the Master of Arts (AM) degree. However, the AM degree is frequently taken by students who continue on for the PhD degree. For those who do not attain the doctorate, the AM degree attests to the completion of a full year's study beyond the bachelor's degree.

Program of Study (Credit Requirements)

Eight four-credit courses taken while enrolled at Harvard are required for the continuing AM degree. At least four must be physics courses, and ordinarily all must be in physics or related fields like applied physics, applied math, chemistry, biophysics, engineering, or astronomy. Not more than two four-credit courses may be from the 100-level listing, "for undergraduates and graduates," and ordinarily not more than one four-credit course may be from the 300-level group, "Reading and Research." The remainder must be from the 200 level, "primarily for graduates," or graduate-level courses taken by official cross-registration at MIT. (There is no limit on the number of the eight four-credit courses taken at MIT.)

With the permission of their advisors and with the approval of the Committee on Higher Degrees, students may substitute 300-level courses for more than one of the required eight four-credit courses. For students who were previously undergraduates at Harvard, only

bracketed courses taken as an undergraduate can count toward the AM degree. Courses counted toward the AM degree are also counted toward the PhD.

All four-credit courses counted toward the AM degree must be passed with a grade of C- or better, and a B average must be obtained in these courses. (In calculating the average, a grade of C is offset by a grade of A; no account is taken of pluses or minuses.)

No thesis, general examination, or knowledge of a foreign language is required for the AM degree. The minimum residence requirement is one year.

Students in the College who are pursuing the AB/AM degree must complete the advanced laboratory course, either as Physics 191 for the AB degree (if fulfilling the honors physics track) or as Physics 247 for the AM degree (if not fulfilling the honors physics track). For students pursuing an AB concentration other than the Physics concentration or the Chemistry and Physics concentration, seven of the eight courses for the AM must be physics courses.

Harvard Graduate School of Arts and Sciences

2016-2017 Student Handbook

Political Economy and Government

The First Two Years

Students select either the economics track or the political science track when applying to the PEG program. Once a student is admitted, the track may not be changed. All students must successfully complete the required coursework in the first three years of study. The minimum number of courses taken each term is three. Courses taken at the Graduate School of Arts and Sciences (GSAS) must be 2000-level courses, and those taken at the Harvard Kennedy School (HKS) must be approved PhD-level courses. Credit for coursework done elsewhere is not given. There is no language requirement.

Requirements for Economics Track

Required courses, including:

- Microeconomic theory (Economics 2010a, 2010b)
- Macroeconomic theory (Economics 2010c, 2010d)
- Econometrics (Economics 2120 or a more advanced course)
- Four courses in government, including two in the same major field of political science
- Two courses in a major field of economics
- Doctoral Research Seminar

Requirements for Political Science Track

Required courses, including:

- Microeconomic theory (Economics 2020a, 2020b)
- Macroeconomic theory (Economics 2010c)
- Econometrics (Government 2001 or a more advanced course)
- Two courses in Formal Political Theory, or two approved courses in Political Economy
- Two courses in a major field of political science
- Two courses in a major field of economics
- A field seminar course in government
- Doctoral Research Seminar

Incompletes

In order to convert an Incomplete to a letter grade, the student must complete the requisite coursework by the end of the term following that in which the course was taken. The student must petition the Graduate School for an extension if the work has not been completed in this period. No grade of Incomplete can be used to satisfy any departmental requirements.

The (Non-Terminal) Master of Arts Degree

Students must complete eleven courses, including the courses outlined above in the appropriate track. Students must also have completed the general oral examination.

Teaching

Teaching is not required. First year students are not eligible to teach. A second year student is not encouraged to teach but may petition the Dean of Admissions and Financial Aid for permission. A maximum of sixteen term-fifths over a period of five years is permitted. Students are encouraged to limit their teaching to two-fifths TIME during the first two years. During the third year, a combination of teaching and research, not to exceed three-fifths TIME, is recommended.

Other Requirements

Oral General Examination

Students in both tracks will be tested in their mastery of economics and political science. The exam consists of three parts:

i) Examination in an approved field of economics.

ii) Examination in an approved field of political science.

iii) Examination in general analytical and research abilities, based in part on a research paper prepared by the student.

Parts ii) and iii) consist of a 60 minute oral exam, with about half of the examination devoted to each part. For students on the economics track, the economics field (i) is tested through a written exam administered and graded by faculty in the Economics Department. Students in the political science track can choose to take the written field exam in economics but have the option to take it as part of the oral exam (for an exam lasting a total of 90 minutes).

All coursework and the research paper must be completed in advance of the general exam. Students are expected to sit for the oral exam at the beginning of their third year and sit for the written exam (where applicable) at the end of their second year.

In choosing examiners, students must submit four faculty names to the Program Director. Of the four, there must be one economist, one political scientist, and one person from HKS. The Program Chair will choose three of the four faculty as examiners for the Orals Committee. One examiner will focus on the submitted research paper, but questions may range beyond the substance and methodology of the paper itself.

Research Seminar

In the third year of study, all students must take a full-year seminar in research methodology. This can be the API 902 seminar offered at the HKS, or two approved seminars taught in the government or economics department. By the end of these courses, a dissertation prospectus

must be presented orally. In addition, the prospectus must be approved by two faculty advisors who have been chosen by the student to sit on the dissertation committee. A copy of the prospectus, with written approval from the two advisors, is submitted to the program office by December of the fourth year.

Advising

First Two Years

Students are assigned an advisor, taking into account each student's stated research interests at the time of admission. If the research focus changes, students are encouraged to seek out new advisors on their own; however, the director of graduate studies will intervene as needed to facilitate new links to different faculty.

The major effort expended in the first two years is on coursework. By the end of the second year, students are expected to affiliate with a research center at either the HKS or GSAS. Research assistantships and, in some cases, teaching fellowships often lead to a close relationship with a faculty member that will develop into an official advisor/advisee role.

Third Year

The main accomplishments of the third year are 1) completion of all remaining course requirements; 2) selection of two dissertation committee members; 3) and completion of the third-year oral examination by the beginning of the third year.

Fourth Year

By December of the fourth year, all students must have completed the dissertation prospectus and scheduled a presentation date with two dissertation committee advisors. A prospectus is not "approved" until the two advisors have agreed that the chapter (or paper) presented orally, are satisfactory. A student who is writing a three-paper dissertation must also present an executive summary linking all three proposed papers. Students are encouraged to add a third faculty advisor after the prospectus has been accepted, thereby completing the dissertation committee. These three advisors must come from within Harvard and must include a member of the PhD committee, a HKS-appointed faculty member, and a GSAS-appointed faculty member. No readers are assigned by the PhD committee unless one of these affiliations is not met.

Dissertation

The candidate is required to demonstrate his or her ability to perform original research in political economy by writing a dissertation that represents a significant contribution to knowledge in that field. Three faculty members supervise the writing of the dissertation. One member of the committee must come from the HKS; the other two must come from GSAS.

Note: Members of the Committee on Higher Degrees in Political Economy and Government may represent the GSAS at a dissertation defense. Each year following completion of the oral examination, the student must show satisfactory progress on the dissertation by completing one chapter and submitting it for approval by the dissertation committee. Evidence of satisfactory progress may also include manuscripts submitted for publication, or abstracts of papers

delivered at professional meetings, or other evidence as specified by the dissertation committee chair.

A dissertation may be written in chapters, or it may take the form of three publishable papers. Permission to include one co-authored paper (at maximum) may be granted only by the chair of the PhD committees.

Details on the format of the PhD dissertation are published in ***The Form of the PhD Dissertation***, available from the Graduate School, the program office, or online.

Dissertation Defense

After the candidate has met all other degree requirements, he or she must pass an oral examination focused on the dissertation. This examination is given after the entire dissertation has been completed in a final draft, but before the dissertation is formally presented for acceptance. Dissertation examiners will normally include the three supervisors to the dissertation. However, if a member of the GSAS cannot be present, a member of the Committee on Higher Degrees (CHD) in Political Economy and Government will represent the GSAS at the defense. The purpose of this examination is to assure the committee that the methodology and basic approach of the dissertation are sound and that the student has received critical advice at the most appropriate stage of his or her advanced research. The dissertation must be accepted before the formal application for the degree can be activated.

Note: The dissertation defense is open to the public.

Length of Time to Degree

Average time to completion of the PhD is five years. Except by special vote of the committee, all work for the PhD degree must be completed within five years of completion of the general oral examinations.

Harvard Graduate School of Arts and Sciences

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Population Health Sciences

Harvard Graduate School of Arts and Sciences

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Psychology

The Psychology Doctoral Program has two tracks: Clinical Psychology and the Common Curriculum.

Departmental Requirements for the PhD in Psychology

Section I. Requirements for Non-Clinical Students

The non-clinical PhD program in Psychology can and should be **completed in five years**. Students who require more time must petition the CHD (Committee on Higher Degrees) and receive written approval of their request. Requests for one additional year will typically be approved and—except under extraordinary circumstances—subsequent requests will be denied. Students who have not completed the PhD program at the end of six years will be withdrawn. Students who have been withdrawn may seek readmission, which will be contingent on (a) the willingness of a tenured or tenure-track faculty member in the psychology department to serve as the student's advisor; (b) approval by the CHD; and (c) successful completion of an oral examination in Psychology prepared and administered by the CHD.

Courses and Projects

All students must complete the following requirements. Course requirements are completed by achieving a grade of B+ or better.

1. **Psychology Department Proseminar (PSY 2010)** must be completed by the end of the first year.
2. **Two Survey Courses** must be completed by the end of the spring semester of the second year.

1. One of the survey courses must be CBB Proseminar (PSY 2020ab) or Social Proseminar (PSY 2500) or Developmental Proseminar (PSY 2170).
2. The second survey course must either be one of the above or a substitute survey course approved by the CHD.

3. **Two elective courses** must be taken from a list of elective courses approved by the CHD. Elective courses are typically substantive seminars offered by psychology department faculty.
4. **Two statistics courses** must be taken.

5. One of the statistics courses must be PSY 1950 (Intermediate Statistical Analysis in Psychology) which must be completed by the end of the spring semester of the first year. The current department policy is to only allow a substitution which covers the same material as 1950.
6. The second statistics course must be PSY 1952 (Multivariate Analysis) or a substitute statistics course approved by the CHD, and must be completed by the end of the spring semester of the second year. A student wishing to take a different course must petition the CHD.
7. Students must complete a **first-year project**. Students must write a satisfactory proposal for an original research project (not a review) that is approved by their faculty advisor(s) by the end of the fall semester of their first year. Students must complete the proposed project and submit a satisfactory written report to their faculty advisor by the end of the spring semester of the first year.
8. Students must complete a **second-year project**. Students must write a satisfactory report of an original research project (not a review) that is approved by their faculty advisor(s) by the end of the spring semester of their second year. Students must also make a satisfactory oral presentation of this work to the department in May of the second year.

B. Master of Arts (AM)

Students may be recommended for the non-terminal degree of Master of Arts upon completion of the relevant GSAS residence requirements and the requirements in I.A.1-8.

Section II. Requirements for Clinical Students

The clinical PhD program in Psychology can and should be **completed in six years** (prior to internship). Students who require more time must petition the CHD and receive written approval of their request. Requests for one additional year will typically be approved and—except under extraordinary circumstances—subsequent requests will be denied. Students who have not completed the PhD program at the end of seven years will be withdrawn. Students who have been withdrawn may seek readmission, which will be contingent on (a) the willingness of a tenured or tenure-track faculty member in the psychology department to serve as the student's advisor; (b) approval by the CHD; and (c) successful completion of an oral examination in Psychology prepared and administered by the CHD.

Courses and Projects

All students must complete the following requirements. Course requirements are completed by achieving a grade of B+ or better.

1. PSY 2010 (Contemporary Topics in Psychological Research) must be completed by the end of the fall semester of the first year
2. PSY 1950 (Intermediate Quantitative Methods) or PSY 1950 (Intermediate Statistical Analysis in Psychology) must be completed by the end of the fall semester of the first year.
3. PSY 1952 (Multivariate Analysis) must be completed by the end of the spring semester of the first year.

4. PSY 2040 (Contemporary Topics in Psychopathology) must be completed by the end of the spring semester of the second year.
5. PSY 2050 (History of Psychology) must be completed by the end of the spring semester of the fourth year.
6. Students must complete a **first-year project**. Students must write a satisfactory research proposal that is approved by their faculty advisor(s) and by the CHD by the end of the fall semester of their first year. Students must complete the proposed research and submit a satisfactory written report to their faculty advisor by the end of the spring semester of the first year.
7. Students must complete a **second-year project**. Students must write a satisfactory research report that is approved by their faculty advisor(s) by the end of the spring semester of their second year. Students must also make a satisfactory oral presentation of this work to the department in May of the second year.
8. Students must complete a six-hour **general examination** covering in considerable depth the literature in the area of psychopathology and clinical psychology during the summer preceding the fall semester of the third year.
9. Students must take the additional courses mandated by the American Psychological Association:

   PSY 2900 Professional Ethics
   PSY 2445 Psychotherapy Research
   PSY 3800 Psychometric Theory
   PSY 2430 Cultural, Racial, and Ethnic Bases of Behavior
   PSY 3250 Psychological Testing
   PSY 2460 Diagnostic Interviewing
   PSY 2420 Cognitive-Behavioral Treatment of Psychological Disorders

   Clinical students must also take one course in each of the following substantive areas: biological bases of behavior (e.g., PSY 2480, Human Neuropsychology/Neuroanatomy; PSY 2450, Affective and Social Neuroscience; PSY 1808, Neurobiological Aspects of Psychopathology); social bases of behavior (e.g., PSY 2500 Advanced Social Psychology); cognitive-affective bases of behavior (e.g., PSY 2400 Cognitive Psychology and Emotional Disorders); and individual differences (Required course PSY 2040 Contemporary Topics in Psychopathology fulfills the individual differences requirement for Massachusetts licensure).

   In accordance with American Psychological Association guidelines for the accreditation of clinical psychology programs, clinical students also receive consultation and supervision within the context of clinical practica in psychological assessment and treatment beginning in their second semester of their first year and running through their third year. They receive further exposure to additional topics (e.g., human development) in the Developmental Psychopathology seminar and in the twice-monthly clinical psychology “brown bag” speaker series. Finally, students complete a year-long clinical internship.

Students are responsible for making sure that they take courses in all the relevant and required areas listed above. Students wishing to substitute one required course for another should seek advice from their advisor and from the director of clinical training prior to registering.

10. Students must complete a **one-year clinical internship**. Students must complete all of the above requirements described in II.A.1-8 before beginning the internship. In addition, students must meet the course requirements and the practicum placement requirements of the APA and the Commonwealth of Massachusetts licensing board before beginning the internship.
11. Finally, students must meet or exceed the **standards for professional conduct and responsibility** that are described in the clinical program handbook. Failure to meet these standards can be grounds for termination from the clinical program, even if a student is in good academic standing.

Master of Arts (AM)

Students may be recommended for the non-terminal degree of Master of Arts upon completion of the relevant GSAS residence requirements and the requirements in II.A.1-8.

Section III: Requirements for All Students

The Dissertation Prospectus

By the end of the spring semester of their penultimate year and no less than nine months before the oral defense, students must complete a **dissertation prospectus** for an original project that is meant to culminate in the dissertation.
The prospectus committee will comprise three members, at least two of whom must be faculty members in the psychology department. The prospectus committee members are to be nominated by the student and his or her advisor and approved by the CHD. (Members who are tenured or tenure-track faculty members in the psychology department are automatically approved). The student must supply the c.v. of any proposed members who are not tenured or tenure-track faculty members in the psychology department.
The department requires that the prospectus be approved by the end of the spring semester of the penultimate year. (Note that students who wish to apply for the guaranteed Dissertation Completion Fellowship must observe the GSAS deadline, which requires that the prospectus be approved by the prospectus committee by mid- February of the student's penultimate year. GSAS also requires the submission of two draft chapters or one of three articles to the advisor before applying for a completion fellowship).
Students whose prospectuses have not been approved by the prospectus committee by the end of the spring semester of the penultimate year will be considered in bad standing and will be withdrawn from the graduate program.

The Dissertation and the Oral Defense

In the ultimate year, students must submit a PhD dissertation in one of two formats.
1. The **traditional format** is described in the document ***The Form of the PhD Dissertation***.
2. The **3-paper format** consists of:

1. Three articles describing original empirical research that the dissertation committee deems "of publishable quality." The student must be the first author on each paper. At least one of the three papers must be under review, in press, or published in a peer-reviewed journal.
2. An introductory chapter that thoroughly reviews the literature relevant to the three papers.
3. A concluding chapter that describes what was learned from the three papers.

The dissertation must be submitted to the dissertation committee which will comprise the members of the prospectus committee and an additional outside examiner. The outside examiner must be approved by the CHD. The outside examiner is typically a tenured or tenure-track faculty member at Harvard University, though other qualified individuals may be approved by the CHD. The outside examiner should be someone whose primary expertise is in a topic area other than the one covered by the dissertation.
Once the dissertation committee is satisfied with the written dissertation, the student may schedule an oral defense of the dissertation. Oral defenses may not be scheduled during summer months.

Teaching

It is expected that most graduates of this program will go on to have academic careers. Hence, experience in teaching is an integral part of the graduate training program. This teaching is expected of all students regardless of their source of funding.

Duration of Program

Four or five years is deemed an adequate time to meet the requirements for the PhD. The department's requirements for good standing state that a student should have an approved prospectus by the middle of the fourth year. Students who do not have an approved prospectus will be withdrawn.
Prospectus meetings and oral defenses may not be held during the summer months.
A period of at least nine months must pass between prospectus approval and scheduling of the oral dissertation defense.
A student's status will be listed as "unsatisfactory" if the prospectus has not been approved by the start of the spring term of the fifth year. Students in unsatisfactory status may not receive financial aid such as tuition grants, and may not hold teaching fellowships.
Students who have not finished and who wish to register for a sixth year are required to petition the CHD. It will be assumed that students will be in good standing and can demonstrate good progress by having an approved prospectus and the support of the advisor. Permission to register beyond the sixth year is rarely granted and will be considered only in very extraordinary cases. Students who have not finished in six years must withdraw and may petition for readmission when they are ready to defend the dissertation. Students who seek readmission more than eight years after initial matriculation 1) must find an advisor willing to work with them; 2) will be given an oral examination covering the area covered by the general examination or Core courses in their area. Readmission will be contingent upon passing this oral examination.

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Public Policy

The First Two Years

Students are expected to complete required coursework and sit for the oral general examination. Approval to take the oral examination is predicated on successful completion of the required courses with requisite grades.
Credit for coursework done elsewhere is not granted.
There is no language requirement.

Incompletes

In order to convert a grade of Incomplete to a letter grade, the student must complete the requisite coursework by the end of the term following that in which the course was taken. No grade of Incomplete can be used to satisfy any departmental requirement.

Teaching

Teaching is not required. A maximum of sixteen term-fifths over a period of five years is permitted. During the third year, a combination of teaching and research, not to exceed three-fifths TIME, is recommended.

Advising

First Two Years

Students are assigned an advisor, taking into account each student's stated research interests at the time of admission. If the research focus changes, students are encouraged to seek out new advisors on their own; however, the director of graduate studies will intervene as needed to facilitate new links to different faculty.
The major effort expended during the first two years is on coursework. By the end of the second year, students are expected to affiliate with a research center at either HKS or FAS. Research assistantships and, in some cases, teaching fellowships often lead to a close relationship with a faculty member that will develop into an official advisor/advisee role.

Third Year

The primary hurdle of the third year is completion of the dissertation prospectus, and an oral presentation of either one chapter, (or one paper and an executive summary of the second and

third papers, in the case of a three-paper dissertation), to two members of the dissertation committee. A copy of the prospectus, with written approval from both advisors, is then submitted to the program office by the beginning of the fourth year. In addition, students must complete the PhD Research Seminar (API 902), where work in progress on the dissertation is presented.

Fourth Year

By the beginning of the fourth year, all students must have chosen two members of the dissertation committee. The dissertation committee will include at least three faculty members. Affiliations of these faculty members will include one member of the PhD Standing Committee, one HKS-appointed faculty member, and one GSAS-appointed faculty member. No readers are assigned by the chair of the PhD committee unless one of these affiliations is not met.

Field Requirements and Qualifying Examinations

In order to advance to PhD candidacy, a student must demonstrate PhD-level proficiency in six areas: analytic methods; economics; politics and management and normative theory; quantitative empirical methods; advanced methodology; and a special field of the student's election. Students must complete at least two PhD-level courses in the primary field and the secondary field. Students must take Economics 2020a and b and one course in politics and management and one course in normative theory. In Analytical Methods, students may demonstrate proficiency by taking two courses or API 302 and a written qualifying examination. In the case of empirical methods and qualitative methods, successful completion of one course in each field will suffice. Students must also take API 901, the first term of the PhD seminar in research methods.

The purpose of the primary and secondary field requirement is to establish a solid foundation for future research. Students should seek PhD-level courses that broaden and deepen their knowledge in a special field. Since many HKS courses and seminars are targeted toward practitioners rather than scholars, at least part of the special field work will normally be done at GSAS (in courses at the 2000-level), or at other graduate units outside the HKS. A plan of study that includes the syllabus for each proposed course in the special field must be submitted to the program office for approval. Only in exceptional circumstances (where, for example, the field of one's research is not well developed), will the PhD committee grant a petition to substitute a Reading and Research course for a basic methodological course.

Qualifying examinations, the equivalent of general examinations, are offered once a year: Analytic Methods in January. There is no general examination in Empirical Methods. Failure in one examination or in written work in one field will disqualify a student from PhD candidacy. Only one retake of a single failed examination is allowed.

General Oral Examination

The general oral examination determines whether the student has sufficient grounding in the literatures that are likely to be most pertinent for the dissertation. More broadly, the exam provides an assessment of the student's academic preparation and aptitude, as well as the student's interest in and prospects for a successful career after completion of the PhD.

In the middle of the second year the student identifies a primary and secondary field critical to the dissertation research, and works with two faculty examiners whom the director of graduate study confirms. The student meets with the examiners to agree on the nature and scope of the fields and develops a reading list that provides adequate coverage of the fields. The exam is scheduled before the beginning of the third year.

Dissertation

The candidate is required to demonstrate his or her ability to perform original research in an area of public policy by writing a dissertation that represents a significant contribution to knowledge in that field. Three faculty members supervise the writing of the dissertation. One member of the committee must come from the HKS. The other two must come from a combination of the GSAS and the PhD committee.

Note: A member of the Committee on Higher Degrees in Public Policy may represent the GSAS at a dissertation defense.

A prospective fifth year, or more advanced, student must have produced at least one acceptable chapter of the dissertation each year beginning in the fifth year. This chapter must be submitted to the dissertation committee for its approval. Evidence of satisfactory progress may also include manuscripts submitted for publication, or abstracts of papers delivered at professional meetings, or other evidence as specified by the dissertation committee chair.

A dissertation may be written in book form or it may take the form of three publishable papers. Permission to include one co-authored paper may be granted only by the chair of the PhD committee.

Details on the format of the PhD dissertation are published in ***The Form of the PhD Dissertation,*** available online or at the public policy program office.

Dissertation Defense

After the candidate has met all other degree requirements, he or she must pass an oral examination focused on the dissertation. This examination is given when the final draft of the dissertation has been completed. Dissertation examiners will normally include the three supervisors to the dissertation. However, if a member of GSAS cannot be present, a member of the Committee on Higher Degrees in Public Policy will represent the GSAS at the defense. The purpose of this examination is to assure the committee that the methodology and basic approach of the dissertation are sound and that the student has received critical advice at the most appropriate stage of his or her advanced research. The dissertation must be accepted before the formal application for the degree can be activated. Note: The dissertation defense is open to the public.

Length of Time to Degree

Average time to completion of the PhD is five years. Except by special vote of the committee, all work for the PhD degree must be completed within five years of completion of the general written and oral examinations.

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Regional Studies - East Asia

(MASTER OF ARTS ONLY)

To receive the AM in Regional Studies-East Asia, a student must satisfy the requirements established by the Graduate School of Arts and Sciences (GSAS) for all master's degree candidates as well as those additionally determined by the RSEA Committee.

Residence

The RSEA program ordinarily entails two full years in residence. The minimum GSAS requirement for AM candidates is one year of full-time residence at the full-tuition rate. During that time students must follow an RSEA-approved plan of study, consisting of at least eight four-credit courses that satisfy the basic RSEA course requirements (as defined below); pay the required tuition costs; and maintain satisfactory academic progress by achieving the minimum grade average, a "B" average, in each of the two years of study.
Students who have completed their first year of full-time study in residence and plan to be away from campus for one term or more may apply for non-residence status in one of the three categories: Traveling Scholar Status; Leave of Absence; Registration at Another Harvard School. Before deciding on non-resident status, students should discuss their plans with their faculty advisor and then complete the appropriate application. Applications must be approved and signed by the student's faculty advisor, the Director of Graduate Studies, and the GSAS Dean's Office. Normally no more than a single year of program-approved leave is allowed. Additional information and application forms for non-residence status are available in **Chapter V** of the Handbook. Students should read the GSAS policy about non-residence status carefully.

Academic Requirements

The program is designed to be flexible, and to allow students the opportunity to pursue their own particular East Asia-related interests, whether wide-ranging or relatively focused, within the guidelines of the RSEA requirements. In the normal two-year program of study, students take a total of sixteen four-credit courses. Some students may choose to take some of their courses in subjects related to their academic interests but outside the East Asian studies field — perhaps to pursue the theoretical background of a discipline, provide a comparative framework for study, or develop necessary methodological skills. All students, however, must graduate with at least eight RSEA-approved four-credit courses. These courses must meet the following conditions:

- All courses must receive a minimum grade of B- or better.
- At least six courses used to fulfill RSEA course requirements must be FAS courses, even though RSEA students are permitted, within GSAS guidelines, to take up to two courses per term (no more than half their enrollment each term) through cross-registration at other Harvard schools or allied programs.
- At least six courses used to count toward RSEA course requirements must be courses on East Asian topics, as indicated by course descriptions or approved by the RSEA Committee.
- Ordinarily language courses may not be used to meet the six East Asian course requirements.
- No more than two East Asian language courses may be used to fulfill RSEA course requirements. Such courses must be at least at or above the fourth-year level in the case of a primary East Asian language, or in the case of a second East Asian language, at least at the second-year level.
- Only one course graded SAT/UNSAT may be used to fulfill RSEA course requirements.
- Only one "RSEA 300: Thesis Writing and Research" course, satisfactorily completed, may be used to fulfill RSEA course requirements.

Students should consult their faculty advisors and the RSEA Director of Graduate Studies regarding their proposed course of study.

Language Requirement

In order to satisfy the RSEA language requirement, students must either satisfactorily complete at least a third-year East Asian language course at Harvard, or demonstrate the equivalent proficiency through the language placement tests administered by the Department of East Asian Languages and Civilizations (EALC) before the beginning of classes each fall. With the exception of native speakers of an East Asian language, all students entering the RSEA program with some East Asian language background who have not previously taken language courses at Harvard are required to take these placement tests. These tests are designed to assist the teachers of the language programs in placing students in the most appropriate level course. In the case of students who qualify to take courses at the fourth-year level or above, this placement may be used to demonstrate fulfillment of the RSEA language requirement. Native speakers of an East Asian language who have a high school diploma or a bachelor’s degree using their native language are exempt from the requirement to demonstrate proficiency, except in cases where the language of academic focus is not the student’s native language (e.g., a native speaker of Japanese whose academic field is in Chinese studies should take the Chinese language placement test).

Thesis Requirement

- The thesis should be composed under the guidance of and in close consultation with the student’s thesis advisor.
- The thesis should demonstrate original research and/or a fresh interpretation of a subject, significant use of primary sources in one (or more) East Asian language(s), and the candidate’s familiarity with previous scholarship related to the subject matter.
- The body of the text (i.e., excluding bibliography and other supplementary material) is expected to be 60-80 pages in length (with Times New Roman font size 12, double spacing,

and standard margins as required by GSAS - see below), or of a length deemed appropriate by the student's thesis advisor.

