



HARVARD
DIVINITY SCHOOL

2024-2025

HANDBOOK FOR STUDENTS

OFFICIAL REGISTER OF HARVARD DIVINITY SCHOOL

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In accordance with Massachusetts State Law: Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

In accordance with and in addition to the Harvard University campus smoking policy, smoking is prohibited in all areas of the Harvard Divinity School campus, including residential facilities, unenclosed and enclosed office areas, private offices, library areas, classrooms, restrooms, lobbies, dining areas, lecture halls, hallways, stairways, and all exterior areas of the Harvard Divinity School campus. This policy applies to all forms of smoking and electronic smoking/vaping devices (eg: cigarettes, cigars, electronic cigarettes, and marijuana). In compliance with the *Student Right-to-Know and Campus Security Act of 1990*, the Harvard University Police Department publishes annually a security booklet entitled *Playing It Safe*. The booklet describes Harvard's security policies, provides statistical information about the occurrence of crime on campus, and outlines some of the counseling programs the University offers. *Playing It Safe* is available online. While attempts have been made to make this publication accurate and current, it may include typographical or other errors. Changes are periodically made to this publication and will be incorporated in new editions and/or supplements.

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HARVARD DIVINITY SCHOOL

Handbook for Students

2024-2025

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Notice

The public health crisis occasioned by the COVID-19 pandemic has caused unprecedented social and economic disruption worldwide, in the United States, and in the Boston/Cambridge area. For the 2024-25 academic year, Harvard Divinity School plans to resume in-person instruction to the fullest extent possible, with appropriate measures and conditions in place to protect the health and safety of University students, staff, and faculty and surrounding communities. These measures and conditions include, among other things, the University's requirement that students (1) provide evidence of vaccination to Harvard University Health Services and (2) participate in compulsory HUHS COVID-19 testing and tracing programs.

Unless they can demonstrate that they are eligible for a medical or religious exemption from these requirements, students who do not provide the HUHS-required documentation of COVID-19 vaccination and/or decline, refuse, or fail to be tested for COVID-19 at the cadence specified for them by HUHS may be placed on an involuntary leave or, at the School's discretion, may face other consequences including, but not limited to, exclusion from participation in certain School or University activities, an instruction not to enter upon University property, the loss of access to University housing, or denial of registration.

In addition, Harvard Divinity School continues to retain the discretion to apply its considered judgment to the question of how best to pursue its educational programs during the COVID-19 crisis. We remain alert to the fact that local conditions and/or public health guidance may shift suddenly and require us to adapt how the school operates. Accordingly, changes in conditions may require us to revert to online instruction (in whole or in part), introduce or modify mask and physical distancing mandates, limit certain activities and services, and/or de-densify classrooms and campus spaces—among other protective measures aimed at protecting the health and safety of our community, preserving our ability to adapt to evolving circumstances, and ensuring the continuity of our teaching and research mission.



Academic Calendar 2024-2025

Fall 2024 Semester

Date	Event
July 31 (Sunday)	Last day for eligible students to waive health insurance. (See https://huhs.harvard.edu for waiver information, eligibility requirements, and forms.)
August 8 (Monday)	Last day to apply for November graduation.
August 23 (Tuesday)	New Student Orientation begins.
August 23 (Tuesday)	New Student Check-In: Online via my.harvard.
August 25 (Thursday)	Returning Student Check-In: All returning students are required to complete the check-in process online via their my.harvard account by this date. The Registrar's Office is available via email between 9:30 AM and 1:00 PM on this date for anyone needing assistance. There is a \$50 fee for not completing check-in by the deadline.
August 30 (Tuesday)	Incomplete work from the spring 2024 semester is due in the Registrar's Office.
August 30 (Tuesday)	Language qualifying examinations. Exams offered in French, Arabic, German, Spanish, Christian Latin, Biblical Hebrew, and New Testament Greek. Location will be announced prior to exam date. Students are allowed to bring one dictionary for each language examination taken. All examinations are one hour in length.
August 31 (Wednesday)	Fall term begins. First meeting of classes. On Wednesday, August 31, classes follow a Monday schedule.
September 1 (Thursday)	Convocation.
September 5 (Monday)	Labor Day: University holiday – no classes.
September 7 (Wednesday)	Deadline for fall course submission via Crimson Cat. This must be completed and approved online by the student's adviser by this date. A \$40 late fee will be assessed the first day late, Thursday, September 9. Each day thereafter, an additional late fee of \$10 will be charged if not submitted.
September 7 (Wednesday)	Last day for November ThD degree candidates to complete online thesis submission process.
September 16 (Friday)	Drop/Add Deadline: Last day on which students may add a course to their fall semester schedule, or change from audit to credit, or vice versa. Courses dropped after September 16 and before November 7 (the last day to drop a class) will remain on the student's transcript with the notation of "withdrawn" and will count toward the total number of courses attempted.
September 16 (Friday)	Last day to cross-register for courses within the University or the Boston Theological Interreligious Consortium. If the other school's cross-registration deadline is earlier, it must be met.
October 10 (Monday)	Columbus Day (Federal)/Indigenous Peoples' Day (City of Cambridge) – no classes.



Date	Event
November 7 (Monday)	Grading Option Change and Course Withdraw Deadline. Last day to change a course from SAT/UNSAT grading option to Letter Grade or vice versa, or to withdraw from a course. A \$10 fee will be charged.
November 11 (Friday)	Veterans Day Observed: University holiday – classes to be held at Instructor's discretion.
November 23 (Wednesday)	Thanksgiving recess begins.
November 27 (Sunday)	Thanksgiving recess ends.
December 1 (Thursday)	Last day of fall classes.
December 1 (Thursday)	Last day to apply for March graduation.
December 2 (Friday)	Fall reading period begins.
December 7 (Wednesday)	Fall reading period ends.
December 8 (Thursday)	Fall semester final course examinations begin.
December 16 (Friday)	Last day to file an Incomplete Grade Agreement for a fall semester course. (Forms are available from the Registrar's Office).
December 17 (Saturday)	Fall semester final course examinations end.
December 18 (Sunday)	Winter recess begins.
January 3 (Monday)	Grades due in Registrar's Office from HDS instructors for fall semester courses.
January 16 (Sunday)	Martin Luther King, Jr. Day: University holiday – no classes.
January 22 (Sunday)	Winter recess ends.

Spring 2025 Semester

Date	Event
January 17 (Tuesday)	Last day for March ThD degree candidates to complete online thesis submission process.
January 20 (Friday)	German, French, and Spanish qualifying examinations held.
January 23 (Monday)	Spring semester begins; first meeting of classes. Check-In for all returning students must be submitted by Tuesday, January 24. There is a \$50 fee for not completing check-in by the deadline.
January 23 (Monday)	Last day to apply for May graduation.
January 23 (Monday)	First day of spring term classes.
January 30 (Monday)	Deadline for spring course submission via Crimson Cart. This must be completed and approved online by student's adviser by this date. A \$40 late fee will be assessed the first day late, Tuesday, February 1. Each day thereafter, an additional late fee of \$10 will be charged if not submitted.
January 31 (Tuesday)	Last day for eligible students to waive health insurance. (See HUHS website for waiver information, eligibility requirements, and forms).



Date	Event
February 3 (Friday)	Drop/Add Deadline: Last day on which students may add a course to their spring semester schedule, or change from audit to credit, or vice versa. Courses dropped after February 3 and before April 3 (the last day to drop a class) will remain on the student's transcript with the notation of "withdrawn" and will count toward the total number of courses attempted.
February 20 (Monday)	Presidents' Day: University holiday – no classes.
March 11 (Saturday)	Spring recess begins.
March 19 (Sunday)	Spring recess ends.
March 20 (Monday)	Incomplete work from the Fall 2024 semester is due in the Registrar's Office.
April 3 (Monday)	Grading Option Change and Course Withdraw Deadline. Last day to change a course from SAT/UNSAT grading option to Letter Grade or vice versa, or to withdraw from a course. A \$10 fee will be charged.
April 26 (Wednesday)	Last day of spring classes.
April 26 (Wednesday)	May ThM degree candidates must submit theses to Faculty readers.
April 27 (Thursday)	Spring reading period begins.
April 28 (Friday)	Language qualifying examinations. Exams offered in French, Arabic, German, Spanish, Christian Latin, Biblical Hebrew, and New Testament Greek. Location will be announced prior to exam date. Students are allowed to bring one dictionary for each language examination taken. All examinations are one hour in length.
May 3 (Wednesday)	Spring reading period ends.
May 4 (Thursday)	Spring semester final course examinations begin.
May 11 (Thursday)	Last day for May ThD degree candidates to complete online thesis submission process.
May 12 (Friday)	MDiv Senior Papers are due via the online submission process.
May 12 (Friday)	Bound ThM papers due in the Registrar's Office.
May 13 (Saturday)	Spring semester final course examinations end.
May 15 (Monday)	Submission of grades for May degree candidates enrolled in Harvard Divinity School courses. Last day to file an Incomplete Grade Agreement for a spring semester course. (Forms are available in the Registrar's Office.)
May 24 (Wednesday)	Multireligious Commencement Service.
May 25 (Thursday)	Commencement.
May 26 (Friday)	Grades due in the Registrar's office from HDS instructors for spring semester courses.
May 29 (Monday)	Memorial Day: University Holiday.



Summer 2025

Date	Event
June 12 (Monday)	Summer Language Program begins.
June 19 (Monday)	Juneteenth: University holiday.
July 4 (Tuesday)	Independence Day: University holiday.
August 3 (Thursday)	Summer Language Program ends.



Abbreviated Academic Calendar 2024-2025

Date	Event
September 4 (Monday)	University Holiday: Labor Day.
September 5 (Tuesday)	Fall term begins. First meeting of classes.
October 9 (Monday)	University Holiday: Columbus Day (Federal), Indigenous Peoples' Day (City of Cambridge).
November 10 (Friday)	Veterans Day Observed: University holiday – classes to be held at Instructor's discretion.
November 22 (Wednesday) - November 26 (Sunday)	Thanksgiving recess.
December 5 (Tuesday)	Last day of fall term classes.
December 6 (Wednesday) - December 10 (Sunday)	Fall reading period.
December 11 (Monday) - December 20 (Wednesday)	Fall term final examinations.
December 21 (Thursday) - January 21 (Sunday)	Winter recess.
January 15 (Monday)	University Holiday: Martin Luther King, Jr. Day.
January 22 (Monday)	Spring term begins. First meeting of classes.
February 19 (Monday)	University Holiday: President's Day.
March 9 (Saturday) - March 17 (Sunday)	Spring recess.
April 24 (Wednesday)	Last day of spring term classes.
April 25 (Thursday) - May 1 (Wednesday)	Spring reading period.
May 2 (Thursday) - May 11 (Saturday)	Spring term final examinations.
May 23 (Thursday)	Harvard University Commencement.
May 27 (Monday)	University Holiday: Memorial Day.



Required Courses and Courses Listed by Instructor

Courses at Harvard Divinity School are typically offered as follows: courses offered on a weekly basis for one full semester (four unit courses); courses offered on a weekly basis for the entire year (eight unit courses); courses offered biweekly, or on a schedule set by the professor, for the entire year (four unit courses). Credit for courses meeting for the entire year is awarded only upon enrollment and completion of both semesters. The course listing encompasses required degree program courses and listings by academic year and instructor including projected offerings through spring 2025. The course listing is periodically updated throughout the year on-line. For complete and up-to-date information and course descriptions visit my.harvard.

Required Courses

Program	Required Courses	Offered
Master of Divinity (MDiv)	HDS 4515 Theories and Methods in the Study of Religion	Fall 2024
	HDS 4510 Introduction to Ministry Studies	Spring 2025
	HDS 2933 A and B Meaning Making - Thinking Theologically about Ministry Experience	AY 2024-2025
	HDS 4516 A and B Field Education	AY 2024-2025
	HDS 4591 A and B MDiv Senior Seminar	AY 2024-2025
Master of Theological Studies (MTS)	HDS 4515 Theories and Methods in the Study of Religion	Fall 2024
Master of Religion and Public Life (MRPL)	HDS 4515 Theories and Methods in the Study of Religion	Fall 2024
	HDS 4540A & HDS 4540B MRPL Seminar	AY 2024-2025

Courses Listed by Instructor Academic Year 2024-2025

Instructor	Courses	Offered
Abdur-Rashid, Khalil	HDS 3172 Spiritual Cultivation in Islam Part II: The Modern Era	Fall 2024
	HDS 3059 Islam & the Age of Democracy: Origins, Continuity and Change	Spring 2025
	HDS 3171 Spiritual Cultivation in Islam Part I: The Classical Era	Spring 2025



Instructor	Courses	Offered
Aharony, Irit	HDS 4015A Elementary Modern Hebrew	Fall 2024
	HDS 4040 Intermediate Modern Hebrew I	Fall 2024
	HDS 4042 Advanced Modern Hebrew I	Fall 2024
	HDS 4045 Advanced Seminar in Modern Hebrew: Israeli Culture: Cinema and Literature	Fall 2024
Asani, Ali	HDS 3620 Introduction to Islamic Mystical Traditions	Fall 2024
	HDS 3939 Ismaili History and Thought	Fall 2024
Bagaria, Swayam	HDS 3179 Popular Hinduism: Texts and Contexts	Fall 2024
	HDS 3180 Hinduism and Law	Fall 2024
Barjamovic, Gojko	HDS 1119 Mesopotamian Textual Traditions and the Hebrew Bible	Fall 2024
Bartholomew, Melissa	HDS 2120 Exploring Racial Justice and Healing through the Life of Harriet A. Jacobs	Fall 2024
Battle, Jeremy	HDS 2950 Being Baptist: Polity & Politics, Race & Culture, Theology & Practice	Spring 2025
Berlin, Chris	HDS 3053 Compassion and Heart Cultivation: Buddhism and the Clinical Approach	Fall 2024
	HDS 2966 Change, Adversity and Spiritual Resilience	Spring 2025
	HDS 3013 Binding the Raft: Buddhist Polity in Sangha and Practice	Spring 2025
Braude, Ann	HDS 2345 Issues in the Study of Native American Religion	Fall 2024
Brekus, Catherine	HDS 2187 Evangelicalism in America	Fall 2024
	HDS 2390A Colloquium in American Religious History	Fall 2024
Brooks, Cornell	HDS 3093 Creating Justice in Real Time: Vision, Strategies, and Campaigns	Spring 2025
Carrasco, David	HDS 2052 Religion and Liberation Around Toni Morrison and Gabriel García Márquez: Writings and Lives	Fall 2024
	HDS 3160 Religious Dimensions in Human Experience: Apocalypse, Sports, Music, Home, Sacrifice, Medicine	Spring 2025
Case, Brendan	HDS 2014 The Flourishing Life: Perspectives from Christian Theology and the Social Sciences	Fall 2024
Cesari, Jocelyne	HDS 3086 Religion and the Governance of Global Issues	Fall 2024
	HDS 3081 God's Nations: Religion, Nationalism and Modernity	Spring 2025
Chrystall, Beatrice	HDS 4054 Intermediate Pali I	Fall 2024
	HDS 4055 Intermediate Pali II	Spring 2025
Clooney, Francis	HDS 3391 Introduction to Hindu Spiritual Care	Fall 2024
	HDS 3751 Who Needs God? Rethinking God in Light of Hindu and Christian Theologies	Fall 2024
	HDS 3070 Krishna and Christ: Does It Matter?	Spring 2025
	HDS 3931 The Yoga Sutras: Text, Meaning, Purpose	Spring 2025
Cohen, Shaye	HDS 1468 Josephus	Fall 2024



Instructor	Courses	Offered
Cozzens, Richard	HDS 4345A Elementary Arabic I	Fall 2024
Crowley, Brandon	HDS 2925 Administration and Leadership	Fall 2024
Dunning, Benjamin	HDS 1526 New Perspectives on Paul	Fall 2024
	HDS 1561 The Self in Early Christianity	Fall 2024
	HDS 1260 History of Ancient Christianity	Spring 2025
	HDS 2781 Histories, Bodies, Differences	Spring 2025
Eck, Diana	HDS 3847 Pluralism: Case Studies in American Diversity	Fall 2024
	HDS 3490 Asian American Religion	Spring 2025
Eldrett, Christopher	HDS 4464 Advanced Intermediate Spanish Readings	Fall 2024
El-Rouayheb, Khaled	HDS 3602B Introduction to Islamic Philosophy and Theology: The Modern Period (19th and 20th centuries)	Fall 2024
Finfer, Lewis	HDS 3096 Faith-Based Community Organizing: Strengthening Social Justice and Strengthening Congregations	Fall 2024
Forsyth-Vail, Gail	HDS 2844 Unitarian Universalist Faith Development	Spring 2025
Garfield, Jay	HDS 3470 Buddhist Ethics: Santideva's Bodhicaryavatara (How to Lead an Awakened Life)	Spring 2025
Gaston, Healan	HDS 3150 Pious Words: Religious Language as Ethics and Politics	Fall 2024
Giles, Cheryl	HDS 2927 Spiritual Care and Counseling	Fall 2024
	HDS 2139 Trauma and Resilience: Empowering Those Who Care for Others	Spring 2025
	HDS 2931 Adversity and Resilience in Adolescent Development: Seminar	Spring 2025
Giron Negrón, Luis M.	HDS 3723 From Type to Self in the Middle Ages	Fall 2024
Given, James	HDS 4157 Elementary Coptic I	Fall 2024
	HDS 4158 Elementary Coptic II	Spring 2025
Goldstein, Elon	HDS 3049 Buddhism: An Advanced Introduction	Fall 2024
Green-Hayes, Ahmad	HDS 3087 African American Religious History	Spring 2025
	HDS 3134 Theories and Methods in the Study of Black Religions	Spring 2025
Grimm, Geraldine	HDS 4414 Advanced Intermediate German Readings	Fall 2024
Grundler-Whitacre, Karin	HDS 4412 German for Reading	Fall 2024
	HDS 4413 Intermediate German Readings	Spring 2025
Gyatso, Janet	HDS 3554 Buddhist Life in Community: Monastic and Tantric Sangha in South Asian Scripture	Fall 2024
Habib, Muhammad	HDS 4360 Intermediate Arabic I	Fall 2024
Hajiani, Shiraz	HDS 3177 Religion and Society in Islamic History (900-1300 CE) from Shi'i Centuries to Mongol Invasions	Fall 2024



Instructor	Courses	Offered
Halaby, Gregory	HDS 4345A Elementary Arabic I	Fall 2024
	HDS 4353 Upper-Level Classical Arabic I	Fall 2024
Haley, Judy	HDS 4220 Intermediate Greek I	Fall 2024
	HDS 4221 Intermediate Greek II	Spring 2025
Hickman-Maynard, Theodore	HDS 4510 Introduction to Ministry Studies	Fall 2024
	HDS 2922 Preaching and Worship in the Black Church Tradition	Spring 2025
Hollywood, Amy	HDS 2759 Readings in Twentieth and Twenty-First Century Theory	Fall 2024
	HDS 2781 Histories, Bodies, Differences	Spring 2025
	HDS 3077 The Poet and the Archive: Susan Howe	Spring 2025
Hossfeld, Christopher	HDS 2034 Leading Music in Ritual	Spring 2025
Hucks, Tracey	HDS 3206 The Book of Baldwin: James Baldwin and Religion in the "Great New World"	Fall 2024
Johnson, Terrence	HDS 2249 W.E.B. Du Bois on Being Human	Fall 2024
	HDS 2299 Racial Liberalism and the Ethics of Law and Justice	Fall 2024
	HDS 2256 Existence Behind the Veil	Spring 2025
	HDS 2300 Black Political Thought and the Spirit of Freedom	Spring 2025
Kane, Ousmane	HDS 3171 Spiritual Cultivation in Islam Part I: The Classical Era	Spring 2025
	HDS 3357 Critical Perspectives on the Dynamics and Development of Islam in Africa	Spring 2025
King, Karen	HDS 1202 Introduction to the New Testament	Fall 2024
	HDS 1501 Martyrs in Ancient Christianity	Fall 2024
Kumek, Yunus	HDS 3057 Intro to Islam through Prophetic Traditions	Fall 2024
Levenson, Jon	HDS 1417 Genesis: Narrative Artistry and Theological Meanings	Fall 2024
	HDS 1438 The Book of Proverbs: Seminar	Fall 2024
	HDS 1826 Exodus 2 in Three Contexts: Seminar	Spring 2025
	HDS 3036 Judaism: Text and Tradition	Spring 2025
Lutjohann, Robin	HDS 2961 Lutheran Confessional Theology	Spring 2025
Madi, Amr	HDS 4360 Intermediate Arabic I	Fall 2024
Madigan, Kevin	HDS 2094 The History of Christianity through Biography and Autobiography, ca. 150-1100, Part I	Fall 2024
Maloney, Kerry	HDS 2032 Comparative Monasticisms	Spring 2025
Manuelian, Peter Der	HDS 4120 The Language of Pharaohs: Introduction to Egyptian Hieroglyphs I	Fall 2024