- For the form of presentation such as pagination, title page, footnote, and bibliography, and physical requirements such as paper, printing, margins, and spacing, follow ***The Form of the PhD Dissertation***.

Additional information on the Regional Studies - East Asia master's program may be found on their **website**.

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Regional Studies - Russia, Eastern Europe, and Central Asia

(MASTER OF ARTS ONLY)

Course Requirements

- 16 semester-long courses (64 units), distributed as follows:
- 6 pre-approved regional courses (consult the **Davis Center's website**)
  - All 6 courses must be taken for graduate credit
- A sequence of coursework (8 units) devoted to the thesis (RSRA 298A and B; RSRA 299A and B)
- Coursework to fulfill the regional language proficiency requirement (varies; typically 2-4 courses or 8-16 units)
- Approved electives to bring the total to 64 units (typical choices might include: theory or methodology courses that do not directly address the region; additional language study; or professional school courses that relate to future career plans)
- All course selections are made in consultation with the director of graduate studies for Regional Studies - Russia, Eastern Europe, and Central Asia (REECA)
- Students must maintain at least a B average to remain in good standing

Regional Language Proficiency Requirement

All REECA students are required to demonstrate a high level of proficiency in Russian or (by petition) another regularly-taught language of the region. Students wishing to fulfill the requirement in a non-Russian language should assume four courses (16 units) and consult with the program office for details. There are three options for fulfilling this requirement in Russian:

1. Pass the Russian Language Qualifying Exam, which is normally offered once per year at the start of fall term. This three-hour exam requires accurate translation of excerpts on history, politics, and economics taken from the Russian press and scholarly journals. The use of a dictionary is permitted.
2. Complete, with a grade of A- or higher in each, Russian 102r AND one fourth-year Russian language course (Russian 111, 112, 113, 114, 115, 120r).
3. Complete, with a grade of B or higher in each, at least one approved Russian language course during each term in residence, for a minimum of four (16 units). One of these courses must be

Russian 102r, which may be repeated for credit.

Credit toward the degree is not awarded for elementary or intermediate Russian (e.g., Russian A, Russian B). Students who enter the program and place below Russian 101 must make up for the missed credits, either by taking five courses during one or more terms, or by taking Harvard Summer School coursework for graduate credit. In addition, these students may be required to take two Russian courses (8 units) during one or more terms to ensure adequate progress in Russian.

Note: Students who completed their secondary education in a school where Russian was the language of instruction are considered to have fulfilled the Regional Language Proficiency Requirement in Russian.

Policy on Incompletes

Students are prohibited from having more than two outstanding Incompletes at any time.

Teaching

There are no provisions for students in the regional studies program to teach. However, on rare occasions second-year students have been able to arrange a teaching fellowship.

Advising

Academic advising in the REECA program is done on a regular basis by the director of graduate studies (DGS). Individual faculty members are also available for consultation.

At the beginning of their first term in the program, first-year students draft a plan of study, which they review with the DGS before making final course selections.

At the beginning of each subsequent term, all students meet with the DGS to review course selections and to discuss any necessary or desired modifications in their plan of study.

While the DGS is available to assist in identifying potential thesis supervisors, students are responsible for making arrangements with the supervisor, and for seeking advice and assistance from the DGS as necessary.

Master of Arts (AM) Thesis

The AM thesis is supervised by a member of the Harvard faculty and normally takes the form of a traditional academic work. It should demonstrate original research and be based, to a significant extent, on sources in one or more languages of the region. The thesis should demonstrate the student's familiarity with previous scholarship related to the topic.

Thesis Supervisor

As a rule, the thesis supervisor should be a member of the Standing Committee on the AM in Regional Studies or a faculty associate of the Davis Center. The student is responsible for making arrangements with the supervisor. The choice of a supervisor who is not a member of the Harvard faculty must be approved by the DGS.

Prospectus

Early in the second term of the first year, students complete a thesis prospectus. The prospectus is typically four pages in length and includes the proposed research question, hypotheses, goals, and methodology, and is signed by the thesis supervisor.

Course Credit and Grade

Thesis work is carried out in a sequence of courses that appear in the catalog and on the transcript as RSRA 298A and B (for first-year students), and RSRA 299A and B (for second-year students). Students must complete both A and B course segments to receive credit for the sequence; the entire 2-year thesis sequence counts as 8 units. RSRA 298 is letter-graded on the basis of the prospectus, the research question, methodology, literature review, bibliography, and research presentations of thesis work in progress and research results. RSRA 299 is letter-graded on the basis of the final thesis.

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Religion, The Study of

Coursework

Full-time study during the first two years, i.e., four semester courses during each term, with a minimum average grade of B, is required. Included in these courses is the required satisfactory completion of two common seminars, Religion 2001 and Religion 2002, normally taken, respectively, in the first and fourth terms of study. Also required is a minimum of two courses outside the specialization in either: a) a tradition, b) a geographical-historical complex, or c) a methodological approach.

Languages

A high standard of reading proficiency in two scholarly languages, relevant to scholarship in the proposed course of study, in addition to English, is required. Proficiency can be demonstrated by a) receiving a “High Pass” score on the language examinations administered by the Harvard Divinity School, b) receiving a B+ grade or higher in both a third- and fourth-term language course at Harvard, or c) receiving a grade of A- or better in a one-semester advanced intermediate language course at the Divinity School or in the Faculty of Arts and Sciences, or d) completing Religion 3002: Foreign Language Certification, and receiving certification of reading competence by means of tests and assignments given by an approved regular member of the faculty. Students are strongly encouraged to pass one scholarly language requirement upon entry into the program and the other within one year of entry.

Second-Year Review

An oral second-year review (one-and-a-half hours) will assess the student’s progress in the specialty, ability to pursue self-critically an academic study of religion, and probability of completing the PhD program successfully. The review normally occurs in the third or fourth term of study.

Master of Arts (AM)

Students may only be admitted for the PhD program - no one is admitted as a candidate for the AM in the Study of Religion. However, the requirements for the master’s degree must be satisfied by all students as they move toward the PhD, and are expected to be completed by

the end of the fourth term. The AM degree may be granted (upon application) when these requirements are fulfilled.

For the AM degree, a minimum of two full years of coursework (sixteen semester courses with a minimum average grade of B) is required, the scholarly language requirements must be met, the general course requirements (as above) fulfilled, and a satisfactory second-year review completed.

Teaching

In addition to its financial benefits, teaching is considered integral to the program of the PhD studies in religion at Harvard. There are many opportunities for teaching in the Faculty of Arts and Sciences, in the religion undergraduate concentration, and at the Harvard Divinity School. PhD students are guaranteed teaching in their third and fourth years, and in some cases may teach beyond that. Normally students may not teach before the third year.

Advising

Upon entry into the program, each student may choose a faculty advisor based on the area of specialization. At any point a student may change advisors should another faculty member prove more suitable for their program. Occasionally, students will have two co-advisors. The faculty advisor participates in a student's second-year review, chairs the examining committee for the general examinations, works with the student in formulating a prospectus, and directs the writing of the dissertation.

General Examinations

After the satisfactory completion of two years of full-time study, the secondary language requirements, the general coursework outside the specialization, and the second-year review, a student prepares for the general examinations. PhD students must take their generals no later than the sixth term of study. All PhD students take a general examination on theoretical and methodological issues in the study of religion. Three additional examinations are arranged according to a student's context of study and specialization.

Dissertation

Within twelve (preferably six) months of passing the general examinations, all candidates must submit a written prospectus of not more than 3,000 words (plus bibliography), formulating a dissertation project. Upon formal approval of the prospectus, the student commences the writing of the dissertation. Post-prospectus, students are required to submit one completed chapter per year to their advisors. The length of dissertation is normally limited to 300 pages. Once the dissertation is completed and approved by the advisor, the degree candidate is examined orally by a committee of at least three faculty readers, two of whom must be members of the Faculty of Arts and Sciences.

The entire PhD program should not exceed seven years.* Students who do not complete the degree in seven years must petition the committee for an extension of time in the program. In such a petition, the student and the dissertation advisor must present evidence of reasonable and substantial progress as well as a schedule for completion of the dissertation. Extensions

will not be granted beyond the tenth year. Only in unusual cases can the program be completed in less than four-and-one-half academic years.

* Students are permitted a maximum of four terms on leave of absence status prior to completion of the degree program. Except in special circumstances, leaves of absence are counted in calculating departmental time to degree.

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Romance Languages and Literatures

The First Two Years of the PhD Program

The first two years of graduate study are spent in coursework. Students begin teaching after the second year. Normally, students take sixteen four-credit courses during the first two years, with the possibility of credit given for previous graduate work done elsewhere.
These four-credit courses must include:

- **Three 200-level courses in the major Romance literature.** Note: Students must obtain the formal approval of their advisors before registering for 320-level (Supervised Reading and Research) courses. Only one 320-level course will count toward the sixteen four-credit courses required for the PhD. However, if a 320-level course is being tailored to satisfy a specific requirement not offered that year, the instructor should provide documentation of this to the graduate coordinator. Students taking 320 courses as requirements may still take an additional 320 course for credit.
- **One four-credit course in the history of the major Romance language or a course deemed equivalent** by the section.
- **Two four-credit courses entailing advanced literary study of one or more Romance languages (other than the language of specialization), or Latin.** If these courses are taught in English, primary readings should be done in the language under study.

Language courses or equivalent study are prerequisite to the required four-credit courses, but do not receive credit toward the graduate language requirement. Students must complete this requirement before taking the PhD General Examination.

Students specializing in literature after 1800 may substitute another language for the elementary Latin requirement. Similarly, no graduate credit is granted for this coursework. Note: This must not duplicate the second Romance language or its substitute.

Students specializing in Portuguese take one four-credit course in the Hispanic literatures. Students specializing in Spanish take one four-credit course in Portuguese, Brazilian or Lusophone literature.

Students may request substitutions of other European or world languages dictated by their field of research. Students may request graduate language requirement credit for course work done

at another university or equivalent study done prior to arrival at Harvard. Romance Studies courses taught by members of a section other than that of the student's specialization, and in which primary readings are done in the language or languages presented for the graduate language requirement, may be proposed for credit toward the language requirement. In Romance Studies courses co-taught by a faculty member of the student's home section, but in which half of the primary materials are read in languages outside the field of specialization, the course may count as half of a four-credit course; two such courses count as one four-credit course. All substitutions and credit for previous work are subject to approval by the DGS on recommendation of the student's academic advisor.

Romance Studies 201: RS 201 is a seminar on approaches to literary and cultural theory specifically designed for all the graduate students in RLL. For students entering the program in fall of 2009 or later, it is required. RS 201 is taught collaboratively among the faculty in RLL and other departments. This course offers students an opportunity to discuss literary theory through a range of readings and perspectives, to get to know the faculty of the department, and to learn from their approaches to the study of literature.

Graduate students not pursuing a secondary PhD field will be allowed to take a maximum of four courses outside the department over their first two years; that is, an average of one course per term. Those students who choose to complete a secondary PhD field during the first two years in the program will not be allowed to take courses outside the department other than those taken for the secondary field. In keeping with this policy, secondary field students may no enroll for credit in courses cross-listed with Romance Languages and Literatures. Students pursuing secondary fields must take a minimum of twelve courses in Romance Languages and Literatures.

The First Year

Eight four-credit courses plus prerequisite Latin or other language. (See above.)

All students are examined at the end of their second term of study in the department. The results of this examination, as well as the student's performance in courses taken during the first year, will be evaluated by the full section faculty. This evaluation determines whether furthe coursework will be required for the AM, and in exceptional cases, whether the student should continue in the program. The same examination determines what credit for previous graduate work elsewhere the student may present for approval. The student may be granted outside credit for a maximum of four four-credit courses completed at other institutions. All requests for outside credit are reviewed by the registrar prior to formal approval.

If the examining board so recommends, a student may take all or part of the first-year examination a second time (normally within one year of the first).

A grade of Incomplete (INC) must be converted to a letter grade before the end of the registration period following the one in which the course was taken. Otherwise, it will become permanent unless the student has successfully petitioned the GSAS Dean's Office for an extension of time.

The Second Year

Eight four-credit courses, including any credit approved for graduate work done elsewhere. Students must make up Incomplete grades in required courses before sitting for general examinations. The department faculty strongly discourages students from taking an Incomplete

in a course. The Department of Romance Languages and Literatures adheres strictly to the policies established by the Graduate School of Arts and Sciences, and outlined elsewhere in this handbook, regarding unfinished coursework.

Graduate students in Romance Languages and Literatures may commit to writing a maximum of three article-length research papers per term. Students assigned such papers in 100-level courses should petition for an alternate assignment, such as an examination, a series of smaller papers, etc. Students should consult the Graduate Coordinator regarding administrative procedures for this.

By the end of the second year, students should begin discussing plans and preparations for their general exams which they must complete by the end of their third year.

Master of Arts (AM)

Students do not enroll in the graduate program for the sole purpose of obtaining a master's degree, and there is no AM program separate from the PhD. However, faculty may decide to confer a terminal AM on students who will not be completing requirements for the PhD. Upon fulfilling the AM requirements, students should submit an application for the master's degree, which is not conferred automatically.

To be eligible for the AM degree, students must complete one year of residency, eight four-credit courses, the noncredit prerequisite language requirement (Latin or other), and the first-year examination, as described in the First-Year section.

Successful completion of all AM academic requirements is a prerequisite for the PhD program. Students who have not met all the academic requirements for the AM degree may not hold appointments as teaching fellows.

Teaching

Teaching is guaranteed to graduate students in their third and fourth years provided they have met the necessary requirements. Possible teaching assignments include a section of an undergraduate language course or a discussion section of a literature course. Teaching opportunities in the Core program and in other departments may sometimes be available as well. Harvard provides its teaching fellows with classroom resources, a training program, and feedback from permanent faculty members. Such ample teaching opportunities reflect a departmental philosophy of preparing strong candidates for the academic job market. Linguistics 200, to be taken at the beginning of the first year of teaching, is a requirement for all graduate students but does not count as one of the sixteen courses toward the doctorate. Graduate students with previous teaching experience who have already taken a course in pedagogy through another graduate degree program may petition to be exempt from Linguistics 200. To do so, they must submit a dossier including the syllabus, and papers or projects completed for the course. After considering the dossier, the Director of Language Programs and the DGS will choose one of three options: a) exemption from the Linguistics 200 requirement; b) completion of some of the work for the course as an independent project in addition to the sixteen courses required for the PhD; or c) enrollment in Linguistics 200.

Advising

While specific procedures may vary from section to section, the general procedure for advising is as follows:

- In the first year of graduate study, all students are assigned a faculty advisor in the specialty stated in their dossiers or elsewhere.
- This faculty advisor may work with the student until the end of their general examinations, and beyond.
- However, a student may change advisors at any point through a formal application process, provided the student obtains the agreement of the newly selected advisor.
- After the PhD general examination, the dissertation director serves as the student's advisor, in consultation with the other members of the dissertation committee.
- Conflicts between a student and his or her advisor are ordinarily resolved through discussion with the DGS or the department chair.

PhD General Examinations

Students must complete the general exam by the end of the third year of graduate studies. The PhD general examination consists of both written and oral parts. A substantial part of the general exam is to be administered in the target language. In the case of unsatisfactory performance, the student may, if the examining board so recommends, take all or part of the PhD examination a second time (normally within six months of the first). Failure to perform satisfactorily on a second attempt will result in automatic withdrawal from the graduate program.

French and Francophone literatures and Italian literatures

Through a combination of coursework, seminars, and individual study, candidates are expected to acquire a general familiarity with the major figures, works, and trends in the history of French and Francophone or Italian literature from the earliest texts to the present day. This competence is tested in the general examination.

Hispanic literatures

All graduate students are expected to demonstrate basic knowledge in six different areas of Hispanic literary culture, understood amply*: 1) Medieval Spanish; 2) Golden Age Spanish; 3) Modern Peninsular (18th-21st centuries); 4) Colonial Latin American; 5) 19th century Latin American; and 6) Contemporary Latin American. To that end, students will complete written and oral examinations in at least three of the areas (divided into one major and at least two minor areas). Students may satisfy the three remaining areas by substituting pertinent graduate-level courses in Spanish for the exams. Any course in Spanish at the 200-level may be counted as a substitution, pending the approval of the instructor. The course needs to treat a subject in direct relation to the area in order to be deemed an appropriate substitute. In exceptional cases, and with the approval of the course head in consultation with the head of the Spanish section and the DGS, a course in Spanish at the 100-level may be counted as a substitution.
For each minor field exam, students prepare a reading list of no more than twenty works: a minimum of ten literary texts and up to ten more items, which could include works of criticism, theory, films, paintings, photographs, architecture, etc. For major field exams, the reading list

should not exceed eighty works: a minimum of fifty literary works and up to thirty more items, which, again, could include works of criticism, theory, films, paintings, photographs, architecture, etc. While creating their reading lists for both the minor and major field exams, students, with guidance from their committee, will draft two or three questions. For the major field exam, one of the questions should be related to the dissertation topic. The written portions of the major and minor field exams are both to be completed on a take home basis within 48 hours of receipt.

Portuguese and Brazilian Literatures

Candidates for this degree are expected to acquire a detailed knowledge of four fields: Medieva and Renaissance Portuguese literatures; Colonial Brazilian literature; Portuguese literature from the eighteenth century to the present; Contemporary Brazilian literature.
Students specialize in one of the above fields.
Competence in the chosen field of specialization and in two other selected fields will be tested in the general exam. Requirements for the fourth field can be met by taking one course in this field before the examination.

Hispanic Literature with a Minor in Portuguese

Candidates for a degree in this specialty must prove oral and written proficiency in the Portuguese language. They must complete a minimum of eighteen four-credit courses (instead of the standard sixteen). These are to be distributed as follows: fourteen courses in or related to Spanish literature, including the required course of history of the language; four courses in Portuguese. At least two of those four should be graduate seminars (200-level); the other two may be advanced undergraduate courses (100-level). Candidates are required to complete a general reading list of twenty-four Portuguese texts. Reading lists of Hispanic texts will remain the same for all students. The general examination will include an additional two-hour component of Portuguese. The dissertation topic must address significant issues from both Hispanic and Portuguese literature.

Other Major/Minor Literature Combinations

Other programs in one Romance literature with a minor in a second may be arranged in consultation with the DGS and advisors in both languages, generally following the model of the Portuguese minor.

Dual Track in Romance Languages and Literatures

The Program

The Dual Track in Romance Languages offers highly-qualified students a PhD in two Romance languages and literatures, exploring the two fields more in depth than a major/minor program allows them to do. Students pursuing the Dual Track should have equal command of the two languages and literatures, and have a sufficiently clear idea of their fields of interest to design an appropriate, consistent, and feasible individualized course of study that explores various intellectual paths and establishes links across languages. Qualified students are admitted into the dual track program after one year of proven academic excellence in their single track

graduate program in the Department. Candidates must explain to both of the relevant sections and to the Director of Graduate Studies, their intellectual reasons for combining two languages and define the areas of interests they wish to explore in their course of study. Criteria for selection into the Dual Track include language proficiency, strong literary and cultural foundations in both literatures and languages, and intellectual focus. A Dual Track student may revert back to a single track if it appears that this is not the best plan of graduate study for him or her.

Required Courses

1. Eighteen courses (that is, two more than in the single track), to be completed in two years. The course distribution between the two languages should be fairly balanced, e.g.: 9:9 or 8:10, and may include Romance Studies courses. **(It must include Romance Studies 201.)** Students may take a maximum of two courses outside of the Department.
2. **Students must satisfy mandatory course requirements in each of their two languages.**

Advising

Each dual-track student has one faculty advisor in each language. Advisors are designated prior to enrollment, according to the student's chosen field and stated interests. Students may change advisors later on after discussion with their respective section head. Advisors are in charge of supervising the plan of studies and of organizing the General Examinations.

General Examinations

1. Reading Lists

List A: Literary Canon. A list of major works from the whole historical range of each literature (approximately 100 works; 50 from each literature.) The list will be established following each section's specifications and with the help of the advisors.
List B: Area of specialization. A list of approximately 50 texts that relate to the student's specific area of interest (be it period, theme or genre) in both fields, plus 10 to 20 theoretical and critical works that are highly pertinent to this special area.
Lists A and B should not duplicate one another.

2. Structure and Timeline:

The exam will be carried out in two sessions and is to be completed no later than the end of exam period in the Spring of the 3rd year.

1. **Session 1 General Knowledge (100 texts total)**
   Time: Students will take two separate examinations (one in each field), preferably during the fal term of their third year. If one exam is set in the spring term, it must be at least one month before the examination of session 2.
   Content: The materials on List A. (Students should be able to deploy theoretical knowledge acquired from List B.)
   Structure: Each section will structure its exam according to its own rules.
2. **Session 2 Area of Specialization and Comparative Approach (120 texts total)**
   Time: To be taken at the end of the second semester of the 3rd year
   Content: List B.

Committee: To include three professors, one from each of the two sections of the dual track. The third may come from within Romance languages and Literatures or from outside the department.
Structure: This will be an oral examination, to be completed in around 3 hours and with three parts (order to be determined). Two parts (30 – 45 mins/part) will be in each of the target languages, testing the readings of List B and the student's (broad) area of specialization. The third part of the examination (1 hour) will be conducted in English. The student will prepare, based on the extensive bibliography of List B, a conference-style paper that will be delivered to the committee. The paper will bring together the two tracks and treat a topic that is related to a more specific area of interest within the student's field of specialization (this could be related to the student's dissertation topic, though is by no means limited to it). A discussion based on the paper as well as the books on list B will follow.

Dissertation

The dissertation should be deeply informed by issues pertinent to both literatures.

Double Doctorate in Italian Studies and Renaissance Culture

This program, introduced in 2009, allows students to complete both a doctorate in Italian Studies at Harvard University and a doctorate in Renaissance Culture at the Istituto Nazionale di Studi sul Rinascimento (INSR) in Florence, Italy, within a period of five to six years. After successful dissertation defense, Harvard awards students a PhD in Romance Languages and Literatures, while the INSR grants a "Diploma di perfezionamento in civiltà dell'Umanesimo e de Rinascimento." The INSR Diploma is legally equivalent to a doctorate awarded by an Italian university.

Dissertation

The student chooses a topic for the dissertation in consultation with the advisor.
Students have six weeks following formal written notification of their general examination grade in which to constitute their dissertation committee. In order to maintain eligibility for dissertation research fellowships at GSAS and elsewhere, students must obtain prospectus approval within six months of the date on which they receive notice of a passing generals grade.
Ordinarily, two members of the committee represent the student's major language and field; a third may come from another language or discipline.
Two of the committee members must come from Harvard's Faculty of Arts and Sciences.
Visiting Professors with renewable appointments may serve on dissertation committees, but may not chair them. Note: The Dissertation Acceptance Certificate must be signed by no fewer than three dissertation readers.
The dissertation may be written in English or in the appropriate Romance language. The final manuscript must conform to the requirements described in ***The Form of the PhD Dissertation***.
PhD candidates are required to make a public oral presentation of the dissertation, followed by a question-and-answer period, before filing it with the registrar.
Dual Track dissertation should be deeply informed by issues pertinent to both literatures.
Please see the description of a secondary field in Romance Languages and Literatures at the end of **Chapter VI**.

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Slavic Languages and Literatures

The First Two Years

Course requirements for the two general programs of study in either **Plan A Slavic Literatures** or **Plan B Slavic Linguistics** are normally fulfilled during the first two years of study. All students are required to take the Proseminar and Old Church Slavonic, normally in the first term of the first year.

Plan A

Slavic languages and literatures with concentration on the study of literature. The candidate will choose one major Slavic language and literature and a minor field, which can be another Slavic language and literature, another language and literature, Slavic linguistics and language pedagogy, Russian and East European history, film, the visual arts, philosophy, or comparative literature, among other possibilities (six courses in the major field and four in the minor field).

Plan B

Slavic languages and literatures with concentration on the study of Slavic linguistics. In this program the candidate will choose one Slavic language as the major (four courses), a second Slavic language as the first minor (two courses), and a related elective field as the second minor (two courses). Additionally, Introduction to Comparative Slavic Linguistics and Introduction to Linguistics are required.

Good Standing

The minimum standard set by the department for satisfactory work by graduate students is an A-/B+ average (as many A's as B's). Students who fall below this level must, in the following term, demonstrate their ability to meet this minimum in courses taken within the department. Only students who remain in good standing are eligible to take the PhD general examinations, to teach, and to receive Harvard fellowships. Each year the Department writes a letter to students assessing their progress in the program, recording any milestones and other achievements, and setting forth requirements for the coming year.

Language Requirements

Before the candidate is eligible for the general examination, a reading knowledge of either a) both French and German; or b) French *or* German, plus a second Slavic language or another language of demonstrable importance to the student's research interests must be shown; also, departmental requirements in the major Slavic language and in the minor Slavic language or languages (one for candidates who have chosen a second Slavic field under Plan A, two for Plan B) must be satisfied. (See the Graduate Program Requirements document, available in the department office and on the **Slavic department website**, for more specific details.)

Policy on Incompletes

Students may be granted one Incomplete in a term and must ask permission of the director of graduate studies as well as the instructor of the relevant course. They must make clear that this will be the only Incomplete requested that term. The Incomplete must be made up by the end o the next term. Students may not request another Incomplete until the one outstanding has been made up. In addition, students may not begin their minor or major general examinations if they have an Incomplete in the field to be examined. To be eligible to teach, students must not have any Incompletes in their required courses.

Other Requirements

Out of the sixteen four-credit courses required, at least two must be seminars or conference courses, which involve the writing of a substantial research paper. 100-level courses in literature may be counted for graduate credit with permission of the chair and the professor involved. All sixteen four-credit course requirements must be completed with a grade before proceeding to the general examinations.

Master of Arts (AM)

The department does not admit candidates for a terminal AM degree. PhD candidates may, however, apply for an AM degree after having completed, with satisfactory grades, eight four-credit courses that satisfy department requirements. The degree may also be offered to students unable to complete the PhD.

Teaching

As part of their preparation, candidates are required to teach; normally students teach in at least the G3 and G4 years, both language courses and those within their areas of specialization. Teaching is supervised by members of the department and includes a program of teacher training.

Advising

Through the pre-generals period and until the time a prospectus is approved, the director of graduate studies advises all graduate students. When a student submits his or her prospectus to the department, however, she or he also names an advisor to direct the dissertation as first reader, and recommends the second and third readers as well. Once the department approves the prospectus, the student will work with these three faculty members as needed throughout

the dissertation process. At the beginning of each term, all graduate students are responsible for meeting wtih the director of graduate studies in order to have their Study Cards signed.

General Examinations

Before proceeding to write a dissertation, the candidate must pass the following general examinations, which will be offered only during the fall and spring terms. See **www.slavic.fas.harvard.edu** for more extensive details.

Plan A: Literature

Part 1. A minor field portfolio and collective presentation, normally completed in the third year.
Part 2a. A four-hour written examination that will consist of eight textual and visual excerpts from a range of periods and genres. The author, title, and year the work was written will be identified. The student will write on six of these excerpts, contextualizing each within literary history and the author's creative biography, and also analyzing the work's formal features. Preparation for this part of the written exam will be informed by the master reading list (including film, contemporary literature, etc.), that can be downloaded from the **departmental website**.
Part 2b. A single take-home essay in which the student will be given 48 hours to complete the essay and an expected word count for the result. Normally, the written exam and essay are completed at the start of a student's fourth year of study, and normally Part 2b is completed no more than a week after Part 2a.
Part 3. Students will prepare a completed draft of the dissertation prospectus as the first step in Part 3 of the general examinations. In preparing the draft, students are invited to consult widely with faculty in the department. Students will also work closely with the faculty member whom the student has chosen as the dissertation advisor, and with others who seem possible members of the dissertation committee. The completed draft will normally be submitted to this committee ***by the last day of classes for the Fall semester of the student's fourth year***.
The planned dissertation committee and the student will meet for a one-hour prospectus conference, normally, during the Fall Reading Period. This is meant to be a conversation, with students getting feedback on all aspects of the proposed dissertation – its argument, aims, scope, and components, as well as the plan for research and writing. The prospectus conference will begin with the student offering a brief (ten minutes) presentation of the dissertation's themes and goals, and questions and discussion will follow, with all committee members participating. Students should come away from this conference with a clear idea of any changes needed in the prospectus itself, and with a clear work plan for beginning dissertation research and writing. In response to the suggestions received at this prospectus conference and subsequently, the student will prepare the final version of the prospectus, to be submitted to the Department for formal approval as soon as possible, but normally ***no later than the Friday before Spring Break of the following Spring semester***.
Students are encouraged to participate in the various opportunities available to share their prospectus and dissertation plans with faculty and other graduate students. The GSAS workshop for graduate students will be one venue for these conversations, and all faculty and graduate students will be invited to participate. These events are meant as much to help the dissertation-writing student, who will get feedback from peers and other faculty, as to engage

the larger community in the dissertation projects from the very first. They will also give entering graduate students a sense of dissertation work from the very first, and allow students to learn across the generations and from each other.