Instructor	Courses	Offered
McKanan, Daniel	HDS 2776 Unitarian and Universalist History	Fall 2024
	HDS 3166 Ecotheology	Fall 2024
	HDS 4591A MDiv Senior Seminar	Fall 2024
	HDS 4591B MDiv Senior Seminar	Spring 2025
Mellquist, Heather	HDS 2015 The Worlds of World Christianity	Fall 2024
Mendez, Xhercis	HDS 3078 When the Orishas Trouble Gender: An Exploration of Decolonial and Nonbinary Feminist Methods	Fall 2024
Moore, Diane	HDS 3300 Religious Literacy and the Professions	Fall 2024
	HDS 3334 Religion, Conflict, and Peace in Israel/Palestine	Fall 2024
	HDS 4540A MRPL Seminar	Fall 2024
	HDS 3335 Learning in Context: Narratives of Displacement and Belonging in Israel/Palestine	Spring 2025
Muaza, Rahina	HDS 3069 Qur'an Recitation: Theory and Practice	Fall 2024
Neufeld, Lana Jaffe	HDS 4460 Elementary Spanish for Reading	Fall 2024
	HDS 4463 Intermediate Spanish Readings	Spring 2025
	HDS 4465 Communication Skills for Spanish Ministry	Spring 2025
Oleson, Alissa	HDS 2961 Lutheran Confessional Theology	Spring 2025
Olupona, Jacob	HDS 3689 African Religion in the Diaspora	Fall 2024
	HDS 2337 Christianity, Identity, and Civil Society in Africa	Spring 2025
Parmigiani, Giovanna	HDS 3113 Magic Today: An Anthropological Perspective	Spring 2025
	HDS 3122 Religion and Healing: An Anthropological Perspective	Spring 2025
Patton, Kimberley	HDS 3121 Encountering Motherhood: Sacred Histories	Fall 2024
	HDS 3124 Birds in Antiquity: Religion, Art, and Archaeology	Fall 2024
	HDS 3310 Twins and Twinship	Spring 2025
	HDS 3311 Birds in Religion and Mythology	Spring 2025
Possekel, Ute	HDS 4102A Elementary Syriac	Fall 2024
	HDS 4102B Elementary Syriac	Spring 2025
Reed, Annette	HDS 1772 Judaism and the Making of Christianity	Fall 2024
Rhyder, Julia	HDS 1154 Hebrew Bible Studies: Past and Future Trajectories	Fall 2024
	HDS 1625 Rapid Reading: Classical Hebrew I	Fall 2024
	HDS 4010A Elementary Classical Hebrew	Fall 2024
	HDS 4020 Intermediate Classical Hebrew I	Fall 2024
	HDS 4010B Elementary Classical Hebrew	Spring 2025
	HDS 1626 Rapid Reading: Classical Hebrew II	Spring 2025
Rivera, Mayra	HDS 2438 Sylvia Wynter Seminar	Fall 2024
	HDS 2400 Theorizing from the Archive	Spring 2025
	HDS 2432 Coloniality, Race, Environmental Catastrophe	Spring 2025
	HDS 2449 Caribbean Materialisms	Spring 2025



Instructor	Courses	Offered
Robson, James	HDS 3233 Chinese Buddhist Texts: Readings in Medieval Buddhho-Daoist Documents: Seminar	Fall 2024
	HDS 3010 East Asian Religions: Traditions and Transformations	Spring 2025
	HDS 3232 Readings on Chinese Religions: Recent Scholarship on Chinese Buddhism and Daoism: Seminar	Spring 2025
Sanchez, Michelle	HDS 4515 Theories and Methods in the Study of Religion	Fall 2024
	HDS 2188 The Protestant Reformations	Spring 2025
	HDS 2197 Readings in Political Theology	Spring 2025
Sanford, Monica	HDS 3118 History of Non-Religious Movements in the U.S.	Fall 2024
	HDS 3056 Spiritual Formation on the Buddhist Path	Spring 2025
Seggel, Cathy	HDS 2844 Unitarian Universalist Faith Development	Spring 2025
Seul, Jeffrey	HDS 2081 Negotiating Across Worldviews	Spring 2025
Skedros, James	HDS 4211 Elementary Greek I	Fall 2024
	HDS 4212 Elementary Greek II	Spring 2025
Smith, Daniel	HDS 2907 Introduction to Public Preaching	Spring 2025
Stanfield, Burns	HDS 2980 Presbyterian Polity	Fall 2024
Stang, Charles	HDS 1901A Philosophy in the Desert: Evagrius of Pontus's "Gnostic Trilogy"	Fall 2024
	HDS 1901B Philosophy in the Desert: Evagrius of Pontus's "Gnostic Trilogy"	Spring 2025
Stern, Liza	HDS 3034 The Jewish Experience in Modern America	Spring 2025
Tichelkamp, Craig	HDS 4320 Readings in Christian Latin	Fall 2024
Torracinta, Pascale	HDS 4451 Elementary French for Reading	Fall 2024
	HDS 4454 Advanced Intermediate French Readings	Fall 2024
Tuach, Laura	HDS 2933A Meaning Making - Thinking Theologically about Ministry Experience	Fall 2024
	HDS 4516A Field Education	Fall 2024
	HDS 2933B Meaning Making - Thinking Theologically about Ministry Experience	Spring 2025
	HDS 4516B Field Education	Spring 2025
Tyagananda, Swami	HDS 3391 Introduction to Hindu Spiritual Care	Fall 2024
Walton, Regina	HDS 2038 Liturgical Theology	Fall 2024
Williams, Preston	HDS 2721 The Ethical and Religious Thought of Martin Luther King, Jr.: Seminar	Spring 2025



Instructor	Courses	Offered
TBA	Intermediate Classical Hebrew II	Spring 2025

Academic Year 2024-2025 Projected Courses

Instructor	Courses	Offered
Bazzana, Giovanni	HDS 1527 Greek Exegesis of Mark	Fall 2024
	HDS 1534 Papyrology and the New Testament	Spring 2024
	HDS 1536 Apocalyptic Literature from the Second Temple period to Byzantium and Early Islam	Spring 2024
Chrystall, Beatrice	HDS 4052 Elementary Pali I	Fall 2025
	HDS 4054 Intermediate Pali I	Fall 2025
	HDS 4055 Intermediate Pali II	Spring 2024
Clooney, Francis	HDS 3392 Interreligious Theology in a Post-Post-Modern Era	Fall 2025
	HDS 3919 Introduction to the Upanisads	Fall 2025
	HDS 3393 Finding God in a Lovely Place: Comparative Theology in a South Indian Context	Spring 2024
	HDS 3750 The Bhagavad Gita and Its Greatest Commentary	Spring 2024
Fisher, Amy	HDS 2955 United Methodist Polity	Fall 2025
Giles, Cheryl	HDS 2139 Trauma and Resilience: Empowering Those Who Care for Others	Spring 2024
	HDS 2931 Adversity and Resilience in Adolescent Development: Seminar	Spring 2024
Goudarzi, Mohsen	HDS 3339 Exploring the Quran	Fall 2025
Grimm, Geraldine	HDS 4414 Advanced Intermediate German Readings	Fall 2025
Grundler-Whitacre, Karin	HDS 4412 German for Reading	Fall 2025
	HDS 4413 Intermediate German Readings	Spring 2024
Gyatso, Janet	HDS 3577 Women, Gender, and the Quest for Social Justice: Cases in Buddhism	Fall 2025
Hallisey, Charles	HDS 3576 Buddhist Ethics	Fall 2025
Hardacre, Helen	HDS 3960 Shinto	Fall 2025
Hickman-Maynard, Theodore	HDS 4510 Introduction to Ministry Studies	Fall 2025
Hollywood, Amy	HDS 2692 Sex, Gender, and Sexuality I	Fall 2025
	HDS 2063 A Poetics of Difficulty	Spring 2024
	HDS 2693 Sex, Gender, and Sexuality II	Spring 2024
Hossfeld, Christopher	HDS 2034 Leading Music in Ritual	Spring 2024
Kane, Ousmane	HDS 3368 Islam, Modernity, and Politics	Fall 2025



Instructor	Courses	Offered
Levenson, Jon	HDS 1808 The Binding of Isaac (Aqedah): Seminar	Fall 2025
	HDS 3668 Selected Works of Twentieth Century Jewish Theology	Fall 2025
	HDS 1416 Ancient Jewish Wisdom Literature	Spring 2024
	HDS 1802 The Joseph Story and the Book of Esther: Seminar	Spring 2024
Madigan, Kevin	HDS 2095 The History of Christianity through Biography and Autobiography, ca. 1100-1500, Part II	Spring 2024
	HDS 2293 The Holocaust and the Churches, 1933-45	Spring 2024
Maloney, Kerry	HDS 2031 Introduction to Chaplaincy in Higher Education	Spring 2024
McKanan, Daniel	HDS 4591A MDiv Senior Seminar	Fall 2025
	HDS 4591B MDiv Senior Seminar	Spring 2024
Moore, Diane	HDS 3300 Religious Literacy and the Professions	Fall 2025
	HDS 3334 Religion, Conflict, and Peace in Israel/Palestine	Fall 2025
	HDS 4540A MRPL Seminar	Fall 2025
	HDS 3335 Learning in Context: Narratives of Displacement and Belonging in Israel/Palestine	Spring 2024
Parmigiani, Giovanna	HDS 3113 Magic Today: An Anthropological Perspective	Fall 2025
Paulsell, Stephanie	HDS 2610 Contemplative Prayer in Christianity	Fall 2025
Potts, Matthew	HDS 2171 Forgiveness	Fall 2025
	HDS 2170 Introduction to Christian Preaching	Spring 2024
Rivera, Mayra	HDS 2432 Coloniality, Race, Environmental Catastrophe	Spring 2024
Smith, Daniel	HDS 2907 Introduction to Public Preaching	Spring 2024
Teeter, David	HDS 1102 Introduction to the Hebrew Bible/Old Testament 1: Pentateuch and Former Prophets	Fall 2025
	HDS 1625 Rapid Reading: Classical Hebrew I	Fall 2025
	HDS 4010A Elementary Classical Hebrew	Fall 2025
	HDS 4020 Intermediate Classical Hebrew I	Fall 2025
	HDS 1103 Introduction to the Hebrew Bible/Old Testament 2: Latter Prophets and Writings	Spring 2024
	HDS 1626 Rapid Reading: Classical Hebrew II	Spring 2024
	HDS 4010B Elementary Classical Hebrew	Spring 2024
	HDS 4021 Intermediate Classical Hebrew II	Spring 2024
Thomas, Todne	HDS 2007 Ethnographic Methods in Religious Studies	Fall 2025
	HDS 2125 Religion and Neoliberalism	Fall 2025
	HDS 2127 Religion and Race in the United States	Spring 2024



Instructor	Courses	Offered
Torracinta, Pascale	HDS 4451 Elementary French for Reading	Fall 2025
	HDS 4454 Advanced Intermediate French Readings	Fall 2025

Academic Year 2024-2025 Projected Courses

Instructor	Courses	Offered
Bazzana, Giovanni	HDS 1557 Greek Exegesis of Luke	Spring 2025
	HDS 1560 The Book of Revelation: Text, History, and Interpretation	Spring 2025
Chrystall, Beatrice	HDS 4052 Elementary Pali I	Fall 2024
	HDS 4054 Intermediate Pali I	Fall 2024
	HDS 4055 Intermediate Pali II	Spring 2025
Giles, Cherly	HDS 2927 Spiritual Care and Counseling	Fall 2024
Grimm, Geraldine	HDS 4414 Advanced Intermediate German Readings	Fall 2024
Grundler-Whitacre, Karin	HDS 4412 German for Reading	Fall 2024
	HDS 4413 Intermediate German Readings	Spring 2025
Hollywood, Amy	HDS 2003 Mystical Theology	Spring 2025
Levenson, Jon	HDS 1816 The Song at the Sea: Seminar	Fall 2024
	HDS 3036 Judaism: Text and Tradition	Spring 2025
	HDS 3678 Readings in Midrash: Seminar	Spring 2025
Madigan, Kevin	HDS 2094 The History of Christianity through Biography and Autobiography, ca. 150-1100, Part I	Fall 2024
	HDS 2293 The Holocaust and the Churches, 1933-45	Spring 2025
Maloney, Kerry	HDS 2032 Comparative Monasticisms	Spring 2025
McKanan, Daniel	HDS 2776 Unitarian and Universalist History	Fall 2024
Moore, Diane	HDS 3300 Religious Literacy and the Professions	Fall 2024
	HDS 4540A MRPL Seminar	Fall 2024
Parmigiani, Giovanna	HDS 3113 Magic Today: An Anthropological Perspective	Fall 2024
Paulsell, Stephanie	HDS 2610 Contemplative Prayer in Christianity	Fall 2024
Potts, Matthew	HDS 2073 Apocalyptic Grief	Spring 2025
Sanford, Monica	HDS 3118 History of Non-Religious Movements in the U.S.	Fall 2024
Smith, Daniel	HDS 2907 Introduction to Public Preaching	Spring 2025
Torracinta, Pascale	HDS 4451 Elementary French for Reading	Fall 2024
	HDS 4454 Advanced Intermediate French Readings	Fall 2024



The Faculty of Divinity

Lawrence S. Bacow

President of Harvard University and Harvard College
SB Massachusetts Institute of Technology; MPP, JD, PhD Harvard University

David N. Hempton

Dean of the Faculty of Divinity
Alonzo L. McDonald Family Professor of Evangelical Theological Studies
John Lord O'Brian Professor of Divinity
BA, Queen's University (Belfast); PhD, University of St. Andrews

Giovanni Bazzana (On leave academic year 2024-2025)

Professor of New Testament
PhD, International School of Moderna, Italy

Ann D. Braude (On leave spring 2025)

Senior Lecturer on American Religious History
Director of the Women's Studies in Religion Program
AB, Vassar College; MA, University of Chicago; PhD, Yale University

Catherine Brekus

Charles Warren Professor of the History of Religion in America
Chair of the Committee on the Study of Religion (Faculty of Arts and Sciences)
BA, Harvard University; PhD, Yale University

David Carrasco

Neil L. Rudenstine Professor of the Study of Latin America, with a joint appointment with the Department of Anthropology in the Faculty of Arts and Sciences

Francis X. Clooney, S.J.

Parkman Professor of Divinity
Professor of Comparative Theology
BA, Fordham University; MDiv, Weston School of Theology; PhD, University of Chicago

Benjamin Dunning

Professor of New Testament and Early Christianity
BA, University of Pennsylvania; MAR, Westminster Theological Seminar; PhD, Harvard University

Diana L. Eck

Professor of Comparative Religion and Indian Studies
Fredric Wertham Professor of Law and Psychiatry in Society in the Faculty of Arts and Sciences
BA, Smith College; MA, University of London; Postgraduate Diploma, Banaras Hindu University; PhD, Harvard University

Cheryl A. Giles

Francis Greenwood Peabody Senior Lecturer on Pastoral Care and Counseling
BA, Boston College; MDiv, Harvard Divinity School; PsyD, Massachusetts School of Professional Psychology



Mohsen Goudarzi (On leave academic year 2024-2025)

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

Ahmad Greene-Hayes (On leave fall 2024)

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

Janet Gyatso (On leave spring 2025 through fall 2025)

Hershey Professor of Buddhist Studies
Associate Dean for Faculty and Academic Affairs
BA, MA, PhD, University of California at Berkeley

Charles Hallisey (On leave spring 2025)

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

Teddy Hickman-Maynard

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

David F. Holland (On leave academic year 2024-2025)

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

Amy Hollywood

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

Tracey E. Hucks

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

Terrence L. Johnson

Professor of African American Religious Studies
BA, Morehouse College; MDiv, Harvard Divinity School; PhD, Brown University

Ousmane Oumar Kane (On leave fall 2024)

Prince Alwaleed bin Talal Professor of Contemporary Islamic Religion and Society
Professor of African and African American Studies (FAS)
BA, Institut national des langues et civilisations orientales; Diplome superieur d'etudes islamiques, Institute national des langues et civilisations orientales; MPhil, PhD, Institut d'etudes politiques de Paris

Karen L. King (On leave spring 2025)

Hollis Professor of Divinity
BA, University of Montana; PhD, Brown University

David C. Lamberth

Professor of Philosophy and Theology
BA, University of North Carolina; AM, PhD, Harvard University



Jon D. Levenson

Albert A. List Professor of Jewish Studies
AB, Harvard College; MA, PhD, Harvard University

Kevin J. Madigan (On leave spring 2025)

Winn Professor of Ecclesiastical History
Faculty Dean, Eliot House, Harvard College
BA, College of the Holy Cross; MA, University of Virginia; MA, PhD, University of Chicago

Dan McKanan

Ralph Waldo Emerson Unitarian Universalist Association Senior Lecturer in Divinity
AB, Harvard College; MDiv, Vanderbilt Divinity School; PhD, University of Chicago

Diane L. Moore

Faculty Director, Religion and Public Life
Lecturer in Religion, Conflict, and Peace
Senior Fellow at the Center for the Study of World Religions
MDiv, Harvard Divinity School; DMin, Episcopal Divinity School; PhD, Union Theological Seminary

Jacob K. Olupona

Professor of African Religious Traditions, with a joint appointment as Professor of African and African American Studies in the Faculty of Arts and Sciences
BA, University of Nigeria; MA, PhD, Boston University

Kimberley C. Patton

Professor of the Comparative and Historical Study of Religion
AB, Harvard and Radcliffe Colleges; AM, PhD, Harvard University

Stephanie Paulsell (On leave academic year 2024-2025)

Susan Shallcross Swartz Professor of the Practice of Christian Studies
Faculty Dean, Eliot House, Harvard College
BA, Greensboro College; MA, PhD, University of Chicago

Matthew Ichihashi Potts (On leave spring 2025)

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

Annette Yoshiko Reed

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

Mayra Rivera

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

Michelle C. Sanchez

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

Teren Sevea (On leave academic year 2024-2025)

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



Charles M. Stang

Professor of Early Christian Thought

Director of the Center for the Study of World Religions

AB, Harvard College; MDiv, University of Chicago; ThD, Harvard Divinity School

D. Andrew Teeter (On leave academic year 2024-2025)

Professor of Hebrew Bible

MA, University of Wisconsin–Madison; PhD, University of Notre Dame

Todne Thomas (On leave academic year 2024-2025)

Associate Professor of African American Religious Studies

BA, Cornell University; MA, PhD, University of Virginia



Members of the Faculty Emeriti

This listing includes all retired, tenured Harvard Divinity School faculty. Many of these faculty members continue to teach and advise students on a limited basis.

Leila Ahmed, BA, MA, PhD

Victor S. Thomas Research Professor of Divinity

John B. Carman, BD, MA, PhD

Parkman Professor of Divinity Emeritus

Harvey G. Cox, Jr., BD, PhD

Hollis Professor of Divinity Emeritus

Arthur James Dyck, MA, PhD

Professor of Ethics Emeritus

Mary B. Saltonstall Professor of Population Ethics Emeritus in the School of Public Health

Francis Schüssler Fiorenza, MDiv, DTh, DD honoris causa

Charles Chauncey Stillman Research Professor of Roman Catholic Theological Studies

William A. Graham, BA, AM, PhD

Murray A. Albertson Research Professor of Middle Eastern Studies (Faculty of Arts and Sciences)

Harvard University Distinguished Service Professor

David D. Hall, AB, PhD

Bartlett Professor of New England Church History Emeritus

Paul D. Hanson, BA, BD, PhD

Florence Corliss Lamont Professor of Divinity Emeritus

Michael D. Jackson, BA, MA, PhD

Senior Research Fellow in World Religions

Baber Johansen, PhD

Research Professor of Islamic Studies

Mark D. Jordan, BA, MA, PhD

Richard Reinhold Niebuhr Research Professor of Divinity

Peter Machinist, AB, MPhil, PhD

Hancock Research Professor of Hebrew and Oriental Languages

Elizabeth Schüssler Fiorenza, Lic. Theol., Dr. Theol., Dr. hc. Mult.

Krister Stendahl Research Professor of Divinity

Preston N. Williams, AB, MA, BD, STM, PhD

Houghton Professor of Theology and Contemporary Change Emeritus



Others Offering Instruction

Khalil Abdur-Rashid

Muslim Chaplain, Harvard University; Lecturer on Muslim Studies

Irit Aharony

Senior Preceptor in Modern Hebrew (FAS)

Ali S. Asani

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

Barakatullo Ashurov

Lecturer in Eastern Religion; Visiting Scholar, Center for the Study of World Religions

Swayam Bagaria

Postdoctoral fellow in Hindu Studies

Gojko Barjamovic

Senior Lecturer on Assyriology (FAS)

Melissa Wood Bartholomew

Associate Dean for Diversity, Inclusion, and Belonging

Jeremy D. Battle

Denominational Counselor; Lecturer in Ministry Studies

Chris Berlin

Counselor to Buddhist Students; Instructor in Ministry and Pastoral Counseling

Giorgia Bove

Instructor on Advanced Greek

Cornell Williams Brooks

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

John P. Brown

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

Joi Carr

Visiting Scholar

Raymond Carr

Visiting Scholar

Brendan Case

Lecturer on Christian Theology and Human Flourishing

Jocelyne Cesari

T. J. Dermot Dunphy Visiting Professor of Religion, Violence, and Peace Building

Beatrice Chrystall

Lecturer on Pali



Shaye J. D. Cohen

Nathan Littauer Professor of Hebrew Literature and Philosophy (FAS)

Richard Cozzens

Preceptor in Arabic (FAS)

Brandon Crowley

Lecturer on Ministry Studies

Christopher Eldrett

Lecturer in Spanish Translation

Khaled El-Rouayheb

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

Michael Ennis

Lecturer on New Testament Studies

Lewis Finfer

Instructor in Faith-Based Community Organizing

Gail Forsyth-Vail

Instructor on Church Polity

Jay L. Garfield

Visiting Professor of Buddhist Philosophy

K. Healan Gaston

Lecturer on American Religious History and Ethics

Luis M. Girón Negrón

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

J. Gregory Given

Lecturer on Elementary Coptic

Elon Goldstein

Lecturer on Tibetan Buddhist Studies

Geraldine Grimm

Lecturer on Theological German

Karin Grundler-Whitacre

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

Muhammad Habib

Preceptor in Arabic (FAS)

Shiraz Hajjani

Lecturer in Islamic Studies

Gregory Halaby

Preceptor in Arabic (FAS)

Judy Ravesloot Haley

Lecturer on Intermediate Greek



Christopher Hossfeld

Director of Music and Ritual; Instructor in Sacred Music

Yunus Kumek

Lecturer on Muslim Studies

Heather Mellquist Lehto

Yang Visiting Scholar on World Christianity

Robin Lutjohann

Instructor on Lutheran Polity

Amr Madi

Preceptor in Arabic (FAS)

Kerry Maloney

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

Peter Der Manuelian

Barbara Bell Professor of Egyptology (FAS)

Ashok Mocherla

Yang Visiting Scholar on World Christianity

Payam Mohseni

Lecturer on Shi'ism Studies

Lana Neufeld

Instructor in Spanish

Alissa Oleson

Instructor on Lutheran Polity

Atalia Omer

T. J. Dermot Dunphy Visiting Professor of Religion, Violence, and Peace Building within the Religion, Conflict, and Peace Initiative (RCPI) of the Religion and Public Life program

Giovanna Parmigiani

Lecturer on Religion and Cultural Anthropology

John R. Peteet,

Associate Professor of Psychiatry (HMS)

Ute Possek

Lecturer on Syriac

Julia Rhyder

Assistant Professor of Near Eastern Languages and Civilizations (FAS)

James Robson

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

Monica Sanford

Assistant Dean for Multireligious Ministry; Lecturer in Ministry Studies

Cathy Seggel

Instructor in Church Polity



Jeffrey Seul

Lecturer on the Practice of Peace

James Skedros

Lecturer on Elementary Greek

Daniel Albert Smith

Lecturer on Ministry Studies

Burns Stanfield

Counselor to Presbyterian Students; Instructor in Presbyterian Church Polity

Liza Stern

Instructor in Jewish Polity

Craig Henry Tichelkamp

Lecturer on Christian Latin

Pascale C. Torracinta

Instructor on French

Laura Tuach

Assistant Dean of Ministry Studies and Field Education

Swami Tyagananda

Co-Instructor in Hindu Spiritual Ministry

Regina Walton

Counselor to Episcopal/Anglican Students; Lecturer in Ministry Studies

Gloria White-Hammond

Swartz Resident Practitioner in Ministry Studies

Terry Tempest Williams

Writer-in-Residence



Denominational Counselors

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

Aisha Ansano

Counselor to Unitarian Universalist Students

Jeremy Battle

Counselor to Baptist Students

Chris Berlin

Counselor to Buddhist Students

Instructor in Ministry Studies and Pastoral Counseling

Amy L. Fisher

Counselor to Methodist Students

Reebee Kavich Girash

Counselor to United Church of Christ Students

Samuel B. Hogan, Sr.

Counselor to Pentecostal Students

Instructor in Pentecostal Church Polity

Patricia Simpson

Counselor to Roman Catholic Students

Instructor in Ministry Studies

Burns Stanfield

Counselor to Presbyterian Students

Liza Stern

Counselor to Jewish Students

Regina Walton

Counselor to Episcopal/Anglican Students

Lecturer on Anglican Church Polity

TBA

Counselor to Lutheran Students

TBA

Counselor to Muslim Students



Academic Procedures and Rules

Check-in

Fall 2024

New Student check-in online: Tuesday, August 23. New student check-in is required to finalize registration requirements.

Returning Student check-in: All returning students are required to complete the check-in process online via their my.harvard account by Thursday, August 25, the Registrar's Office will be available on this date and on Friday, August 26, to accommodate returning students with questions and to resolve any holds on their student account.

No student is considered enrolled until they have completed the online check-in process through their my.harvard account at the beginning of each semester.

Spring 2025

Check-in for all students: students are required to complete the check-in process online via their my.harvard account. Check-in must be completed by Tuesday, January 24.

No student is considered enrolled until they have completed the online check-in process through their my.harvard account at the beginning of each semester.

There is a \$50 fee assessed for not completing check-in by the deadline listed above. No one may check in and enroll in classes after Friday, September 16 in the fall term, and Friday, February 3 in the spring term.

Financial Obligations

Students are required to settle all financial obligations to the University before they will be allowed to register each term. Student bills for the fall term are issued in July and payable in August; for the spring term, they are issued in December and payable in January. A student's term bill balance at registration each semester must not exceed anticipated Harvard University financial aid.

Degree students may arrange to pay the tuition portion of their term bill in monthly installments by contacting the Student Financial Services Office directly. Under this plan, in the fall, students pay one-quarter of tuition in August and the balance in three installments in October, November, and December. In the spring, students pay one-quarter of their tuition in January and three additional payments in March, April, and May. There is a service charge of \$35 per term for participation in the monthly payment option. A student enrolled half-time or less is required to pay the entire amount in advance.

Term bills are issued by the central University Student Financial Services Office (953 Smith Campus Center). Students may access their term bill and account balances via their my.harvard home page. Additional information on understanding and paying term bills can be found on the [Student Financial Services website](#). Tuition charges originate from the HDS Registrar's Office, and questions may be directed to the Registrar.



Immunization

Massachusetts State law requires all students enrolled in three courses or more each semester, including non-degree students, to file a completed Certificate of Immunization with Harvard University Health Services (HUHS). In compliance with the Commonwealth of Massachusetts Immunization Regulations, all full-time students must submit proof of immunization against: Diphtheria, Tetanus, and Pertussis (TDaP); Hepatitis B; Measles, Mumps, and Rubella (MMR); Varicella; and Meningococcal diseases. A form for this purpose and detailed information regarding this requirement is sent to all incoming students during the summer. The certificate must be completed by a physician and submitted to HUHS by July 1. All students who are not in compliance with Massachusetts regulations are urged to be immunized as soon as possible by a physician at home or at a community clinic. Students will not be allowed to begin their program at HDS without first filing this certificate. More information and certificate forms may be obtained from [Harvard University Health Services](#) (phone: 617.495.5711).

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

International Students

Incoming international students must register at the Harvard International Office (HIO) located at 864 Smith Campus Center before registering at HDS. Students must appear in the HIO system as cleared in order to enroll. Returning international students need not register at HIO. As policies can change while students are enrolled, international students are encouraged to regularly check the [HIO website](#) for updates.

University ID Cards

First year students may upload a photo for their ID. Incoming students who electronically uploaded a photo prior to arriving on campus will receive their official ID card during orientation. ID cards are valid through the student's anticipated graduation or completion date. Students not satisfied with the picture that appears on their ID card may have their image recaptured at any time during the year through the ID Card Services office, Smith Campus Center, Room 807. The new picture will appear on all subsequent cards.

Pictures captured for the ID cards may also be used for portrait and electronic directories. All images and information are secured for internal University use only. Students who do not wish to have their images distributed may request an exemption by contacting the ID Office at id_services@harvard.edu. Since students will encounter occasions when they need to produce their ID card (such as, University Health Services, shuttles, or libraries), they are encouraged to keep it readily available.

Students may not lend their ID cards to anyone for any purpose. ID cards remain the property of the University and are intended for University purposes only. Loan of ID cards is considered a disciplinary matter. ID cards must be surrendered to any Officer of the University if requested. Students who withdraw or are withdrawn from their program are required to return their ID card to the HDS Registrar.



Lost, stolen, or damaged cards may be replaced by contacting ID Card Services, Smith Campus Center, Room 807. A \$35 replacement fee will be charged. More information is available online.

HarvardKey

HarvardKey, together with the HUID (Harvard University ID), enables students to access the online resources of the University. Once a student receives their HUID information, they are required to complete the [HarvardKey process](https://key.harvard.edu/) at <https://key.harvard.edu/> prior to being able to access and activate their HDS email account.

HarvardKey login and password information is solely for the use of the student and may not be shared with others.

Official Communication

Formal HDS communication to students is via their HDS email account. Students are required to check their accounts regularly.

Course Registration

Fall 2024: Crimson Cart submission via my.harvard due Wednesday, September 7.

Spring 2025: Crimson Cart submission via my.harvard due Monday, January 30.

Instructors' signatures are required for Reading and Research courses, courses with limited enrollment, and other courses indicating this requirement in the course description.

The Crimson Cart must be electronically approved by the student's faculty advisor in order for course enrollment to take place. Appointments with advisors should be made several days before the Crimson Cart submission is due to avoid last-minute delays and complications. Failure to submit a completed Crimson Cart online by the required date will result in a \$40 late charge for the first day overdue (Thursday, September 8 in the fall and Tuesday, January 31 in the spring) with a \$10 charge each overdue day thereafter. Students whose course enrollments are not approved by the deadline will be considered on unofficial leave from the school. If a student does not take an official leave of absence, or withdraw from the program by the add/drop deadline of that term (Friday, September 16 for the fall and Friday, February 3 for the spring), the student will be withdrawn from the program by the Registrar's Office and will be required to either petition for reinstatement or reapply to the program. See the section titled "Reinstatement" on page 56 for policies pertaining to returning to studies at HDS.

Full time students must register for at least three courses and may not register for more than five courses for credit during a given semester. Part-time students may only register for two courses per term.

Students with incomplete courses from prior semesters are further limited in the number of courses for which they may register: students with one outstanding Incomplete may register for no more than four courses; students with two Incompletes may register for no more than three courses; students with three Incompletes may register for no more than two courses. Students with four or more outstanding Incompletes will not be allowed to register. Exceptions to these rules require the written permission of the Associate Dean for Faculty and Academic Affairs.



Cross-Registration

CROSS-REGISTRATION FOR HDS STUDENTS INTO OTHER SCHOOLS

HDS students may take up to half of their courses in any given semester in the other schools of the University or the Boston Theological Interreligious Consortium (“BTI”). These schools include:

HARVARD UNIVERSITY

- The Faculty of Arts and Sciences (FAS)
- Harvard Business School (HBS)
- Harvard Graduate School of Design (GSD)
- Harvard Graduate School of Education (HGSE)
- Harvard Kennedy School (HKS)
- Harvard Law School (HLS)
- Harvard Medical School (HMS)
- Harvard School of Dental Medicine (HSDM)
- Harvard T.H. Chan School of Public Health (SPH)

The Harvard Division of Continuing Education is not eligible for cross-registration.

BOSTON THEOLOGICAL INTERRELIGIOUS CONSORTIUM (BTI)

- Boston College Theology Department (BC-THEO)
- Boston College School of Theology & Ministry (BC-STM)
- Boston University Graduate Program in Religion (BU-GPR)
- Boston University School of Theology (BU-STH)
- Gordon-Conwell Theological Seminary (GCTS)
- Hartford Seminary (HS)
- Hebrew College (HEBC)
- Holy Cross Greek Orthodox School of Theology (HC)
- St. John’s Seminary (SJS)

OTHER SCHOOLS

- Massachusetts Institute of Technology (MIT)
- The Fletcher School of Law and Diplomacy, Tufts University (Fletcher)

To register for non-HDS courses, a student must submit a cross-registration petition. The procedures and deadlines are different for each school, so students should be aware of and carefully follow these guidelines:

- By cross-registering into another faculty or school, students agree to abide by the host school’s rules and meet its deadlines, even when they are more stringent than those of HDS. Students should take care to check the other schools’ schedules. Refer to the chart of University cross registration dates and deadlines for 2024-2025.
- Grading procedures may vary from school to school; students should be sure they understand all the requirements of the host school. FAS, for example, normally requires all registrants to elect letter grading. Grades will be recorded on a student’s record exactly as they have been reported to the HDS Registrar by the host school. This means, for example, that a grade of B- from FAS cannot be translated into a grade of SAT on a student’s record.
- Three and four credit courses at other schools are generally equivalent to HDS courses.



Harvard Law School and Harvard Graduate School of Education are examples of schools that offer two credit courses. When a student takes a two credit course, special arrangements can sometimes be made with the instructor and the other school's Registrar's Office in order to receive the regular course credit. A form for this purpose is available upon request in the Registrar's Office.

- HDS candidates for graduation who have cross-registered for courses outside HDS during their final semester are responsible for arranging with their instructors to have their grades turned in to the host school's Registrar's Office no later than Monday, January 3 for March graduation, or by Monday, May 15 for May graduation.
- No more than one-half of the course work in any semester may be taken outside the Divinity School. Courses that are offered as "on-line only" are not eligible for cross-registration by HDS students. The course must have a physical meeting time and location on the host school's campus.

CROSS REGISTERING TO ANOTHER SCHOOL AT HARVARD

- Log in to my.harvard.edu. Use the "Course Search" tab at the top of the page to search for and select courses.
- If you know the course you are interested in, enter it in the search box.
- To view a list of courses available for cross-registration, navigate to Advanced Search, select a School and Term, select Available for Cross-Registration from the Cross-Registration drop-down. Click Search Courses.
- Click on the course title to view the full course description. On this page, check to see if the course requires instructor permission in order to enroll, then click "add to Crimson Cart."
- Once the course is added to the Crimson Cart, then select course options (such as grading options, if applicable) and validate the course. If the course requires instructor permission the "Submit Petition" button will appear. This must be selected in order for the petition to move forward.
- View the petition status in the Crimson Cart. Orange status is pending. Red is denied. Green is approved.
- Once permission is granted, you may enroll in the course using the Enroll/Validate/Delete button. If you plan to enroll in the course, you MUST complete this step as enrollment is not automatic once permission is granted.

Note: Students must cross-register for audits as well as courses taken for credit. Policies regarding audits vary from school to school. Consult the host school's Registrar's office.

CROSS REGISTERING TO A BTI SCHOOL

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

- Students should navigate to the BTI website and click on the Cross Registration button on the top right-hand corner of the site, which will bring them to instructions for viewing the list of available cross-registered courses from all member school.
- Students should follow the instructions on how to start the BTI cross-registration process. Students who are cross-registering through the BTI for the first time must submit the New Student Registration Form in the BTI portal.
- The online cross-registration system will generate an email notification to the student advising that their portal account is ready for use, and will contain a link to the login



- screen and a temporary password.
- Once students have submitted their cross-registration application, the portal will forward a confirmation, will request the student's home registrar for permission, and will forward the application to the host school's registrar, where the request will be either



Fall 2024 Cross-Registration Schedule

School	Classes begin	Last day to submit cross-reg petition	Last day to drop without notation ¹	Last day to drop with notation ²	Last day of classes	Last day of exams
HDS	8/31/2024	9/16/2024	9/16/2024	11/7/2024	12/1/2024	12/17/2024
GSAS	8/31/2024	10/3/2024*	9/19/2024*	10/31/2024	12/1/2024	12/17/2024
GSD	8/31/2024	9/14/2024	9/13/2024	12/2/2024*	12/2/2024	12/15/2024
GSE***	9/6/2024	TBD	9/19/2024*	12/6/2024*	12/6/2024	12/17/2024
HBS	8/31/2024	9/1/2024	9/16/2024	12/2/2024*	12/2/2024	12/9/2024
HKS**	8/31/2024	8/31/2024	9/13/2024	11/22/2024*	12/2/2024	12/16/2024
HLS	9/6/2024	9/12/2024	9/12/2024	12/2/2024*	12/2/2024	12/16/2024
HMS	Consult HMS for all HMS cross-registration dates and procedures.					
SPH	8/29/2024	9/8/2024	9/8/2024	10/21/2024	12/16/2024	Consult SPH
MIT	9/7/2024	10/7/2024*	10/7/2024*	11/23/2024*	12/14/2024	12/22/2024
TUFTS	9/6/2024	9/23/2024*	9/23/2024*	Consult Tufts	12/13/2024	12/22/2024

Spring 2025 Cross-Registration Schedule

School	Classes begin	Last day to submit cross-reg petition	Last day to drop without notation ¹	Last day to drop with notation ²	Last day of classes	Last day of exams
HDS	1/23/2025	2/3/2025	2/3/2025	4/3/2025	4/26/2025	5/13/2025
GSAS	1/23/2025	2/6/2025*	3/6/2025*	3/20/2025	4/26/2025	5/13/2025
GSD	1/23/2025	TBD	2/3/2025	4/27/2024	4/24/2025	5/8/2025
GSE***	1/23/2025	TBD	2/6/2025*	4/28/2025*	4/28/2025	5/12/2025
HBS	1/23/2025	1/24/2025	2/10/2025*	4/21/2025*	4/21/2025	5/3/2025
HKS**	1/23/2025	1/31/2025	2/6/2025*	4/21/2025*	4/28/2025	5/12/2025
HLS	1/23/2024	1/24/2024	1/24/2024	4/21/2024	4/21/2024	5/5/2024
HMS	Consult HMS for all HMS cross-registration dates and procedures.					
SPH	1/23/2025	2/2/2024	2/2/2025	3/10/2025	5/12/2025	Consult SPH
MIT	2/6/2025	3/10/2025*	3/10/2025*	4/25/2025*	5/16/2025	5/24/2025
TUFTS	1/17/2025	2/6/2025*	2/6/2025*	Consult Tufts	5/1/2025	5/10/2025

* As the HDS deadline is earlier, students should follow HDS dates for these events. ** HKS has a two-day shopping period prior to the start of classes. Consult the HKS Registrar's Office for module course deadlines. *** GSE holds its shopping period prior to the start of classes. Consult the GSE Registrar's Office for more information.

1. This date is the deadline to drop without the notation of "W" appearing on the student's transcript.

2. This date is the deadline to drop with the notation of "W" appearing on the student's transcript. The HDS deadline serves as the deadline to drop a course at any school, unless the host school's deadlines are earlier, in which case the latter should be observed. Many schools use the term "withdrew" synonymously with "dropped with notation".



accepted or denied. When a student is planning to register for a BTI course, they should register for the placeholder course XREG BTI in my.harvard.edu during the registration period. This placeholder course is replaced by the Registrar's Office with the details of the BTI course after successful cross-registration.

- Students who are not accepted must drop the course via a course change form available on their my.harvard portal homepage.