Plan B: Linguistics

Part 1. A two-hour written examination testing the candidate's knowledge of Slavic linguistics from a comparative-historical or contrastive perspective; or a minor field portfolio and a ten-minute oral presentation.
Part 2. A three-hour written examination on the linguistics of the candidate's major language in the context of the Slavic family. This is taken no more than one month before Part 3.
Part 3. A two-hour comprehensive oral examination centering on (although not limited to) five "fields"; the fields are to be chosen by the candidate in consultation with the professors in the department.
Part 4: A dissertation prospectus and prospectus meeting, as described in Part 3 of Plan A above.

Dissertation and Submission

A dissertation prospectus must be submitted for review and approval by all members of the Department. Normally graduate students should plan to submit a prospectus by the Friday before Spring Break of their fourth year, if not sooner. The prospectus will be accompanied by a cover letter, stating the student's plans for an advisor and dissertation committee. Typically, the Department will approve the committee as requested, and any anticipated adjustments will be discussed in advance through the Director of Graduate Studies. At least two members of the committee must be from the Faculty of Arts and Sciences and at least one member, normally the advisor, must be from the Slavic Department.
The dissertation must give evidence of original research or of original treatment of the subject and must be in good literary form. It should be completed within three to four years after the general examinations. The PhD candidate is then asked to give a defense before the members of the Department.
Online submission of the dissertation via **ETDs @ Harvard** is required by the Graduate School. Dissertations must be received by 11:59 pm on the deadline for the given degree period. NO EXTENSIONS TO THIS DEADLINE ARE PROVIDED.
The final manuscript should conform to the requirements described in ***The Form of the PhD Dissertation***. The Department requires that a bound hard copy also be submitted to the Slavic Department, to be maintained in the Graduate Student Reading Room. Each committee member should also receive a bound or electronic copy of the dissertation.

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Social Policy

PhD Programs in Social Policy

- Government and Social Policy
- Sociology and Social Policy

The First Two Years

Students are expected to develop a strong disciplinary foundation in government or sociology, as well as multidisciplinary expertise and research in the area of social policy. Students pursue these twin objectives by fulfilling all essential components of the PhD program in government or sociology, plus a complementary program of study in social policy offered in collaboration with the social policy faculty of the Harvard Kennedy School (HKS).
The requirements in each of the two social policy tracks, government or sociology, are summarized below. Students should refer to the relevant entries in the government or sociology sections of this handbook for more detailed guidelines concerning the disciplinary requirements:

Government and Social Policy

Students in the Government disciplinary track must successfully complete twelve four-credit courses, of which eight must be in government. At least ten of these twelve four-credit courses and seven of the eight four-credit courses in government must be 1000-or 2000-level courses. Students must complete six four-credit courses by the end of their second term in residence and nine by the end of their third.
Every first-year student must enroll in the government graduate seminar, Gov 3001: Approaches to the Study of Politics, which is to be taken SAT/UNS for a full semester of credit. In addition, social policy first-year students will enroll in the social policy workshop, Social Policy 303: Introduction to Social Policy research, which will likewise be taken SAT/UNS, although it may not be used to satisfy either the twelve or eight four-credit course requirements noted above.
In the second year, students must complete the Proseminar in Inequality and Social Policy I and II, the first two four-credit courses in the three-term social policy sequence. Students should note that while the Proseminar in Inequality and Social Policy courses may be used to satisfy the overall twelve four-credit course requirement noted above, they do not count toward the eight four-credit course requirement in government, since the proseminar sequence is meant to be the multidisciplinary complement to the disciplinary foundation in government.

Seminar Papers—Students must complete three seminar style research papers, one of which should fulfill the social policy program's requirement to complete a research paper in a topical area with major literatures in government and social policy. This latter paper is ordinarily developed in the course of the Proseminar in Inequality and Social Policy course sequence.

Quantitative methods requirement—Every student must successfully complete, during the first or second year and with a grade of B or better, at least one graduate-level course in quantitative social science methods relevant to political science from a list of appropriate government department and other Harvard/MIT courses regularly updated by the Government Department Graduate Policy Committee.

Political theory requirement—Every student must take a minimum of one graduate-level four-credit course (or section) in political theory, chosen from a list of courses approved by the Government Department Graduate Policy Committee.

Research tools requirement—Every student must submit to the director of graduate studies, by the end of the first year, a written Research Tools Plan outlining intentions to acquire tools and methodological expertise connected to his or her areas of research interest. In meeting this requirement, each student must complete a minimum of 3.5 four-credit course equivalent units of research tools and methods courses, modules, or workshops by the end of their seventh term in residence (middle of fourth year). The required Gov 3001: Approaches to the Study of Politics and the required graduate course in quantitative social science methods counts for two units within this total. Students may also count language training in various formats toward fulfillment of this requirement.

Research workshops—The Government department offers a series of research workshops in the major political science subfields and related areas for graduate students to present and discuss work-in-progress. Every student should attend at least one research workshop, starting in the second or third term in residence. Research workshops do not count toward the requirement to complete twelve four-credit courses.

General examination—Every student will sit for a general examination in May of the second year, with the exam administered orally by three faculty not known in advance. The ninety-minute exam will cover two of the four major substantive fields in political science (American government, international relations, comparative politics, political theory), plus an additional focus field, which will be social policy for students in the Social Policy PhD program. A student may substitute either formal theory or political methodology for one of the two major fields.

Sociology and Social Policy

Students in the Sociology and Social Policy track must complete fourteen four-credit courses in sociology.

Seven of these four-credit courses will be required methods and theory courses, the first four of which are normally taken in the first year in residence:

Soc. 204: Sociological Theory: Seminar

Soc. 205: Sociological Research Design

Soc. 209: Qualitative Social Analysis

Soc. 202: Intermediate Quantitative Methods (Students who arrive with sufficient training may waive this course if they can satisfy placement procedures designed by the Soc. 202 instructor.)

Soc. 203a: Advanced Quantitative Research Methods

Soc. 208: Contemporary Theory and Research: Seminar

In lieu of Soc 310a/b: Qualifying Paper, which is counted as a four-credit course in sociology, social policy students will substitute the Proseminar in Inequality and Social Policy I and II—i.e., the first two four-credit courses in the three-term social policy sequence. These two social policy four-credit courses will thereby satisfy the four-credit course 310a/b requirement and one of the six electives noted below.

Six additional four-credit courses in sociology of which up to two may be workshops. Courses from other departments may be counted only if they are cross-listed in the catalog under sociology. Social policy students are encouraged to select electives that will a contribute to development of a field specialization within one or two closely-related research domains of the Social Policy program, which include: (i) work, wages, and markets; (ii) urban poverty and residential segregation; (iii) family structure and parental roles; (iv) race, ethnicity, and immigration; (v) educational access and quality; (vi) crime, criminal justice, and inequality; (vii) political inequalities, participation, and social capital; and (viii) institutions, policy, and comparative welfare state analysis.

Soc. 305: Teaching Practicum, ordinarily taken prior to one's first assignment as a teaching fellow.

In addition, every first-year social policy student will enroll in Social Policy 303: Introduction to Social Policy research, to be taken SAT/UNS. This course will not count toward the fourteen four-credit courses in Sociology.

Written examination—Every student takes a written general examination in August preceding the second year, which is a four-question essay exam designed to ensure a working knowledge of the range of subfields that comprise the discipline of sociology. Students should be prepared for a broad range of questions; they are given a reading list and sample questions from previous years. The results of the examination will be honors, pass, conditional pass, or fail. The grade of conditional pass is used when one of the four answers is found not acceptable; the student is permitted to rewrite that particular answer under faculty guidance. A student who fails the written examination will be permitted to take it a second time at a later date.

Research apprenticeship—Each student will work as a research assistant with a faculty member in the Sociology and Social Policy program for at least one term.

Research paper—A special research paper, sometimes called the Qualifying Paper, is required by the end of the fifth term in residence. This paper is ordinarily developed in the course of the Proseminar in Inequality and Social Policy course sequence, and should be of the same length, quality, and finish of a paper acceptable to the major sociological or social science journals. Once the topic and research design have been agreed upon with a primary advisor, the student should petition the Sociology Committee on Higher Degrees (CHD) for appointment of three readers who ultimately approve the final version.

Master of Arts (AM)

The PhD Programs in Social Policy do not offer a terminal AM degree. Students may apply to receive the AM degree in government or sociology upon completion of the relevant department's requirements for the master's degree.

Progress toward the degree after the first two years

All social policy students will complete the third term of the Proseminar in Inequality and Social Policy course sequence during the fall of the third year.

Government and Social Policy

Government and social policy students should normally complete all other requirements pertaining to courses, research papers, languages, quantitative methods, and political theory prior to the General Examination—that is, during the first two years of graduate work. In special circumstances, a student may defer fulfillment of two four-credit courses or two of the following until after the General Examination:

- one seminar paper
- one four-credit course
- the language requirement, although work toward fulfillment of the language requirement should be underway, in any case, prior to the General Examination.

Within six months of passing the General Examination, the student must have fulfilled one of these deferred requirements. Within twelve months, he or she must have completed both deferred requirements.

Following completion of the General Exam, each student will engage faculty advisors through a two-stage process of research exploration and prospectus approval, marked by two meetings. (Government and social policy students should consult the Government section of this handbook for further guidelines of these meetings):

- An initial “Research Consultation Meeting” with three to four faculty consultants must convene in the fall term of the third year to discuss an approximately ten-page statement with the student, which, as appropriate, may either present a potential research question for the dissertation, or set forth alternative possible research questions for consideration and development.
- A second “Prospectus Evaluation Meeting”, involving the same three to four faculty or a different set where appropriate, will convene to discuss and approve the student’s written dissertation prospectus. This evaluation meeting will preferable be held in the spring semester of the third year and in no instance later than October 1 of the fourth year. Whenever this meeting is held, there may be a one month follow-up period for final changes in the prospectus. To be in good standing, therefore, all students must have an approved prospectus, with the dissertation title and names of the committee registered with the director of graduate studies by no later than early November of the fourth year.

Sociology and Social Policy

Special Area Examination—For sociology and social policy students, the final qualifying requirement is an oral examination on a subfield within sociology that represents the student’s special interest, generally in the same area as the likely dissertation topic. The field should be broad enough that it would be possible to teach regularly an upper-level undergraduate class in the area. The student prepares a field statement, not longer than ten double-spaced pages of ten-point type, to define the area in which the examination will be given. When the field statement and bibliography have been prepared, the student submits them to the CHD along with a petition to appointment a Special Area Examination committee. The Special Area Examination is expected to be taken no later than the end of the term following the completion of the research paper.

Dissertation Prospectus—Sociology and social policy students develop a dissertation prospectus of twenty–thirty pages in length, which should state clearly the objectives of the study and specific set of questions to be explored, review the relevant literature, and indicate the ways in which the student intends to make a contribution to existing ideas on the subject. The research methods and design, the data to be employed, and the plan of approach should be included as well. When the final draft of the prospectus has been prepared, the student schedules a prospectus defense. The purpose of this meeting is to ensure that the dissertation project is viable and that the student is prepared to begin his or her research. The prospectus must be approved before the end of the fall term of the student's fifth year in residence.

Teaching

Students are encouraged to serve as teaching fellows in government, sociology, or in the Harvard Kennedy School. Students in the government and sociology program will normally be expected to teach at least one section in a departmental course sometime during the period that they are in residence.

Advising

Students in the social policy PhD programs will have two advisors at the beginning of their graduate studies, one from the traditional disciplinary department, government or sociology, and one from the social policy program. The departmental advisor will be assigned according to the prevailing practices of the relevant department. The social policy advisor will generally be the director of graduate study. During the third year, the student will choose an advisor in accordance with his or her research interests, with an eye toward composing an eventual dissertation committee.

Students in the social policy PhD programs will be reviewed formally by the Committee on Higher Degrees on Social Policy every year at the conclusion of the spring term. This review will require a brief commentary from the advisors indicating the student's progress and highlighting any special concerns or achievements of which the committee should be aware.

Dissertation

Typically, the dissertation committee shall be comprised of one member from the traditional disciplinary department (government or sociology), one member from the HKS social policy faculty, and a third member who may come from either domain. Two of the members of the committee must be members of the Faculty of Arts and Sciences, which includes, for dissertation committee purposes, HKS social policy faculty who serve on the Committee on Higher Degrees in Social Policy.

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Sociology

The First Two Years

Coursework

Course requirements include fourteen courses in sociology, as follows. This is the minimum acceptable amount of coursework, not the norm; most students take additional courses in sociology, as well as courses in other departments that relate to their research interests.
Six required methods and theory courses and the teaching practicum, the first four of which are normally taken during the first two years in residence:
Soc. 204 Sociological Theory: Seminar
Soc. 205 Sociological Research Design
Soc. 208 Contemporary Theory and Research: Seminar
Soc. 209 Qualitative Social Analysis: Seminar
Soc. 202 Intermediate Quantitative Research Methods (Students who have had sufficient training in quantitative methods before entering the program may substitute a more advanced quantitative methods course for this course if they can satisfy placement procedures designed by the Soc. 202 instructor.)
Soc. 203 Advanced Quantitative Research Methods
Soc. 310 Qualifying Paper Seminar
Soc. 305, the Teaching Practicum, is ordinarily taken prior to or concurrent with one's first assignment as a Teaching Fellow.
Seven additional four-credit courses in sociology, two of which must be workshops: 100-level conference courses, 200-level courses, up to two 300-level individual reading courses, and up to two workshops will count toward this requirement. (One of these courses should be Soc. 310 Qualifying Paper, to be taken during the fall of the third year of residence.) Courses from other departments may be counted only if they are cross-listed in the catalog under sociology, or approved by faculty on the Committee on Higher Degrees (CHD) in Sociology. Two workshops (including one workshop taken twice) are required.
The department expects that students will maintain an average of B+ or better, especially in sociology courses.

Language

There is no language requirement.

Incompletes

The department strongly recommends that students do not take Incompletes unless absolutely necessary and certainly in no more than one course per term. Incompletes are equivalent to Cs and thus, for each Incomplete there must be an A in order to maintain a B average. Graduate students are not permitted to take a temporary grade of Incomplete in required courses.

Research Paper

A special research paper is required by the end of the fifth term in residence. It should offer some new contribution to knowledge, either in the form of an original interpretation of existing facts, new facts in support or disconfirmation of existing interpretations, or both. The work should be of the same length, quality and finish of a paper acceptable to the major sociological journals. Second-year students are required to appoint a Qualifying Paper advisor and submit a two-page overview of their planned project to the graduate program coordinator. Once the topic and research design have been agreed upon with the advisor, the student should petition the Committee on Higher Degrees (CHD) in Sociology for appointment of three readers.

Master of Arts (AM)

The department does not admit students to study for an AM degree. Students in the PhD program who have successfully completed eight sociology courses (including 202 or approved substitute, 203, 204, 205, 208, 209, and 310, and not to include Sociology 305 or workshops), the written examination, and the research paper may apply to receive the AM degree in sociology. A student who passes the written general examination at the AM level but not the PhD level, or who passes the general examination at the PhD level but subsequently decides not to complete the requirements for the PhD in sociology, may apply for a terminal AM degree. The requirements for the terminal AM degree are successful completion of eight sociology courses (including Sociology 202 or approved substitute, 203, 204, 205, 208, 209, and 310, and not to include Sociology 305 or workshops), passing the written general examination at the AM level or higher, and completing the research paper acceptable at the AM level or higher. A student who has passed the general exam at the PhD level but will not be completing the PhD program must apply for the terminal AM before the start of a fourth year of study in the department.

Teaching

All students are expected to accept one-fifth time teaching fellowship (with salary) for one term before completion of the program. Sociology 305, the Teaching Practicum, should be taken prior to or concurrent with the first teaching assignment. Normally, students do not teach in the first two years; many students teach several sections per year in the third, fourth, and fifth years.

Advising

For the first year, prior to the written examination, students are assigned an advisor and also receive guidance from the director of graduate studies. Before the start of their second year, students must choose an advisor, who may be any senior or junior faculty member whose research interests are compatible with those of the student. The selection process is informal

and at the students' initiative. When they have mutually agreed to work together, the student obtains the faculty member's signature on an Appointment/Change of Advisor form and files it with the graduate program coordinator. Students may appoint a new advisor at any time if their field of research changes or they find the advising relationship is otherwise unsatisfactory.

General Examinations

Written Examination

Students take the written examination in August, prior to the second year in residence. Its purpose is to ensure a working knowledge of the range of subfields that comprise the discipline of sociology. Students need to be prepared for a broad range of questions; they are given a reading list and sample questions from previous years. The results of the examination will be: honors, pass, conditional pass, or fail. The grade of conditional pass is used when just one of the four answers is found not acceptable; the student is allowed to rewrite that particular answer under faculty guidance within the next month. A student who fails the examination will be permitted to take it a second time at a later date.

Dissertation Prospectus

The prospectus should state clearly the objectives of the study and the specific set of problems to be explored; review the relevant literature; and indicate the ways in which the student hopes to make a contribution to existing ideas on the subject. The data to be employed, the research methods and design, and a plan of study should be given in as much detail as is necessary. Normally the prospectus is twenty to thirty pages in length, in addition to an extensive bibliography. When the final draft of the prospectus has been prepared, the student petitions the CHD for approval of the topic and the appointment of three examiners, one being the dissertation advisor. Following CHD approval, the student and prospectus committee schedule a prospectus defense, at which time the student is examined on the proposed research project. The intent of this meeting is to ensure that the dissertation project is viable and that the student is prepared to begin his or her research. The prospectus must be approved before the end of the fall term of the student's fifth year in residence.

Dissertation Completion/Oral Defense

The dissertation should build an integrated argument. While individual chapters may be stand-alone papers, the dissertation may not consist of several unrelated papers, published or not, without an introduction or conclusion. Ordinarily, the dissertation should be completed by the end of the seventh year in residence. The style should follow ***The Form of the PhD Dissertation***. When student and advisor agree that the final draft is ready, members of the dissertation committee, other faculty, students, staff, and guests are invited to attend the oral defense. At its conclusion, the committee may approve, reject, or require revisions in the dissertation.

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South Asian Studies

Programs of Study

The Department of South Asian Studies offers programs of study leading to the Doctor of Philosophy (PhD) and, in exceptional cases, the Master of Arts (AM) degrees. While graduate work is tailored to individual intellectual interests, it is our expectation that all doctoral students will ground their work in primary language materials and participate in interdisciplinary studies o South Asian languages, histories, and cultures.

The department has historic and well-defined courses of graduate study in Sanskrit and Indian Studies and Tibetan and Himalayan Studies. It is our expectation that candidates for doctoral study will propose other programs in South Asian Studies. Such programs may have a regional emphasis, a disciplinary or multi-disciplinary emphasis, or an emphasis on a particular era of South Asian history, including modern South Asia. Some of the most exciting multi-disciplinary work in the global academy today has been pioneered by scholars of South Asian Studies, and this program intends to provide a platform for such study here at Harvard.

All of the department's PhD programs emphasize the study of South Asian languages as foundational for scholarly work. Currently, members of the department focus in their own work on Hindi-Urdu (including Avadhi, Braj, and modern dialects), Middle Indic (Pali, Prakrit), Nepali, Sanskrit (Vedic, Classical), Tamil (Classical, Modern), and Tibetan (Classical, Modern). The department also supports instruction in Bahasa Indonesia, Bengali, Burmese, Gujarati, Sindhi, and Thai. Persian is regularly offered through the Department of Near Eastern Languages and Civilizations.

We emphasize a rigorous approach to South Asian texts and traditions, the cultural, intellectual, and social practices that they inform, and the diverse disciplinary perspectives that are needed to study and write about them. Students are encouraged to view their chosen topics in their historical contexts while also exploring their significance to ongoing South Asian traditions and/or to contemporary issues in the humanities and social sciences.

Coursework

General requirements:

For the PhD: Sixteen four-credit courses and a minimum of two years in residence are required.
For the AM: Eight four-credit courses and at least one year in residence are required.

Core requirements for the PhD:

1. A minimum of four four-credit courses in Hindi-Urdu, Classical Sanskrit, Tamil, Tibetan, or another South Asian language at the advanced level.
2. Two four-credit courses in a second South Asian language
3. Eight four-credit courses in the student's special fields, including related courses in other departments.
4. Reading knowledge of two modern research languages, generally French and German. A language exam must be passed with an honors grade by the end of the second year of residence. Another modern language relevant to the student's special field, but not the student's native language, may be substituted for one, but not both of the required languages.

Core requirements for the AM:

Two four-credit courses of seminars, two four-credit courses in Hindi-Urdu, Classical Sanskrit, Tamil, or Tibetan at the advanced level, and four four-credit courses in the student's special field, including related courses in other departments. An AM thesis is also required.

Advising

Incoming students will have an advisor in the field of study closest to their own interests. The advisor is responsible for developing a plan of study and signing the Study Card at the outset of each semester. The department's director of graduate studies functions as a more general advisor to all graduate students in relation to the department and GSAS policies and procedures. When a student submits his or her prospectus to the department, he or she also suggests an advisor to direct the dissertation. The progress of every student will be reviewed each year by the department.

Teaching

After the first two years of doctoral study most students work as teaching fellows in one of the courses taught within the department, in other departments, or in the undergraduate General Education curriculum. The opportunity to develop teaching skills is an important part of graduate studies, especially for those preparing for a future in academia.

General Examinations

PhD Examinations

Students are expected to take their general examinations no later than the middle of their third year in the program. There are usually four written examinations that ordinarily take the following form: 1) A language translation examination, without dictionary, from a text of average difficulty; 2) A translation examination, with dictionary, of texts in the student's special field, with a discussion of textual problems or thematic issues; 3) A broad examination in South Asian Studies based on reading lists put together by the student in consultation with the advisor; and 4) An examination in the student's special field.
Students may also choose to take an optional fifth exam in a secondary field or discipline, often involving a faculty member from another department.

AM Examinations

Students are expected to take two written examinations the subjects of which will be determinec in conjunction with the advisor and an oral exam in the student's special field.

Prospectus

Upon passing the general examinations students will be expected to complete a dissertation prospectus within a year's time and no later than the fall term of their fourth year. The prospectus should be in the range of 15 to 20 pages and include: 1) a clear statement of the dissertation project, its central problems and methodology; 2) its place in the context of related scholarship; 3) its importance to the field. The prospectus should also include a chapter outline and extensive bibliography.

The dissertation committee normally consists of three members, including the dissertation advisor. Two members of the committee must be members of the Faculty of Arts and Sciences. Frequently, the committee will include at least one member from outside the department, and occasionally one from outside the University. The proposed committee should be approved by the advisor, the director of graduate studies, and the department. The proposed committee should review the prospectus at the time it is submitted.

Thesis

PhD Dissertation:

The dissertation should not exceed 75,000 words or 300 pages in length. It must be a substantial and original piece of work that demonstrates mastery of the field and the student's chosen topic.

Students are expected to complete two chapters of their dissertation by the spring term of their fifth year. After this they are expected to produce at least one acceptable chapter of the dissertation each semester.

The format of the dissertation must conform to the requirements described in ***The Form of the PhD Dissertation***.

After it is completed, the dissertation must be submitted to the dissertation committee (at least two months before the official deadline) and be publicly defended in a roundtable discussion that includes members of the dissertation committee and other faculty and students in the department.

AM Thesis:

The AM thesis will be a substantial paper demonstrating the student's knowledge of the scholarly literature and methodologies appropriate to the topic of the student's choice. The topic will be determined by the student in consultation with his or her advisor. A typical AM thesis is expected to be approximately 75 pages in length.

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Statistics

PhD Program

Courses

The formal residence requirement for the PhD is sixteen four-credit courses devoted to advanced study.
Of the sixteen four-credit courses, a minimum of nine must be courses offered by the Department of Statistics, and at least four of the nine must be on advanced topics. Statistics 210, 211, 212, and 213 are required and are generally taken in the first three semesters. Statistics 300, 303hf, 366hfra, and 366hfrb are also required.

Advising

As almost all PhD students are involved in research from the beginning of their program, entering PhD students are assigned faculty advisors based on mutual research interests whenever possible. New students' research interests are determined by information provided by applicants in their Statements of Purpose. Students familiar with the department are given the option of requesting a particular faculty advisor. Some students stay with the initial advisor throughout their program, including the writing of the PhD dissertation, while others opt to change advisors as their interests change or evolve.
All PhD students are encouraged to consult with the director of graduate studies or department chair, when desired, in addition to their assigned advisor.
Students writing dissertations have one or more primary advisor(s) and two additional readers assigned by the faculty or suggested by the student and approved by the faculty. The primary advisor is typically the same faculty member providing the student's research support.
In the case of conflicts between advisor and student, the department chair should be consulted first.

Qualifying Examination

All PhD students must pass a written qualifying examination in statistics. Students normally take the examination in January of their second year. The examination has two parts: 1) statistical methodology, including probability, and 2) applied statistics, including statistical design and data analysis.

The two parts of the examination are graded separately. A student may receive an unconditiona passing grade on one or both parts. A student who fails one or both parts of the examination must retake the examination the next time it is given. Students who fail twice must withdraw from the program.

Post-Qualifying Talks (Research Presentations)

All students are required to attend Statistics 300: Research in Statistics. Students in their third year and above are required to present each year in the Statistics 300 course. The presentations, made to department faculty and students, are brief summaries of the student's research and progress on qualifying papers or dissertation. Students in the first and second years are encouraged to volunteer to give a talk if this is helpful for their research.

Qualifying Paper

The qualifying paper is intended to provide the student with an opportunity to explore a serious topic in statistics and to express the findings in a written document. The work need not be original, but it should demonstrate an independent understanding of the topic, knowledge of the tools of research, and clarity of exposition. The effort involved is expected to require no more than the equivalent of one term at one-third time. The paper should be submitted and accepted by the department as early as possible, during the year following the qualifying examination. Prior written permission from the director(s) of graduate studies is required for a delay in the qualifying paper submission.

Dissertation

Each student is expected to exercise initiative in seeking out a dissertation topic, a faculty advisor who will take primary responsibility for supervising the student's work, and two additional readers. The PhD dissertation is expected to be a research contribution of high quality, adding to the knowledge of either the theory or practice of statistics. A PhD dissertation in statistics may also consist primarily of an innovative analysis of a specific, complex body of data in some substantive field. Generally, the material in a PhD dissertation should be publishable in a referred journal.

In the fall term of the G3 year (after passing the qualifying exams) students must notify the department of their dissertation advisors. Students are required to update the department, at least once each semester, of their dissertation advisors. This would include their primary adviso plus any additional faculty who will advise or collaborate on the dissertation. Students who encounter difficulty in identifying appropriate advisor/s should consult with their primary advisor(s), the director of graduate studies, or the department chair. Students who wish to use as an advisor someone who is not a member of the department can and should request the approval of the department faculty. Also in the fall term of the G3 year, all students must submit to the faculty a preliminary title, one-page summary of the proposed topic, with names and signatures of at least two dissertation advisors.