Since dates vary, students wishing to cross-register within the BTI should consult the Registrar's Office of the member schools. If the HDS deadlines are earlier students must follow the HDS dates.

Auditing Courses

Interpretations of what "audit" means vary from instructor to instructor. Some require that auditors participate in class or sections; others require that they do not. Auditors are never permitted to take final exams and do not receive grades. Most classes at HDS are open to auditors.

Students who plan to attend regularly and want the course to appear on their transcript should submit the course in their Crimson Cart and choose 'audit' as the grading option. There is no fee for audits for degree candidates. Non-degree candidates must pay the normal audit fee (\$550 per course plus \$50 registration fee) to have audits added to their academic records. If a degree candidate signs up to audit but is unable to continue, the degree candidate needs to notify the Registrar's Office no later than the last day of classes so that the course can be removed from their record.

To cross-register as an auditor in a BTI course, students follow the same registration process but must indicate on the cross-registration petition form that they are enrolling as an auditor. Cross-registration is a means of identifying and authorizing students to attend the host school's classes.

Reading and Research Courses

Students who have successfully completed prior work in a particular area may wish to continue to study independently in that area under the supervision of an HDS faculty member. Course credit may be earned in such situations by registering for a Reading and Research course. Reading and Research courses may be taken only under the supervision of and with prior consent of a regular member of the HDS faculty within their specific area of study. Reading and Research courses cannot be supervised by Visiting Professors or Lecturers or by non-HDS faculty. Reading and Research courses may be taken for a letter grade or on a SAT/UNSAT basis. Ordinarily, Reading and Research courses may not be elected until after a student's first semester is completed.

Dropping and Adding Courses

Fall 2024: Friday, September 16

Spring 2025: Friday, February 3

Courses may be added or dropped from a student's schedule any time before the deadlines listed above by filing the appropriate form online in the my.harvard portal. Courses taken by HDS students that are dropped by the drop/add deadline will not appear on a student's transcript. Courses dropped after this date and before the drop with notation deadline (or



the first non-holiday thereafter) will receive a grade notation of “withdrawn.” This notation will appear on an HDS student’s transcript and the course will count toward the total number of courses attempted as part of their program.

Courses not dropped before the drop with notation deadline (or the first non-holiday thereafter) will be evaluated and assigned a grade. There is a \$10 fee assessed to HDS students for any change made after the Drop/Add deadline.

Cross-registered courses must be dropped both at HDS and at the host school, in accordance with the rules of both schools. If the drop deadline of the other school is earlier than the HDS drop deadline, it must be met.

HDS students taking courses elsewhere, whether at Harvard or at BTI schools, should know that the host school controls the final status of a course and that grades are recorded as they are reported to the HDS Registrar. For this reason, it is important to understand and follow the rules and deadlines of both schools.

Grading Option Changes and Last Day to Drop with Notation

Fall 2024: Monday, November 7

Spring 2025: Monday, April 3

Students may change their status in a course up to 5:00 PM on the last day to drop with notation each semester (or the first non-holiday thereafter). After this date, students may neither drop a course, nor change the grading option for a course from letter grade to Sat/Unsat, or vice versa. Courses dropped prior to this date will be listed on the student’s transcript with the notation “withdrawn.” Courses not dropped by this date will be evaluated by the instructor and a grade assigned.

Courses can only be changed from credit to audit or vice versa prior to the drop/add deadline that occurs earlier in the term. See the Academic Calendar for details.

For courses that meet for the academic year, the fall semester deadline applies. That is, students must commit to their status in a full year course by the drop with notation deadline (or the first non-holiday thereafter) of the fall semester.

Enrollment Confirmation

At the drop/add deadline, students should carefully review their Crimson Cart course enrollment information to confirm they are properly registered in their desired courses. It is the responsibility of the student to ensure that their course enrollment information is correct. All discrepancies should be reported to the Registrar’s Office immediately.

Submission of Written Work

Students are responsible for retaining copies of all materials submitted to meet course requirements, with the exception of in-class examinations, until their final grade has been posted in my.harvard.

Examinations

Some HDS courses require a three-hour in-class final examination. These exams must be taken at the times specified by the Registrar’s Office during the examination period. The fall 2024 final examination period runs December 8 through December 17; the spring



2025 examination period runs May 4 through May 13. Courses scheduled in the morning normally have morning exams beginning at 9:15AM; afternoon courses have exams at 2:15 PM.

The definitive final exam schedule is published online toward the end of each semester

Examination Accommodations for Students with Disabilities

Depending upon the nature of the student's documented disability, the Divinity School will provide appropriate examination accommodations. Students who are seeking exam accommodations for exams due to a disability should meet with and present written documentation to the Assistant Director for Student Support at least two weeks before the examination date. If students are unsure whether or not they are eligible for this accommodation they should contact the Assistant Director for Student Support as soon as possible. Exam accommodations cannot be evaluated for approval until documentation is reviewed. Accommodations and services cannot be provided retroactively. More information regarding the exam accommodation policies and procedures is [available online](#).

Make-up Examinations for Students

Make-up examinations for final exams are granted only in the case of illness, grave emergency, or other extreme circumstance. In the case of illness, such illness should be reported to Harvard University Health Services prior to the examination. A letter must be submitted to the Registrar's Office from HUHS certifying the date and nature of the illness. Students must then file a petition for a make-up exam. The petition form is available at the Registrar's Office.

Students who must be absent for reasons other than illness, such as a death in the family, must notify the Registrar prior to the examination. In accordance with Massachusetts law, students who are unable to participate in a final examination as a consequence of their religious beliefs shall be provided with an opportunity to make up the examination, without penalty, provided that the makeup examination does not create an unreasonable burden. In such instances, students must obtain a Petition for a Make-Up examination from the Registrar.

Petitions for a make-up exam must be approved and signed by both the instructor and the Associate Dean for Faculty and Academic Affairs prior to the exam, and filed with the Registrar within one week after the close of examinations. A student who is present for any part of an exam is not entitled to make it up. Dates and times for make-up exams for Divinity School courses must be arranged by the student with the course instructor and the Registrar.

Students who, for compelling reasons, cannot be in Cambridge at the time of a final or make-up examination may petition to take the examination in another place with the written permission of the instructor. In absentia petitions and information for HDS courses are available at the Registrar's Office. Completed petitions must be filed at least 30 days before the regularly scheduled examination date.

Please note that the rules regulating make-up exams vary from school to school. Students must follow the rules of the school where the course is offered. It is the student's responsibility to contact the school where the course is offered if circumstances warrant the need for a make-up examination. Make-up exams for Faculty of Arts and Sciences courses take place on prescribed days in mid-September (for spring and full-year courses) and in early



February (for fall courses).

Incompletes

An Incomplete refers to a contract between the student and the instructor to complete some required work for the course at a mutually agreed upon date after the end of the term. In the event that a student is unable to complete the final work for a course (excluding exams) they may request an Incomplete from the instructor, who has authority to approve or deny the request.

Both the student and the instructor must complete the Incomplete Grade Agreement Form and submit it to the Registrar's Office no later than the last day of exams in the term in which the course was taken. In this contract, the student must give sufficient reason for the delay and provide a satisfactory plan for completion of the work. The student and instructor will agree upon and record a due date not to exceed the deadline in the subsequent semester. The instructor will note a contingency grade on this form, based on the calculation of the grade in the course in the absence of the unfinished work.

Students are limited to one Incomplete grade per academic year, or one per eight courses completed for students on part-time or per-course basis. Under extraordinary, documentable circumstances (i.e., hospitalization or death in the family) additional petitions to request an Incomplete, including for courses taken at other Harvard schools and the BTI, must be made to the Registrar and are counted toward the one Incomplete allowance.

The due date for work in a fall course may be no later than the day after spring break the following term, (this year, Monday, March 20, 2025), and, for spring courses, no later than the last non-weekend day before the subsequent fall semester (this year, Friday, September 1, 2025). Outstanding work must be submitted electronically to the Registrar's Office (email: registrar@hds.harvard.edu) and it will be forwarded directly to the instructor. Once the outstanding work has been received, the incomplete grade will be converted to a grade of NGR (no grade received) and the instructor will then submit a final grade for the course. If a student fails to submit work for an incomplete directly to the Registrar's Office by these deadlines, the contingency grade assigned by the instructor will be retained as a final grade for the course.

Grades of "I" incurred in cross-registered courses at another school are subject to HDS rules and HDS deadlines as listed above, unless the other school's deadline is earlier.

On rare occasions, a student may be granted additional time to complete work on an incomplete by the appropriate curriculum committee. Such requests are granted only in highly unusual circumstances involving serious illness or other unforeseen events beyond the student's control. A form entitled "Petition to Extend an Incomplete beyond the Time Allowed" may be submitted to the Registrar to make such a request. The form will not be considered complete until it contains the signature and comments of the student's advisor and documentation of the circumstances that warrant an extension. Petitions to extend an incomplete must be submitted no later than three weeks after the original due date. In the instance of a request for an extension of time for a cross-registered course, both schools must approve such requests.

Courses that are incomplete because the student has been absent from the in-class examination are not given a grade of "I" and are not governed by the rules for Incompletes. Rather, such courses receive a grade of "ABS" (absent from exam) and are governed by the rules governing make-up examinations.



Students with incomplete courses from prior semesters are further limited in the number of courses for which they may register. Students with one outstanding Incomplete may register for no more than four courses; students with two Incompletes may register for no more than three courses; students with three Incompletes may register for no more than two courses. Students with four or more outstanding Incompletes will not be allowed to register. Exceptions to these rules require the written permission of the Associate Dean for Faculty and Academic Affairs.

Grading System

The majority of courses are taken under the letter grade option with the following possible grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and E. Some courses, however, must be taken under the Sat/Unsat grading option, in which a student either passes the course and receives credit for it, or does not. Such courses include departmental colloquia and others as indicated in the course description. The standard for a grade of “satisfactory” is a C- or above.

A student’s grade point average does not appear on their transcript. However, for the purposes of the MTS and MDiv programs (which require a student to maintain a “B” average), the grade point average is calculated using the following scale: A = 4.0; A- = 3.67; B+ = 3.3; B = 3.0; B- = 2.67; C+ = 2.33; C = 2.0; C- = 1.67; D+ = 1.33; D = 1.0; D- = .67; and E, unsat, and abs = 0. Grades of “W” and “Sat” are not averaged. MTS and MDiv students should see the appropriate degree requirement section for more specific information about the grade requirement.

A student may choose to take a letter grade course on a Sat/Unsat basis by indicating this preference when enrolling if such an option is available. Degree programs limit the number of courses that may be taken under the Sat/Unsat option, therefore, students should use caution when electing this option.

A course will receive a grade of Incomplete (“I”) if the student has arranged with the instructor to be allowed additional time to complete the work and has filed an Incomplete Grade Agreement form with the HDS Registrar by the deadline of Friday, December 16 for the Fall 2024 semester, and Monday, May 15 for the Spring 2025 semester.

A grade of Absent from Final Exam (ABS) will be assigned when a student is not present for an in-class final examination. This grade will become permanent if the student fails to meet the requirements governing make-up exams. If a student has taken an incomplete in a course and is absent from a final exam, a grade of I is assigned.

Final grades in full academic year courses are always cumulative. They represent the standing of the student from the beginning of the academic year, and not merely since mid-year. Some courses may issue mid-year grades, however, the final grade of a full academic year course supersedes the grade received for the first semester.

Correction of Grading Errors

After an instructor has submitted a grade to the Registrar, the grade may only be changed at the instructor’s request if it was incorrect as the result of an arithmetical, administrative, or other clerical error. Under these circumstances, an instructor should submit a letter to the Registrar requesting the grade change. The Registrar will consult with the Associate Dean for Faculty and Academic Affairs and, if it is deemed an appropriate request, the change will be made. A grade may not be changed as a result of a reevaluation of a student’s work except



by an affirmative vote of the Faculty on such a request from an instructor.

Cancellation of Classes

Classes as a whole are rarely canceled due to inclement weather. If a class is canceled due to weather, faculty will notify students via email or by posting a message of cancellation on their course site page. Information about class cancellations due to weather is also posted on the home page of the HDS website or can be obtained by calling 617.496.6397. If an individual class meeting is canceled, a notice will be posted on the course site as well as on the door of the classroom where the class is scheduled to meet.

Course Evaluations

At the end of each term students are required to complete an on-line evaluation of the courses they are enrolled in with HDS faculty members. Students will be granted access to their grades on-line only after submitting all their evaluations for the term. Students who do not complete evaluations will not have access to their grades until at least one two weeks after grades are due from faculty. Graduating students do not receive their Commencement tickets until all outstanding course evaluations have been completed. Students will receive an email message from the Registrar's Office informing them when on-line evaluations are available. Evaluations are shared with the instructors only when grades for the semester have been submitted. Evaluations are mandatory in classes with five or more students.

Faculty Advising

Before enrollment, students at Harvard Divinity School are assigned an academic advisor by the Registrar. The relationship between student and advisor is meant to enhance a student's academic program and is considered central to the educational experience at HDS. In addition to offering advice concerning the selection of courses, advisors may also help students by directing them to the various resources of HDS and the University at large, and advising them concerning career options and how to prepare for them. Students are required to obtain their advisors' electronic approval of their Crimson Cart at the beginning of each semester before the Crimson Cart submission deadline. The advisor's signature is also required on all petitions submitted to curriculum committees to request exceptions to the normal course of study.

Students are assigned to advisors according to their academic interests, and every effort is made to make the best possible match between student and advisor. This process is limited by the necessity to distribute advisees equally among faculty members as well as scheduled faculty leaves. For this reason, ideal matches are not always possible. If students wish to change their advisors after the first two months of their first semester, they may do so by first obtaining the approval of the faculty member they wish to be their advisor and then notifying the Registrar's Office in writing of the change. Once the Registrar's Office has been notified, the change becomes official and access to the student's degree audit is provided to the new advisor. Only HDS voting faculty members are eligible to serve as advisors, and all faculty have the right to refuse additional advisees.

Soon after check-in, it is important for students to arrange a meeting with their advisor to discuss their choice of courses for the semester. Meetings with advisors are scheduled on the initiative of the student. Students should expect to meet with their advisor at this point for at least a quarter of an hour. After courses have been decided upon and before the Crimson Cart submission is due, students should arrange to meet with their advisors briefly



a second time to have their Crimson Cart approved. Students are asked not to wait until the last moment for this approval.

Program Requirement Advising

Although advisors are available to guide and assist students in their academic pursuits, students should seek advice concerning specific degree requirements directly from a representative of the Registrar's Office. Questions about course, program, and graduation requirements may always be addressed to the Registrar's Office. Ultimately, however, it is the individual student's responsibility to know and satisfy all requirements.

MDiv students should also consult with the Office of Ministry Studies regarding the Field Education and Arts of Ministry requirements.

Academic Progress

An MDiv, MTS, MRPL, or ThM student may be placed on probationary status or required to withdraw should the appropriate curriculum committee determine that they are not making satisfactory academic progress. (ThD students should refer to the Handbook for ThD Students.) Should a student do any of the following, the appropriate committee will review the student's academic progress and take any action deemed warranted:

- Fail to satisfy or be on course to satisfy the residency requirement (the requirement to complete four courses in each of two of the consecutive semesters during the student's first three semesters of enrollment), or alternatively, petition successfully to defer or waive the residency requirement. (Students who have officially been recognized as studying part-time are exempt from this requirement.)
- Receive any non-passing grade(s) ("Unsat" or grades below C- for MDiv, and MTS and MRPL students, "Unsat" or grades below B- for ThM students) in any semester.
- Fail to complete at least two courses each semester, and at least two-thirds of the courses taken in any two consecutive semesters, with grades other than incomplete (I), absent from exam (ABS), or withdrawn (W).
- Fail to maintain a B average overall for the degree program to date.
- Fail to complete courses at a rate and with a distribution that will allow the student to complete the degree within the maximum length of program requirements (no longer than four years for MDiv students, two-and-one-half years for MTS students, and one year for MRPL and ThM students), or have this requirement extended by the appropriate committee.

When a student meets any of these criteria, they will be notified of the pending curriculum committee discussion of their progress and given the opportunity to make a written statement providing pertinent information before the committee meets. The committee will make a reasonable effort to notify the student but if there is no response from the student, the committee will act regardless. The committee may offer specific advice to the student and may take any of the following actions:

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



- Place the student on academic probation, allowing the student to register on probationary status for a subsequent semester with or without further restrictions. When a student is placed on probation, the committee will review the student's academic progress prior to the following semester and whenever new grades are reported to determine whether probationary status can be removed or more significant action is required.
- Require the student to take a leave of absence for a set period of time. The committee may make stipulations about what the student is required to do in order to return from leave and may require proof that those stipulations have been met. Should the student not satisfactorily meet the requirements set to return from leave, they may be withdrawn from the program.
- Withdraw from the program with conditions for return. Such a requirement may set forth conditions for application for readmission, which must be met before application for readmission is made, or may indicate that readmission is unlikely. If the student is withdrawn by committee action, such action will be noted on the student's transcript.

Decisions taken by committee are final. See "Program Withdrawal" on page 55.

Ordinarily, when a student fails to make satisfactory academic progress (i.e., meeting any of the above criteria) in a subsequent semester while on academic probation, the student will be required to withdraw by the appropriate committee. A student who is reinstated may be required to begin their return to studies on probationary status.

Students who have been placed on academic probation for making unsatisfactory academic progress are eligible to receive institutional and federal financial aid for only one additional semester unless such sanction is lifted.

A student who remains on academic probation for more than one semester normally is not eligible to receive institutional or federal financial aid for any subsequent semester on probation.

Part-Time Study

Students who have extraordinary extenuating circumstances may petition to complete their program on a part-time basis. Typically, students apply for part-time status prior to the start of their programs and should submit a petition to the Director of Admissions. However, if a student's situation changes drastically during the course of their studies, they may petition the curriculum committee to be allowed to switch to part-time status.

To initiate this petition process, the student should consult the Registrar's Office. A petition must present the circumstances that justify part-time status, demonstrate the benefits to the student's program of study, and show a complete and clear plan as to how and when all program requirements will be met. Students who switch mid-program may be charged tuition to cover courses previously taken in order to obtain a balanced courses-taken/courses-paid for ratio. Part-time students may take no more than two courses per term and will be charged on a per-course basis. Students seeking part-time status should speak with the Office of Financial Aid.

Should a part-time student decide to switch to full-time status they should consult the Registrar; these students may be required to continue to pay on a per-course basis in order to fulfill their financial degree requirement.

Teaching Opportunities and Guidelines for



Masters Students

- Teaching fellows may not be in a peer to peer relationship with their students. Consequently, teaching fellows may not both take and teach the same course in a semester; MTS and MDiv teaching fellows cannot grade masters or doctoral students in a course; and MTS and MDiv students are not eligible to be teaching fellows for courses with an HDS number or paid for by HDS unless there is a section strictly limited to undergraduate students.
- First-year MTS and MDiv students are ordinarily not eligible for teaching appointment in undergraduate courses in FAS.
- Each section (or “fifth”) taught counts as the equivalent of one course; the total course load may not exceed five courses for the term without permission of the Associate Dean for Faculty and Academic Affairs. Students cannot be appointed as a teaching fellow in FAS without the approval of HDS. Students should discuss their teaching plans with the Graduate Program Coordinator at the Committee on the Study of Religion as soon as possible.
- With the permission of the Associate Dean for Faculty and Academic Affairs, ThM students may be eligible to teach in undergraduate courses during their first year of study.
- MTS, MDiv, and ThM students must obtain the approval of the professor of the course, their advisor, and the Associate Dean for Faculty and Academic Affairs prior to their appointment being finalized. FAS will not appoint HDS students without explicit approval of the HDS Associate Dean for Faculty and Academic Affairs.
- Teaching in any particular term does not alter the number of courses for credit needed to fulfill enrollment status, degree requirements or financial aid eligibility.

Advanced Standing

The MDiv program is the only HDS program in which credit may be granted for work completed at another institution prior to enrollment at HDS. Requests for advanced standing are submitted to the Executive Committee on Academic Programs (ECAP), ordinarily after the student has completed at least one full semester of satisfactory work at HDS. The student must supply an official transcript of the courses for which credit is desired, and in some cases may be asked to supply additional materials such as course descriptions, syllabi, papers, and exams.

Students wishing to receive advanced standing based on their enrollment in an MDiv program at another institution must petition ECAP during their second semester in the program. Courses eligible for transfer must be on the graduate level, relevant to the HDS degree program, and from a school accredited by a national or regional institutional accrediting association.