Dissertation Defense

One copy of the completed dissertation must be submitted for consideration by the department faculty at least four weeks prior to the oral dissertation defense. The faculty will consider the

submitted dissertation and make recommendations, which typically lead to revisions. Students will defend their dissertation by making a presentation in Stat 300 and in a closed presentation to their committee and other faculty members. After the defense, the faculty, with the explicit advice of three or more faculty readers nominated by the department, vote on the completed dissertation as submitted in finished form, which must conform to the requirements described in ***The Form of the PhD Dissertation***. The approved final dissertation can then be submitted to the registrar. The time from the defense to the final vote is ordinarily about two weeks. A prospective sixth-year or more advanced student must submit evidence of significant dissertation progress to a dissertation advisor or committee each year. This evidence of progress may, at the department's discretion, take the form of a dissertation chapter completed, manuscripts submitted for publication, abstracts of papers delivered at professional meetings, or other evidence as specified by the dissertation director.

Teaching Fellowships and Research Assistantships

All PhD candidates are normally required to teach and/or to work as research assistants beginning in their second year. Students are expected to teach a total of 10 sections during their G2, G3, and G4 years. Research funding considerations may affect these normal teaching and research workloads. When research funds permit, the department aims to assign final-year students to lighter-than-normal teaching loads to enable them to make progress on their dissertations.

Master of Arts (AM) Program

The Department of Statistics awards terminal AM degrees, as well as AM degrees to students who are continuing in the PhD program. The department will consider for the AM degree PhD candidates in other fields at Harvard for whom a statistics minor is appropriate, well-prepared undergraduates eligible for the AB/AM program, and candidates with appropriate mathematics backgrounds who demonstrate motivation for pursuing a terminal AM degree.
Students in the AM program are advised by the director(s) of graduate studies for the master's program and department faculty.

- Minimum of one year of full-time residence. Requests for part-time study in the first year must meet the GSAS special circumstances criteria.
- Requires the satisfactory completion of eight four-credit courses taken within the Department of Statistics and approved by the student's department advisor, at the level of Statistics 110 and above, with at least one 200-level course from the list below. The actual course of study will vary according to the student's interest and preparation and will be determined in consultation with the student's advisor.
- Statistics 110 and Statistics 111 are required; Statistics 210/211 may be substituted for 110/111.
- The eight statistics courses must also include two courses that are at the interface of theory and application. Examples of such courses are Statistics 115, 120, 121, 131/231, 139, 140, 149, 160/260, 170, 183, 186, 220, 221, 225, 230, 232r, 240, 244, and 245. The department will maintain an up-to-date list of courses that meet these criteria.

- One 200-level course from any of the following: Statistics 210, 211, 212, 213, 220, 230, 240, or 244.
- AM students must earn a B average in Statistics courses; no more than one C may count toward the eight courses for the AM degree. Students must also meet the GSAS grade requirements..
- With the prior approval of the advisor and the Director of Graduate Studies, one 300-level (SAT/UNSAT graded) course may be allowed to count toward the degree as one of the non-200-level courses.
- No thesis, general examination, qualifying paper, or cognate field is required for the AM degree.

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Systems Biology

The First Two Years

Coursework

Students are required to take SB212: Communication of Science, SB300: Introduction to Systems Biology, MedSci300: Conduct of Science, and four science courses chosen in consultation with their faculty advisors. These courses must be passed with a B average or better.

Rotations

Students in the Systems Biology Program are expected to take 2-4 laboratory rotations before selecting a Dissertation Advisor. The program does not set time limits on rotations, but most rotations are expected to be 4-12 weeks long. Rotations with non-training program faculty are permitted but require approval of the program. Students should inform the program coordinator when they begin and complete their rotations.
Rotations allow students to explore different research areas, identify potential collaborators, and experience the environment in different research groups. The purpose of the rotation is to facilitate the choice of the dissertation laboratory, not to accomplish a research project.
First year students must choose their dissertation laboratory no later than June 30th.

Teaching Requirement

All students are required to teach one term. It is recommended that students complete this requirement by the end of their second year.

Qualifying Examination

The purpose of the examination is to ensure that the student is prepared to embark on dissertation research. The examination is given in two phases. The first phase must be completed by June 1 of the student's first year, and is intended to evaluate the student's progress in acquiring competence in mathematical and/or computational approaches. Students will formulate a question related to any problem in biology and devise a mathematical or computational approach to addressing it. Results of the project will be presented in a short written summary and orally. Phase two must be completed by the end of March of the student's

second year. Students will prepare and defend an original research proposal related to the student's proposed dissertation research.

Advising

Academic Advisors

On arrival, each class of students is assigned two faculty advisors to guide them in their choices of courses and rotations. The class advisors will also lead a week-long orientation for incoming students at the end of August.

Dissertation Advisory Committee

After passing the qualifying exam, a Dissertation Advising Committee (DAC) of at least three faculty members and the student's Dissertation Advisor(s) must be appointed.
The role of the DAC is to assist the student in defining the dissertation project, review scientific progress, offer critical evaluation, suggesting extension or modification of objectives, arbitrate differences of opinion between the student and the advisor if they arise, and decide when the work accomplished constitutes a dissertation.
The first meeting must occur within six months of the student's qualifying exam. The DAC must meet with the student at least once a year through G5 and every six months thereafter, until PhD dissertation writing is underway.

Dissertation

The DAC, in consultation with the dissertation advisor, determines when it is time for a student to stop laboratory work and begin to write his or her dissertation.
The FAS registrar specifies deadlines by which the dissertation must be submitted and the dissertation examination passed to receive the PhD diploma in November, March, or May of each academic year. A dissertation information packet is available in the program office and specifies the steps to be taken when the student is ready to apply for the PhD degree and the various forms that need to be submitted. The information packet will be thoroughly reviewed with the student by the program coordinator.
The student is expected to give a seminar of approximately one hour as part of the examination, on the day of the examination, prior to a defense of the dissertation with the examination committee.

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Secondary Fields

Secondary fields allow PhD students to broaden their course of study and enhance the competitiveness and professional reach of their degree programs. Students engage in coursework and other activities defined by the program offering the secondary field and must meet all degree milestones and deadlines in their home PhD programs and at GSAS.
Be sure to speak with your primary advisor before contacting the department to express interest in declaring a secondary field.

- Graduate students may not complete a secondary field in their own department and may only declare one secondary field.
- Courses may count toward the secondary field and toward the course requirements for the PhD.
- Language courses taken on a satisfactory/unsatisfactory basis may not be used to fulfill secondary field requirements.

Once you have met the requirements, fill out the **PhD secondary field application**, attach documentation confirming completion, and request signatures from the directors of graduate studies in your department and in the secondary field department. Submit application to the Office of the Registrar, located on the 4th floor of the Smith Campus Center, no later than the degree application deadline for the degree period. There are no exceptions to this deadline. The secondary field will appear on your transcript but not on your degree.

Current secondary field offerings:

African and African American Studies
American Studies
Anthropology
Archaeology
Celtic Medieval Languages and Literatures
Classics
Comparative Literature
Computational Science and Engineering
Critical Media Practice
Film and Visual Studies
German
Historical Linguistics
Linguistic Theory
Medieval Studies

Mind, Brain, and Behavior
Music
Romance Languages and Literatures (French, Italian, Portuguese, or Spanish)
Science, Technology, and Society
Studies of Women, Gender, and Sexuality

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African and African American Studies

Students enrolled in a PhD program in the Graduate School of Arts and Sciences at Harvard University may achieve formal recognition for completing a secondary field in African and African American studies. Graduate students who choose African and African American studies as a secondary field will benefit from learning how to do interdisciplinary work on the basis of the substantial body of scholarly writing on African and African American social, cultural, economic and political life and history. The department also encourages comparative work on African, African American, and diasporic topics.
Graduate students must meet the following requirements in order to have the secondary field officially recorded on their transcript.

Coursework

Completion of four graduate-level courses in African and African American Studies with honors grades of B+ or above.

Demonstrating Mastery in the Secondary Field

Successful completion of a research paper demonstrating mastery in the field of African and African American studies is also required. Ordinarily this is the most successful graduate term paper written for one of the four African and African American studies courses.

Record-keeping

Students interested in declaring a secondary field in African and African American studies should submit to the director of graduate studies evidence of their successful participation in four appropriate graduate courses in the Department of African and African American Studies as well as the research paper. Once they obtain the approval of the DGS they and the registrar will receive certification of successful completion of secondary field requirements.

Harvard Graduate School of Arts and Sciences

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American Studies

A student enrolled in a PhD program in the Graduate School of Arts and Sciences at Harvard may achieve formal recognition for completing a secondary field in American Studies. The interdisciplinary breadth of American Studies and its wide-ranging subject matter make it an attractive secondary field for students from many departments, including English, history, economics, history of art and architecture, music, film and visual studies, religion, anthropology, sociology, and psychology.

The American Studies program spans all aspects of American culture, often with a comparative focus, from European colonization to the present, and it includes a wide range of sources, methods, and theories. Over the last ten years, PhD students from other disciplines have enrolled in the American Studies Colloquium and/or the Warren Center seminar, and they have incorporated sources and approaches from American Studies into their dissertations.

Coursework

1. Completion of a minimum of four semester-long courses (16 credits). All four courses must be
1. Taken with a member of the Committee on Higher Degrees in American Studies,
2. Chosen from catalog sections headed *“Primarily for Graduates,”* and
3. Taken outside the student’s home department.
2. One of these courses must be Am. Civ. 200 or 201 (Am. Civ. Colloquia).
3. Another of these courses must be a seminar requiring a major research paper.
4. The remaining two may include the Am. Civ. Colloquium (200 or 201) not taken under ‘2,’ above, but this second Am. Civ. Colloquium is not required.
5. Neither pass/fail nor audited courses will count towards a secondary PhD field in this department.

Advising and Record-keeping

Students interested in declaring a secondary field in American Studies should meet with both the chair and administrator of the program (617-495-3325; **amciv@fas.harvard.edu**; Barker Center 225). Upon successful completion of the course requirements detailed above, the student should submit evidence thereof to the American Studies administrator. Upon approval by the American Studies chair, the student and the registrar will be notified that the secondary field requirements have been completed.

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Anthropology

Graduate students who wish to pursue the Secondary Field at the PhD level in Anthropology should contact the coordinator for the program advisory committee as early as possible in their graduate careers and, with the advice and counsel of the advisory committee, enlist an appropriate faculty advisor from the regular faculty of the Department of Anthropology. The faculty advisor shall be responsible for overseeing the student's progress through the Secondary Field.

Graduate students must meet the following requirements in order to have the secondary field officially recorded on their transcript.

Coursework

Four elective half-courses are required for the satisfactory completion of the Secondary Field in Anthropology at the PhD level. The four courses must all be ones designated as graduate- or advanced undergraduate/graduate-level courses and must be ones taught in the Department of Anthropology at Harvard. The selection of courses that will count toward the Secondary Field shall be made in close consultation with the student’s faculty advisor and shall conform to a clearly articulated intellectual rationale. A proposed plan for studies, including the selection of courses and its rationale, shall be submitted by the candidate to the PhD Secondary Field program advisory committee for approval. Anthropology courses that do not fit with a subsequently or previously approved intellectual rationale for the Secondary Field risk not being counted as fulfilling the requirements for the Secondary Field.

Graduate students who wish to take an archaeological field school for credit for their program of studies must receive approval of the field school from their advisor and the program coordinator in advance of registering for the field school.

All course work taken for completion of the Secondary Field must be passed with a grade of B+ or better.

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Archaeology

Graduate students must meet the following requirements in order to have the secondary field officially recorded on their transcript.

Coursework

Candidates should submit to the SCA for approval in advance a proposal identifying courses that will serve to fulfill this requirement.

Students will be required to take four half-courses, distributed as follows:

1. One framing half-course chosen in consultation with the advisor. Examples are listed below. These are courses that offer an overview of archaeological methods and practices, as well as a broad orientation in the field. These are courses that offer an overview of archaeological methods and practices as well as a broad orientation in the field.
   - Anthropology 2270a (Archaeological Method and Theory), OR Anthropology 2250a OR 2250b (Proseminars in Archaeology)
   - SLS 16 Human Evolution and the Human Body or a half-course in Human Evolutionary Biology with significant archaeological framing content, as available
   - Introductory half-course in Classical Archaeology (The Classics) or in Medieval Archaeology (History) or in Near Eastern Archaeology (NELC), as available
2. Three upper level undergraduate or graduate half-courses of related interest that contain significant archaeological content.

N.B.

- Substantial excavation experience on a project approved in advance may be substituted for one of the three courses.
- Attendance and participation in regularly scheduled, year-long GSAS archaeologically-themed workshop or course equivalents, culminating in a graded written report and (optional) presentation to the workshop evaluating its lessons that will be submitted to the student's archaeology advisor and the subcommittee on the secondary field, may, with advance approval, be substituted for one of the three courses.
  Examples:
  -- The Medieval History Workshop
  -- The East Asian Archaeology Seminar
  -- Harvard Archaeology Program Seminar Series
  -- History 3 0 I 0: Archaeology and history of early medieval Europe

All course work taken for completion of the Secondary Field must be passed with a grade of B+ or better.

Advisor

Students should select an advisor in Archaeology, ordinarily from the list of Faculty members of the Standing Committee on Archaeology and outside the student's home department. Courses required for the Secondary Field should be selected in consultation with the student's Archaeology advisor and approved as indicated below. Further consultations will be available with the Chair of the Standing Committee, and with the members of the SCA subcommittee on the Secondary PhD field.

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Celtic Medieval Languages and Literatures

The Department of Celtic Languages and Literatures offers a secondary field in Celtic medieval languages and literatures for PhD students enrolled in other departments at Harvard. The Celtic languages, once spoken over much of Europe and Asia Minor, are of great linguistic interest, and the splendid medieval literatures of Ireland and Wales constitute a hugely rewarding field of study. Students of comparative literature, of other medieval languages and literatures, of history, of historical linguistics, and of religion may wish to consider this secondary field. Students, for example of medieval epic and romance, and of genres such as prophecy and vision poetry may wish for comparative purposes to read texts in the Celtic languages. The Celtic material offers invaluable sources for medieval historians of the Western Church, and of secular institutions and customs as well. Students of historical linguistics will know that a thorough knowledge of Old Irish is important for the investigation of Indo-European. The secondary field affords an opportunity to achieve professional competence in one of the Celtic languages, the range of its literature, and the scholarship in the field.

Requirements

The secondary field is organized in three separate tracks, Early and Medieval Irish, Medieval Welsh, and Medieval Celtic Languages. Each of them requires the student to take four courses (16 credits) in the department, the distribution of which is as follows:
Early and Medieval Irish:

- Irish 200: Introduction to Old Irish and Irish 201: Continuing Old Irish
- Either Irish 204r: Readings in Early Irish Poetry or Irish 205r: Readings in Early Irish Prose
- A Celtic course with a medieval focus, to be chosen in consultation with the director of graduate studies. Irish 204r or Irish 205r, whichever has not been chosen under b), is among the courses from which a choice will be made.

Medieval Welsh:

- Welsh 225a: Medieval Welsh Language and Literature and Welsh 225b: Medieval Welsh Poetry
- Either Welsh 226r: Readings in Middle Welsh Prose or Welsh 227: Seminar: Welsh Bardic Poetry
- A Celtic course with a medieval focus, to be chosen in consultation with the director of graduate studies. Welsh 226f or Welsh 227, whichever has not been chosen under b), is among the courses from which a choice will be made.

Medieval Celtic Languages:

- Irish 200: Introduction to Early Irish
- Irish 201: Continuing Early Irish
- Welsh 225a: Medieval Welsh Language and Literature
- Welsh 225b: Medieval Welsh Poetry

Course schedule: Certain courses in the department are given in alternate years. Irish 204r, Irish 205r, Welsh 225a and Welsh 225b will be given in 2016-17. Irish 200, Irish 201r, Welsh 226r, Welsh 227 are expected to be given in 2017-18.

For details contact the Department Administrator, Mary Violette, or the Director of Graduate Studies, Joseph F. Nagy.

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Classics

A student enrolled in a PhD program in the Graduate School of Arts and Sciences at Harvard University, other than the programs offered in the Department of the Classics, may achieve formal recognition for completing a secondary field in one of the following programs offered in the department: classical archaeology; classical philology; Greek and Roman history.

Classical Archaeology

The following requirements must be met to complete a secondary field in classical archaeology.

Coursework

- Completion of four courses (16 credits). Qualifying courses include those taught within the departments of Classics and History of Art and Architecture, and accepted by the Department of the Classics towards the requirements of Classical Archaeology.
- Two of the four courses shall be graduate seminars.
- At least one of the four courses shall be on a Greek topic and another on a Roman topic.
- Students are encouraged to take Classics 350: Classical Philology Proseminar or an appropriate proseminar offered by the Department of History of Art and Architecture.
- Students may petition the director of graduate studies to be permitted to apply one course in anthropology, Near Eastern languages and civilizations, or the Divinity School towards the requirements of the secondary field.
- The archaeological summer programs offered by the American School of Classical Studies at Athens and the American Academy in Rome, and the Graduate Summer Seminar of the American Numismatic Society will normally be accepted in lieu of one course.
- Students pursuing a secondary field in classical archaeology are also strongly encouraged to participate in an archaeological field school or to serve as a curatorial intern in a museum of art or archaeology.

Classical Philology

The following requirements must be met to complete a secondary field in classical philology.

Coursework

Completion of four courses (16 credits) from among the following categories:

- All graduate seminars taught within Classics
- Other courses that are required for the PhD in classical philology, i.e.: Classics 350: Classical Philology Proseminar, Greek K: Advanced Greek Prose Composition, Latin K: Advanced Latin Prose Composition, Greek 134: The Language of Homer, Latin 134: Archaic Latin
- All other 100-level courses with the prefix “Greek” or “Latin”
- Two of the courses shall be graduate seminars.
- Courses taught primarily in translation are ineligible.

Greek and Roman History

The following requirements must be met to complete a secondary field in Greek and Roman history.

Coursework

Completion of four courses (16 credits) from the following categories:

- All graduate seminars taught within Classics
- Other courses that are certified by Classics as counting towards the requirement in Ancient History in the several PhD programs offered by the department
- Two of the four courses shall be graduate seminars.
- At least one of the four courses shall be on a Greek topic and another on a Roman topic.
- Normally at least one course will involve close reading of historical texts in the original language, but this requirement may be waived at the discretion of the director of graduate studies.

Advising

Please send questions about the degrees or secondary fields in the Classics to **classics@fas.harvard.edu**.

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Comparative Literature

The Department of Comparative Literature offers Comparative Literature as a secondary field in GSAS to enrich the education of PhD students in other departments who seek to do research and teach across the institutional boundaries of national languages and literatures. As faculty members, students specializing in a national literature may be called on to teach comparative courses or courses in general or world literature. The secondary field in Comparative Literature prepares them to do so by introducing them to basic issues in the field. Although the department recognizes that literatures in a single language constitute a coherent tradition, Comparative Literature seeks to develop an awareness of how literary works move across language borders, both in the original language and in translation. The department calls attention to theoretical issues shared not only across the boundaries of languages but also across very different traditions.

Prerequisites

An ability to work in literatures in at least three languages. Normally this will be demonstrated by coursework in which at least some of the primary readings are in the language. In certain circumstances (for example, if one of the languages is the student's native language) the DGS may waive the requirement that competence in a language be demonstrated by coursework. If English is used as one of the languages, the other two languages should show some breadth; that is, they may not be closely allied, either linguistically or by academic convention (e.g., Spanish and Portuguese, Urdu and Hindi, classical and modern Chinese, or Greek and Latin). The judgment regarding what can legitimately count for the set of three languages will be at the discretion of the DGS.

Requirements

1) Four courses, one of which must be the Comparative Literature Proseminar and two of which must be other Comparative Literature seminars at the 200 level. The remaining course requirements will be met by either 200-level seminars in Comparative Literature or 100-level Literature courses, which normally count for graduate credit in Comparative Literature.
2) Successful completion of a Second-Year Paper of 25-30 pages on a comparative topic, as required for students in Comparative Literature. Students doing a secondary field in Comparative Literature do not need to submit the Second-Year Paper by the first week of the G3 year, but they are encouraged to submit this paper as soon thereafter as possible. Contact the Director of Graduate Studies, Professor Luis Girón-Negrón with any further questions.

Further information regarding courses and programs of study in comparative literature may be found on our **website**.

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Computational Science and Engineering

Graduate students across Harvard can complete a secondary field in computational science and engineering (CSE). This secondary field is available to any student enrolled in a PhD program in the Graduate School of Arts and Sciences upon approval of a plan of study by the CSE Program Committee and the director of graduate studies in the student's home department.

Contacts for questions about the CSE secondary field: All questions should be directed to Daniel Weinstock, Assistant Director of Graduate Studies in Computational Science and Engineering (**dweinsto@seas.harvard.edu**).

CSE is an exciting and rapidly evolving field that exploits the power of computation as an approach to major challenges on the frontiers of natural and social science and all engineering fields. In keeping with Harvard's emphasis on foundational knowledge, this program will focus on cross-cutting mathematical and computational principles important across disciplines. Completion of the secondary field will equip students with rigorous computational methods for approaching scientific questions. These approaches include mathematical techniques for modeling and simulation of complex systems; parallel programming and collaborative software development; and methods for organizing, exploring, visualizing, processing and analyzing very large data sets.

Admission

Admission into the CSE secondary field is by application, which must be submitted to the SEAS Student Affairs office. Students interested in the secondary field should consult with their departmental director of graduate studies (DGS) no later than the first semester of the third year of study. Applications may be submitted twice a year, in the spring semester (deadline: March 1) and fall semester (deadline: October 1) for the following academic term. The application, which will include a proposed Plan of Study, must also be approved by the home department DGS. The DGS in CSE will respond to all applications within one month.

Requirements

Each student's plan of study for the secondary field will include:

- At least one applied mathematics core course and one computer science core course
- One or two electives in AM or CS (chosen from lists below)
- As a substitute for one elective, either a "domain elective"—an approved computation-intensive course within the PhD domain—or a semester-length independent research project

- As a final requirement, an oral examination by a faculty committee

Course requirements at a glance:

Secondary Field Requirements	min	max
1. Core	2*	4
2. Applied Math electives	0	2
3. Computer Science electives	0	2
4. Domain elective	0	*max of* 1
299R research course	0	*1 total* 1
Total	**4**	

*must take at least one AM and one CS core course

1. Core: 2–4 courses

The goal of the core courses is to provide:

- The mathematical foundations for computational science
- Hands-on instruction in relevant ideas in computer science
- Experience implementing these principles in collaborative projects in a rigorous software engineering environment

CSE core courses	
AM 205 Advanced Scientific Computing: Numerical Methods	Fall
AM 207 Advanced Scientific Computing: Stochastic Optimization Methods	Spring
CS 205 Computing Foundations of Computational Science	Fall
CS 207 Systems Design for Computational Science	Spring

2. Applied Math electives: 0-2 courses

Suggested CSE Applied Math electives	
AM 201 Physical Mathematics I	Fall
AM 202 Physical Mathematics II	Spring
AM 274 Computational Fluid Dynamics	Spring
AM 275 Computational Design of Materials	Spring
STATS 210 Probability Theory and Statistical Inference I	Fall
STATS 285 Statistical Machine Learning	Spring

3. Computer Science electives: 0-2 courses

Suggested CSE Computer Science electives

CS 222 Algorithms at the Ends of the Wire	Fall
CS 226R Efficient Algorithms	Fall
CS 246R Advanced Computer Architecture	Fall
CS 281* Applied Machine Learning	Spring

*proposed

4. Domain elective or 299R research course

A domain elective is a computation-intensive course outside CS and AM. A student wishing to earn Secondary Field credit for a proposed domain elective or 299R course must propose these courses in the Plan of Study and receive approval of the CSE Program Committee.

Advising and Academic Monitoring

A faculty member on the CSE Program Committee will serve in the role of Director of Graduate Studies for the Secondary Field. Daniel Weinstock, the Assistant Director of Graduate Studies (ADGS) who will be responsible for frontline advising of students, helping to create a meaningful program sensitive to the student's needs. The ADGS will actively work to develop independent research projects and external research opportunities for all IACS students to maximize learning and skill acquisition and will help with the design of individual projects. All students will participate in the activities of the IACS community, which will include technical and interdisciplinary colloquia and skill-building workshops.

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Critical Media Practice

A secondary field in critical media practice (CMP) is offered for students who wish to integrate media production into their course of study. The CMP secondary field reflects changing patterns of knowledge production; in particular, it recognizes that knowledge is increasingly incorporated into novel multi-media configurations in which written language plays only a part. Audiovisual media have a different relationship to, and reveal different dimensions of, the world than exclusively verbal sign systems. Students interested in making original interpretive projects in image, sound, and/or emerging hypermedia technologies in conjunction with their written scholarship may wish to pursue the CMP secondary field. It offers training in production and post-production in different media formats and genres, including documentary and ethnographic film and video; hypermedia, internet, and database projects; approaches to working with audio, including phonography, exhibition, and music composition; video and multimedia installation; and cognate genres. The goal throughout is to foster a complementarity between the writing of texts and the making of media productions.

Admission

Admission into the critical media practice secondary field is by application, which must be submitted to the office manager of the Film Study Center. Applications may be submitted twice a year, in the fall term (deadline, October 1) and in the spring (deadline, March 1). An admissions committee will meet, and the directors of graduate studies in CMP will communicate with all applicants before the end of the semester in which they apply.

Requirements

Students must take four of the following courses, of which at least two (but up to four) must be drawn from the Core. They must complete all four courses with grades of B+ or above. Additionally, CMP students produce a “capstone” media project in conjunction with their doctoral dissertation.

Core:

Students must take at least 2 of the following courses:

- **ANTH 2835r.** Sensory Ethnography 1: Image/Sound/Culture
- **ANTH 2836r.** Sensory Ethnography 2: Living Documentary
- **EALC 200.** The Uses and Meaning of the New Arts of Presentation
- **GSD 3418/ANTH 2837/VES 162.** Media Archaeology of Place
- **HISTSCI 252.** Filming Science

- **HISTSCI 290.** Critical Images, Object, Media
- **VES 350r.** Critical Media Practice
- Any VES Film/Video Production class

Electives:

Up to two of the required four courses may be drawn from the following list, **so long as, and explicitly with the instructor's approval, the student submits an original work of media** in partial satisfaction of the course requirements. Elective course offerings vary from year to year, and will be updated on the CMP website. Current electives include:

- **AAAS 182.** R&B, Soul and Funk
- **ANTH 2635.** Image/Media/Publics
- **ANTH 2722.** Sonic Ethnography
- **ANTH 2830.** Creative Ethnography
- **ANTH 2688.** The Frankfurt School, Film, and Popular Culture
- **EALC 205.** Approaches to the Comparative History of Medicine and the Body
- **ES 20.** How to Create Things and Have Them Matter
- **GSD 4351.** Architecture and Film
- **GSD 3496.** The Moment of the Monument
- **GSD 4424.** Fifteen Things
- **GSD 4426.** The Spectacle Factory
- **GSD 4353.** Imagining the City: Literature, Film, and the Arts
- **HARC 276k.** Frameworks in the Humanities: The Art of Looking
- **HISTSCI 126.** The Matter of Fact: Physics in the Modern Age
- **HISTSCI 221.** Einstein Reversed
- **MUSIC.** Electroacoustic Composition
- **MUSIC 201b.** Current Methods in Ethnomusicology
- **MUSIC 209.** Seminars in Ethnomusicology
- **MUSIC 167.** Introduction to Electroacoustic Music
- **VES 285x.** Visual Fabrics

Capstone:

Building on their training in their coursework, students produce a media project that complements their doctoral dissertation. As with the PhD in media anthropology offered by the Department of Anthropology, it may consist of a video, a film, a sound work, a series of photographs, a work of hypermedia, or an exhibition or performance in which digital media play a key role. A faculty committee of two approved by the CMP DGS will evaluate the project at a CMP Capstone Defense. One member will be drawn from the CMP Faculty Advisory Committee, and one from the student's dissertation committee. One copy (or, in the case of capstone projects involving site-specific exhibition or performance, documentation) of this project must be formally submitted in conjunction with the dissertation, and another copy archived with the Film Study Center.