Each course must have been completed with the grade of B- or higher. Summer courses, courses that have counted toward another graduate degree, or courses that were completed more than 10 years before the application for advanced standing will ordinarily not be accepted for advanced standing. Under no circumstances will a course counted toward a conferred degree be accepted.

Courses approved for credit may be used to satisfy distribution requirements. No more than 32 units (eight semester-long courses) may be applied to the HDS MDiv program.

MTS, MDiv, and ThM students may petition ECAP to receive advanced standing for HDS



courses taken prior to matriculation. HDS courses completed as a Special Student, Resident Fellow, Minister in the Vicinity, or Harvard employee through the Tuition Assistance Program may be eligible to count toward the MTS, MDiv, or ThM program upon favorable action by a committee. Advanced standing may be granted for up to 32 units toward the MTS and no more than eight units toward the ThM program.

Voluntary Leave of Absence for Masters Students

If this procedure is not followed by the add/drop deadline of that term, the student will be recorded as Withdrawn and will be required to either petition for reinstatement or reapply to the program in order to return to their studies. See “Program Withdrawal” on page 55.

For any request for a medical leave of absence, HDS reserves the right to consider at the time the leave request is made or at the time the student seeks to return whether it will require the student to be evaluated by Harvard University Health Services (“HUHS”) at the time the student seeks to resume their studies. Students who wish to interrupt their studies for part of a semester or longer must file a leave of absence request form with the Registrar. No leave of absence will be considered official until the student has given written notice of such. A student who wishes to take a leave should consult the Registrar in order to clarify such matters as tuition credit and insurance coverage. Students receiving financial aid must consult the Office of Financial Aid concerning the implications of a leave of absence. Students who have borrowed money or have received financial aid from Harvard should contact the Office of Financial Aid before finalizing their plans.

Students who request a leave of absence due to extraordinary circumstances (ordinarily medical) after the add/drop deadline will have a grade of “W” permanently notated for each course on their transcript. Students will be assessed tuition for that term based on the schedule detailed in the section entitled “Program Withdrawal” on page 55.

International students who wish to go on a leave of absence are not allowed to remain in the United States. Students should contact the Harvard International Office to discuss their options (864 Smith Campus Center; phone: 617.495.2789; or [visit the HIO website](#)).

Ordinarily, leaves of absence for MDiv students will be granted for up to one year only, for MTS and ThM students one semester only. To be allowed a longer leave, students must petition the Executive Committee on Academic Programs (ECAP). If after an approved leave of absence a student fails to register and does not petition for an extension, they will be recorded as Withdrawn. See the sections titled “Program Withdrawal” on page 55 and “Reinstatement” on page 56 for more information.

Degree candidates who take a leave of absence are still required to complete their programs within the number of years allowed by the requirements of their degree (two and one-half years for MTS students, four years for MDiv students, and one year for MRPL and ThM students). Additional time requires the permission of ECAP. Information on health care coverage while on leave is available through the HUHS Member Services at 617.495.2008 or [online](#).

Voluntary Leave of Absence for ThD Students

ThD Students needing to spend significant periods of time away from campus may register in absentia or may apply for a Leave of Absence.



If a student's time will be primarily devoted to activities other than degree work, the student should apply for a Leave of Absence. Students will normally be permitted to spend a maximum of four semesters on leave of absence status prior to completion of the degree program. A maximum of two semesters on leave of absence is allowed prior to passing the general examinations. The total number of semesters spent on leave need not be taken consecutively.

Time spent on Leave of Absence will normally constitute time accrued in the program, i.e., will count as part of the ten year time-to-degree limit. Time will not normally accrue in cases of leaves of absence for reasons of ill health, parental leave, or severe personal, family, or financial problems. Petitions to stop the "thesis clock" in this way must be submitted for approval by the Director of Graduate Studies.

Involuntary Leave of Absence

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

Transcripts do not distinguish between voluntary and involuntary leave of absence.

The Dean at HDS may place a student on involuntary leave of absence for the following reasons:

- Medical circumstances: (a) the student 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 determine 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 the pertinent factors, such as the nature of the student's conduct, the nature, severity and duration of the risks, the likelihood of potential injury, and whether reasonable modifications of policies, practices or procedures will mitigate the risk. However, reasonable modifications do not include changes that would fundamentally alter the academic program or unduly burden the resources of staffing capabilities of HDS, or whether the required level of care or monitoring would exceed the standard of care that a university health service can be expected to provide.
- Alleged criminal behavior: the student has been arrested on allegations of serious criminal behavior, or has been formally charged by law enforcement authorities for such behavior.
- Risk to the community: the student has allegedly violated a disciplinary rule of the Divinity School and the Dean concludes that the student poses a risk to the safety or educational environment of the community.
- Indebtedness: the student's term bill is unpaid and the student has not made arrangements acceptable to the School to address the issue.



- Failure to provide medical documentation of required immunizations.
- Unfulfilled academic requirements: the student has not met an academic requirement and has not taken steps acceptable to the School to meet the requirements.
- Failure to register: the student has not registered at the beginning of each term.

Prior to placing a student on involuntary leave of absence, the Dean will consult with the Associate Dean for Enrollment and Student Services, the Associate Dean for Faculty and Academic Affairs, and/ or with the Administrative Board or the Executive Committee on Academic Programs and may also consult with other officers of the University (for example, with HUHS in the case of a leave for medical reasons), as appropriate.

Students will be notified in writing that they have been placed on an involuntary leave of absence and may petition the Dean for reconsideration. If the student disputes any of the factual considerations underlying the decision, the Dean may refer the matter to the Administrative Board or Executive Committee on Academic Programs for fact finding before making a final decision on reconsideration.

While on Leave of Absence

Any student who goes on leave of absence during the academic year is charged tuition and any applicable fees, including rent, to the end of the period in which they leave. Students receiving scholarship or other financial aid should consult the Financial Aid Office concerning the financial implications of going on leave. Foreign students should consult the International Office concerning their status.

The date on which a student goes on leave will affect the student's health insurance through Harvard. For details, review the Leave of Absence policy on the [HUSHP website](#), or contact the Student Health Program (via phone at 617.495.2008 or via email at mservices@huhs.harvard.edu).

Libraries and other facilities normally may be used only by students who are currently registered. Students on leave may not participate in extracurricular activities. Exceptions to this rule must be specifically approved in advance by HDS. If so instructed by the Dean, a student on leave must remain away from the University campus.

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

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

Returning to School

A student in good standing on a voluntary leave of absence ordinarily may return by notifying the Registrar twelve weeks in advance of the start of any term, although it remains the student's responsibility to ensure that they have adequate time to complete the degree within the time limits established by HDS.

Students who were not in good standing at the time a voluntary leave of absence was granted and students who were placed on an involuntary leave of absence must petition the Associate Dean for Enrollment and Student Services for permission to return to HDS and must demonstrate that the circumstances that led to their leave have been satisfactorily addressed and that they are ready to resume their studies. The decision whether to allow a



student to return is made by the Associate Dean for Enrollment and Student Services, in consultation with the chairperson of the Administrative Board, the Executive Committee on Academic Programs, or such other person as the Dean designates.

If the leave, whether voluntary or involuntary, was for medical reasons, then the student must petition the Associate Dean for Enrollment and Student Services for permission to return to HDS and must demonstrate that the circumstances that led to their leave have been satisfactorily addressed and that they are ready to resume their studies. In addition, so that HDS may conduct an individualized assessment of their circumstances, students on medical leave ordinarily will be required to consult with Harvard University Health Services (and to grant permission to Harvard University Health Services to obtain their treatment records and communicate with their treatment providers) so that a professional assessment about the student's stability and readiness to return can be shared with HDS. Please also note that if HDS learns of serious concerns about the health or well-being of a student who is away from HDS but not on a medical leave of absence, then the School similarly may require the student to consult with Harvard University Health Services (and to grant permission to Harvard University Health Services to obtain their treatment records and communicate with their treatment providers) so that a professional assessment about the student's stability and readiness to return can be shared with HDS. In all such cases, the decision whether to allow a student to return is made by the Associate Dean for Enrollment and Student Services, in consultation with the chairperson of the Administrative Board, the Executive Committee on Academic Programs, or such other person as the Dean designates.

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

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

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

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

Contracts for Enrollment

HDS may condition a student's enrollment on certain terms or conditions, as set forth in a written contract between HDS and the student, when the student's conduct or circumstances have caused heightened concerns about the student's safety and/or well-being and: (a) the appropriateness of the student's continued enrollment; or (b) the student's readiness to return to the Harvard community. The 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.

Lapsed Registration

Students who fail to enroll by the add/drop deadline for a given semester and who have not been granted official leave will be withdrawn from their program (see the section below entitled "Program Withdrawal").

Program Withdrawal

Program withdrawal refers to the ending of a student's enrollment in a degree program. A student is considered withdrawn from their program when the student (1) has filed a Withdrawal request with the Registrar, (2) has been withdrawn by a curriculum committee, (3) has failed to enroll by the add/drop deadline without an official leave granted and (4) has been withdrawn by the Registrar, or (4) has been withdrawn by the Administrative Board as a result of disciplinary action. See the section entitled "Reinstatement" for more information. Degree students who provide a written request of withdrawal from a degree program to the Registrar prior to the end of a semester are given a tuition refund according to the schedule below. Regular tuition is the only charge that is reduced according to the refund schedule.

Fall 2024 Tuition Refund Schedule

Date	Refund
On or before 9/16/2024	100% refund
On or before 9/30/2024	75% refund
On or before 11/7/2024	50% refund
After 11/7/2024	No refunds made

Spring 2025 Tuition Refund Schedule

Date	Refund
On or before 2/3/2025	100% refund
On or before 2/17/2025	75% refund
On or before 4/3/2025	50% refund
After 4/3/2025	No refunds made

Students wishing to withdraw should also consult the Registrar to clarify tuition credit and insurance coverage. Students with educational loans are responsible for notifying lending institutions of their change in status and their current address. Students who have borrowed money or received financial aid from Harvard must see an HDS Financial Aid Officer before finalizing their plans.



Withdrawn students must turn in their ID cards to the HDS Registrar. Students who withdraw should consult the Harvard University Health Services insurance office for coverage. Students in Harvard housing should inform the Harvard Housing Office of their change in status. Withdrawn international students must notify the Harvard International Office immediately.

Reinstatement

A withdrawn student, whether voluntarily withdrawn or withdrawn by HDS, who later wishes to resume studies is required to petition the appropriate curriculum committee (or the Administrative Board in cases of disciplinary withdrawal) for reinstatement, or may be required to reapply to the program through the admissions process. In the case of expulsion by the faculty of HDS, a student is not allowed to apply for reinstatement. Students should contact the Registrar about the reinstatement process. Should a petition be required, it should be submitted to the Registrar and must contain a personal statement of the circumstances leading both to the withdrawal and to the desire to resume study at HDS. Withdrawn students seeking reinstatement for the fall should file such a petition by May 1; for the spring, by December 1. Students required to reapply should speak to the Admissions Office regarding the application process. All outstanding financial obligations to the University must be met before petitioning for reinstatement or reapplying to the school. Students who withdrew or were withdrawn from HDS ten or more years ago must reapply to HDS and restart their programs, meaning prior coursework will not be counted toward the degree.

Curricular Committees and Student Petitions

Academic programs and the students who progress through those programs are overseen by curriculum committees: the MTS Curriculum Committee, the MDiv Curriculum Committee, the MRPL Faculty Director, and a committee to oversee the ThM program as convened by the Associate Dean for Faculty and Academic Affairs. Students who wish to have exceptions to the normal course of study may make a request to the appropriate curriculum committee. Such petitions may include requests for advanced standing, part-time study, course distribution requirement substitution, etc. The petition process begins in the Registrar's Office where students may request the appropriate form and consult on precedent. The petitions may be reviewed by a Committee as delegated by the curriculum committees.

Students are required to discuss their petitions with their academic advisors and to obtain their advisor's signature and comments on the petition form. Petitions will not be reviewed until the successful completion of the first semester at HDS, or during a student's final semester, except in extraordinary circumstances.

After their first semester, students are encouraged to make their petitions as early in their programs as possible so that alternate plans can be made should their petition be denied. There are a few cases in which there are additional time requirements for filing petitions:

Students petitioning for alterations to the language requirement for any reason, must petition as soon as they are eligible to do so in their first year of study in the program.

Any petition that will determine a student's eligibility for graduation must be submitted prior to or during their penultimate semester.



A petition to extend the length of time available to complete an incomplete course must be filed no more than three weeks after the incomplete was originally due.

Transferring Degree Programs

A student may petition to transfer from the MTS program into the MDiv program, or vice versa, after the successful completion of their first semester at HDS, but not later than the beginning of their third semester. Exceptions to this timeline will be considered only under extraordinary circumstances.

Petitions include the following:

- a narrative statement addressing the reasons for requesting a change, including a clear statement of specific professional and academic goals to be met by such a change.
- a completed plan of study outlining past, present, and future courses taken to meet degree program requirements within the time-frame for completion.

The petition process follows these steps:

- meet with the HDS Registrar's Office to obtain the petition form, consult on degree requirements, and begin to draft a plan of study;
- meet with an HDS Financial Aid officer to consult on the financial aspects of program transfers and obtain their signature and comments on the petition form;
- meet with the program committee chair of the degree program into which the transfer is requested, and obtain their signature and comments on the petition form;
- meet with the student's academic advisor to obtain their signature and comments on the petition form.

Completed petitions are then returned to the HDS Registrar's Office.

Degree Application

Application Deadlines

November 2024 Graduation: Monday, August 8, 2024

March 2025 Graduation: Thursday, December 1, 2024

May 2025 Graduation: Monday, January 23, 2025

Before a student may graduate, they must formally declare intent to do so by filing a Degree Application with the Registrar's Office. These applications are due according to the deadlines above.

The Degree Application form requests verification of the student's name as it should appear on the diploma and correct information about previous degrees to be published in the commencement book. Candidates who do not receive a degree on the date for which application was made must file a new Degree Application to reactivate their candidacy for a later conferral date. No degree will be conferred until all financial obligations to the University have been met.



Prizes and Awards

The Billings Prize

Each spring the Divinity School holds a preaching competition under the auspices of the Robert Charles Billings Fund. The Fund was established in 1904 to recognize preaching and “pulpit delivery” among Divinity School students, and was named in the bequest as the “Billings Prize.” The competition is open to second and third year MDiv students. Each candidate has a ten-minute period in which to read a scripture passage, if desired, and to preach a sermon before a panel of three faculty judges. The judges select finalists, who then preach their sermons before a larger jury of faculty, denominational counselors, and local ministers in a Wednesday noon multi-religious service. A prize of \$500 is presented to the winner, or divided among first-place candidates. The judges also select the best reader of scripture from among those contestants who choose to read scripture. The winner of the scripture reading is presented a Bible, of the winner’s choosing, from the Massachusetts Bible Society.

The Thayer Award

This scholarship, created in 1857 with the bequest of John E. Thayer, is a prize given each spring to the “most meritorious” MTS and MDiv graduating candidates with financial need. The names of the recipients are announced at the HDS Diploma Awarding Ceremony Graduation Service.

Commencement and Multireligious Service

Multireligious Commencement Service: Wednesday, May 24, 2025

Commencement Exercises: Thursday, May 25, 2023

Commencement exercises are held in May for candidates receiving degrees throughout the academic year (November, March, and May). Candidates and two of their guests are invited to the morning ceremonies in Harvard Yard, where degrees are conferred on students from all nine Harvard faculties. This portion of the festivities offers extremely limited seating and each participating graduate receives two guest tickets to the Yard ceremonies. Other guests may view the ceremonies from any one of a number of television monitors located throughout the University that day. A luncheon and diploma awarding ceremony for the Divinity School community is held immediately following the morning exercises. Ticket distribution for the luncheon begins one month prior to Commencement. Each graduate receives a free luncheon ticket and may order a limited number of additional tickets for guests.

The Multireligious Service honors the graduating class and is held at the Memorial Church. Wearing Harvard robes, students gather for the service outside the Church. The service lasts about one hour, is open to all guests, and is followed by a group class photo session and a reception on the HDS Campus Green.

Communications concerning the various activities and requirements for Commencement go to potential graduates in March. Information regarding appropriate regalia to wear and how to rent or buy it will also be distributed. Questions regarding regalia may be directed to commencement@hds.harvard.edu, or to the Harvard COOP contact noted on the regalia information form.



Diplomas

Diplomas are awarded at the HDS diploma awarding ceremony on Thursday, May 25, 2025. Students who have not cleared all financial obligations to the University will not receive their diplomas at the ceremony. Instead, they will be handed an empty envelope. Once their financial obligations are cleared and their exit surveys submitted, their diplomas will be available for pick-up in the Registrar's Office.

Graduates who cannot attend Commencement exercises or pick up their diplomas in person may have them mailed by making arrangements with the Registrar's Office. A shipping and handling fee may be charged based on the destination.

Transcripts

Harvard Divinity School has authorized Credentials Solutions to provide online transcript ordering and fulfillment for current students and alumni. You can order official transcripts using any major credit card, 24 hours a day, seven days a week. A fee of \$5.00 per copy is required, along with a \$3.00 transaction fee per recipient. To order an official transcript, please log in to the [Credentials Solutions secure site](#). Payment is made via credit card only.

Ordinarily, transcripts will be processed in 1-3 business days. Your credit card will only be charged after your order has been completed. Transcripts provided for students who have outstanding financial obligations to the University are so marked. In such a case, only one copy of the transcript will be issued, and only to the student. If you need help or have questions about the transcript ordering service, please refer to the FAQ section of the ordering site.



Degree Programs and Requirements

Master of Divinity

Students in the MDiv program learn to work at the intersections of the academic study of religion and the practices of religious communities, the past and the present, classroom study and field study, and the convictions and practices of various religious traditions.

The primary educational goals of the MDiv degree are as follows:

- Develop ministry as a practice that emerges out of a rich intellectual life brought to bear upon the needs and hopes of the world and which integrates diverse academic, spiritual, and social-cultural resources.
- Accurately and judiciously engage the sacred texts and the histories, theologies, and practices of the students' tradition(s), as well as multireligious and multicultural contexts in which they practice their ministries.
- Demonstrate the capacity and tools to analytically address and critically confront issues of social justice and structured forms of violence in our society.
- Demonstrate the capacity to lead and cultivate communities in ways that build deep spiritual, intellectual, and ethical bonds.
- Demonstrate the capacity to practice ministry in ways that are attuned to and cultivate surprising, unexpected and creative ingenuity.

Requirements for the Degree

Conferral of the MDiv degree is dependent upon the satisfactory completion of the following requirements: (1) Course Requirements; (2) Arts of Ministry Requirements; (3) Supervised Field Education Requirements; (4) Second-Year Review; and (5) Financial Requirements.

COURSE REQUIREMENTS

MDiv students must satisfactorily complete the equivalent of three years of full-time study (24 courses) within four years from the initial date of registration for the degree (including leaves of absence) according to the following stipulations:

- No less than one-half (12) of the total number of required courses must be taken for a letter grade.
- No courses with grades below C- may be counted toward the degree.
- An overall grade average of B must be maintained. Using the scale detailed in the section titled "Grading System", the Registrar's Office will calculate the student's average at the end of each semester and when grades for Incompletes or ABS courses are received. Each incomplete grade (temporary or permanent) must be offset by two A's (irrespective of the minus). Failure to maintain the B average will trigger an automatic review of academic progress.
- A minimum of 12 of the courses completed must be selected from those offered by the Divinity School. Of these, at least half must be taken for a letter grade.
- One-half of the total number of courses attempted each semester must be chosen from those offered by the Divinity School.
- No more than one polity course may be counted toward the 24-course minimum



requirements for the degree.

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

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

Full-time students who need to register for a seventh or greater term (or the equivalent additional term for students with advanced standing) to complete degree requirements may register for as few courses as needed in these terms.

ADDITIONAL COURSE REQUIREMENTS

FULL COURSE-LOAD RESIDENCY REQUIREMENT

A residence of at least one year spent in full-time study at the full tuition rate is required, meaning that a student must be enrolled in and complete at least four courses or the equivalent each term. This requirement must be fulfilled within the first three terms of a student's program. Exception to this requirement is allowed only when a student is initially admitted to the degree program in part-time status or, after matriculation when, based on extraordinary circumstances, the MDiv Committee or its delegate places a student on part-time status and overtly sets aside the residency requirement.

Students who, due to extraordinary circumstances, would like to petition to be a part-time student should see the section titled "Part-Time Study" for details. For students granted part-time status, the residency requirement is automatically waived and the maximum period for completion for the MDiv is five years.

INTRODUCTORY COURSES REQUIREMENT

MDiv students must successfully complete HDS 4510 Introduction to Ministry Studies, and HDS 4515 Introduction to Theories and Methods in the Study of Religion in their first year. These courses must be taken for a letter grade. Students who do not successfully complete these courses in their first year may be reviewed for satisfactory academic progress.

DISTRIBUTION REQUIREMENTS

All students in the MDiv program are required to take a minimum of 12 courses in scriptural interpretation and histories, theologies and practices to meet their distribution requirement. Of these 12 courses:

- A minimum of three courses, and up to six courses, must be in theories and practices of scriptural interpretation.
- A minimum of six courses, and up to nine courses, must be in histories, theologies, and practices. Courses listed in the "Introductory Courses Requirements" will not satisfy



this requirement. Courses in history, theology, ethics, religion and society and arts of ministry will satisfy this requirement, and students are expected to pursue course work in as many of these areas as possible.

- No more than a total of nine courses may be a) courses in the same religious tradition, or b) courses listed in no religious tradition(s).
- A minimum of six courses must address one or more religious tradition; of those six, only three may be in the same tradition.
- A minimum of six courses must be taken at HDS.
- No more than three courses may be taken outside of Harvard University.
- No more than three courses may be principally in the practice of an art of ministry.

LANGUAGE REQUIREMENT

MDiv students may meet the language requirement in one of two ways: 1) by completing the MTS language competency requirement, or, 2) by satisfactorily completing three semesters of study in one language relevant to their program through coursework at Harvard. Language courses at the third-term level or higher may count toward scriptural interpretation or histories, theologies and practices distribution requirements, if the reading content of the course meets the standard for the distribution category.

The study of foreign languages is an indispensable part of education for ministry. Many students take this opportunity to learn a scriptural language and to work with the sacred texts of their tradition in the original language, while others choose to study a modern language. Summer Language Program may be used only once toward this requirement.

THEOLOGICAL REFLECTION REQUIREMENT

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

SENIOR SEMINAR AND PAPER REQUIREMENT

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

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

OTHER DEGREE REQUIREMENTS

ARTS OF MINISTRY REQUIREMENT

HDS provides course work and field placements leading to competence in eight Arts of Ministry: Preaching and Worship; Pastoral Care and Counseling; Religious Education and Spiritual Development; Administration and Program Development; Public Leadership, Community Organizing and Planning; Peacebuilding and Just Conflict Resolution; Racial Justice and Healing, and Denominational Polity. MDiv students must demonstrate proficiency in at least three of the eight Arts of Ministry through a combination of course



work and field education.

Arts of Ministry descriptions:

- **Preaching and Worship:** The ability to prepare and deliver effective sermons, and to plan and lead various forms of worship. One can choose to separate preaching and worship, selecting one or the other as the focus of basic competence, or one can combine the two, as might those students from denominations and traditions in which they are seen as closely integrated. Those who select preaching or worship as a separate area of competence must choose two other areas from within the remaining seven (that is, a student may not choose preaching, worship, and one other as the three areas).
- **Pastoral Care and Counseling:** The ability to provide counsel with attention to the spiritual dimensions, faith issues, and social contexts of people's lives.
- **Religious Education and Spiritual Development:** The ability to recognize the importance of nurturing religious faith and knowledge in all aspects of ministry, and to design and lead learning programs for the development of personal and community faith and life.
- **Administration and Program Development:** The ability to direct a variety of aspects of institutional ministry (policy, planning, staff, plant, financial concerns, etc.), and to develop and implement programs related to the stated goals of an institution or community of faith.
- **Public Leadership, Community Organizing and Planning:** The ability to relate a significant social policy issue (at local, community, national, or international levels) to one's ministry, to provide leadership in planning and analysis in the public sphere regarding that issue, and to engage the resources of a community of faith in addressing that issue. Work in this area focuses on and allows examination of contemporary social systems, institutions, and problems, strengthening the minister's ability to connect religious symbols and meaning with the dynamics of contemporary public life.
- **Peacebuilding and Just Conflict Resolution:** The ability to address critically and constructively the practices of peace and just conflict resolution (at local, community, national, or international levels) and to relate them to one's ministry, to provide leadership and to engage the resources of a community of faith in addressing peacebuilding and just conflict resolution. Work in these areas focuses on and allows examination of contemporary social systems, institutions and problems, and strengthens the minister's ability to connect religious symbols and meaning with the dynamics of war and conflict.
- **Racial Justice and Healing:** The ability to investigate and cultivate strategies to address racism, with attention to its intersection with Islamophobia, Queerphobia, Antisemitism, and other oppressive ideologies. This art of ministry involves locating, analyzing, and responding to specific instances and larger patterns of injustice within institutions, communities, and interpersonal relations. It trains students to work through ministry, including activism and advocacy, at local, national, and international levels, and to provide guidance, support, and leadership in communication, resource identification, and coalition-building. Work in this area strengthens the student's ability to critically examine social, political, and economic systems that have produced and sustained injustice, as well as to implement the mechanisms of change and healing.
- **Denominational Polity:** The ability to appropriate and interpret critically the history, theology, and polity of a denominational tradition, to relate these to significant contemporary issues raised with-in or outside the denomination or tradition, and to participate in shaping the changing experience of a religious community.

In each of the three Arts selected, satisfactory completion of one course focusing directly on the area of competence, combined with evidence of basic competence attested to in the



field education evaluation, will normally serve to fulfill the degree requirement. Courses ordinarily used to meet the Arts of Ministry requirement are so noted in the course description.

In order to receive Arts of Ministry credit in a course, students must formally register for the Art in their Crimson Cart at the beginning of the semester and then complete the Arts of Ministry components of the course to the satisfaction of the instructor. Instructors and students should agree at the beginning of the term what the student must do in order to meet the Arts of Ministry. In some courses, e.g., Pastoral Care and Counseling, students may complete the Art of Ministry simply by successfully completing the course. In other courses, instructors may require students to do an extra project or to critically engage with an existing course requirement so that it substantively addresses the Art of Ministry. In order to receive Arts of Ministry credit for a course for which the Art of Ministry is not noted in the course description, the student and the faculty member must, in addition, complete the Art of Ministry Special Faculty Agreement form and return it to the Registrar's Office.

In order to receive Arts of Ministry credit for a cross-registered course in the BTI or another Harvard school (except in the case where the Art of Ministry is evident, e.g., a course titled "Pastoral Care and Counseling"), the student must submit a one-page statement to the Office of Ministry Studies that describes the ways in which the student understands themselves to have met the Arts of Ministry requirements in the course. A single course may not serve to fulfill more than one Art of Ministry.

A single field education placement may serve to fulfill one or more Arts of Ministry. In order to receive Arts of Ministry credit in any field education placement, the student must formally declare that Art on the Field Education Learning Agreement at the beginning of the placement and complete that Art of Ministry component of the experience to the satisfaction of the field education supervisor, who will indicate successful completion of the Art on the Final Evaluation form.

In order to meet Arts of Ministry requirements and develop satisfactory vocational preparation, students should work closely with their academic advisors and the Office of Ministry Studies faculty to coordinate their field education placements and their courses.

SUPERVISED FIELD EDUCATION REQUIREMENTS

Every MDiv student is required to complete two units of supervised field education. Specific requirements and a complete list of placements are described in the [field education handbook and online](#). One unit of field education, requiring 12-15 hours of work per week, must be completed concurrently with academic work during the year. Students earn the second unit of field education credit through a full-time summer internship or a second year-long placement. Due to the demands of each program, students are not permitted to enroll in field education during the same summer they enroll in the Summer Language Program. Additionally, students are not permitted to audit a class in the Summer Language Program while enrolled in field education.

The fundamental purpose of the field education program is to provide experience and to develop the Arts of Ministry through supervision in actual situations of ministry. Students reflect upon these ministerial experiences theologically and integrate them with their course work. The Office of Ministry Studies assists students in selecting an appropriate field education placement from the approximately 100 settings available. These placements cover a broad range of ministries in settings including congregations, clinical and counseling sites, social action agencies, and institutions of secondary and higher education. Additional



placement opportunities are available through the BTI. Further information about field education sites [is available online from the Office of Ministry Studies](#).

Concurrently with their first placement during the academic year, all students take HDS 2933 A and B Meaning Making: Thinking Theologically About Ministry Experience, in which seasoned local ministers lead small groups of students in theological reflection. In addition, students in field education are supervised by their site supervisor and by faculty in the Office of Ministry Studies. Students must register for and complete HDS 4516 Field Education in order to receive course credit for their field education requirement.

SECOND-YEAR REVIEW REQUIREMENT

During the second semester of their second year, MDiv students are required to submit a brief review of their progress to their advisors. MDiv progress review forms are distributed by the Registrar's Office. This review details the ways in which the student is fulfilling the aims and degree requirements of the program. The advisor and student meet prior to the end of the semester to discuss the review form. The advisor makes specific recommendations regarding any deficiencies that need to be completed. MDiv students will not be able to enroll for the fall semester of their senior year until their review has been filled out completely, signed by their advisor, and the signed form is turned into the Registrar's Office. The registrar or the student's advisor may refer any questions about requirements or concerns regarding the student's progress to the MDiv Curriculum Committee.

Financial Requirements

MDiv students must pay three years of full tuition. Students who must enroll for a seventh term in order to complete requirements must pay for these courses on a per-course basis. Students who have been approved to be part-time will pay tuition on a per-course basis throughout their programs and for no fewer than twenty-four courses (96 units).

Advanced Standing

The MDiv program is the only program at the Divinity School in which credit may be granted for academic work completed prior to enrollment at HDS. MDiv candidates may be eligible to receive advanced standing for up to eight courses taken outside HDS while enrolled in an MDiv program at another institution. See the section titled "Advanced Standing" for more information.

Master of Theological Studies

Requirements for the Degree

The Master of Theological Studies (MTS) program enables students to explore deeply and broadly the languages, literatures, thought, institutions, practices, normative claims, and structures of a variety of religious traditions. It also enables them to think critically, with sophistication and self-awareness, about the scholarly study of these traditions. The program is flexible and can be adapted to satisfy students' diverse educational interests and vocational goals. It may be considered as preparatory to entering a doctoral program in religion or related discipline, or as a means to approach another field or profession from a perspective enriched by theological study.

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



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

MTS students must select one Area of Focus or develop an individualized Area with the assistance of their advisor and the approval of the Chair of the MTS Committee. Conferral of the MTS degree is dependent upon the successful completion of the following requirements: (1) Course Requirements; (2) Course Distribution Requirements; (3) Language Requirement; (4) Financial Requirements; and (5) Time to Degree.

COURSE REQUIREMENTS

MTS students must satisfactorily complete the equivalent of two years of full-time study (64 units or 16 semester-long courses) within two and one-half years from the initial date of registration for the degree (including leaves of absence) according to the following stipulations:

A residence of at least one year spent in full-time study at the full tuition rate is required, meaning that a student must be enrolled in and complete at least four courses or the equivalent each term. This requirement must be fulfilled within the first three terms of a student's program. An exception to this requirement is allowed only when a student is initially admitted to the degree program in part-time status or, after matriculation when, based on extraordinary circumstances, the MTS Committee or its delegate either allows a student to defer this requirement to later in their program or places a student on part-time status and overtly sets aside the residency requirement.

Thirteen of the required sixteen courses for the degree must be taken for a letter grade. No courses with grades below B- in the area of focus can be counted toward the degree. No courses with grades below C- outside the area of focus can be counted toward the degree.

An overall grade average of B must be maintained. Using the scale detailed in the section entitled "Grading System," the Registrar's Office will calculate the student's average at the end of each semester and when grades for Incompletes or ABS courses are received. Each incomplete grade (temporary or permanent) must be offset by two A's (irrespective of the minus). Failure to maintain the B average will trigger an automatic review of academic progress.

One-half of the total number of courses attempted each semester must be chosen from those offered by the Divinity School. FAS courses primarily aimed at undergraduates that are not cross-listed in the HDS catalog (i.e., those numbered 99 and below) ordinarily may not be counted toward Area of Focus requirements. The normal course load is four courses (12 credits) per term, two courses (8 credits) for students in part-time status.

For full-time students, the maximum course load is five courses (20 credits). Excepting the



residency semesters, provided that a student is on pace to complete their degree within the permitted time and with the permission of their advisor, a student may register for as few as three courses (12 credits) per term. Full-time students who need to register for a fifth or greater term to complete degree requirements may register for as few courses as needed in these terms.

Students who, due to extraordinary circumstances, would like to petition to be part-time students should see the section titled “Part-Time Study” for details. For students granted part-time status, the residency requirement is automatically waived and the maximum period for completion of the MTS degree is four years.

MTS students are welcome to enroll for credit in the required MDiv course, HDS 4510, Introduction to Ministry Studies, and denominational polity courses if space is available. An MTS student may also enroll in one unit of Field Education for credit, by arrangement with the Office on Ministry Studies. These courses can only be used as electives.

The Summer Language Program (“SLP”) may be taken once during the program, either during the summer immediately prior to matriculation or the summer between the first and second years, or their equivalent for part-time students. Students who wish to take SLP a second time may have the course appear on their transcript. They must pay a reduced tuition rate. Students may also take SLP after their final semester of full-time registration. They may not count the coursework toward their program, and they must pay a reduced tuition rate. Financial aid is not available for any student taking SLP for a second time after their final semester of full-time registration.

COURSE DISTRIBUTION REQUIREMENTS

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

AREA OF FOCUS REQUIREMENT

MTS students must successfully complete no fewer than six courses within their chosen area of focus. All of these must be taken for a letter grade and completed with a grade of B- or better. At least three courses in the student’s chosen area of focus must be in the Divinity School.

MTS students must successfully complete three courses outside their chosen area of focus. Two of the three courses must be HDS courses. Each of these two courses must be assigned to at least one area of focus other than the student’s chosen area of focus, and must not also be assigned to the student’s chosen area of focus.

MTS students in their first semester, and in consultation with their advisors, declare an area of focus. Typically, a student selects an area from the eighteen listed below which are fully supported by the resources of the School.

AREAS OF FOCUS

- African and African American Religious Studies
- Buddhist Studies
- Comparative Studies
- East Asian Religions
- Hebrew Bible/Old Testament
- Hindu Studies
- History of Christianity



- Islamic Studies
- Jewish Studies
- New Testament and Early Christianity
- Philosophy of Religion
- Religions of the Americas
- Religion, Ethics and Politics
- Religion, Literature and Culture
- Religion and the Social Sciences
- South Asian Religious Traditions
- Theology
- Women, Gender, Sexuality, and Religion

Occasionally, if a student's interests are not accommodated by the established areas, the student, in conjunction with their academic advisor, may request the pursuit of an individually designed area of focus. Such a request is made to the MTS Curriculum Committee and must show why an established area of focus is inadequate and how the proposed area is sufficiently supported by the resources of the University. This petition begins in the Registrar's Office.

At the beginning of each semester, an MTS student, in consultation with their advisor, creates a plan of study indicating the sixteen courses that will make up their program. On this study plan the student indicates which courses will satisfy the distribution categories. Most HDS courses are assigned to one or more areas of focus, and these designations are indicated as such in the course listings. Students who wish to use a course offered outside the Divinity School to satisfy an area of focus requirement should discuss it with their advisers and indicate their preference on their study plans. Such requests are reviewed by the MTS Curriculum Committee, which may ask for additional information, such as a written rationale or a course syllabus, before making a determination.

LANGUAGE REQUIREMENT

MTS students, in consultation with their advisor, must demonstrate intermediate-level reading competency in a language that is normally and preferably relevant to the student's area of focus. HDS offers instruction and examination in a number of theological and religious studies languages: New Testament Greek, Biblical Hebrew, Latin, French, German, Spanish, Pali, and Arabic. MTS students, however, are not limited to these. If another language of theological and religious studies scholarship is more appropriate to their studies, they are encouraged to seek instruction in this language through Harvard's Faculty of Arts and Sciences courses. For example, students choosing Buddhist Studies as an area of focus may choose, in addition to Pali, which is offered at HDS, Chinese, Japanese, Sanskrit or Tibetan to fulfill their language requirement.

Options for demonstrating competency in a language are described in full in the section titled "Language Study." Students are asked to familiarize themselves with these options and to create a strategy for meeting the language requirement early in their program.

Financial Requirements

MTS students must pay two years of full-time tuition. Students who must enroll for a fifth term in order to complete requirements must pay for that term on a per-course basis at the current per-course rate. Students who have been approved to be part-time will pay on a per-course basis and must pay for a minimum of sixteen courses.



Time to Degree

Completion of all degree requirements ordinarily must be within two and one-half years of matriculation into the MTS program, inclusive of leaves of absence. Transferees from the MDiv program ordinarily must complete the degree within two and one-half years of matriculation into the MDiv program. Special Students who are admitted to the MTS program ordinarily must complete the degree within two and one-half years from matriculation at HDS inclusive of leaves of absence while an MTS candidate, but exclusive of any time not a Special Student or MTS candidate at HDS.

Students who have completed all requirements for the degree and have met the four-term tuition requirement or the pro-rated equivalent are not permitted to register for a final semester should one remain in their time to degree.

Advanced Standing

Advanced standing for work completed at another institution before matriculation at HDS is not applicable to the MTS degree. However, students who have completed course work at HDS as a Special Student, Resident Fellow, Minister in the Vicinity, or Harvard employee under the Tuition Assistance Program may apply for advanced standing for up to eight courses. To apply for advanced standing for courses completed at HDS as a non-degree student, the courses must have been completed no more than three years prior to admission to the MTS degree program. The rules governing advanced standing are explained in full in the section, “Academic Rules and Procedures.”

Advanced standing for up to four courses may be available to MTS candidates based on dual degree candidacy with another school at Harvard or the Fletcher School of Law and Diplomacy.

MTS students may also participate in the programs described Complementary Programs to the MDiv and MTS. In the case of dual degree status and participation in programs in other geographical locations, approval must be obtained in advance from the MTS Curriculum Committee.

Complementary Programs to the MDiv and MTS

Dual Degree Candidacy

MTS and MDiv students may take advantage of the opportunity to pursue degree programs concurrently in two schools of the University. HDS students who have also been admitted to another Harvard graduate program or to the Fletcher School of Law and Diplomacy of Tufts University may, in some cases, combine the two programs so as to integrate theological studies with advanced training in another field. Harvard Divinity School students have earned dual degrees from Harvard Law School and the Harvard Kennedy School, among others. Such coordination of fields allows students to enrich their theological studies, prepare themselves for further cross-disciplinary work, and gain the credentials that will allow them to take advantage of a broader range of professional possibilities.

Interested students should first discuss their plans with the Registrar. Once they have been admitted to the other Harvard School, they may then formally apply for dual degree status to the Associate Dean for Faculty and Academic Affairs and the other School. Once the course work at the other school has been completed, the student then petitions the MTS or MDiv Curriculum Committee to receive advanced standing. MTS students may receive



advanced standing for no more than four courses based on dual degree candidacy status.

National Capital Experiences for Seminarians

Formerly known as National Capital Semester for Seminarians (NCSS), the [National Capital Experiences for Seminarians \(NCES\)](#) program offers theology students the opportunity to spend a semester in Washington, D.C., studying public policy issues from the perspective of Christian faith. Significant public policy issues and political processes and their theological and practical implications are explored through seminar meetings with public officials, political figures, lobbyists, and church social action leaders. Through individual research, students address the theological/ethical dimensions of a selected public issue, as well as its implications for Christian action. NCES also offers both a supervised internship and an independent policy research option.

NCES is open only to students who have completed one year of a degree program and are recommended by their home school. Wesley Theological Seminary, which hosts NCES, offers full academic credit for the program. For further information, contact the HDS Office of Ministry Studies, or the Wesley Theological Seminary Office of Admissions (phone: 202.885.8659; email: admissions@wesleyseminary.edu).

Certificate in Religion and Public Life

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

REQUIREMENTS

REQUIRED COURSES

- HDS 3300 Religious Literacy and the Professions (Only offered fall semesters. Must be taken in the first fall semester for MTS students and the first or second fall semester by MDiv students.)
- Certificate in Religion and Public Life Capstone Seminar (Register for spring semester before graduation. Includes completing a final project relevant to the student's certificate focus and in consultation with a project advisor.)