Record-Keeping

GSAS students admitted to the CMP secondary field must provide a transcript of their coursework at the end of each semester in which they fulfill any of the curricular requirements of the CMP degree to the office manager, Film Study Center. In addition, once a student has satisfied all requirements of the degree, s/he must submit to the office manager, Film Study Center, evidence of her/his successful participation in four appropriate graduate courses as well as a copy of their capstone project. Once they obtain the approval of the DGS, they and the registrar will receive certification of successful completion of CMP secondary field requirements.

Technical Support and Resources

Technical support for the CMP capstone project is provided by the Film Study Center, the Sensory Ethnography Lab, and FAS Media and Technology Services, all of which maintain an inventory of audio, video, and hypermedia production and post-production equipment. Students requesting technical support from the FSC must do so separately from their CMP admission application; a form for this purpose is available from the FSC's program coordinator. Additionally, two locations on campus offer computer workstations with basic video and audio software, which are open to all Harvard students, and which CMP students may also use when editing their capstone projects. The Harvard-MIT Data Center, with two rooms in CGIS South, includes three Mac Pro workstations with Final Cut Studio and Logic Pro software installed. In Lamont Library, the MTS Multimedia Lab has both PC and Mac-based video editing stations equipped with hardware such as DV and VHS decks, and audio stations which, in addition to post-production editing, also allow digitization of analog sources such as cassette and LP.

Contact Information

Film Study Center (**email**; **web**; phone: 617-495-9704)
Harvard University
24 Quincy St.
Cambridge MA 02138

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Film and Visual Studies

A student enrolled in a PhD program in the Graduate School of Arts and Sciences at Harvard University may achieve formal recognition for completing a secondary field in film and visual studies. The following requirements must be met to complete this secondary field.

Coursework

- Completion of four graduate-level courses in film and visual studies with honors grades of B+ or above.
- Two of these courses are required and should be taken in the first year of study:

VES 270. Proseminar in Film and Visual Studies: History
VES 271. Proseminar in Film and Visual Studies: Theory

- Two other courses must be selected from among graduate courses taught by faculty of the Graduate Committee on Film and Visual Studies. The director of graduate studies will make a list of approved graduate seminars available at the beginning of each academic year.

Examinations

Successful completion of an examination or alternative means of demonstrating mastery in the field of film and visual studies is also required. The particular form of examination or alternative means of demonstrating mastery will be agreed upon by the DGS in film and visual studies and the DGS in the student's home PhD department. This demonstration of mastery might be part of a departmental general or field examination, or it might be combined with departmental requirements in some other way. One or more members of the Graduate Committee on Film and Visual Studies will conduct and adjudicate the portion of the preliminary examination devoted to film and visual studies, and the results will be reported to both DGSs.

Advising

Students interested in declaring a secondary field in film and visual studies should consult with the DGS as early as possible, ordinarily no later than the end of the first term of graduate coursework. At this time, a plan of study should be prepared and submitted to the DGS, to be approved by the Committee on Film and Visual Studies as well as the student's home department.
For further information contact **Carrie Lambert-Beatty**, Director of Graduate Studies, Sackler 510, Cambridge, MA 02138.

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German

Requirements

In order to complete a secondary PhD field in German, graduate students take a minimum of four courses, at least two of which are on the 200 level (“Primarily for Graduates”) and the other two of which may be either on the 200 or the 100 level (“For Undergraduates and Graduates”). Students plan a coherent program of courses, complementing their primary course of study, in consultation with the director of graduate studies, who advises secondary field students. 100-level courses must be upgraded for graduate credit, which usually entails writing a longer paper or undertaking some other appropriate additional work to be arranged with the course instructor. With the approval of the director of graduate studies, one of the four courses may be taken in a related discipline if it is a course that would normally provide degree credit for a PhD candidate in Germanic Languages and Literatures. At least one of the four courses must yield a 20–25 page research paper to be approved by the course instructor and the director of graduate studies. Neither SAT/UNSAT nor audited courses count toward the secondary PhD field. Readings for courses in the department are customarily in German; thus German reading knowledge is a prerequisite. The department offers an average of 10 courses per academic year on the 100 and 200 levels, all of which are open to secondary PhD field students.

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Historical Linguistics

The Department of Linguistics offers a secondary field in historical linguistics for PhD students enrolled in other departments at Harvard. Historical linguistics, the study of how languages change over time, subsumes both the general study of language change and the history of specific languages and language families. The intellectual spectrum thus defined bridges part of the gap between linguistic theory and the areas traditionally known as “philology.” At Harvard, the more theoretical aspects of historical linguistics are covered in courses offered by the Department of Linguistics, while courses dealing with the historical linguistics of specific languages are offered both by the Department of Linguistics and the relevant language departments. In practice, many graduate students in the classics, Germanic languages and literatures, Slavic languages and literatures, Near Eastern languages and civilizations, and other language-centered departments take courses in historical linguistics as part of their ordinary preparation for the PhD. The availability of a secondary field in historical linguistics allows such students to have their work in linguistics officially recognized.

Coursework

Requirement: four courses (16 credits), to be distributed as follows:
a) One of Linguistics 120 (Introduction to Historical Linguistics) or Linguistics 224 (Historical and Comparative Linguistics)
b) Three other courses in linguistics or cross-listed with linguistics, two of which must be chosen from the following:
Linguistics 122 (Introduction to Indo-European)
Linguistics 123 (Indo-European Phonology and Morphology)
Linguistics 158r (From Indo-European to Old Irish)
Linguistics 168 (Introduction to Germanic Linguistics)
Linguistics 176 (History and Prehistory of the Japanese Language)
Linguistics 220ar (Advanced Indo-European)
Linguistics 221r (Indo-European Workshop)
Linguistics 247 (Topics in Germanic Linguistics)
Linguistics 225a (Introduction to Hittite)
Linguistics 250 (Old Church Slavonic)
Linguistics 252 (Comparative Slavic Linguistics)
Greek 134 (The Language of Homer)
Latin 134 (Archaic Latin)
Semitic Philology 140 (Introduction to the Comparative Study of Semitic

Languages)
Semitic Philology 200r (Comparative Semitic Grammar: Seminar)
Slavic 125 (Modern Russian in Historical Perspective)
Other courses with a historical linguistic focus may be added to this list at the discretion of the director of graduate studies in linguistics.
Historical linguistics is one of the department's traditional areas of strength. For courses offered in the 2015–2016 academic year, contact the department.

Advising

The contact person is the director of graduate studies in linguistics.

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Linguistic Theory

The Department of Linguistics offers a secondary field in linguistic theory for PhD students enrolled in other departments at Harvard. Linguistic theory, the core of the modern field of linguistics, seeks to characterize the linguistic knowledge that normal human beings acquire in the course of mastering their native language between the ages of one and five. Studied as an internalized formal system, language is a source of insight into a wide range of human pursuits and abilities, some of them traditionally approached through the humanities, others through the social sciences, and others through the behavioral and natural sciences. The major divisions of linguistic theory are syntax, the study of sentence structure; phonology, the study of sounds and sound systems; morphology, the study of word structure; and semantics; the study of meaning. Courses in these areas regularly draw students from other Harvard departments, especially psychology, philosophy, and other departments associated with the Mind, Brain, Behavior Initiative. The secondary field in linguistic theory allows such students to receive official recognition for their linguistics coursework.

Coursework

Requirement: four courses (16 credits), to be distributed as follows:
a) At least one of the following:
Linguistics 112a (Introduction to Syntactic Theory)
Linguistics 114 (Introduction to Morphology)
Linguistics 115a (Introduction to Phonetics and Phonology)
Linguistics 116a (Introduction to Semantics)
b) Three other courses in linguistics, two of which must be chosen from the following:
Linguistics 112b (Intermediate Syntax)
Linguistics 115b (Intermediate Phonology)
Linguistics 116b (Intermediate Semantics)
Linguistics 117r (Linguistic Field Methods)
Linguistics 132 (Psychosemantics)
Linguistics 145 (Logical Form)
Linguistics 146 (Syntax and Processing)
Linguistics 148 (Language Universals)
Linguistics 152 (Prosody and Intonation)
Linguistics 171 (Structure of Chinese)
Linguistics 174 (Tense and Aspect in Japanese)
Linguistics 175 (Structure of Japanese)

Linguistics 188r (Biolinguistics)
Linguistics 202r (Advanced Syntax)
Linguistics 204r (Topics in Syntax)
Linguistics 205r (The Syntax-Semantics Interface)
Linguistics 206r (Syntactic Structure and Argument Structure)
Linguistics 207r (Topics in Semantics)
Linguistics 219r (Advanced Phonology)

Other courses with a theoretical focus, including courses in other departments cross-listed with linguistics, may be added to this list at the discretion of the director of graduate studies in linguistics.

Although linguistics has no official “tracks” toward the PhD, linguistic theory is the department’s main intellectual focus. For courses offered in the 2015–2016 academic year, contact the department.

Advising

The contact person is the director of graduate studies in Linguistics.

Harvard Graduate School of Arts and Sciences

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Medieval Studies

A student enrolled in a PhD program in the Graduate School of Arts and Sciences at Harvard University may achieve formal recognition for completing a secondary field in Medieval Studies. The following requirements must be met to complete this secondary field.

Coursework and Examinations

- Completion of four graduate-level courses in a medieval subject with grades of B+ or above.
- One of these courses must be in paleography, and can be selected from the following: Medieval Studies 201, Medieval Studies 202, or Classics 277. Any other paleography course must be approved by the Medieval Studies Committee.
- Each of the three additional courses must be in a different department, one of which may be the student's home department, and chosen from among the 200-level courses listed each year on the Medieval Studies page of the Registrar's course website.
- Fulfillment of one language requirement in medieval Latin, Greek, Hebrew, or Arabic.
- The language requirement must be fulfilled by passing an examination, administered by the Medieval Studies Committee. An exam in Latin is generally offered once in the fall and once in the spring. Examinations in other languages can be arranged upon request.

Advising

Incoming students interested in declaring a secondary field in Medieval Studies are encouraged to consult with the administrative director of the Medieval Studies Committee as early as possible in their studies. Students already in the program who are well on their way to completing requirements for the field or who wish to arrange a language examination also are encouraged to visit the Medieval Studies Program in Barker 121, or email the Administrative Director, Sean Gilsdorf (**gilsdorf@fas.harvard.edu**) to schedule a meeting.

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Mind, Brain, and Behavior

The secondary field of PhD study in Mind, Brain, and Behavior (MBB) may follow one of two tracks — a general track, or a specialized track.
The general track will draw PhD students in fields beyond MBB core disciplines. Participants will gain familiarity with basic issues related to mind, brain, and behavior but will not be required to do experimental research. For example, a student in comparative literature who is interested in 18th-century notions of the self might want some familiarity with contemporary cognitive neuroscience to complement her research.
The specialized track, by contrast, will draw PhD students whose home disciplines are within the MBB core. This track is intended to encourage education and research in fields outside the home discipline. A student in linguistics, for example, might do work with developmental psychologists on language acquisition. Such a student might satisfy the requirements of the specialized track with a general course in developmental psychology, a directed reading course on language acquisition, and two semesters of research in a developmental psychology lab working on projects involving language acquisition.

Program Requirements

MBB General Track: Four courses (16 credits) from MBB-related departments. One should be a foundational course, typically satisfied by a graduate level section of SLS 20. The three other courses should be chosen from MBB-related departments, and at least two of them should be at the graduate level, or at the undergraduate level but with special accommodations for graduate students**.** All four courses must be completed with a grade of B+ or higher. Courses must be approved both by the student's home field advisor and by a sub-committee of the Standing Committee in MBB.
MBB Specialized Track: Four graduate-level courses (16 credits) from MBB-related departments. All four courses should be outside the student's main area of research, and up to two of them may involve work in a lab. The four courses should be organized around a central theme, which the student will develop in consultation with at least one supervisor outside the main discipline. One of the courses may be a directed reading course. Courses must be approved by the outside supervisor, the home field advisor, and a sub-committee of the Standing Committee on MBB.

Advising

If you are considering the MBB secondary field, we would like you to consult with us before you begin taking courses for the program. To begin planning for either track, please contact

MBB Education Program Coordinator **Shawn Harriman**. Once you have begun your secondary field work, your advising will depend upon the track you are following. For the general track, advising will come from your home field advisor, the MBB sub-committee, and the MBB Education Program Coordinator. For the specialized track, advising will come from your home field advisor, your outside supervisor, and the MBB sub-committee, and will include an initial discussion about structuring your specialized program.

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Music

A student enrolled in a PhD program in the Graduate School of Arts and Sciences at Harvard University may achieve formal recognition for completing a secondary field in musicology and ethnomusicology. The following requirements must be met to complete this secondary field.

Coursework

- Completion of a minimum of four courses (16 credits).
- One of these courses must be an introductory course: Music 201a: Introduction to Historical Musicology, Music 201b: Introduction to Ethnomusicology, or Music 221: Current Issues in Theory.
- The remaining three courses may be chosen from other graduate courses (200 level: “Primarily for Graduates”) or intermediate courses (150 level: “For Undergraduates and Graduates”). (No more than two courses may be chosen from the 150 level.), and receive honors grades of B+ or above.
- Neither Pass/Fail nor audited courses will count towards a secondary PhD field in this department.

Record-keeping

Students interested in declaring a secondary field in music should submit to the director of graduate studies evidence of their successful participation in four appropriate courses in the music department. Once they obtain the approval of the DGS they and the registrar will receive certification of successful completion of secondary field requirements.

Advising

For further information contact the Director of Graduate Studies, Harvard University Department of Music, Music Building, Harvard University, Cambridge, MA 02138, 617-495-2791, **musicdpt@fas.harvard.edu**.

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Romance Languages and Literatures (French, Italian, Portuguese, or Spanish)

In order to complete a secondary PhD field in Romance Languages and Literatures, a graduate student will take a minimum of **four** courses, at least three of which will be graduate courses (200 level: “Primarily for Graduates”) and no more than two of which can be intermediate courses (100 level: “For Undergraduates and Graduates”). Neither P/F nor audited courses will count towards a secondary PhD field in this department. All courses expected to count towards the secondary PhD field will be taken in the department, in the section of the student’s choice; in compelling cases, one “related course” may be counted towards the secondary field, with permission of the DGS. On average, the larger sections (French and Spanish) offer every academic year about nine 100-level courses and five 200-level courses each. Of the smaller sections, Italian offers up to six 100-level courses and two 200-level courses; Portuguese, two 100-level courses and two 200-level courses. Any and all of the courses offered by a given section at the 100 and 200 levels are open to secondary PhD field students in that section.

Graduate students interested in a Romance Languages and Literatures secondary PhD field should address their questions and requests to the director of graduate studies.

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Science, Technology, and Society

GSAS offers a secondary field in science, technology, and society (STS) to candidates for the PhD, DDes, and SJD degrees.

Aims

The STS secondary field serves a wide range of student interests and career plans. For example: A sociologist or political scientist wants to investigate the impact of emerging technologies on the distribution of power in society. An engineer or public policy analyst would like to explore why innovation occurs unevenly across nations and time periods and how to encourage innovation in high-risk domains. A law student wants to know how nonwestern societies deal with intellectual property or bioethics. An anthropologist or a geneticist wishes to investigate how DNA databases affect individual rights and group identities. A historian would like to trace the evolution of nuclear secrecy policies from the postwar to the present. Through a structured program of interdisciplinary study, STS aims to satisfy these and many comparable lines of inquiry.

Foundations

STS is a field dedicated to studying the institutions and practices of scientists, engineers, physicians, architects, planners, and other technical professionals, as well as the complex relationships between science, technology and society. STS employs a variety of methods from the humanities and social sciences to examine how science and technology both influence and are influenced by their social, cultural, and material contexts. A major area of interest is the role of technologies and technological systems in shaping the purposes, possibilities, and meanings of human existence, from the creation of novel biological organisms to the design of urban infrastructures and the management of global risks to health, food, security, human freedom, and the environment. For more information, please see **http://sts.hks.harvard.edu/about/whatissts.html**.

Advising

Interested students should first consult with a member of the Executive Committee for the STS Secondary Field, who will serve as the student's primary advisor. In case of doubt, the student should turn to the Secondary Field director, Sheila Jasanoff. Students may then be referred to an appropriate Faculty Affiliate in their Department or School for further advice. Courses required for the Secondary Field should be selected in consultation with the student's STS

advisor. Further information is available through the Kennedy School STS Program. Contact: **sts@hks.harvard.edu**.

Registration

Students should register for the Secondary Field with the STS Program at the Harvard Kennedy School by e-mailing **sts@hks.harvard.edu** for further information.

Requirements

Course Requirements

Students will be required to take four courses (16 credits), distributed as follows:
(i) **One framing course** from Annex 1, Section (i). These are general courses offering an overview of STS theories and methods, as well as a broad orientation to the field. Students may take additional framing courses to satisfy requirements. **Note: Students in the Faculty of Arts and Sciences may not satisfy the framing course requirement with a course offered by their home department.
(ii) **One graduate level topical course** from Annex 1, Section (ii). These are complementary courses that deepen students' acquaintance with STS analytic approaches as applied to different domains of science, technology, and medicine.
(iii) **Two courses of related interest** from Annex 1, Section (iii-v).
A full list of STS courses may be found at
http://www.hks.harvard.edu/sts/field/courses.html.

Other Requirements

In the course of their PhD studies at Harvard, students in the humanities and social sciences must present a talk in the STS Circle sponsored by the Kennedy School's STS Program with support from GSAS. This talk should demonstrate the student's capacity to present an original, theoretically informed analysis of a problem at the intersection of science, technology and society. Proposals to present in the STS Circle should be accompanied by a note of approval from the student's STS advisor. For students in the natural sciences, a capstone project, developed in consultation with the student's advisor, may take the place of the STS Circle presentation.

STS Courses for Secondary Field

(i) Framing Courses (offering foundational introduction to the field)
- IGA-513. Science, Power and Politics (HKS, offered each fall)
- IGA-956Y : Science, Technology, and Society: Research Seminar
- History of Science 200, Knowing the World: An Introduction to the History of Science (FAS)

(ii) Methods Courses (deepening specialist knowledge in field)
- African and African American Studies 178. Health, Society, and Subjectivity in the American Context (FAS)
- African and African American Studies 189x. Medicine, Culture, and Society (FAS)
- Anthropology 1495. The Materiality of Culture: Objects, Meaning, the Self (FAS)
- Anthropology 1850. Ethnography and Personhood – offered alternate years (FAS)

- DES 0343100. A Science of the Environment (GSD)
- Economics 2099. Topics in the History of Economic Thought (FAS)
- Economics 2888r. Economics of Science and Engineering Workshop (FAS)
- History 1330. Social Thought in Modern America (FAS)
- History 1940. Science and the Global Human Past: Case Studies at the Cutting Edge: Conference Course (FAS)
- History 2968. History and Economics (FAS)
- History of Science 150. History of the Human Sciences (FAS)
- History of Science 259. The History of the History of Science (FAS)
- HT 934. Introduction to Global Medicine: Bioscience, Technologies, Disparities, Strategies (HMS)
- IGA 515. Bioethics, Law and the Life Sciences (HKS)
- IGA 516. Law, Science, and Society in America (HKS)
- IGA 518. Expertise and Rulership in Law and Science (HKS)
- Sociology 114. Organizational Failures and Disasters: Leadership in Crisis (FAS)
- Sociology 128. Models of Social Science Research (FAS)
- Sociology 162. Medical Sociology (FAS)
- SW51. Politics of Nature (FAS)
- SW25. Case Studies in Global Health: Biosocial Perspectives (FAS)

(iii) Related Courses (FAS)

- Anthropology 1640. Language and Culture
- Anthropology 1698. Anthropology of Death and Afterlife: Seminar Anthropology 1876 - Society, Culture, and Modernity in Greece
- Anthropology 1882.The Woman and the Body
- Anthropology 2704. Linguistic Pragmatics and Cultural Analysis in Anthropology
- Anthropology 2785. Theories of Subjectivity in Current Anthropology
- Anthropology 2805. Biopolitics.
- Anthropology 2876. New Ethnographies in the Anthropology of Social Experience and Moral Life
- Engineering Sciences 139. Innovation in Science and Engineering: Conference Course
- Engineering Sciences 239. Advanced Innovation in Science and Engineering: Conference Course
- Engineering Sciences 201. Decision Theory
- Environmental Science and Public Policy 77. Technology, Environment and Society – offered in alternate years
- Environmental Science and Public Policy 78. Environmental Politics – offered in alternate years
- Government 1093. Ethics, Biotechnology, and the Future of Human Nature
- Government 2034. Ethics, Economics, and Law
- Government 3000. Approaches to the Study of Politics
- Government 3004. Research Workshop in American Politics
- History 1318. History of the Book and of Reading
- History 1445. Science and Religion in American Public Culture
- History 1457. History of American Capitalism

- History 2468hf. The Environment and the American Past: Seminar
- History 2951. The Environmental Turn in History: Seminar
- History of Science 135. From Darwin to Dolly: A History of the Modern Life Sciences
- History of Science 138. Sex, Gender, and Evolution
- History of Science 139. The Postgenomic Moment
- History of Science 149. The History and Culture of Stigma
- History of Science 176. Brainwashing and Modern Techniques of Mind Control
- History of Science 198. Controversy: Explorations at the Intersection of Science, Policy, and Politics
- History of Science 231.Transforming Technologies: Science, Technology, and Social Change
- History of Science 237. Postgenomics
- History of Science 248. Ethics and Judgment in the History of Science and Medicine
- History of Science 259. History of the History of Science
- Microbiology 213. Social Issues in Biology
- Philosophy 149z . Philosophy of Science
- Psychology 2450. Affective and Social Neuroscience
- Psychology 1509. Self and Identity
- Psychology 1750. Free Will, Responsibility, and Law
- Psychology 2554r. Moral Cognition: Research Seminar
- Sociology 165. Inequalities in Health Care
- Sociology 243. Economic Sociology
- Sociology 236. Cultural Processes in the Production of Inequality
- Sociology 304. Culture and Social Analysis Workshop

(iv) Related Courses (HKS and GSD)

- API 302: Analytic Frameworks for Policy (HKS)
- DPI 201A. The Responsibilities of Public Action (HKS)
- DPI 562. Public Problems: Advice, Strategy and Analysis (HKS)
- IGA 408M. Learning from the Failure of Climate Policy (HKS)
- IGA 944. Sustainability Science: Policy Analysis and Design for Sustainable Development (HKS)
- DES 0342800. Digital Culture: Architecture and the City (GSD)
- DES 0343400. Architecture and Art: From Minimalism to Neuro-phenomenology (GSD)
- DES 0345700. How to do Things with Words (GSD)
- HIS 0435400: Imagining the City: Literature, Film, and the Arts (GSD)
- HIS 0411500. History and Theory of Urban Interventions (GSD)
- HIS 0443800. War, Maps + Cities (GSD)
- SES 0521100. Cities by Design (GSD)
- SCI 064380. What is energy and how (else) might we think about it? (GSD)

(v) Related Courses (Other Schools)

- HBS 4420. PSY 2650. Behavioral Approaches to Decision Making and Negotiation (HBS)
- HBS 1166. Managing International Trade and Investment (HBS)
- HLS 1017. The Politics of Private Law in Comparative Perspective (HLS)
- HLS 2011. The Art of Social Change: Child Welfare, Education and Juvenile Justice (HLS)
- HLS 2068. Employment Discrimination (HLS)

- HLS 2076. Ethics, Economics and the Law (HLS)
- HLS 2079. Evidence (HLS)
- HLS 2084. Family Law (HLS)
- HLS 2094. Future of the Family: Adoption, Reproduction and Child Welfare (HLS)
- HLS 2101. Global Law and Governance (HLS)
- HLS 2107. Health Law (HLS)
- HLS 2119. Intellectual Property Law: Advanced (HLS)
- HLS 2141. Law and Psychology - The Emotions: Seminar (HLS)
- HLS 2145. Law and Economic Development (HLS)
- HLS 2240. Theory and Practice of Social Change (HLS)
- HLS 2279. Critical Race Theory (HLS)
- HLS 2319. Theories About Law (HLS)
- HLS 2389. Legal Thought Now: Law and the Structure of Society (HLS)
- HLS 2402. Copyright (HLS)
- HLS 2506. The Genealogy of Continental Philosophy and Law (HLS)
- HLS 2540. Reproductive Rights and Justice (HLS)
- HLS 2545. Rethinking the Legal and Ethical Status of Humans, Animals, and the Environment (HLS)
- HLS 2549. Critical Legal Studies: A Retrospective (HLS)
- HLS 2575. Law of Research with Humans and Animals (HLS)
- HLS 2607. Genetics and the Law (HLS)
- HLS 2617. Constitutional and Health Law: Reproductive Rights (HLS)
- HLS 2620. Foundations of Justice (HLS)
- GHP 293-01. Individual & Social Responsibility for Health (HSPH)
- HPM 213. Public Health Law (HSPH)
- ID 250. Ethical Basis of Public Health (HSPH)
- SBS 506. Disease Distribution Theory (HSPH)
- SM715: Seminar in Global Health Equity (HMS)

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Studies of Women, Gender, and Sexuality

The secondary field in Studies of Women, Gender, and Sexuality (WGS) is open to all students enrolled in doctoral programs at Harvard. WGS encourages interested students to declare their interest in the secondary field early in their doctoral program to ensure that they can fulfill all requirements in a timely manner.

Coursework

The secondary field requires completion of four graduate-level courses in the studies of WGS with a grade of B+ or above:

- The graduate proseminar (WGS 2000, offered in the spring).
- The WGS theory foundation course (WGS 1210).
- Two others selected from among graduate courses (or upper-level seminars) taught by members of the Committee on Degrees in the Studies of WGS, or other graduate courses in the field, as deemed appropriate by the WGS director of graduate studies in consultation with the student.

These courses may be used to satisfy departmental requirements. For courses numbered below 2000 (primarily for undergraduates), graduate students must complete the designated graduate-level requirements.

Please consult the **WGS website** for a list of faculty who teach WGS courses and a list of pre-approved courses, which will be updated each year.

WGS also strongly encourages graduate students to enroll in courses offered by the interdisciplinary and inter-institutional Graduate Consortium in Women's Studies (GCWS); courses are listed on the **GCWS website**.

Demonstrating Mastery in the Secondary Field

The secondary field also requires students to compose an article-length paper suitable for publication -- this can be a chapter of the dissertation -- and to serve one term as a salaried teaching fellow in a course offered by WGS faculty.

Students with specific questions about the secondary field should contact Mari Ruti, director of graduate studies, at **ruti@fas.harvard.edu** or **mari.ruti@utoronto.ca**.

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Oral English Language Requirement

GSAS requires that incoming PhD students who are non-native English speakers and who received their undergraduate degree from a non-English speaking institution meet a minimum level of oral English language proficiency. Graduate students who have not met this oral English language requirement are not ordinarily permitted to serve as Teaching Fellows. Students are placed in one of the following three tiers based on the TOEFL iBT speaking score and, if placed in tiers two or three, must follow the requisite steps to work toward meeting the minimum level of proficiency established via the re-screening process.
Students fitting the above conditions who receive a:

1. TOEFL iBT speaking score of 26 and above have met the GSAS oral English language requirement.
2. TOEFL iBT speaking score between 23 and 25 are required to schedule an oral proficiency interview in their first term of study with language specialists at the **Derek Bok Center for Teaching and Learning**. The interview will determine the student's oral proficiency level. If students are not determined to have met the minimum required level, they will be required to take a course in the Professional Communication program at the Bok Center. After taking a course, students will be eligible for re-screening.
3. TOEFL iBT speaking score of 22 and below are required to 1) schedule an oral proficiency interview in their first term of study with language specialists at the Derek Bok Center for Teaching and learning, and 2) take a course in the Professional Communication program at the Bok Center. After taking a course, they will be eligible for re-screening.

Re-Screening Process

After students have taken a Professional Communication course, they will be eligible to be re-screened by language specialists at the Bok Center to determine whether they have met the oral English language requirement. Screenings are offered at the end of each term in December and May, as well as in August.