A minimum grade of B is required in all Certificate in Religion and Public Life courses.

INTERNSHIP IN AREA OF CONCENTRATION

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

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

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



Students will be required to apply for the CRPL to the RPL Faculty Director and the Registrar in the spring semester of their final year upon successful completion of all requirements for either the MTS or MDiv degree as well as for the CRPL. The responsibility for applying for the CRPL rests with the student and must be made no later than the end of the final examination period of the spring semester.

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

Master of Religion and Public Life

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

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

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

Degree Requirements

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

COURSE AND RESIDENCY REQUIREMENTS

MRPL students must satisfactorily complete one year of full-time study (a minimum of eight 4 credit semester courses) within one year from the initial date of registration for the degree, according to the following stipulations:



- Both semesters must be spent in full-time study (a minimum of four courses each term) in residence in Cambridge. There are no online or distance learning options for this degree.
- No course with a grade below B- may be counted toward the degree. Students must earn a cumulative grade average of B or higher to meet graduation requirements.
- At least five of the eight required courses for the degree must be completed from those offered at HDS.
- One-half of the total number of courses attempted each semester must be chosen from those offered at HDS.
- A minimum of four of the eight courses must be taken for a letter grade.

Students are required to take the following two courses: Theories and Methods in the Study of Religion (fall), and the MRPL seminar Religion in Public Life (one 4 credit course that meets over the full year). Note: we anticipate that most MRPL candidates will enroll in a total of nine courses, 4 four credit courses each term and the required MRPL seminar for 2 credits each term.

PLAN OF STUDY REQUIREMENT

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

FINAL PROJECT REQUIREMENT

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

- A) a portfolio addressing a particular theme in the intersection of religion and their profession. (The portfolio option could, for example, take the form of a series of case studies, a series of articles, or a portfolio of artistic creations relevant to an articulated theme.);
- B) two smaller papers (each normally 20-30 pages in length); or
- C) one large paper (normally 40-60 pages in length). All options would require approval from the faculty advisor and RPL director by mid-December. Final projects could incorporate work done in courses counting toward fulfillment of the MRPL degree requirements but must also represent substantially new material.

ORAL EXAMINATION REQUIREMENT

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



final oral examination.

PUBLIC PRESENTATION REQUIREMENT

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

Financial Requirements

MRPL students pay one year of full time tuition.

Master of Theology

The Master of Theology (ThM) program affords an opportunity for students who have received the Master of Divinity degree or its equivalent (three years of graduate theological study) to pursue advanced theological studies for one year. The program is especially recommended for students who seek to gain additional competence for the ministry beyond that provided by the Master of Divinity degree. It is equally appropriate for those who, after some years in ministry, teaching, or another field, wish to return to a theological institution to clarify their thinking, to prepare themselves for new tasks, or to acquire further competence in a specific area of study. Applicants should be aware that admission to the Master of Theology program is not a step toward the doctoral program at Harvard or an indicator of future admission to the joint Doctor of Philosophy program.

Areas of Focus

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

Requirements for the Degree

ThM students plan a coherent program of advanced study with an advisor in their area of focus. Receipt of the degree is dependent upon the candidate's fulfillment of (1) the Course Requirements; (2) Language Requirement; (3) Oral Examination Requirement; and (4) Financial Requirements.



COURSE REQUIREMENTS

ThM students must satisfactorily complete the equivalent of one year of full-time study (16 units or eight semester courses) within one year from the initial date of registration for the degree, according to the following stipulations:

- Both semesters must be spent in full-time study (16 units).
- No course with a grade below B- may be counted toward the degree
- Four courses must be completed in a student's chosen Area of Focus, of which one must be a seminar or colloquium.
- A minimum of four of the courses completed must be selected from those offered by the Divinity School. Of these, at least half must be taken for a letter grade.
- One-half of the total number of courses attempted each semester must be chosen from those offered by the Divinity School.
- No more than two courses may be taken in the schools of the Boston Theological Interreligious Consortium.

A student who has completed an MDiv program and subsequently enrolled as a non-degree student at HDS may petition to receive advanced standing for up to four courses taken while a non-degree student. Courses must have been taken within four years immediately preceding matriculation.

Advanced standing is not granted under any other circumstances. An exception to the requirement of full-time study is allowed for students who, upon successful petition to the appropriate curriculum committee, have officially been placed on part-time status (see the section titled "Part-Time Study").

LANGUAGE REQUIREMENT

Students must demonstrate intermediate-level reading competence in one of the eight theological languages examined by the School. In addition, areas of concentration and particular topics of study may require intermediate knowledge of a second language. Options for demonstrating competence in a language are described in full in the section titled "Language Study." Students are asked to familiarize themselves with these options and to create a strategy for meeting the language requirement early in their program.

ORAL EXAMINATION REQUIREMENT

Students must satisfactorily complete an oral examination by a committee of the faculty. ThM students will be examined orally by a committee of the faculty when the course requirements are nearing completion. A candidate must submit one large paper (normally 40-60 pages in length) or two smaller papers (each normally 20-30 pages in length) which provide a starting point for, or focus of, the questioning at the one-hour final oral examination. All papers should be submitted to the readers prior to the oral exam. Following the oral examination a bound copy of the approved thesis must be submitted to the Registrar's Office for submission to the Harvard Divinity School Library. These papers may have been prepared in connection with, or as part of the requirements for, the courses which the student has taken as part of the ThM program.

Financial Requirements

ThM students must pay one year of tuition. Students who must enroll for a third term in order to complete requirements must pay for that term on a per course basis at the current per course rate. Students who have been approved to be part-time will pay on a per course



basis and must pay for a minimum of eight courses.

Doctor of Theology

The Doctor of Theology program (ThD) trains students in the appropriate linguistic, historical, comparative, analytical or constructive skills for research and teaching in religious and theological studies. Its scope includes religious traditions of the world, the relation between religion and culture, the self- understandings of distinct religious traditions, and the interpretation of any one religious tradition in relation to other traditions and to the study of religion in general.

During the student's residency, up to approval of the thesis prospectus, their progress will be monitored by the Doctoral Subcommittee of the Standing Committee on the Study of Religion in cooperation with each student's advisor. Once the prospectus is approved, the dissertation shall be written under the supervision of one or more advisors approved by the Standing Committee.

For specific program requirements, ThD students should refer to the [ThD Handbook for Students](#) on the [Harvard Committee on the Study of Religion website](#).

In 2014 Harvard Divinity School changed its doctoral designation from ThD to PhD. All future doctoral students in religion at Harvard, beginning with those entering in fall 2015, will enter as PhD students in the Committee on the Study of Religion in the Graduate School of Arts and Sciences. Those currently in the ThD program in the Study of Religion will continue to be candidates for the ThD.

Teaching Opportunities and Guidelines for Doctoral Students

The contributions of teaching fellows are essential to teaching at HDS, and teaching experience is an integral component of doctoral education. The following guidelines apply for doctoral students.

- Teaching fellows may not be in a peer to peer relationship with their students. Consequently, teaching fellows may not both take and teach the same course in a semester, and should not grade doctoral students in a course.
- First-year doctoral students are not eligible for appointment. Priority for teaching fellow appointments will be given to doctoral candidates in their third and fourth years. Doctoral candidates who have completed their general exams will be considered next and then candidates who are pre-generals.
- After the second year, doctoral students: (a) who have not passed their departmental General Examinations may hold a maximum appointment of 2/5 time per semester; or (b) who have completed their departmental General Examinations may hold a maximum appointment of 6/5 time in an academic year, with no more than 4/5 appointment in a single term. Students are expected to use good judgment in accepting employment that might delay their academic progress.

Usually, no doctoral student may hold a teaching fellowship for more than four years in the University, regardless of whether the appointment is for one or two terms within the same year. Exceptions to this may be granted when other eligible candidates are not available, and when the candidate has taught fewer than 16 fifths at the University.



Language Study

The study of languages is considered an integral part of education in theological and religious studies at HDS. HDS offers instruction in several languages and examinations in eight languages: Greek of the Roman age, Biblical Hebrew, Christian Latin, French, German, Pali, Classical Arabic and Spanish. Students are not limited to these languages, however, and are encouraged to consider the extensive offerings of the Faculty of Arts and Sciences. Students are expected to address their language requirements as early in their programs as possible.

Language Requirements for the MTS and ThM Degrees

MTS and ThM students must satisfy a language competency requirement by demonstrating intermediate reading competency in a language of scholarship in theological and religious studies. Students in these programs are not limited to the eight languages examined by the School and may meet their requirement with another language subject to the approval of the student's academic advisor.

ThM students may additionally be required to demonstrate competency in a second language based on their area of concentration and particular topic of study.

The MTS and ThM language requirement can be met by completing one of the following options:

- Passing a language qualifying examination administered by HDS.
- Completing with a grade of B- or better the second semester of an HDS intermediate-level course in Greek, Hebrew, Pali, or Arabic, or one semester of an HDS advanced intermediate-level course in Latin.
- Receiving a grade of A- or higher on the final exam in a modern language course (French, German, Spanish) in the School's Summer Language Program.
- Receiving an A- or better in HDS Advanced Intermediate (2nd year) German (HDS 4414), French (HDS 4454), or Spanish (HDS 4464).

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

- Finishing with a B- or better the fourth semester of a language course that follows the four-semester model. For languages that do not fit the four-semester model, the student should contact the Registrar, who will maintain a listing of such courses and their level. Students who have already attained competency in such a language may demonstrate competency with a satisfactory grade (B- or better) in a language examination. The examination will be administered by the HDS Registrar in collaboration with the Assistant Dean for Faculty and Academic Affairs.
- For languages not taught by any instructor at Harvard University, intermediate competency will be demonstrated by a satisfactory grade (low pass or better) in a language examination. In such cases, the student must submit a petition signed by their advisor to the MTS Committee Chair that details the reasoning for the student's choice



of language. If the MTS Committee Chair approves of the petition, the exam will be administered by the HDS Registrar in collaboration with the Assistant Dean for Faculty and Academic Affairs.

- ThM students who wish to have a language other than those offered at HDS to meet the language requirement must receive approval from the appropriate curriculum committee. On such a petition, the student must demonstrate that the language is essential to their academic program.

Language Course Requirement for the MDiv Degree

MDiv students may meet the language requirement in one of two ways: 1) by completing the MTS language competency requirement, or 2) by satisfactorily completing three semesters of study in one language relevant to their program through coursework at Harvard.

For more information about the MTS language competency requirement, please see the section “Language Requirements for the MTS and ThM Degrees” on page 76.

Language Qualifying Examinations

Language qualifying exams in Classical Arabic, Biblical Hebrew, New Testament Greek, Christian Latin, German, French, Pali and Spanish are given twice a year, in September and April/May. In addition, French, Spanish, and German exams are also administered in January/February, at the beginning of the spring semester. These tests certify reading competency at an intermediate level in a language of theological or religious studies scholarship for the purpose of meeting the HDS language requirement for the MDiv, MTS, ThM, or ThD degrees. These exams are not placement tests.

A passing mark on a language exam attests that a student has sufficient knowledge and skill to use the language in scholarship. Some mistakes in recognizing grammar or vocabulary are allowed if they do not seriously undermine the student’s ability to understand the passage in question. All exam papers are evaluated by this same standard independent of the degree program in which a student is enrolled.

Texts of intermediate difficulty are selected to permit the grader enough flexibility in evaluating varying levels of performance and ability. One dictionary (printed or electronic) is permitted. The exams are designed to be taken within one hour. Copies of previous exams for practice are [available online](#) and in the Registrar’s Office.

The grades of Pass or Fail are given to exam papers in Greek, Hebrew, Latin and Pali; exams in modern languages are graded from Low Pass to High Pass. The mark of High Pass means that the translation was flawless or nearly so; the designation of Low Pass means that there were more mistakes, but the passage was generally understood. Grades of Low Pass and Pass are noted as Pass on a student’s transcript and a High Pass is noted as such. Failing grades do not appear on transcripts.

2024-2025 Language Qualifying Examination Dates

These exams are only offered online and pre-registration is required. Students will receive a message from the Registrar’s Office when pre-registration for this exam opens. Please note that students who signed up with the Registrar’s Office in advance will be assigned to the



language site of their choice and will only be able to access the exam during the specified timeframe.

If students intend to take more than one language at any given date, they should contact the Registrar's Office before the exams take place. Generally, a second language exam will commence 20 minutes after the end of the previous exam session (e.g. first exam starts at 12:00 NOON and ends at 1:10 PM, second exam starts at 1:30 PM and ends at 2:40 PM).

Examination Date	Language Examinations Offered
Tuesday, August 30, 2024 12 NOON - 1:10 PM (ET) Online	Classical Arabic, French, German, New Testament Greek, Biblical Hebrew, Christian Latin, Pali, and Spanish
Friday, January 20, 2025 12 NOON - 1:10 PM (ET) Online	French, Spanish, and German
Friday, April 28, 2025 12 NOON - 1:10 PM (ET)	Classical Arabic, French, German, New Testament Greek, Biblical Hebrew, Christian Latin, Pali, and Spanish

HDS Summer Language Program

HDS Summer Language Program (SLP) courses are offered in Classical Arabic, French, German, New Testament Greek, Biblical Hebrew, Christian Latin, Pali, Elementary Syriac (last offered during SLP 2021, next offered for SLP 2025), and Spanish. The quantity and quality of each SLP course corresponds to the elementary and intermediate course in the target language in translation (elementary and intermediate) also offered during the fall and spring semesters of the academic year at HDS. Intermediate SLP language courses are equivalent to the 2nd year (advanced intermediate) course.



Non-Degree Programs and Continuing Education

The Summer Language Program

Monday, June 12 to Thursday, August 8, 2025

- Elementary Biblical Hebrew
- Intermediate Biblical Hebrew
- Elementary New Testament Greek
- Intermediate New Testament Greek
- Christian Latin¹
- French for Reading in Theology and Religious Studies
- German for Reading in Theology and Religious Studies
- Elementary Pali
- Spanish for Reading in Theology and Religious Studies
- Intermediate Classical Arabic^{1,2}
- Elementary Syriac

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

² Prerequisite: one year of Arabic (first 18 chapters of Al-Kitab I, or Ahlan wa Sahlan, or equal preparation).

Students are encouraged to apply by the initial application deadline of Friday, May 5, 2025, and at the latest the final application deadline of Friday, May 26, 2025, because course offerings are subject to minimum enrollments. If that enrollment is not met by the application deadline, the course may be cancelled for the SLP 2025.

Students are also encouraged to take advantage of the HDS Summer Language Program (SLP) as a means of preparing to meet language requirements without the pressures of other courses. A student may only enroll in one language during the eight-week SLP each year. The courses offered correspond both in quality and quantity of work to a full course (or to two courses) given throughout the academic year. Many students have found the amount of work required by SLP to prohibit full-time employment. Good judgment is advised. Courses must be taken for a letter grade only. Non-HDS students may also audit, but only with payment of full tuition. HDS degree students who take courses through SLP may include these courses as part of their degree program once, provided they will be registered and paying tuition during the fall term immediately following SLP. Students who attempt but do not successfully complete SLP due to either failing or dropping the course may petition the appropriate curriculum committee to be allowed to take SLP a second time and use it toward their program. If this petition is granted the student may be required to pay additional tuition that may not be eligible for financial aid assistance.

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

Incoming doctoral students to the PhD in Religion, who will be full-time in the coming fall



semester are eligible to take SLP free of fees and tuition.

Current BTI students may take the SLP with the payment of reduced tuition rates. Please see the SLP website for more details.

Students who successfully complete the SLP will receive credit equal to two courses toward their degree requirements. The courses (and the grades earned) will appear on students' transcripts. Participation in SLP is not counted toward the full course-load residency requirement; that is, a student who takes the SLP and registers for three courses in the fall and three in the spring has not met this requirement.

ThD students who are paying reduced tuition in the fall will be responsible for the full amount of the SLP tuition.

All students counting SLP as part of their degree program are required to pay the program fee at the time of registration.

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

Special Student Program

The Special Student program is a non-degree status affording students the opportunity to take courses at HDS and to pay for these courses on a per-course basis. Students in this category may enroll for the equivalent of up to eight courses for credit (32 units) within a period of up to two years. International Special Students whose visas are being sponsored by HDS must enroll for a minimum of four courses for credit (16 units) each term per US government regulations. Students receive full credit for work completed in these programs and may transfer these credits elsewhere, or, in some cases, may petition to have some or all of the work count toward completion of one of the School's degree programs. Special Students may audit courses with the permission of the instructor and payment of the normal auditor's fee (\$550 per course). All tuition charges must be paid prior to registration each semester.

Special Students are limited to enrollment in HDS courses only. Students are not eligible for financial aid, nor may they enroll in field education placements. Information regarding this program can be obtained from the HDS Office of Admissions.

Resident Fellows Program

Harvard Divinity School provides an opportunity for sabbatical study for missionaries and executives of denominations and religious bodies who wish to be in residence at the School while on leave from their regular duties. During the 2024-2025 academic year Resident Fellows pay \$7,618 in tuition charges for their semester in residence. Inquiries should be made to the Registrar's Office.

Ministers in the Vicinity Program

Ministers, pastors, priests, rabbis, and others who are engaged in full-time ministry in the Boston area, and hold a first theological degree, may be permitted to register and receive academic credit for a limited number of courses, paying tuition at half the normal rate. Such students may take up to four courses within four years of admission (no more than



one course in any one term) and, if admitted subsequently to a degree program such as Master of Theology, may petition to have their courses credited toward that degree. Official transcripts of courses taken as Ministers in the Vicinity may also be obtained for submission to other institutions. Students who do not require academic credit are referred to the Auditor status (see section on “Auditors” below). Ministers in the Vicinity may not cross-register into other schools of the University or Boston Theological Interreligious Consortium and are not eligible for financial aid. In some cases admission may be restricted to certain designated HDS courses.

Resident Graduate Program

The Resident Graduate program allows HDS faculty to bring doctoral students from other institutions to HDS in order to further the student’s research in a field of study supported by the work of HDS. The Registrar’s Office is the primary contact for the Resident Graduate Program.

Provided the student meets the basis admissions requirements, Resident Graduates will be admitted so long as they have support of at least one member of the HDS voting faculty who will serve as their host during their time at HDS. The basic admission requirements for applicants are that they are: a) currently enrolled in a doctoral program at an institution that is accredited by a recognized body and has completed at least two years of full-time coursework; and b) a student in good standing at their current institution, which must be demonstrated by the submission of an official transcript and a letter of support from at least one faculty member at their home institution.

A complete application is required by the annual application deadline of March 1 for the upcoming academic year. Exceptions to this rule require the approval of the Academic Dean.

Some international students must demonstrate English language proficiency by submitting official TOEFL scores. Please refer to the HDS TOEFL policy available on the Office of Admissions website. If the TOEFL requirements are applicable, the Resident Graduate applicant must receive a score of 105 or higher on the TOEFL iBT.

International students must provide proof of funds required in order to undertake study at HDS. Once the proper documentation is provided, the Office of Academic Affairs will submit the form needed for the visa.

Resident Graduates will be charged the same tuition rate as a fifth year ThD student, which includes an active file, University health fee and insurance, and facilities fee.

Ordinarily, Resident Graduates will not register for courses for credit; however they may do so with the support of the host faculty member and by paying the standard per-course tuition rate. Resident Graduates may audit courses informally and not for credit with permission by the course instructor.

Resident Graduates are not eligible for financial aid, nor eligible for teaching assistantships. Ordinarily the length of the Resident Graduate Student appointment shall be one semester; however, this may be extended to one year at the discretion of the host faculty member. Normally, a student shall be in the program for not more than one calendar year.

Resident Graduates who take courses for credit may not later receive advanced standing for these courses toward a degree at Harvard Divinity School.



Auditors

Members of the public who wish to audit courses may do so by obtaining the instructor's permission and paying the auditor's fee of \$550 per course, as well as a \$50 registration fee. No credit for this work is given, nor is a transcript issued. Inquiries should be directed to the Office of the Registrar. Forms may be obtained from the Office of the Registrar during the first week of classes. Due to the ongoing coronavirus pandemic, HDS courses will not be available for audit to members of the public in the Fall 2024 and Spring 2025 semesters.