Timeline for Meeting the Requirement

It may take more than one term to meet the requirement. If the Bok Center advises enrollment in a Professional Communication course, students should consult their department and/or advisor(s) to plan (as needed) to take any requisite communication course during either the first or second term of their G1 or G2 year to accommodate the time it may take to raise their proficiency to the required level.

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Application for Degree

An application for degree must be submitted by the deadline indicated in the **Degree Calendar** for a student to receive a degree from a GSAS degree program on one of the three annual degree conferral dates. Students who wish to obtain a degree must formally apply within their **my.harvard** account. The link can be found on the Student Home page. PhD students must also provide a completion code for the GSAS Exit Survey within the application.
Degree applications must be completed by the student and approved by the appropriate department administrator. In unusual circumstances, late applications may be accepted for only the week following the deadline. A $50 fee will be assessed for late applications.
If a student applies but does not receive the degree during a given degree period, they must submit a new application for the degree period in which they intend to graduate.
Degree candidates who will not be receiving their diploma at the Commencement ceremony may indicate on the degree application whether they wish the diploma to be mailed or held for them at the Registrar's Office.

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Dissertation Acceptance Certificate

The Dissertation Acceptance Certificate must be signed by at least three readers approved by the student's department, two of whom must be members of the Faculty of Arts and Sciences. FAS emeriti (including research professors) and faculty members from other schools at Harvard who hold appointments on GSAS degree committees are authorized to sign Dissertation Acceptance Certificates as FAS Members. GSAS strongly recommends that the chair of the dissertation committee be a member of FAS. If approved by the department, it is possible to have co-chairs of the dissertation committee as long as one is a member of FAS.

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Commencement

Harvard University's 366TH Commencement will be held on Thursday, May 25, 2017. GSAS students receiving terminal degrees during the academic year 2016–2017 in the November, March, and May degree periods may receive their diplomas at the Graduate School's Diploma Awarding Ceremony on Commencement Day. Alternatively, diplomas may be forwarded by registered mail. Mailing fees are payable with the degree application or thereafter with a written request that the diploma be mailed. Otherwise, diplomas are held in the Registrar's Office until requested by the students. Students may indicate their preference on the degree application. Information concerning the Commencement Day schedule, tickets, luncheon, and regalia is available on the **GSAS Commencement website**.

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VII. Regulations and Standards of Conduct

Governance
Academic Standards
Campus Property
Intellectual Property, Patents, and Trademarks
Public and Personal Safety

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Governance

General Regulations
Resolutions on Rights and Responsibilities
The Administrative Board of the Graduate School
The Student-Faculty Judicial Board
Commission of Inquiry

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General Regulations

Students are expected to be familiar with those rules and regulations covered in this handbook that apply to them. Furthermore, it is the expectation of the Graduate School that all students, whether or not they are currently enrolled degree candidates, will behave in a mature and responsible manner. This presumption applies no less to a student's academic performance than to his or her social behavior. In the words of the Resolution on Rights and Responsibilities adopted by the Faculty of Arts and Sciences on April 14, 1970, "By accepting membership in the University, an individual joins a community ideally characterized by free expression, free inquiry, intellectual honesty, respect for the dignity of others, and openness to constructive change." Thus, plagiarism, sexual and racial harassment, the use of physical violence, or lying to an officer typifies violation of the principles on which the University is founded and requires disciplinary action.

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Resolution on Rights and Responsibilities

On April 14, 1970, the Faculty of Arts and Sciences voted the Resolution on Rights and Responsibilities. Because of its far-reaching implications and significance to all members of the University community, the full text of this resolution is provided below:

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

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

“The University places special emphasis, as well, upon certain values that are essential to its nature as an academic community. Among these are freedom of speech and academic freedom freedom from personal force and violence, and freedom of movement. Interference with any of these freedoms must be regarded as a serious violation of the personal rights upon which the community is based. Furthermore, although the administrative processes and activities of the University cannot be ends in themselves, such functions are vital to the orderly pursuit of the work of all members of the University. Therefore, interference with members of the University in performance of their normal duties and activities must be regarded as unacceptable obstruction of the essential processes of the University. Theft or willful destruction of the property of the University or its members must also be considered an unacceptable violation of the rights of individuals or of the community as a whole.

“Moreover, it is the responsibility of all members of the academic community to maintain an atmosphere in which violations of rights are unlikely to occur and to develop processes by which these rights are fully assured. In particular, it is the responsibility of officers of administration and instruction to be alert to the needs of the University community; to give full and fair hearing to reasoned expressions of grievances; and to respond promptly and in good faith to such expressions and to widely-expressed needs for change. In making decisions that concern the community as a whole or any part of the community, officers are expected to

consult with those affected by the decisions. Failures to meet these responsibilities may be profoundly damaging to the life of the University. Therefore, the University community has the right to establish orderly procedures consistent with imperatives of academic freedom to assess the policies and assure the responsibility of those whose decisions affect the life of the University.

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

Interpretation

“The Faculty regards it as implicit in the language of the Resolution on Rights and Responsibilities that intense personal harassment of such a character as to amount to grave disrespect for the dignity of others be regarded as an unacceptable violation of the personal rights on which the University is based.”

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The Administrative Board of the Graduate School

The Faculty of Arts and Sciences has delegated to the Administrative Board of the Graduate School power for the enforcement of the regulations of the faculty relating to graduate education and for the conduct of all ordinary matters of administration and discipline. In practice, the deans handle the day-to-day administration of the Graduate School, relying on the board for guidance in many matters. However, the board receives reports on exceptions made to the rules, and it considers all matters of discipline.

The Administrative Board may initiate proposals for new, or modifications of existing, legislation affecting graduate students. Such initiatives move from the board to the Committee on Graduate Education, which has responsibility for considering all legislation affecting graduate education.

The Administrative Board has no jurisdiction over departmental academic rules and regulations except a concern that they be fairly administered and do not conflict with the rules and regulations adopted by the faculty. The board serves as the academic department for all students in ***ad hoc*** degree programs.

The Administrative Board is composed of the dean of the graduate school (chair), the dean for administration and finance (vice-chair), seven teaching members of the faculty (from each of the three major areas: humanities, social sciences, and natural sciences), the registrar, the dean for student affairs, the dean for admissions and financial aid, the associate dean for academic programs and diversity and the assistant dean of student affairs, who acts as secretary. Up to four graduate students serve on the Board when it is considering appeals of financial aid and teaching fellow appointment decisions.

More information about the procedures of the Administrative Board can be found in the document **Administrative Board of the Graduate School of Arts and Sciences** and the report on **Disciplinary Statistics**.

Unsatisfactory Records

A student whose record is below the standards of the Graduate School or of the student's department may be withdrawn by the department in consultation with the Graduate School. In some cases, a student may be permitted to register subject to specific academic conditions which, if not fulfilled by the date specified, will result in withdrawal of the student. Such a student, upon the recommendation of the department, may be placed on formal academic probation by the Administrative Board. Probation establishes a definite period in which the student must achieve whatever academic goal has been established by the department and the Administrative Board.

In some cases, a student whose candidacy for the PhD is terminated may have the opportunity to receive a master's degree. A student whose degree candidacy has been terminated for failure to meet academic requirements ordinarily may not apply for readmission until two academic terms after the date of termination.

Disciplinary Action

Failure to attend academic exercises regularly, failure to maintain a satisfactory academic record or to be making satisfactory progress toward the degree, neglect of academic work or requirements, violation of the rules of the Faculty of Arts and Sciences, lying to an officer of the University, cheating, plagiarism, or other forms of academic dishonesty; theft of or damage to property of the University or others, possession of stolen goods, physical violence (including assault and sexual assault), harassment, or disorderly conduct; violation of law (including unlawful use or possession of controlled substances, firearms, or hazardous materials), and other conduct that departs from generally accepted standards of integrity and behavior will be dealt with by the Administrative Board, or the Student-Faculty Judicial Board. A detailed description of the procedures followed in disciplinary cases is contained in the booklet, The Administrative Board of the Graduate School of Arts and Sciences, available from the Dean's Office in the Richard A. and Susan F. Smith Campus Center, Suite 350. The following actions may be taken:

1. Admonition: a reprimand that becomes part of the student's official record but is not considered a formal disciplinary action.
2. Probation: probation is meant to serve as a serious warning to students whose academic performance or whose conduct gives cause for concern. A student on probation should be especially conscientious about all academic responsibilities. It is the hope of the Administrative Board that the sanction provided by probation will spur the student to resume satisfactory progress and/or behavior. A student placed on probation for disciplinary reasons will be relieved from probation if, at the end of a set period of time, satisfactory conduct has been maintained. A student placed on probation for academic reasons is relieved from probation if the student has maintained a satisfactory academic record during the set period of time. Failure to meet the conditions of probation is a grave matter and will ordinarily result in requirement to withdraw.
3. Requirement to Withdraw: action that may be taken in the following circumstances: (a) a student who has failed to achieve a satisfactory record; (b) any student, whether or not previously on probation, whose record fails to meet the minimum departmental requirements; (c) serious neglect of work, even though the student has met the minimum requirements; (d) failure to meet deadlines set by the department or the Administrative Board; (e) disciplinary cases. Requirement to withdraw normally is effective immediately upon the vote of the Administrative Board. A student who is required to withdraw, for whatever reason, is not in good standing until readmitted. In order to be readmitted after having been required to withdraw, the student ordinarily must be away from the Graduate School for at least two terms and must demonstrate an acceptable record of performance during the absence. In all such cases, the student must apply for readmission and the decision will depend upon the University's judgment. In disciplinary cases, the Administrative Board as well as the department and the dean of the Graduate School must approve readmission.
4. Dismissal: action taken in serious disciplinary cases that ends a student's connection with the University by vote of the Faculty Council of the Faculty of Arts and Sciences. Dismissal does

not necessarily preclude a student's return, but readmission will be granted only by a vote of the Faculty Council. A dismissed student is not in good standing until readmitted.

5. Expulsion: the most extreme disciplinary action possible. It must be voted by the Faculty Council. A student who is expelled can never be readmitted and restored to good standing.

The Graduate School of Arts and Sciences does not record on a student's transcript a vote of admonition. Both probation and requirement to withdraw appear on the student's transcript during the length of the probation or the requirement to withdraw. Once the probation or requirement to withdraw is completed, the notation is removed from the transcript. The fact that a student was withdrawn for any length of time is permanently noted on the transcript, but the reason for the withdrawal is not. Dismissals and expulsions are permanently noted on students' transcripts.

Reconsideration

Students have the option to request that the Administrative Board reconsider any of its decisions provided that new materially relevant information becomes available or that there is reasonable evidence of a procedural error. Students who believe they have sufficient grounds for reconsideration should consult with the Dean for Student Affairs. All reconsiderations of a disciplinary decision must be filed with the Dean for Student Affairs or Secretary of the Administrative Board within one week of the decision, unless, within that week, the Dean or Secretary grants an extension of time. Ordinarily, students will have only one opportunity to request a reconsideration of a decision.

Appeals

Appealing Decisions to the Administrative Board

Graduate students may appeal decisions of their academic departments and of the administration of the Graduate School to the Administrative Board. In addition, the Board considers appeals of decisions concerning Teaching Fellow appointments and financial aid. Student members of the Board sit only when financial aid and Teaching Fellow appeals are being heard.

Appealing Decisions Made by the Administrative Board

Graduate students have the option to appeal to the Faculty Council disciplinary case decisions of the Administrative Board where the sanction has been a requirement to withdraw for more than one term. Graduate students may appeal because:

1. the Administrative Board made a procedural error that may change the outcome of the decision; or

2. based upon a review of the annual disciplinary statistics of the Board, the sanction imposed was inconsistent with the Board's usual practices and inappropriate.

All appeals need to be filed with the Secretary of the Faculty within one week of the disciplinary decision of the Administrative Board.

For cases in which a student requests reconsideration, appeals must be filed with the Secretary of the Faculty within one week of the decision regarding reconsideration.

For cases in which a student does not request a reconsideration, appeals must be filed within one week of the disciplinary decision of the Administrative Board. A student may not seek reconsideration following the filing of an appeal. Such appeals are first screened by the Docket Committee, a group of three elected representatives of the Faculty Council.
Once a student has been awarded a degree from the Graduate School of Arts and Sciences, the option to have the Administrative Board reconsider a decision or to appeal to the Faculty Council is closed. Further information about the appeals process can be obtained from the Secretary of the Faculty, University Hall, First Floor (**secfas@fas.harvard.edu**; 617-495-3613).
In keeping with Section 504 of the Rehabilitation Act of 1973, a student with a disability who believes that the Administrative Board did not properly consider any claims pertaining to his or her disability may seek further review from the Director of University Disability Services, including in disciplinary case decisions. For information on grievance procedures, visit the University Disability Services website: **http://accessibility.harvard.edu/pages/grievance-procedures**.

Potential Actions of the Administrative Board

- **Scratch:** A finding by the Board that nothing wrong occurred, or that there are no grounds for action. A decision of scratch is recorded in a student's file to signal that the Board found no fault.

- **Take No Action:** This action indicates that a serious accusation was made but was not or could not be substantiated.

- **Admonition:** A reprimand which becomes part of the student's official record, but is not considered a formal disciplinary action.
- **Probation:** Probation is meant to serve as a serious warning to students whose conduct gives cause for concern. It is the hope of the Administrative Board that the sanction provided by probation will spur the student to resume satisfactory behavior. A student placed on probation for disciplinary reasons ordinarily will be relieved from probation if, at the end of a set period of time, satisfactory conduct has been maintained. Failure to meet the conditions of probation is a grave matter and will ordinarily result in requirement to withdraw.
- **Requirement to Withdraw:** Action taken in serious disciplinary cases indicating that the student's behavior is unacceptable in this community. Requirement to withdraw is normally effective immediately upon the vote of the Administrative Board. A student who is required to withdraw is not in good standing until readmitted. In order to be readmitted after having been required to withdraw, the student ordinarily must be away from the Graduate School for at least two terms, and must demonstrate an acceptable record of performance during the absence. In all such cases, the student must request readmission in writing. In disciplinary cases, the Administrative Board, as well as the department and the Dean of the Graduate School, must approve readmission.
- **Dismissal:** Action taken in serious disciplinary cases that ends a student's connection with the University by vote of the Faculty Council of the Faculty of Arts and Sciences. Dismissal does not necessarily preclude a student's return, but readmission is granted rarely and only by a vote of the Faculty Council. A dismissed student is not in good standing until readmitted.

- **Expulsion:** The most extreme disciplinary action possible. It signifies that the student is no longer welcome in the community. It must be voted by the Faculty Council of the Faculty of Arts and Sciences. A student who is expelled can never be readmitted and restored to good standing.

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The Student-Faculty Judicial Board

The Student-Faculty Judicial Board was established by the Faculty of Arts and Sciences in 1987 in order to deal with alleged offenses that have broad implications for the community and on which there is no clear precedent or consensus in the community about the impermissibility of the actions or the appropriate response. The Judicial Board is charged with hearing cases in which the issues involved have special importance for the University community at large and the principles on which it is based. It is expected that it will be establishing community standards on the basis of its decisions.

The Student-Faculty Judicial Board has fifteen members: a chair, designated by the dean of the faculty, six additional faculty members chosen by lot and elected by the faculty, and six students (four undergraduate students and two graduate students) chosen by lot. The dean of Harvard College and the administrative dean of the Graduate School of Arts and Sciences are ex officio nonvoting members. Hearings of the Judicial Board, unlike those of the Administrative Board, may be open if requested by the student charged. However, the Judicial Board can close a hearing to the public by a two-thirds vote in order to maintain good order or to protect the rights of students involved.

Since the dividing line between cases to be considered by the Administrative Board and those to be considered by the Student-Faculty Judicial Board is not a precise one, jurisdiction will ultimately be decided by a process that includes the student against whom charges have been brought, the Administrative Board, and the Judicial Board. All cases are initially raised at the Administrative Board. The accused student, after discussion with the dean for student affairs, may request, on the basis of the principles outlined above and by the Faculty's legislation, that the case come before either the Administrative Board or the Judicial Board. Whenever, upon the basis of the same set of principles, the members of the Administrative Board agree with the student or students that a matter should be sent on to the Judicial Board or retained by the Administrative Board, such assignment is automatic. Whenever there is disagreement between the Administrative Board and the accused student about which board should have jurisdiction, the Judicial Board itself will make the final decision as to which cases it will accept. Once jurisdiction for a case has been established, appeals are not possible from one board to the other.

The Student-Faculty Judicial Board may take the same actions as the Administrative Board. The Faculty Council is the only body with the power to dismiss or expel a student on the basis of a recommendation from one of the disciplinary boards. Each board is responsible for deciding

whether to re-admit students whom it has required to withdraw, and is responsible for administering the conditions of probation for students whom it has placed on probation.

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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, c/o Office of the Secretary of the Faculty, University Hall, Ground Floor (617-495-1873). The commission will redirect 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 itself will attempt to aid in resolving the matter. Occasionally, the commission is 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 doing so, attempts to keep the community informed about factual background material and the resolution of matters of community concern.

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Academic Standards

Academic Dishonesty and Plagiarism
Violation of Examination Rules
Submission of Written Work
Submission of the Same Work to More Than One Course
Exclusion from a Course

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Academic Dishonesty and Plagiarism

All work submitted for credit is expected to be the student's own work. In the preparation of all papers and other written work, students should always take great care to distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary material, but also information and opinions gained directly from other people.

The responsibility for learning the proper forms of citation lies with the individual student. Quotations must be properly placed within quotation marks and must be fully cited. In addition, all paraphrased material must be completely acknowledged. Whenever ideas or facts are derived from a student's reading and research, the sources must be indicated.

The amount of collaboration with others that is permitted in the completion of assignments can vary, depending upon the policy set by the head of the course. Students must assume that collaboration in the completion of assignments is prohibited unless explicitly permitted by the instructor. Students must acknowledge any collaboration and its extent in all submitted work. Students who are in any doubt about the preparation of academic work should consult with their instructor or the dean for student affairs before it is prepared or submitted. See the guidebook entitled "**Harvard Guide to Using Sources**."

Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentations, distortions, or serious omissions in data or reports on research, and is considered a serious violation of academic honesty. Plagiarism or falsification of research results will ordinarily result in requirement to withdraw from the Graduate School.

The University is deeply concerned for the integrity of science by students and faculty and with sound and safe research practices. Student and faculty researchers are, individually and collectively, expected to safeguard and maintain the University's policies and practices with respect to scientific misconduct. All researchers are reminded that sponsoring agencies also have such concerns, and that the University must inform sponsors of serious transgressions of sponsors' policies as well as of any investigations related to sponsored research, and that sponsors may take action independent of the University.

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Violation of Examination Rules

No communication is permitted between students during an examination, and no student is permitted to keep any books or papers during an examination except with the express permission of the instructor or proctor. Eating and drinking are not permitted in any examination room.

For violation of the examination rules or dishonesty in an examination, a student may be required to withdraw from the Graduate School. Students who fail to obey the instructions of an examination proctor are liable to disciplinary action.

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Submission of Written Work

Students are responsible for ensuring that required written coursework is submitted and received on time. Written work should not be left in open mailboxes or other unattended places but rather given personally and directly to the head of the course or a responsible person acting on his or her behalf. Papers that are mailed to instructors should be sent by certified mail, and a receipt of delivery should be requested from the Postal Service. The student should keep both the postal receipt and a copy of the paper. If work is submitted electronically, students are responsible for confirming receipt.

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Submission of the Same Work to More Than One Course

Students who would like to turn in the same or similar work to more than one course must get prior written permission from both or all the instructors involved. Instructors expect that each paper or exercise turned in is written specially for that assignment. Under that assumption, failure to get prior written permission can be deceptive and students who do it may be required to withdraw. Instructors do not always give permission, and even when they do give permission, they may ask for a longer or a somewhat different paper than they expect from students who write a paper solely for the one course. Thus it is important to have these conversations well in advance of the paper's due date(s).

Each instructor should write a letter to Patrick O'Brien, assistant dean of student affairs, GSAS Dean's Office, Smith Center 350, giving permission for the student to submit the material to meet course requirements in more than one class. The student may draft a letter giving permission for the paper to be submitted to both classes and have both instructors sign the letter. These letters, once submitted to the assistant dean of student affairs, will be placed in the student's academic folder.

If a student is planning on submitting work completed for a previous non-Harvard course, the student should consult with the instructor of the current course.

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Exclusion from a Course

A student who neglects any course may, after written warning by the instructor, be excluded from the course by the instructor. Exclusion from a course is equivalent in all respects to failing it. A notation of EXLD (excluded) on the transcript indicates that the student was not permitted to continue in the course and received no credit. Students may not withdraw from a course from which they have been excluded. Students excluded from a course are denied any right to further course evaluation, including final and make-up examinations.

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Campus Property

Use of Computers and Networks
Use of Computers and Network Facilities
Privacy of Electronic Information
Access to Electronic Information
Electronic Communication
GSAS Student Email Accounts
Digital Millennium Copyright Act (DMCA)
Identification Cards
Library Policies
Responsibilities of Library Users

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Use of Computers and Networks

Using Harvard's network to download or share copyrighted music, movies, television shows, or games without the permission of the copyright owner may result in legal sanctions, network termination, or both.

Some versions of BitTorrent or other file sharing programs can transmit files on your computer to others in violation of copyright laws, with or without your knowledge. If these programs are on your computer, you will be held responsible for any copyright violations that may result.

The basic rules for appropriate use of computers and networks are outlined below.

Students who are provided access to University computer facilities and to the campus-wide communication network assume responsibility for their appropriate use. The University expects students to be careful, honest, responsible, and civil in the use of computers and networks.

Those who use wide-area networks (such as the Internet) to communicate with individuals or to connect to computers at other institutions are expected to abide by the rules for the remote systems and networks as well as those for Harvard's systems.

Be advised that, in addition to violating College rules, certain computer misconduct is prohibited by federal and state law and is, therefore, subject to criminal and civil penalties. Such misconduct includes knowingly gaining unauthorized access to a computer system or database, falsely obtaining electronic services or data without payment of required charges, intentionally intercepting electronic communications, and obtaining, altering, or destroying others' electronic information. Similarly, serious legal penalties may result from the use of Harvard's computers or network to violate copyright laws, as is possible with the use of peer-to-peer file sharing programs (see "Intellectual Property and Copyrighted Materials," **Chapter VII**). Moreover, a student may be held responsible for misuse that occurs by allowing a third party access to the student's own computer, account, or network connection.

Additional rules and policies concerning use of University computer facilities and systems are available at the **Harvard University Information Technology website**. Students are expected to abide by these rules and policies, and to consult an official of Harvard University Information Technology prior to any activity that would appear to threaten the security or performance of University computers and networks. In cases of computer misconduct, Harvard may notify the appropriate dean or University official, who in turn will determine the course of any investigation or disciplinary action.

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Use of Computer and Network Facilities

Computer and network facilities are provided to students primarily for their educational use. These facilities have tangible value. Consequently, attempts to circumvent accounting systems or to use the computer accounts of others will be treated as forms of attempted theft. Students may not attempt to damage or to degrade the performance of Harvard's computers and networks and should not disrupt the work of other users. Students may not attempt to circumvent security systems or to exploit or probe for security holes in any Harvard network or system, nor may students attempt any such activity against other systems accessed through Harvard's facilities. Execution or compilation of programs designed to breach system security is prohibited unless authorized in advance. Students assume personal responsibility for the use of their accounts. Consequently, students may not disclose their passwords or otherwise make Harvard's facilities available to unauthorized individuals (including family or friends). Moreover, the possession or collection of others' passwords, personal identification numbers (PINs), private digital certificates, or other secure identification information is prohibited. Use of Harvard's computers and networks for business-related purposes without authorization is prohibited.

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Privacy of Electronic Information

Information stored on a computer system or sent electronically over a network is the property of the individual who created it. Examination, collection, or dissemination of that information without authorization from the owner is a violation of the owner's rights to control his or her owr property. Information technology personnel, however, may gain access to users' data or programs when it is necessary to maintain or prevent damage to systems or to ensure compliance with other University rules (see "Access to Electronic Information," **Chapter VII**).
Computer systems and networks provide mechanisms for the protection of private information from examination. These mechanisms are necessarily imperfect and any attempt to circumvent them or to gain unauthorized access to private information (including both stored computer files and messages transmitted over a network) will be treated as a violation of privacy and will be cause for disciplinary action.
In general, information that the owner would reasonably regard as private must be treated as private by other users. Examples include the contents of email boxes, the private file storage areas of individual users, and information stored in other areas that are not public. That measures have not been taken to protect such information does not make it permissible for others to inspect it.
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. Nonetheless, such unsecured information about other users must not be manipulated in ways that they might reasonably find intrusive; for example, eavesdropping by computer and systematic monitoring of the behavior of others are likely to be considered invasions of privacy that would be cause for disciplinary action. The compilation or redistribution of information from University directories (printed or electronic) is forbidden.

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Access to Electronic Information

Effective March 31, 2014, Harvard established a **policy** that sets out guidelines and processes for University access to user electronic information stored in or transmitted through any University system. This policy applies to all Schools and units of the University.

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Electronic Communication

Harvard neither sanctions nor censors individual expression of opinion on its systems. The same standards of behavior, however, are expected in the use of email as in the use of telephones and written and oral communication. Therefore email, like telephone messages, must be neither obscene nor harassing (see "Obscene or Harassing Telephone Calls," **Chapter VII**). Similarly, messages must not misrepresent the identity of the sender and should not be sent as chain letters or broadcast indiscriminately to large numbers of individuals. This prohibition includes unauthorized mass electronic mailings. For example, email on a given topic that is sent to large numbers of recipients should in general be directed only to those who have indicated a willingness to receive such email.

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GSAS Student Email Accounts

Every GSAS student must designate an official email account. Since the Graduate School and other offices at Harvard will send official information and notifications to this designated account, it should be on a highly-available service such as that provided by Harvard University Information Technology.

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Digital Millennium Copyright Act (DMCA)

University advisory on compliance with copyright law and digital materials. Read more on the **Harvard DMCA page**.

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Identification Cards

ID cards are the property of Harvard University and are intended for University purposes only. ID cards are required for admission to most Harvard activities and facilities including libraries, museums, dining halls, athletic buildings, and student residences. Some facilities may also require a sticker for entry. The front of the ID card and the magnetic strips on the back, however, must be kept free from stickers.

ID cards are not transferable; a student may not allow any other person to use his or her card for any purpose. Every student is responsible for his or her ID card and the consequences of its misuse. A student who alters or falsifies his or her University identification card or produces or distributes false IDs of any kind is subject to disciplinary action. Students must hand over their identification card or otherwise identify themselves upon request to any properly identified employee of the University. Lost cards should be reported immediately to the Campus Service Center, Smith Center 807, or the Longwood ID Office, Kresge 119. There is a fee of $25 for each replacement.

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Library Policies

Graduate students with valid IDs have access to most of Harvard's libraries. However, each library establishes its own access policies, and these may vary significantly from one to the next. All GSAS students, regardless of year, are automatically given extended loan for regular loan items at Widener Library. The information regarding extended loan is on the **HCL website**.

Graduate students may apply for an assigned carrel in Widener or Pusey Library **online**.

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Responsibilities of Library Users

Every user of the library has a responsibility to safeguard the integrity of library resources; to respect the restrictions placed on access to and the use of those resources; to report to library officers the theft, destruction or misuse of those resources by others; and to respect the rights of others to the quiet use of the library. All libraries and their staff are authorized to take appropriate action to ensure the safety and security of library spaces, resources, and patrons.
The University's libraries are maintained for its students, faculty, staff, and other authorized members of the University and scholarly community. Except when specific authorization is granted to a commercial user, the systematic exploitation for profit of library resources, including its databases, is prohibited. It is inappropriate for students and others to sell data or to act as agents for those who do or to use their library privileges for reasons other than their personal academic pursuits.
Students who fail to comply with library rules and regulations will be subject to revocation of library privileges, disciplinary action, and legal prosecution. In particular, the unauthorized removal of any book, manuscript, microform, or other materials or property and the destruction, defacement, or abuse of any library materials or other resources are matters of grave concern. All library users will be subject to the fines and penalties of the administering faculty and of the University as well as the laws of the Commonwealth of Massachusetts governing crimes against property.

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Intellectual Property, Patents, and Trademarks

Intellectual Property and Copyrighted Materials
Participation Agreement
Patents
Trademarks and Use of Harvard's Name

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Intellectual Property and Copyrighted Materials

Computer programs written as part of one's academic work should be regarded as literary creations and subject to the same standards of misrepresentation as copied work (see "Academic Dishonesty and Plagiarism," **Chapter VII**). In addition, attempts to duplicate, use, or distribute software or other data without authorization by the owner is prohibited.

Harvard University is committed to maintaining the integrity and availability of the Harvard network for the vital educational and research purposes for which it was designed and prohibits the use of its network to violate the law, including the US Copyright Act. All Harvard users must respect the copyrights in works that are accessible through computers connected to the Harvard network. Federal copyright law prohibits the reproduction, distribution, public display, or public performance of copyrighted materials without permission of the copyright owner, unless fair use or another exemption under copyright law applies. In appropriate circumstances, Harvard will terminate the network access of users who are found to have repeatedly infringed the copyrights of others, and may also report them to the appropriate Dean or Human Resources officer for disciplinary action.

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, violates the Digital Millennium Copyright Act (DMCA) and may subject you to civil and criminal liabilities. All Harvard users should be familiar with the laws pertaining to the use of digital media (**http://www.dmca.harvard.edu**) and to comply with federal law and University property regarding use of copyrighted materials and exemptions (see **"Copyright and Fair Use: A Guide for the Harvard Community"**). Students with questions about copyright or this policy are invited to raise those questions with an appropriate dean or academic officer.

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

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Participation Agreement

Individuals who perform research at Harvard and/or who may create intellectual property through the use of Harvard resources are subject to certain University policies and, in some cases, to the terms of agreements between Harvard and third parties (e.g., other institutions, organizations, or companies). Such policies cover, for example, the ethical conduct of research, publication of research results, retention of research records, and handling of intellectual property. Among these policies is the University's "**Statement of Policy in Regard to Intellectual Property**" (or "IP Policy"), which governs patentable inventions, copyrightable works, and tangible materials made through the use of funds, facilities, or other resources provided by or through Harvard.

The **Harvard University Participation Agreement** is designed to help carry out the IP Policy and other research policies and to help Harvard fulfill its responsibilities relating to research. Each person can access their GMAS record for the limited purpose of signing the PA via HUID login at: **https://gmas.harvard.edu/gmas/participationagreement**.

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Patents

Office of Technology Development

Everyone, including students, is expected to notify and to disclose to the Office of Technology Development (OTD) any invention that they have made in connection with their University work. The University's "Statement of Policy in Regard to Intellectual Property" (the "IP Policy"), which provides additional details, is available from the **OTD website**.

When an invention is subject to the IP Policy, OTD determines whether a patent application should be filed (the cost of which is borne by the University) and undertakes a marketing effort to license the technology for commercial development into new products and services. Net Royalties received on account of licenses is shared with the inventors according to the formula provided in the IP Policy.

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Trademarks and Use of Harvard's Name

Harvard's Trademark Program

www.trademark.harvard.edu
trademark_program@harvard.edu

General Information about the Harvard Trademark Program

The Trademark Program is charged with the protection and licensing of Harvard's trademarks worldwide and the administration of the University's Use-of-Name policies and related guidelines (including those policies' standards of accurate representation and non-endorsement). The office also provides advice to members of the Harvard community on a wide range of trademark related issues.

As part of its trademark protection work, the Trademark Program registers Harvard's various trademarks throughout the world and consistently endeavors to prohibit their unauthorized use by external parties. Through its domestic and international licensing activities, the Trademark Program licenses the University's trademarks to companies that have been approved to produce a variety of insignia items; and, after covering the Trademark Program's operational expenses, proceeds from the sales of these items help fund student financial aid initiatives of the University. The Trademark Program also administers Harvard's Use-of-Name policies which were established to ensure that Harvard's names and insignias (including those of its schools and units) are used appropriately and accurately by the University community and in accordance with the standards contained in the policies.

Use of Harvard's Trademarks by Students and Student Groups

All student group names incorporating any of the University's trademarks, including the Harvard name, are owned by the President and Fellows of Harvard College (Harvard University) and, by extension, are used by permission of the University. The same holds true for Harvard's shields and logos; and, any use of Harvard's names or shields (or logos), by students and student groups must comply with all applicable University policies and guidelines, including the policy or The Use of Harvard Names and Insignias.

Ordering Apparel or other Mercantile Items bearing Harvard's Trademarks

Any Harvard unit or officially recognized student group that wants to have apparel or other mercantile items produced bearing any of the University's trademarks (e.g., Harvard, Harvard University, Harvard College, H, Harvard Tennis, the VERITAS shield, the Graduate School of Arts and Sciences' shield, all other Harvard school and house shields, etc.), including items bearing a student organizations' name that incorporates any of Harvard's trademarks including shields, must seek approval from the Trademark Program before ordering such items (whether such items are for use by a student or a student group, to give away, or to sell). The Trademark Program will also provide guidance on how the trademarks may be used on the items; will provide assistance in selecting a licensee to produce the items (only official licensees of Harvard are permitted to produce mercantile items bearing the University's trademarks); and will determine if the items being ordered qualify for royalty exemption.

Requests to have apparel or other mercantile items produced should be submitted to: **trademark_program@harvard.edu**.

For further information about the Harvard Trademark Program, please visit the Trademark Program's website at **www.trademark.harvard.edu** or contact the office at **trademark_program@harvard.edu**.

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Public and Personal Safety

GSAS Guide to Professional Relationships
Discrimination and Harassment
Obscene or Harassing Phone Calls
Missing Persons Policy
Policies Regarding Drugs and Alcohol
Policies Regarding Hazing
Fire Safety Regulations and Emergency Procedures
Bomb Scares
Firearms, Explosives, Combustible Fuels, Firecrackers, and Dangerous Weapons

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GSAS Guide to Professional Relationships

Graduate students engage with peers, administrative staff, and faculty to advance their education and research. When students have concerns about these relationships, they can find information and support from the staff in the Graduate School of Arts and Sciences (GSAS).

Handbooks produced by the **Faculty of Arts and Sciences** (FAS) and **GSAS** detail established rules of conduct for faculty and graduate students and provide guidance on resolving concerns.

Speaking with Jackie Yun, director of student services, is a good place to start when you have a concern but don't know where to go. Jackie serves in an advisory role, provides ongoing support, and makes referrals to other sources of assistance as necessary. Jackie has experience coaching students on how to prepare for important meetings and how to approach difficult conversations.

Jackie Yun, Director of Student Services
Dudley House B-2
617-495-5005
jyun@fas.harvard.edu

University-wide assistance is also available by visiting the **Harvard University Ombudsman Office**. The Ombudsman Office is an independent, neutral, and confidential place for visitors to discuss their academic and workplace issues and concerns.

Lydia Cummings, Ombudsman
University Ombudsman Office
Richard A. and Susan F. Smith Center, Suite 748
617-495-7748
university_ombudsman@harvard.edu

Working with Faculty

Faculty–Student Interactions

*The **FAS Appointment and Promotion Handbook** details expectations regarding faculty relationships with members of the FAS community.*

Faculty members hold positions of authority and are expected to maintain the highest standards of professionalism and integrity in their interactions with all members of the community. Faculty should not ask graduate students to provide assistance that is not covered

by compensated assignments or to accomplish tasks outside the scope of their academic responsibilities.

Students with concerns about their interactions with a faculty member should first try to resolve the issue within their department by discussing the matter with the director of graduate studies, department chair, or department administrator. If the issue is not resolved or cannot be raised within the department, students should contact GSAS or Faculty Affairs staff:

Jackie Yun, Director of Student Services
Dudley House B-2
617-495-5005
jyun@fas.harvard.edu
Garth McCavana, Dean for Student Affairs
Smith Campus Center 350
617-495-1814
mccavana@fas.harvard.edu
Seth Avakian, Program Officer for Title IX and Professional Conduct
414A University Hall
617-495-9583
avakian@fas.harvard.edu
Kwok Yu, Associate Dean for Faculty Affairs
111 University Hall
617-495-7483
kwok_yu@harvard.edu

Faculty Teaching Expectations

Faculty of Arts and Sciences Information for Faculty 2015–2016 *explains faculty responsibilities as course heads.*

As course heads holding teaching appointments, faculty are solely responsible for the structure and content of a course and are expected to fulfill their assigned teaching obligations in accordance with policies established by the Faculty of Arts and Sciences, the Graduate School of Arts and Sciences, and/or the department. Under the supervision of course heads, teaching fellows teach part-time as an integral part of their training for the PhD and play an important role in the education of Harvard students. The duties of teaching fellows may include teaching sections, conducting tutorials, holding office hours, recommending grades, and supervising independent study projects.

Teaching appointments are managed by the Harvard College Office of Undergraduate Education and generated by administrators in the FAS departments. Teaching fellows are supervised and regularly evaluated by the faculty.

Students with concerns about their responsibilities as teaching fellows should first try to resolve the issue with the course head or within their department by discussing the matter with the director of graduate studies, department chair, or department administrator. If the issue is not resolved or cannot be raised within the department, students should contact GSAS or Office of Undergraduate Education staff:

Jackie Yun, Director of Student Services
Dudley House B-2

617-495-5005
jyun@fas.harvard.edu
Garth McCavana, Dean for Student Affairs
Smith Campus Center 350
617-495-1814
mccavana@fas.harvard.edu
Lisa Laskin, Assistant Dean of Undergraduate Education
Office of Undergraduate Education
University Hall 1 North
617-384-5972
elaskin@fas.harvard.edu

Discrimination and Harassment

The GSAS Handbook *provides information regarding* **regulations and standards of conduct** *for all students.*

Graduate students have the right to conduct their learning, research, and scholarship in an environment free from discrimination and harassment. No graduate student can be discriminated against on the basis of race, color, sex, sexual orientation, religion, age, national or ethnic origin, political beliefs, protected veteran status, or disability.

The Faculty of Arts and Sciences adopted the **Resolution on Rights and Responsibilities** on April 14, 1970, which states: “The central functions of an academic community are learning, teaching, research, and scholarship. By accepting membership in the University, an individual joins a community ideally characterized by free expression, free inquiry, intellectual honesty, respect for the dignity of others, and openness to constructive change.”

GSAS is committed to fostering a safe environment and ensuring that students know where to go when they face an issue of concern.

Sexual and Gender-Based Harassment

GSAS is committed to fostering a learning community that is inclusive and supportive of everyone and promotes an environment in which no member of the community is excluded from participation in, denied the benefits of, or subjected to discrimination in any University program or activity on the basis of sex, sexual orientation, or gender identity. Clear **policies and procedures** also exist regarding sexual and gender-based harassment, including sexual assault. Anyone with questions about these policy and procedures or about sexual or gender-based harassment issues or concerns should reach out to the following GSAS staff, who are also trained Title IX coordinators:

Seth Avakian, Program Officer for Title IX and Professional Conduct
414A University Hall
617-495-9583
avakian@fas.harvard.edu
Jackie Yun, Director of Student Services
Dudley House B-2
617-495-5005
jyun@fas.harvard.edu

GSAS students may also visit the **Office for Sexual and Gender-Based Dispute Resolution** to request information or advice, including whether certain conduct may violate the policy, to seek informal resolution of an issue, or to file a formal complaint.

Office for Sexual and Gender–Based Dispute Resolution
Smith Campus Center, Suite 935
1350 Massachusetts Avenue
Cambridge, MA 02138
Phone: 617-495-3786
odr@harvard.edu
Office hours: 9:00 a.m. to 5:00 p.m.

GSAS students who want to process and understand their experiences in a confidential setting have several options, including the **Office of Sexual Assault Prevention and Response** (OSAPR). Students can contact OSAPR directly or learn more about options at **share.harvard.edu**.

Office of Sexual Assault Prevention & Response
Smith Campus Center 731
617-495-9100 (24-hour, confidential hotline)
617-496-5636 (office)
osapr@fas.harvard.edu
Office hours: 9:00 a.m. to 5:00 p.m.

Racial Harassment

GSAS is committed to fostering an environment free from **racial harassment**, defined as actions on the part of an individual or group that demean or abuse another individual or group because of racial or ethnic background. Such actions may include but are not restricted to using racial epithets, making racially derogatory remarks, and using racial stereotypes.
Any member of the GSAS community who believes that he or she has been harassed on account of race should contact GSAS staff:

Garth McCavana, Dean for Student Affairs
Smith Campus Center 350
617-495-1814
mccavana@fas.harvard.edu
Jackie Yun, Director of Student Services
Dudley House B-2
617-495-5005
jyun@fas.harvard.edu
Sheila Thomas, Associate Dean for Academic Programs and Diversity
Smith Campus Center 350
617-496-9909
sthomas@fas.harvard.edu

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Discrimination and Harassment

It is unlawful, contrary to Harvard University's policy, and clearly in violation of the Resolution on Rights and Responsibilities to discriminate on the basis of race, color, sex, sexual orientation, religion, age, national or ethnic origin, political beliefs, veteran status, or disability unrelated to job or course of study requirements. The Faculty Council condemns all forms of discrimination or harassment, whether subtle or overt, and asserts that all members of the University community should join in assuring that all students are accorded the dignity and respect called for in the Resolution.

Students who believe they may be victims of any form of discrimination or harassment have recourse to grievance procedures developed by the Faculty of Arts and Sciences. These procedures, which are consonant with public law and the Resolution on Rights and Responsibilities, are summarized on the following pages.

An individual also may contact the U.S. Department of Education, Office for Civil Rights ("OCR").

Contact Information for OCR:

Email: **OCR.Boston@ed.gov**

Address: U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921

Phone: (617) 289-0111

Harvard also complies with Massachusetts laws that protect individuals from discrimination on the basis of sexual orientation, as well as on the basis of gender identity. Although these obligations may be outside the realm of Title IX, questions or concerns about possible discrimination based on sexual orientation and/or gender identity under state law may also be directed to a School or unit-based Title IX Coordinator, or to the University's Title IX Officer.

Complaints of Discrimination

A student should first seek a resolution of a matter involving discrimination or affirmative action through an appropriate officer, such as a department chair, advisor, director of graduate studies, director of the Accessible Education Office, or the dean for student affairs. If the matter is not satisfactorily resolved by informal methods, the student may lodge a formal complaint with the dean of the Graduate School. Depending on the circumstances, the dean may appoint a special

committee to resolve the problem or may refer it to the appropriate agency or office for resolution.

If the matter cannot be satisfactorily resolved through these channels, either the student or the dean of the Graduate School may refer it to the dean of the Faculty of Arts and Sciences for final resolution. The disposition of the dean of the faculty will be final. Students ordinarily are expected to exhaust institutional grievance procedures before seeking redress under public law. If students would like to discuss their concerns in a confidential setting, the University Ombudsman is a neutral and independent resource.

Sexual and Gender-Based Harassment

GSAS is committed to fostering a learning community that is inclusive and supportive of everyone and we intend to promote an educational and work environment in which no member of the community is excluded from participation in, denied the benefits of, or subjected to discrimination in any University program or activity on the basis of sex, sexual orientation, or gender identity.

The Faculty of Arts and Sciences has recently adopted new policies and procedures related to sexual and gender-based harassment (including sexual assault). The University has a Sexual Harassment/Assault Response and Education website, where you can connect with timely and confidential counseling, explore filing a complaint, contact specially trained 24/7 emergency services, and learn about engaging interim measures - academic, workplace, housing, or other support services - to help you continue to participate in all aspects of the Harvard community. Should you have questions about the policy and procedures or have sexual or gender-based harassment issues or concerns you would like to discuss, you can feel free to contact the following GSAS staff members who are also trained Title IX coordinators:

- Jackie Yun, Director of Student Services, Dudley House B-2, 617-495-5005, **jyun@fas.harvard.edu**
- Seth Avakian, Program Officer for Title IX and Professional Conduct, 414A University Hall, Cambridge, MA 02138, 617-495-9583, **avakian@fas.harvard.edu**

GSAS students with concerns about sexual or gender-based harassment who want to speak in a confidential setting may visit the Office of Sexual Assault Prevention and Response (OSAPR) or any of the other confidential resources listed at the SHARE portal.

Office of Sexual Assault Prevention and Response (OSAPR)624 Smith Campus Center
75 Mt. Auburn Street
Cambridge, MA 02138
Phone (617) 496-5636 (Monday-Friday, 9am-5pm)
24-hour information and support hotline (617) 495-9100
Office Hours Monday-Friday, 9am-5pm
osapr@fas.harvard.edu

GSAS students with concerns about sexual or gender-based harassment may also visit Office for Sexual and Gender-Based Dispute Resolution (ODR) to request information or advice, including whether certain conduct may violate the Policy; seek informal resolution; or file a formal complaint.

Office for Sexual and Gender–Based Dispute Resolution
Smith Campus Center, Suite 935
1350 Massachusetts Avenue

Cambridge, MA 02138
Phone: (617) 495-3786
odr@harvard.edu
Office hours: 9am-5pm

Racial Harassment

The Graduate School seeks to maintain an instructional and work environment free from racial harassment. The Graduate School defines racial harassment as actions on the part of an individual or group that demean or abuse another individual or group because of racial or ethnic background. Such actions may include but are not restricted to using racial epithets, making racially derogatory remarks, and using racial stereotypes. Any member of the Graduate School community who believes that he or she has been harassed on account of race is encouraged to bring the matter to the attention of the dean for student affairs. The director of student services also serves as a resource in these types of cases.

The procedures for dealing with incidents of racial harassment fall into two categories: informal resolution and formal complaint. The complainant will ordinarily be given the choice of formal or informal procedures. In certain circumstances, however, where the harassing behavior has become a matter of public information and concern, it may be necessary to use formal procedures of investigation and resolution. Cases of alleged harassment by graduate students will be adjudicated by the Administrative Board of the Graduate School or by the Student-Faculty Judicial Board.

The Graduate School's investigation and adjudication process is designed to be careful and fair. No person will be reprimanded or discriminated against in any way for initiating an inquiry or complaint in good faith. The rights of any person against whom a complaint is lodged will be protected.

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Obscene or Harassing Telephone Calls

The placement of an obscene or harassing telephone call is a criminal offense, punishable to the full extent of the law in the courts. It is treated as a serious disciplinary issue within the Graduate School. Information from the Harvard Police is available in the office of the dean for student affairs for anyone receiving such a call.

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Missing Persons Policy

As required under federal law, the Graduate School immediately will refer to the Harvard University Police Department any missing persons report involving a student who lives in on-campus housing. If any member of the Harvard community has reason to believe that a student who resides in on-campus housing is missing, he or she should **immediately** notify HUPD at 617-495-1212. If HUPD determines that the student has been missing for more than 24 hours, then, within the 24 hours following this determination, the School or HUPD will: (1) notify an appropriate external law enforcement agency; (2) contact anyone the student has identified as a missing person contact under the procedures described below; and (3) notify others at the University, as appropriate, about the student's disappearance. In addition to identifying a general emergency contact person, students residing in on-campus housing have the option to identify confidentially a separate person to be contacted by Harvard in the event that the student is determined to be missing for more than 24 hours. Students are not required to designate a separate individual for this purpose and if they choose not to do so then Harvard will assume that they have chosen to treat their general emergency contact as their missing person contact. Students who wish to identify a confidential missing person contact should notify the Registrar. A student's confidential missing person contact information will be accessible only by authorized campus officials and by law enforcement in the course of an investigation. In addition, if it has been determined that a student who is under 18 years of age and not emancipated has been missing for more than 24 hours, then the Graduate School or HUPD will contact that student's custodial parent or guardian. Students are reminded that they must provide the Registrar with emergency contact information and/or confidential missing person contact information if they have not already done so.

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Policies Regarding Drugs and Alcohol

Harvard University promotes the health and well-being of its students and employees through its Health Services and other agencies. The unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on Harvard property or as a part of any Harvard activity, is a violation of University rules as well as the law. Possession, use, or distribution of certain nonprescription drugs, including marijuana, amphetamines, heroin, cocaine, and nonprescription synthetics; procurement or distribution of alcohol if one is under twenty-one years of age; and provision of alcohol to anyone under twenty-one years of age are violations of law and of Harvard policy. The University holds its students and employees responsible for the consequences of their decisions to use or distribute illicit drugs, or to serve or consume alcohol. Further, it expects students and employees to create and maintain an environment for learning and work that is safe and healthy and encourages responsible conduct.

The use of illicit drugs and the misuse of alcohol are potentially harmful to health. In particular, synthetically produced drugs, which are readily available in the Boston metropolitan area, often have unpredictable emotional and physical side effects that constitute an extreme health hazard. In addition, students are encouraged to weigh the seriousness of potential loss of function that may come from ingesting illicit drugs or too much alcohol. Because of the considerable health hazards involved in drug and alcohol use, administrative, medical, and psychiatric help for students having drug problems or difficulties controlling their use of alcohol are available on a confidential basis from the GSAS Dean's Office and other offices of the University, and at Harvard University Health Services. Any member of the University may make use of the Health Services on an emergency basis, day and night.

Attention is directed to the fact that the University is not, and cannot be considered as, a protector or sanctuary from existing laws of the city, state, or federal government. Students are reminded that there are heavy penalties, including imprisonment, for possession or distribution of illicit drugs and for selling or delivering alcohol to, or procuring alcohol for, someone under twenty-one. There are also serious penalties for anyone under the age of twenty-one who purchases, attempts to purchase, or arranges to procure alcoholic beverages, or to misrepresent his or her age or falsify his or her identification with the intent of purchasing alcohol; anyone, regardless of age, caught falsifying a driver's license, or selling or distributing false IDs; and anyone, regardless of age, who operates a motor vehicle under the influence of alcohol or drugs, or with an open container of alcohol. In addition, the city of Cambridge prohibits consumption of alcohol on public property or on property open to the public.

Consistent with the legal sanctions for the inappropriate use of drugs and alcohol, the Graduate School will take disciplinary action when cases of this type come to its attention. Officers of the University will respond to the use of illicit drugs, underage possession or consumption of alcohol, the serving of alcohol to underage individuals, and overconsumption of alcohol with warning and/or referral to health or counseling services. A pattern of behavior in violation of these rules may lead to a warning by the dean for student affairs, admonition by the Administrative Board, probation, or requirement to withdraw.

The Administrative Board will take serious actions, including probation and requirement to withdraw, in any case involving the possession in quantity or the sale or distribution of drugs, in cases involving a student falsifying his or her identification with the intent of obtaining alcohol, or when cases of drug and alcohol use involve danger to the community.

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Policies Regarding Hazing

Massachusetts law expressly prohibits any form of hazing in connection with initiation into any student organization. The law applies to both officially recognized and unrecognized groups and to student conduct on and off campus. The law defines hazing as “any conduct or method of initiation into any student organization, whether on public or private property, that willfully or recklessly endangers the physical or mental health of any student or other person.” The definition specifically includes “whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity likely to adversely affect the physical health or safety of any such student or other person, or that subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.” Hazing is a crime punishable by fine and/or imprisonment. The Administrative Board of the Graduate School will review all reports of hazing, taking disciplinary action in appropriate cases, and will report confirmed incidents to appropriate law enforcement officials. A memorandum detailing the specifics of this law is available in the GSAS Office of Student Affairs in the Smith Center.

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Fire Safety Regulations and Emergency Procedures

Fire: 617-495-1511
University Police: 617-495-1212

Fire Regulations

Violation of any of the fire safety or fire emergency regulations listed below, including those pertaining to the abuse of fire alarm, smoke detector, or fire extinguisher systems, can lead to requirement to withdraw.

1. Any abuse of, or tampering with, fire alarm, smoke detector, or extinguisher systems is strictly forbidden.
2. Falsely pulling any alarm or maliciously setting off a smoke detector alarm is illegal and may be punishable by a fine of up to $500 or imprisonment.
3. Corridor fire doors must be kept shut at all times.

There is a fine, equal to the cost of replacement, for any damage to a smoke detector.

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Bomb Scares

Please take careful note of the following provision of Massachusetts law concerning bomb scares: Whoever, knowing the same to be false, transmits or causes to be transmitted to any person by telephone or other means a communication falsely reporting the location of any explosive or other dangerous substance or contrivance thereby causing anxiety, unrest, fear, or personal discomfort to any person or group of persons, shall be punished by imprisonment in the state prison for not more than twenty years, or by imprisonment in a jail or house of correction for not more than two and one half years or by a fine of not more than ten thousand dollars or by both such fine and imprisonment. [Massachusetts General Laws, c.269 §14(a)]

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

Possession and/or use on University property of firearms or ammunition, explosives, combustible fuels, firecrackers, and potential ingredients thereof is forbidden. Please take careful note of the following statute of the Commonwealth of Massachusetts: Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm as hereinafter defined, loaded or unloaded, or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university without the written authorization of the board or officer in charge of such elementary or secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year or both. For the purpose of this paragraph “firearm” shall mean any pistol, revolver, rifle, or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means. Any officer in charge of an elementary or secondary school, college or university or any faculty member or administrative officer of an elementary or secondary school, college, or university failing to report violations of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than five hundred dollars. [Massachusetts General Laws, c.269 §10(j)] In addition, Massachusetts law requires a permit or firearms identification card or compliance with other specialized rules (depending upon the type of weapon) for possession of any firearms. The definition of firearms is a broad one and includes pistols or guns operated by air, carbon dioxide, or other gases. Carrying any firearm (even if unloaded) in violation of the law is punishable by imprisonment with a mandatory minimum sentence of one year, which cannot be suspended or reduced.

Students should consult the Cambridge Police if they intend to possess firearms on non-University property, in order to assure strict compliance with the applicable statutes.

According to Harvard’s legal counsel, the definition of “dangerous weapon” includes items designed to do bodily injury, such as a stiletto, ballistic knife, blackjack, brass knuckles, billy stick, switchblade knife, and martial arts items such as throwing stars, kung fu sticks, and nunchaku (sticks connected by a rope, chain, wire, or leather).

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VIII. Financial Aid and Requirements

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Financial Aid Officers
Tuition and Fees
Tuition Requirements for GSAS Degree Candidates
Tuition Associated with Mid-Term Withdrawal
GSAS Funding Sources
Parental Accommodation and Financial Support Program (PAFS)
Fellowships Office
Teaching Fellowships
Payment of University Obligations
Prizes
Regulations Regarding Employment

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Office of Financial Aid

For a complete overview of the policies and procedures that govern financial aid in the Graduate School of Arts and Sciences, please download a PDF of the annual GSAS publication **Financing Graduate Study**.

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Financial Aid Officers

For a complete overview of the policies and procedures that govern financial aid in the Graduate School of Arts and Sciences, please download a PDF of the annual GSAS publication **Financing Graduate Study**.

Office of Financial Aid Staff by Department and Committee

Humanities

Bob LaPointe

- African and African American Studies
- Celtic Literatures and Languages
- Comparative Literature
- English
- Film and Visual Studies
- History of Art and Architecture
- Linguistics
- Music
- Philosophy
- Slavic

Lisa Simpson

- Classics
- East Asian Languages and Civilizations
- German
- History and East Asian Languages
- Inner Asian and Altaic Studies
- Near Eastern Languages and Civilizations
- Regional Studies - East Asia
- Religion
- Romance Languages and Literatures
- South Asian Studies

Staff Assistant - Jake Gray

Social Sciences

Emily Burns

- Anthropology

- Economics
- Education
- Health Policy
- History
- Human Evolutionary Biology

- Middle Eastern Studies
- Public Policy

Alison Van Volkenburgh

- American Studies
- Architecture and Urban Planning
- Government
- History of Science

- Psychology

- Regional Studies - Russia, Eastern Europe, Central Asia
- Social Policy
- Sociology

Alex Kent

- Business Economics
- Economics
- Organizational Behavior

Staff Assistants - Caitlin Cuccia and Karen Lounsbury

Natural Sciences

Judith Mehrmann

- Biology, Medical Sciences
- Biology, Molecular and Cellular
- Biology, Organismic and Evolutionary
- Biological Sciences in Dental Medicine
- Biological Sciences in Public Health
- Biophysics
- Biostatistics
- Chemistry and Chemical Biology
- Chemical Biology
- Chemical Physics

- Population Health Sciences
- Systems Biology

Tracey Newman

- Astronomy
- Earth and Planetary Sciences
- Engineering and Applied Sciences, School of

- Mathematics
- Physics
- Statistics

Staff Assistant - Crystalle Papa U and Efe Agho

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Tuition and Fees

	Academic Year	Per Term
Full tuition	$43,296	$21,648
Reduced tuition	11,258	5,629
Facilities fee	2,866	1,433
Active file fee	300	150
One-course rate		5,412
Two-course rate		10,824
Three-course rate		16,236
Harvard University Student Health Program		
Student Health Fee	1088	544
Student Health Insurance Plan: BCBS Hospital/Specialty and Catamaran Prescription Drug Coverage	2,630	1,315
Graduate Student Council fee	25*	

* This fee funds graduate student groups and organizations, pays for graduate students to attend conferences and conduct summer research, and helps the Graduate Student Council advocate on behalf of students for concerns such as mentoring, teaching, health care, and housing. Students on leave of absence and traveling scholars will not be assessed the fee. Students returning mid-year from leave or traveling scholar status will be assessed a fee of $12.50 for the spring term.

Tuition and Fees for the Graduate Program in Computational Science and Engineering

Rates apply only to students in the Graduate Program in Computational Science and Engineering in the Master of Science and Master of Engineering programs of study.

SM (all years of study); ME (first-year only)	Academic Year	Per Term
Full tuition	$49,500	$24,750

SM (all years of study); ME (first-year only)	Academic Year	Per Term
Active file fee	300	150
One-course rate		6,188
Two-course rate		12,375
Three-course rate		18,563

ME (after first year)	Academic Year	Per Term
Full tuition	32,418	16,209
Active file fee	300	150
One-course rate		4,052
Two-course rate		8,105
Three-course rate		12,157
Harvard University Student Health Program		
Student Health Fee	1088	544
Student Health Insurance Plan: BCBS Hospital/Specialty and Catamaran Prescription Drug Coverage	2,630	1,315
Graduate Student Council fee	25*	

* This fee funds graduate student groups and organizations, pays for graduate students to attend conferences and conduct summer research, and helps the Graduate Student Council advocate on behalf of students for concerns such as mentoring, teaching, health care, and housing. Students on leave of absence and traveling scholars will not be assessed the fee. Students returning mid-year from leave or traveling scholar status will be assessed a fee of $12.50 for the spring term.

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Tuition Requirements for GSAS Degree Candidates

All PhD candidates must pay two years of full tuition and two years of reduced tuition as a requirement for the receipt of the degree, unless the time from their initial registration to completion of the degree is less than four years. Ordinarily, full-time PhD students are charged full tuition for the first four terms and reduced tuition for the next four terms.

Master's degree candidates are charged at the full tuition rate, for a minimum of one year, until receipt of the degree.

Part-time students are charged at the appropriate per-course rate until two years of full tuition have been paid. Thereafter they register and are charged reduced tuition as full-time students. They must have paid a minimum total of two years of full tuition and two years of reduced tuition prior to receipt of the PhD, unless the degree was completed in fewer than four years from initial registration. If a student who has been part-time completes the PhD in fewer than four years, the student will be charged what a full-time student would have paid over the same period of time.

Students applying for non-resident status may request a deferral of the scheduled tuition charges, and instead pay the active file fee or the facilities fee. Ordinarily, the total delay shoulc not exceed two years prior to the completion of tuition requirements. Students deferring payment of tuition should be aware that the required tuition, at the rates current at the time of payment, must be paid prior to receipt of the degree.

Final charge for the PhD: All PhD candidates must minimally pay the facilities fee in their last term of registration. All PhD candidates must be in an active status to receive the degree. Graduating resident students will have paid at least the facilities fee for the term. Graduating non-resident students, who initially paid the active file fee for the term, will be charged the facilities fee without the Harvard University Student Health Program costs added (and will be given credit for the active file fee already charged).

If an approved dissertation is submitted to the Registrar's Office prior to the registration day for a term, a student need not register for that term. If a student registers for a term and then submits an approved dissertation to the Registrar's Office by the last day to cancel registration for the term without payment of tuition, registration will be canceled and any tuition paid for that term will be refunded (see **Chapter II**).

A master's degree candidate who transfers to a PhD program receives credit for the tuition paid while in the master's program. The student's year of graduate study is calculated from the first date of registration in GSAS and will include those terms for which the student is in the master's program. That student will begin the PhD program as a G2 or G3, depending on the length of the master's program. A candidate for the PhD who wishes to obtain an AM may

apply one of the two years of full tuition required for the PhD degree to meet the minimum financial requirement for the AM. Master's degree candidates who need fewer than four courses to complete the degree requirements may apply for part-time study so as to be charged at a per-course rate.

No tuition credit will be granted for tuition paid to other universities or to other Harvard schools. Former Special Students or students who have taken FAS courses under the Tuition Assistance Plan (TAP) and who are admitted to degree programs may be eligible to apply for academic and financial credit for Special Student or TAP coursework after completion of one term in GSAS (see **Chapter V**).

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Tuition Associated with Mid-Term Withdrawal

The **Academic Calendar** indicates the last dates by which students may cancel registration for the fall and spring terms without being liable for tuition.
Students should also understand the impact this will have on their health insurance coverage by reviewing the **HUSHP website**.
Registered students who formally withdraw from the Graduate School after those dates are charged tuition according to the following schedule. (The active file fee is not prorated.) When an official deadline falls on a holiday observed by the University, the effective deadline is the next working day.

Fall: on or before	September 9: no tuition October 1: one-fourth tuition October 28: one-half December 3: three-fourths After December 3: full tuition
Spring: on or before	February 3: no tuition February 25: one-fourth tuition for the term March 22: one-half April 27: three-fourths After April 27: full tuition

Payment of less than a full term of tuition cannot be counted toward the minimum financial requirements for a degree.
When a student leaves the University for any reason all outstanding charges are due and must be paid in full.

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GSAS Funding Sources

Your funding package may include one or more of the following components, as indicated in your award letter.

GSAS Summer Research Awards

For PhD students in selected humanities and social science programs, as indicated in the GSAS Notice of Financial Support provided at the time of admission and updated annually. Students in the sciences are ordinarily covered by faculty grants.

As part of the standard financial support package for PhD students in eligible programs, students receive a summer research award equal to two months of the standard GSAS academic year stipend for the summers that follow the first four academic years*. These awards are subject to the following conditions:

- GSAS Summer Research Awards must be used during the summers that follow the first four academic years and may not be deferred to later years. Students in their first four years who are considering a leave of absence or enrollment at another Harvard school are strongly encouraged to contact their GSAS financial aid officer to determine how such actions may impact their eligibility.
- Students with outside awards that provide comparable summer support are not eligible for this funding.

Beginning summer 2017, students eligible for the Summer Research Award will receive their award in two disbursements, in early July and early August.

> ** For students in East Asian Languages and Civilizations, the GSAS summer research award is provided in the summers following the first two academic years.*

Teaching Fellow/Research Assistant Funding Supplement

For PhD students in selected humanities and social science programs, as indicated in the GSAS Notice of Financial Support provided at the time of admission and updated annually. As indicated below, several components of this policy went into effect in fall 2016. Please refer to the note at the end of this section for details concerning the introduction of these new features.

As part of the standard financial support package for PhD students in eligible programs, students are guaranteed teaching opportunities equivalent to two sections of teaching (two “term-fifths”) during each term of the third and fourth years*. Students with guaranteed teaching also receive supplemental grant funding as needed to ensure that the total funding

received is equal to that received by PhD students in their G1 and G2 years. This grant funding is known as the teaching supplement (sometimes referred to as the “TF top-up”).

** For students in East Asian Languages and Civilizations, the standard funding package includes two sections of guaranteed teaching for three terms during the G3/G4 years.*

Any student teaching the guaranteed two fifths or more whose total earnings fall below the current GSAS first-year stipend rate for the program ($13,800 per term in 2016–2017) will receive monthly stipend payments to bring their income up to this standard level. Eligibility for the funding supplement is determined on a per-term basis.

For students appointed to two-fifths of teaching each term at the senior rate in 2016-2017, the standard compensation is $10,600 per semester; the resulting supplement would be $3,200. As of fall 2016, students who choose to work more than the guaranteed two-fifths may earn up to $3000 in additional income each semester without any reduction to that semester’s supplement; any earnings above $3000 in a single semester will trigger a dollar-for-dollar reduction in that semester’s stipend. When calculating the amount of the supplement, all income and funding a student receives is taken into consideration including, but not limited to: teaching, concentration advising, thesis advising, tutorials, research assistantships, outside awards, and other stipends.

For example, a student teaches at the two-fifths senior rate in a single term and earns $10,600:

- if no funding is received from other sources, that student will be awarded an additional funding supplement of $3,200, bringing the total support for the term up to $13,800.
- If the student earns more than $10,600 but less than $13,600 the supplement remains unchanged at $3,200.
- If the student earns more than $13,600 the supplement will be reduced by one dollar for every dollar of income in excess of $13,600. Therefore if the student’s earnings exceed $16,800, no supplement will be provided.

The following terms and conditions apply:

- Students who are unable to teach because they not met their program’s prerequisites for teaching eligibility are not eligible for the supplement.
- Supplements will not ordinarily be awarded to students who have turned down teaching appointments and elected not to teach the guaranteed two-fifths.
- As of fall 2016, students unable to do their guaranteed teaching in the third and fourth years may defer their unused semesters of guarantees to later years; students have until the end of the G6 year to make use of their four semesters of guaranteed teaching.
- The supplemental funding program does not apply to students who are registered as non-resident.

Each spring students will be prompted to indicate their teaching plans for the upcoming academic year when they accept their financial aid offers via the GSAS Student Aid Portal. Should a student’s plans subsequently change, revisions to these elections must be communicated to the **Financial Aid Office** no later than August 1st for the fall semester and January 1st for the spring semester.

Using the information gathered entered in the GSAS Student Aid Portal, the Financial Aid Officers will provide each program with a list of students who have invoked their teaching

guarantees; programs will then work with their students to identify appropriate teaching opportunities so that teaching appointments can be finalized in a timely manner.

Students who have indicated that they will be invoking the teaching guarantee in a given semester will receive the teaching supplement in five equal payments disbursed monthly over the course of that semester (September – January) or (February – June). After the course enrollment deadline, the Financial Aid Office will reconcile actual student teaching appointments with the plans previously indicated by students. If a student is found to have received teaching supplement funds in error, future aid disbursements may be adjusted accordingly.

As of fall 2016, for those students whose defer their guaranteed teaching beyond the G4 year, the G5 tuition/health fee grant component of the funding package will be applied to the first two semesters in residence after eligibility for the teaching guarantee ends. These funds must be used no later than the end of the G7 year.

Special Note Concerning Fall 2016 Policy Updates: Several changes to the teaching supplement policy were introduced in fall 2016. These changes apply to funding originally scheduled for disbursement in 2016-17 or later, i.e.

- a student who is G3 in 2016-17 may defer G3, G4, and G5 funding to a later year.
- a student who is G4 in 2016-17 may defer G4 and G5 funding to a later year.
- a student who is G5 in 2016-17 may defer G5 funding to a later year.
- the $3000 allowance of additional earnings for teaching supplement recipients applies to teaching supplements disbursed in 2016-17 or later.

Please note that the fall 2016 policy changes do not alter or supersede existing GSAS policies concerning funding from outside sources, coverage for Harvard health insurance fees, satisfactory academic progress requirements, and employment; all of these policies remain in force as indicated in the *GSAS Notice of Financial Support* and the *Financial Awards in the Graduate School of Arts and Sciences Policies and General Information* document provided at the time of admission and updated annually.

For those students unable to use their G3, G4, or G5 funding during academic years prior to 2016-17, the unused funding cannot be retroactively deferred to another year. Students in this category who are experiencing financial hardship as a result should meet with their financial aid officers to discuss opportunities for additional assistance.

GSAS Dissertation Completion Fellowships

For PhD students in the humanities and social science programs who entered in fall 2005 or later.

PhD students in eligible programs are guaranteed a fifth year of funding when they are prepared to finish their dissertations, known as a **dissertation completion fellowship**. Normally, students are required to invoke their dissertation completion fellowship during their fifth or sixth year, and no later than their seventh year. While there is no guarantee of a dissertation completion fellowship beyond the G7 year, requests will be considered upon recommendation of the faculty advisor.

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Parental Accommodation and Financial Support Program (PAFS)

Female and male students enrolled in PhD programs at GSAS are eligible for parental accommodation and financial support following the birth or adoption of a child. Those interested in learning more about the program should e-mail Garth McCavana, dean for student affairs, and Bob LaPointe, assistant director of financial aid at **GSASFamily@fas.harvard.edu** at least four months in advance of the anticipated birth or adoption event to discuss the options available.

Program Details

- Students are expected to notify advisors and directors of graduate studies at least four months in advance of the anticipated birth or adoption of a child, so that appropriate arrangements can be made to cover any teaching or research responsibilities.
- Eligible students receive from GSAS a one-time payment equal to two-fifths teaching for 12 weeks. This funding is intended to help with the additional expenses associated with the arrival of a new child.
- During the accommodation period, students may request time off from their duties up to 12 weeks. **Students remain enrolled full-time during this period**; loan repayment schedules, eligibility for University housing, and student visa status, if applicable, remain unchanged. Students interested in taking a leave of absence instead should review the **Family Leave of Absence Policy** in the Leaves of Absence section.
- Students receive academic accommodation during this period, including relief from academic requirements, such as postponement of exams and course requirements.
- Students funded by government grants or other external sources are entitled to benefits as determined by the funding agency. Students should contact their funding agency for more details.
- Students are eligible for a departmental G-year adjustment of one year.

Find more information about **Newborn Enrollment in the Harvard University Student Health Plan** [PDF].

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Fellowships Office

Dr. Cynthia Verba, Director of Fellowships

The centerpiece of Cynthia Verba's fellowships services is individual counseling. Dr. Verba offers individual counseling and other services to assist students with a variety of issues related to fellowships and professional development: how to write a polished fellowship proposal, how to prepare a curriculum vitae, how to approach professors for letters of recommendation, how to make effective use of both the formal and informal graduate advising process, how to engage in professional activities such as colloquia, delivering papers at professional meetings or publishing articles, and how to finish the PhD degree in a timely fashion.

In addition, she offers group workshops on such topics as getting published, choosing a dissertation topic, or finishing the degree in a timely fashion.

Dr. Verba produces the following fellowship publications, available on the **Fellowships website**:

1. **Scholarly Pursuits: A Practical Guide to Academe**, with samples of winning applications, is also available in print format free of charge to GSAS students at Smith Center 350.
2. **The Graduate Guide to Grants**
3. **The GSAS Guide to Postdoctoral Fellowships**

Detailed information on Fulbrights and major Harvard fellowships is available on the **Fellowships website**. For appointments, call 617-495-1814.

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Teaching Fellowships

Students should read carefully and understand policies and procedures as they apply to Teaching Fellows as outlined below.
Teaching is a formal requirement in many GSAS departments and strongly encouraged in others. Specific departmental requirements are stated clearly in each department's section of **Chapter VI**.
For information about teaching evaluation and recognition, as well as additional teaching opportunities, visit the **teaching section** of the GSAS website.

Policy Regarding Appointments

TFs must:

- be proficient in English;
- be registered as full-time resident students in the Graduate School of Arts and Sciences (GSAS);
- demonstrate satisfactory progress toward their degrees;
- register for a total of four half-courses (or the equivalent) in each term and are charged the appropriate resident tuition rate (full tuition, reduced tuition, or facilities fee).

Stipend Rate

Teaching fellowship stipends are based on the annual salaries of full-time junior or senior lecturers. TFs in their first two years of study receive the junior rate; a TF will receive the senio rate of pay if:

- The student has two years of Harvard resident academic credit or has credit for work done elsewhere which, when combined with Harvard academic credit, totals 16 half courses. This credit must be recorded with the FAS registrar and appear on the transcript, **or**
- The student has passed generals by October of the fall term or by February of the spring term of the year they will be a TF.

A TF appointed to four sections a year is teaching two-fifths of a lecturer's full-time appointment and paid two-fifths of that annual salary. For academic year 2016–2017, TFs qualified for the senior rate receive $21,200 (two-fifths of $53,000) and those at the junior rate receive $18,800 (two-fifths of $47,000).
Some departments offer teaching as part of students' financial aid packages.

Pay Schedule

TF appointments are made for the fall term, spring term, or academic year, with one-term appointments receiving five paychecks. Stipends are disbursed on the 15th of each month; if the 15th falls on a weekend, pay is distributed on the Friday before.

If you would like to receive your pay by direct deposit, provide your bank information in the Benefits and Payroll section of PeopleSoft, the employee self-service website, accessed through the **HARV*ie*** intranet, or download a **direct deposit form**.

Summer School appointments are not included in an academic year commitment.

Income Taxes

TF stipends are taxable at the federal and state level. **Harvard University Student Financial Services** provides information about state and federal tax policies.

Rules Governing Eligibility, Workload, and Duration of Appointments

The rules below apply to the administration of teaching fellowships by GSAS and select departments. Petitions for exceptions to these policies should be addressed to the dean for admissions and financial aid in the Richard A. and Susan F. Smith Campus Center, Suite 350.

(1) All new international PhD students in GSAS are required to demonstrate a specific level of proficiency in the English language in order to participate successfully in the various activities that comprise a graduate education, including teaching. Specifically, GSAS requires that, prior to serving as TFs, all incoming PhD students who are non-native English speakers and who have received their undergraduate degrees from non-English speaking institutions demonstrate oral English language proficiency based on the Test of English as a Foreign Language (TOEFL) internet-based test (iBT) speaking score. See "Oral English Language Requirement," **Chapter VI**.

Those students who have not met the language requirement must enroll in “Classroom Communication Skills for International TFs” at the Derek Bok Center for Teaching and Learning (**bokcenter.harvard.edu**, under programs for graduate students). After completing a course, students must be rescreened at the Bok Center to determine if they have met GSAS standards. Students must meet the requirement within their first two years. However, they are encouraged to complete this requirement within the first year or, at least, two semesters before they expect to teach. For more information, please contact the GSAS Student Affairs Office by e-mail at **studaff@fas.harvard.edu** or by calling 617-495-1814.

(2) Graduate students shall normally be given the opportunity to teach at least 16 “term fifths” during their degree programs. (A “fifth” is a fraction of time that represents 20 percent of a full-time workload; ordinarily this is the equivalent of teaching one section in a lecture course.) As a general rule, TFs should expect to spend roughly 10 hours per week teaching, preparing, and correcting classwork and providing counseling for every “fifth’’ assigned. Many departments require teaching as a part of the graduate degree program. Such requirements are stated clearly in each department’s description in the **GSAS Programs of Study** and in **Chapter VI** of the GSAS Handbook.

(3) Usually, no graduate student may hold a teaching fellowship for more than four academic years, regardless of whether the appointment is for one or two terms within the same year. Students who teach 3/5 each year for four years may accumulate as many as 24 “term fifths.” Students who have taught fewer than 16 “term fifths” in four years will be permitted to teach a fifth and sixth year up to the total of 16 “term fifths.”

(4) In general, these time limits apply to any combination of teaching at Harvard and outside the University. Students are expected to use good judgment in accepting additional employment that might delay their academic progress.

(5) Graduate students receiving PhD dissertation completion fellowships are prohibited from holding teaching fellowships and other forms of concurrent employment. For details on dissertation completion fellowship awards, visit the **Fellowships website**.

(6) First-year graduate students are not ordinarily eligible for appointments as TFs. Exceptions may be granted to students who are certified as proficient in English and registered in certain natural science departments that have traditionally used TFs in their first year of graduate study

(7) Preference for TF appointments will be given to students offered a guarantee of teaching at admission (see item 11 below); teaching preference is also given to students prior to the fifth year of residency.

(8) After students 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 will be paid to qualified applicants in their third or fourth year of residency from related departments and disciplines.

(9) PhD candidates in the humanities and social sciences receive stipend support in the first two years of study to facilitate the successful completion of course requirements for the degree and ordinarily do not teach in their second (G2) year. Second-year students in the humanities and social sciences interested in teaching should not commit to an appointment without first requesting approval from the dean for admissions and financial aid; requests must describe the academic basis for an exception and be accompanied by an advisor's endorsement. If approved, second year students will be limited to 1/5 teaching per term or 2/5 in one term with no teaching in the other term of the academic year. Second-year students in the natural sciences should refer to their program's teaching policy and consult their primary advisor to confirm if they are eligible to accept a teaching position.

(10) After the second year, graduate students:

a) who have completed both their academic residence requirements and passed their departmental PhD qualifying examinations may hold up to a maximum of a 6/5 time teaching fellowship for the academic year. Students may not hold more than a 4/5 time appointment in any one term;

b) who have not completed their academic residence requirements (a minimum of two years of full-time study in residence) and who have not passed their departmental PhD qualifying examinations may hold up to a maximum of a 2/5 time teaching fellowship. Students who have not met these criteria may not average teaching fellowship fractions over the academic year.

Those awarded terminal degrees in November and March will normally become teaching assistants for the term in which the degree is awarded.

(11) At admission, PhD candidates in the humanities and social sciences are guaranteed assignment of two sections of teaching each term by their departments in their third and fourth years of residency as part of their funding packages. GSAS regards the meeting of that guarantee as a cooperative endeavor between the student and the department. Students whose financial aid packages include teaching should consult their departments if assistance in securing a TF position is needed.

(12) TFs cannot teach more than 6/5 during the academic year; students teaching more than 6/5 are considered teaching assistants and must register as on **Leave of Absence** rather than

In Residence.

(13) Certain awards from GSAS, the US government, and other outside sources impose more stringent limits on TFs' commitments. Students are responsible for observing the terms of such awards and should consult with their financial aid officer for more information.

(14) Immigration regulations limit international student employment to 20 hours per week, or .57 time per term. International students with questions regarding this regulation should consult with their financial aid officer for further information.

(15) Graduate TFs may not receive course credit for the time they devote to teaching. However, at the discretion of their department, students may have their teaching efforts recognized—and recorded—by signing up for "TIME-T" on their study cards. (See "Course Load of Teaching Fellows and Research Assistants" section below for more details). Graduate students receive credit for teaching in the sense that TIME-T activities appear on their GSAS transcripts; these entries, however, are not graded.

Course Load of Teaching Fellows and Research Assistants

Students holding teaching fellowships or research assistantships should consider their course load carefully in consultation with their advisors. The four-course registration requirement must be made up of formal courses and scholarly work, which is given the designation TIME. There are three categories of TIME:

- TIME-C—independent study
- TIME-R—research
- TIME-T—teaching

At the discretion of departments, students register for TIME-T while serving as TFs to indicate that appropriate independent work is replacing numbered courses. TIME or the appropriate dissertation-level course is undertaken with a faculty advisor who must sign a study card. One unit of TIME is the equivalent of one half-course and may serve to indicate that a student is engaged in full-time study even though the total of numbered courses enrolled for is fewer than four. Experience has shown that TFs whose course loads exceed these limits frequently encounter academic difficulties.

Teaching Fellows Appeals Procedure

If, as a TF, you believe that you are spending more of your professional time on teaching than you are being compensated for, that the work required is unrelated to the course, or that you feel victimized by the course administration in some fashion, you should discuss the matter with the head tutor, director of graduate studies, or other appropriate officer in the department where the appointment is held.

If the difficulty is not resolved after such conversations, you can contact the GSAS dean for student affairs at 617-495-1814. The dean can help advise you on further steps, which might include a written appeal to the Administrative Board of the Graduate School.

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Payment of University Obligations

Student Accounts are maintained by **University Student Financial Services**. Student Account Notices are emailed to students every month indicating if a student has a balance.
All charges due must be paid in order to register each semester. The amount due for the current semester's tuition and fees can either be paid in full or divided up into quarterly installments for those students who are eligible to enroll in the Monthly Payment Plan. More information about the payment plan is available at the **Student Financial Services site.**.
Candidates for degrees are required to pay in full any amount due to the University prior to the degree date. Diplomas will be withheld, degrees may not be conferred and will not appear on transcripts until all indebtedness to the University is paid. Any graduate whose degree was not conferred will be subject to a reinstatement process that requires a vote by the Office of the Governing Boards and should contact the Student Receivables office at 617-495-2739 for more information about this process and the degree voting schedule.

Student Accounts

The student account is a record of all tuition charges and fees associated with a student's education at Harvard, as well as the payments and credits made towards those charges. The Student Accounts Office posts financial transactions to each student's account as they are received. Students and delegates can log in to view the status of their account at any time.
You are expected to take responsibility for your student account. This includes:

- **Reviewing your account** to make sure that all charges and credits are correct
- **Contacting Student Accounts** if there are any errors
- **Setting up Delegates** to grant account access to your parents or other payers
- Paying your charges by the due dates indicated

The student account mainly consists of two sections: Amount Due and Account Details. Understanding these two views is essential when reading your account.

Amount Due

After logging in and selecting the Financial Services tab from the left menu, students will first see their Amount Due. The Amount Due reflects all unpaid charges that are not currently covered by anticipated aid, and is updated in real-time to reflect new charges, anticipated aid, and payments.
By selecting the Amount Due, students can see a breakdown of the charges that make up the total. Charges that have been paid in part will be displayed with a gray 'information' icon, which students may hover over in order to see the amount of the original charge. Any charge with a

due date that has passed will display in red with an exclamation point, letting students know that the charge is past due.

For students on the monthly payment plan, selecting the link in the Amount Due box will bring up the same list of charges that make up their Amount Due, but they will also see a second box listing future installments. All of the charges, including future installments, are totaled at the bottom of the amount due box.

Account Details

In addition to the Amount Due, students will also see three figures in the Account Details box: Current Balance, which reflects all unpaid charges on the student's account (including charges that have not yet been paid by anticipated aid); Anticipated Aid, which reflects the total of reported financial aid that has not yet been disbursed; Balance After Aid, which reflects the Current Balance less any Anticipated Aid.

By selecting the plus symbol in the upper left corner of the Account Details box, students can see a detailed listing of all transactions (labelled Charges and Credits) and Anticipated Aid on their account. The Charges and Credits section is totaled, and corresponds to the Current Balance listed above. This view defaults to display only the current term, but a drop-down menu under Charges and Credits allows students to filter their transactions by term(s) and dates.

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Prizes

Prize Office

Prizes in the Faculty of Arts and Sciences (FAS) are given for academic excellence, outstanding individual qualities, or other achievements. They are also awarded for excellence in subjects as demonstrated by essays submitted directly for prize consideration, special examinations, or theses submitted to the departments. Although some awards listed under Prize Descriptions have the word "scholarship" in their titles, they are not need based and are awarded as prizes.

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Regulations Regarding Employment

In order for graduate students to maintain full-time student status, they may not undertake any position of employment outside their graduate studies obligating them to more than twenty hours per week. A student considering outside employment obligating them to more than twenty hours per week must consult his or her Financial Aid Officer.

Acceptance of any paid position of employment equates to a change in resources and may affect financial aid eligibility. All students receiving financial aid are required to inform their Financial Aid Officer before undertaking any employment.

Students and their spouses in the United States on temporary non-immigrant visas should fully understand the regulations concerning permissible employment under those visas. Before making plans for employment in the United States, they should consult with the **Harvard International Office** on eligibility for such employment.

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Academic Forms

Non-Resident Forms

Change in Non-Resident Status
Cancellation of Non-Resident Status
[Application for Non-Resident Status]

Petitions

Petition for Part-Time Study
Petition for Extension of Time for an Incomplete (GSAS Students)
Petition for Extension of Time for an Incomplete (Non-GSAS Students)
Petition to Add or Withdraw from a Course (GSAS Students)
Petition to Add or Withdraw from a Course (Non-GSAS Students)

Secondary Fields

Secondary Field Application

Withdrawal

Withdrawal Form
Departmental Withdrawal Form

Readmission

Application for Readmission
Application for Readmission - Supplemental Form
Application for Readmission for Degree