Financial Requirements

Tuition for Academic Year

2024-25

MDiv, MTS, ThM, and MRPL Programs

Tuition	\$30,472
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ThD Program

Guidance and Facility Fee	\$3,370
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Active File Fee for Students Registered in Absentia	\$300 per semester
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Special Students

Tuition per Course (for Credit)	\$3,809
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Tuition per Course (Audit)	\$550
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Ministers in the Vicinity

Tuition per Course (for Credit)	\$1,904.50
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Tuition per Course (Audit)	\$275
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Resident Fellows

Per Term	\$7,618
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Billing for Masters Students

MTS Students

MTS students are required to pay full term tuition (\$30,472 for 2024-25) for a minimum of four semesters. In each of these semesters students may take up to five courses (20 units) and, after having met the full course load residency requirement, may take as few as three (12 units). Four courses (16 units) per term is considered the normal load.

MTS students may also participate once in the Summer Language Program (during the summer before their first semester, or between their first and second years) and receive two course credits (eight units) for it toward their degree. Tuition for this initial participation in SLP is covered by the normal term tuition of the following year. However, MTS students



enrolled in SLP are required to pay an additional \$400 program fee and \$50 application fee.

An MTS student who needs to register for a fifth semester must pay tuition for each course at the per-course rate (\$3,809 in 2024-25). In such a case, the total number of courses attempted by the student may not exceed eighteen without approval of the curriculum committee.

MTS students who have petitioned and have been formally recognized as part-time are billed in a different way and should refer to the section on “Part-Time Masters Tuition” below.

MDiv Students

MDiv students are required to pay full term tuition (\$30,472 for 2024-25) for a minimum of six semesters. In each of these semesters, students may take up to five courses (20 units) and, after having met the full course-load residency requirement, may take as few as three (12 units). Four courses (16 units) a term is considered the normal load.

MDiv students may also participate once in the Summer Language Program (during the summer before their first semester, or between their first and second or second and third years) and receive two course credits (eight units) for it toward their degree. Tuition for this initial participation in SLP is covered by the normal term tuition of the following year. However, MDiv students enrolled in SLP are required to pay an additional \$400 program fee and \$50 application fee.

An MDiv student who needs to register for a seventh or eighth semester must pay tuition for each course at the per-course rate (\$3,809 in 2024-25). In such a case, the total number of courses attempted by the student may not exceed twenty-seven without approval of the curriculum committee.

MDiv students who have petitioned and have been formally recognized as part-time are billed in a different way and should refer to the section on Part-Time Masters Tuition below.

ThM Students

ThM students are required to pay full term tuition (\$30,472 for 2024-25) for a minimum of two semesters. In each of these semesters, students may take up to five courses (20 units) and no fewer than four (16 units). Four courses (16 units) a term is considered the normal load.

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

ThM students who have petitioned and have been formally recognized as part-time are billed in a different way and should refer to the section on Part-Time Masters Tuition below.

MRPL Students

MRPL students are required to pay full term tuition (\$30,472 for 2024-25) for a minimum of two semesters. In each of these semesters, students may take up to five courses (20 units) and no fewer than four (16 units). Four courses (16 units) a term is considered the normal



load.

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

MRPL students who have petitioned and have been formally recognized as part-time are billed in a different way and should refer to the section on Part-Time Masters Tuition below.

Part-Time and Per-Course Masters Tuition

Part-time status means enrolling in fewer than 12 credit hours per semester. Part-time master's students will be charged on a per-course basis, meaning a charge will be assessed for each course for which they register (\$3,809 per course for 2024-25). For example, a student who takes two courses in a semester (8 credit hours) will be billed as enrolled in two courses (\$7,618 for 2024-25). Students who enroll in two courses in a term are eligible to receive financial aid and defer current student loans.

If only a single course (four units) is taken in a single term, then the student is billed for it at the current course rate (\$3,809 per course for 2024-25). It should be noted that students taking less than two courses in a term (eight units) are not eligible to receive financial aid nor to defer their current student loans.

If a student enrolls in more than two courses (eight credit hours) in a single semester, after being approved to study part-time, full tuition will be assessed (\$15,236 per semester in 2024-25) and the student will be switched to full-time status. Students who switch to full-time status ordinarily are required to continue to pay on a per-course basis. Once a student has gone to full-time status they must re-petition to return to part-time status.

Part-time students may only take the exact number of courses they need to complete their program, inclusive of the Summer Language Program; twenty-four courses (96 units) in the MDiv program and sixteen (64 units) in the MTS program. A student who shifts from full-time tuition billing to per-course billing may only take additional courses beyond what is required to complete their degree program only if they are needed to replace courses failed, withdrawn, or left incomplete. Additional courses may only be taken if they are needed to replace courses failed, withdrawn, or left incomplete. In such cases, normal tuition at the per-course rate will be assessed (\$3,809 in 2024-25), and financial aid ordinarily is not available for these extra courses.

Please note that students who successfully petition to change to part-time status after matriculation may be required to pay additional tuition in order to create a 1:1 ratio for courses taken: courses paid for, depending upon the point in their program when such a change is approved.

Billing for Doctoral Students

Full ThD tuition is assessed each semester of the two prescribed years of residence. During the following two years, reduced tuition is charged (\$6,620 per semester in 2024-25). For each additional year that a candidate remains in the Boston area, a guidance and facilities fee will be assessed (\$1,685 per semester in 2024-25) until the degree is granted or candidacy is terminated. All ThD students must have paid a minimum total of two years of full tuition and two years of reduced tuition prior to the receipt of the degree. Candidates living and



working outside the Boston area will be charged an active file fee (\$300 per semester in 2024-25). Completion of the ThD degree is expected no later than seven years after the date of the student's entrance into the program.

Special Student Billing

Special Students pay tuition according to the number of courses taken (\$3,809 per course in 2024-25). If fewer than eight courses are taken, pro rata credit is not given for courses not completed for any reason. All charges must be paid in advance of registration.

Fees

Student Activities Fee: \$35 per semester

Student Health Fee: \$621 per semester

Student Health Insurance Plan: \$2,020 per semester

Student Activities Fee

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

Student Health Insurance and Fee

REQUIRED STUDENT HEALTH INSURANCE

Massachusetts law requires that students enrolled in an institution of higher learning in Massachusetts participate in a student health insurance program or in a health benefit plan with comparable coverage. All Harvard students are automatically enrolled in the Harvard University Student Health Program (HUSHP) and the cost of the program is applied to their student bill. The Harvard University Student Health Program (HUSHP) is comprised of two parts:

STUDENT HEALTH FEE

The Student Health Fee is required of all registered students who are enrolled more than half-time and are studying in Massachusetts. This fee covers most services at Harvard University Health Services (HUHS), including internal medicine, medical/surgical specialty care, mental health/counseling services, physical therapy, and urgent care. Visit the [HUSHP website](#) for more details.

STUDENT HEALTH INSURANCE PLAN

The Student Health Insurance Plan provides hospital/specialty care and prescription drug coverage through Blue Cross Blue Shield of Massachusetts. Coverage includes emergency room visits, hospitalizations, diagnostic laboratory/radiology services, ambulatory surgery, specialty care outside HUHS (limited), and prescription drug coverage. Benefit limits and



cost-sharing may apply. Visit the [HUSHP website](#) for more details.

WAIVING THE STUDENT HEALTH INSURANCE PLAN OR THE STUDENT HEALTH FEE

Students enrolled in comparable health insurance may be eligible to waive the Student Health Insurance Plan. Waivers must be completed by the appropriate deadline or the charges will remain on your student bill. The deadline to waive is July 31, 2024 for the fall term (or full academic year), and January 31, 2025 for the spring term.

Before waiving, carefully evaluate whether your existing health plan will provide adequate, comprehensive coverage in the Boston area. Visit hushp.harvard.edu to review a waiver checklist for guidance. You will be fully responsible for all medical claims and prescription drug costs if you waive the Student Health Insurance Plan.

International students studying on campus at Harvard are not eligible to waive the Student Health Insurance Plan with foreign insurance, including those with a U.S.-based administrator. This is a requirement pursuant to the Massachusetts student health program regulations. A limited number of students who meet certain criteria (e.g., students studying out of the area) are able to also waive the Student Health Fee. Visit hushp.harvard.edu for more information. The deadline to waive is July 31, 2024, for the fall term and January 31, 2025, for the spring term. Waivers are [available online](#).

DEPENDENT COVERAGE

Students may enroll their married spouse and/or unmarried dependent children (under age 26) in HUSHP. Enrollment and renewal for dependents is not automatic. Rates and enrollment forms are available at hushp.harvard.edu. The deadline to enroll dependents is August 31, 2024 for the fall term, and February 28, 2025 for the spring term.

OPTIONAL DENTAL COVERAGE

An optional dental plan is available for students. Student dependents are eligible to enroll only when the student is enrolled. Coverage is effective from August 1, 2024 to July 31, 2025. Enrollment and renewal are not automatic and the deadline for both is September 30, 2024. Students who do not enroll in a dental plan may choose to receive care on a fee-for-service basis. Harvard Dental Service offers students a preventive care package and a discount on all specialty services. HSDM Dental Center also provides dental care to students.

For information on the Harvard University Student Health Program policies, benefits, limitations, and exclusions, including waiver eligibility and dependent enrollment, visit hushp.harvard.edu.

Payment of University Obligations

All students are required to settle all financial obligations, including tuition, fees and rent if living in Harvard University Housing, before they are allowed to enroll for classes each semester. Student bills for the fall semester are issued in July and payable in August; for the spring semester they are issued in December and payable in January.

Degree students may elect to pay the tuition and mandatory fee portion of their term bill in monthly installments. Under this plan, students pay one-quarter of their fall tuition in August and the balance in three installments in October, November, and December. In the spring, participants pay one-quarter of their tuition in January and three additional payments in March, April and May. There is a service charge of \$35 per term for participation



in the monthly payment option. A student enrolled part-time or less is required to pay the entire amount in advance. A student who leaves the University, for any reason, who has any outstanding charges remaining on their account after any eligible refund credit is applied must pay all charges immediately upon receipt of the final account statement.

Candidates for degrees must have satisfied all indebtedness to the University at least three days prior to Commencement. The Registrar will notify all students with any outstanding balances at least one week prior to the due date. The names of candidates with outstanding balances of more than \$1,000 on the date of Commencement will have their degrees held by the Governing Board of the University until such outstanding balances are paid in full.

The University has instructed the bank to redeposit any returned checks received for payments of students' bills. There is a \$50 charge assessed for the first dishonored check and \$75 for the second and subsequent checks. If your account indicates a history of dishonored checks, the University may also require that future payments be made by a certified or bank check, or money order. A check is regarded as dishonored when it has been returned because of insufficient funds, lack of a bank account, or because payment has been inappropriately stopped.

Current account information is available online through a student's my.Harvard home page.

University Policy on Outstanding Account Balances

Any student who leaves the University with an amount due on their student bill that remains unpaid for 60 days or more may be subject to collection activities. The costs associated with collecting an unpaid account will be added to the student's outstanding debt and must be paid in full.

Projected Student Budget

The expected expenses listed in the table on the next page are for a masters-level student living off campus with a roommate over the nine-month academic year. Students should be aware that these figures are based on a minimum allowance and that many students find it necessary to have additional funds available.

Married students and students with dependents should expect to pay higher rent. Students maintaining automobiles in Cambridge should budget additional funds for parking in the Cambridge area.

Item	Amount
Housing	\$14,575
Food	\$5,043
Books and Supplies	\$1,004
Personal	\$5,219
Total Living Expenses	\$25,841

Financial Aid

The goal of the Divinity School financial aid program is to assist students in meeting basic



educational and living expenses incurred while pursuing their studies. For detailed financial aid information please refer to the Office of Financial Aid and the [Financial Aid Handbook](#).



Readmission and Tuition Policy for Service Members

Scope and Purpose

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

Eligibility

This policy shall apply to:

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

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

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

Notification of Intent to Return

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

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

Tuition and Fees

A returning student must be charged the same tuition and fees in effect during the last academic year the student attended unless veterans' education benefits or other service member education benefits will pay the amount in excess. For subsequent academic years,



the returning student may not be charged tuition and fees more than what other students in the program are charged.

Readmission Requirements

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

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

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



Student Records and Privacy

Family Educational Rights and Privacy Act (FERPA)

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

Education Records

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

Access

To be useful, students’ records must be accurate and complete. The officials who maintain them are those in charge of the functions reflected in the records and the offices where the records are kept. These ordinarily include the Registrar of Harvard Divinity School. All students have access to their own education records and may contribute to them if they feel there is need for clarification. Students wishing access to their education records should contact the Registrar’s Office of Harvard Divinity School. Ordinarily, students are asked to submit a written request that identifies the specific record or records the student wishes to inspect. Access will be given within 45 days from the receipt of the request. When a record contains information about more than one student, the student requesting access may inspect and review only the portion of the record relating to them. Students also are not permitted to view letters and statements of recommendation to which they waived their right of access, or that were placed in their file before January 1, 1975.

Students should direct any questions they have about the accuracy of records to the person in charge of the office where the records are kept. If questions still remain, the matter may be referred to the Registrar of Harvard Divinity School. If necessary, a hearing may be held to resolve challenges concerning the accuracy of records in those cases where informal discussions have not satisfactorily settled the questions raised.

Directory Information

Although ordinarily, students must consent to the disclosure of information from their education records, FERPA allows certain types of information, known as “directory information” to be made available to the general public. Harvard Divinity School regards the following information as “directory information:” a student’s full name and reported date of birth; current address and telephone number; email address; program, dates of attendance, awards granted, and expected date of graduation; previous schools attended and degrees earned or expected with field of study and date of degree; and photograph captured for the HUID card. For student employees: job title, teaching appointments (if applicable), employing department, and dates of employment. Please note that Harvard



University's definition of "directory information," found [online from the Provost's Office](#), may include elements in addition to those used by Harvard Divinity School, and that requests for directory information received at the University level thus may result in disclosure of such additional elements. Students may direct Harvard Divinity School not to disclose their directory information, usually known as putting in place a "FERPA Block." To do so, a student must inform the Registrar of Harvard Divinity School, in writing, of that decision. A student who is cross-registered at more than one Harvard school must submit separate FERPA Block forms to each School.

Students should be aware of the possible consequences of putting in place a FERPA block, such as missed mailings, messages, and announcements, non-verification of enrollment or degree status, and non-inclusion in the Harvard Commencement booklet. Students who have previously chosen to put in place a FERPA block may decide to reverse this decision, also by informing the Registrar of Harvard Divinity School in writing.

Other Disclosures permitted under FERPA

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

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

Student Rights under FERPA

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



within 180 days to the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-5920.

Missing Persons Policy

As required under federal law, the Harvard Divinity School immediately will refer to the Harvard University Police Department (“HUPD”) any missing persons report involving a student who lives in on-campus housing. If any member of the Harvard community has reason to believe that a student who resides in on-campus housing is missing, they should immediately notify HUPD at 617.495.1212. If HUPD determines that the student has been missing for more than 24 hours, then, within the 24 hours following this determination, the School or HUPD, will: (1) notify the appropriate external law enforcement agency; (2) contact anyone the student has identified as a missing person contact under the procedures described below; (3) notify others at the University, as appropriate, about the student’s disappearance.

In addition to identifying a general emergency contact person, students residing in on-campus housing have the option to identify confidentially a separate person to be contacted by Harvard in the event that the student is determined to be missing for more than 24 hours. Students are not required to designate a separate individual for this purpose and if they choose not to do so, then Harvard will assume that they have chosen to treat their general emergency contact as their missing person contact.

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

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



Standards of Conduct and the Learning Environment

Rules Governing Academic Integrity

The Divinity School seeks to maintain a learning environment characterized by academic integrity and fair access to educational resources. The following actions represent clear violations of academic integrity and fair access, and will be treated as disciplinary matters:

- Cheating on examinations either by copying the work of others or through the use of unauthorized aids.
- Plagiarism: presentation of the work of others (either written or visual) as one's own work. All work submitted to meet course requirements must be the student's own. In the preparation of papers and other written work, a student must be careful to distinguish between original ideas and those that have been derived from other sources. Information and opinions are to be attributed specifically to their sources. Students should be aware of and use the proper forms of citation; see, for example, *The Chicago Manual of Style*, 14th edition (Univ. of Chicago Press, 1993). Quotations must be properly placed within quotation marks and fully cited; paraphrased material must also be fully cited. In all cases where ideas or materials presented are derived from a student's reading and research, the source must be indicated.
- Simultaneous or repeated submission without permission of substantially the same work (either written or visual) to more than one course. Normally, one paper may not be used to meet the requirements for more than one course. Students wishing to integrate the work of two separate courses into one paper may do so, but both instructors must give their approval in advance. Papers submitted for more than one course must show both course numbers on the title page.
- Theft, vandalism, or destruction of the work of another student or group of students.
- Theft, vandalism, or destruction of any educational resource (including library materials).
- Altering or misrepresentation of academic records.
- Other actions that present a serious threat to the learning environment at the University.

A student who has a concern about academic integrity or feels that they have been treated unfairly in the academic context normally speaks with the faculty member in question or an appropriate teaching fellow or the Associate Dean for Faculty and Academic Affairs.

Misrepresentation of Application Materials

Occasionally candidates for admission make inaccurate statements or submit false material in connection with their applications. In most cases, these misrepresentations are discovered during the admission process and the application is rejected. If a misrepresentation is discovered after a candidate is admitted, the offer of admission will be withdrawn. If a misrepresentation is discovered after a student has registered, the offer of admission will be revoked and the student will be dismissed from the School. If the discovery occurs after a degree has been awarded, the degree will be rescinded. The determination that



an application is inaccurate or contains misrepresentations rests solely with the Office of Admissions.

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

The following provision of Massachusetts law concerning certain kinds of threats underscores why such behavior must be treated by Harvard Divinity School as an actionable offense:

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

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

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

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

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

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

Whoever, not being a law enforcement officer, and notwithstanding any license obtained by the person pursuant to chapter 140, carries on the person a firearm, loaded



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

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

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

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

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

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

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

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

Hazing Regulations

Students should note the following provisions of Massachusetts law prohibiting the practice of hazing in connection with the initiation of students into student groups and organizations. The law applies to both officially recognized and unrecognized groups and to practices conducted on and off campus.



“Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to affect adversely the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seven- teen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19. Each institution of secondary education and each public and private institution of post- secondary education shall issue to every student group, student team, or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team, or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually to the institution an attested acknowledgment stating that such group, team, or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team, or organization understands and agrees to comply with the provision of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full-time student enrolled by it of the provisions of



this section and sections seventeen and eighteen, and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education, shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report”

Massachusetts General Laws c. 269 § 17-19

Federal Drug Free Schools and Communities Act

In accordance with the Drug Free Schools and Communities Act Amendments of 1989, the Divinity School adheres to the Harvard University policy on alcohol and other drugs.

Harvard expects its students and employees to maintain an environment for learning that is safe and healthy and encourages responsible conduct. The University is not, and cannot be considered, a sanctuary from existing federal, state and local laws. The unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on Harvard property or as a part of any Harvard activities is a violation of University rules as well as the law. Possession, use, or distribution of certain nonprescription drugs, including marijuana, amphetamines, heroin, cocaine, and nonprescription synthetics; procurement or distribution of alcohol by anyone under 21 years of age; and provision of alcohol to anyone under 21 years of age are violations of the law and Harvard policy.

Although Massachusetts law now permits adults aged 21 or older to possess and consume marijuana under certain circumstances, federal law prohibits the possession, use, or distribution of marijuana, including for medical purposes, on Harvard property or as part of a Harvard activity. Thus, even if possession or use of marijuana would be permitted under Massachusetts law, it remains prohibited on campus.

The University holds its students and employees responsible for the consequences of their decisions to use or distribute illicit drugs, or to unlawfully serve or consume alcohol. Additionally, the misuse of prescription drugs (sharing, buying, or using in a manner different than that prescribed) is a violation of University policy. Students who violate these rules will be subject to discipline.

Students who receive Pell and certain other federal grants also should be aware that they must report any conviction of a drug-related offense to the U.S. Department of Education within ten days of the conviction if the offense occurred during the period covered by the grant.

When alcohol is served at any Divinity School event, the sponsoring department, individual, or organization will be held responsible for maintaining the laws appropriate for such occasions. Persons wishing to be served alcoholic beverages by the School or its agents must be able to demonstrate proof of minimum drinking age. Non-alcoholic beverages and food must always be available when alcohol is served. The School and its agents will not serve or provide alcoholic beverages to any individuals who are or appear to be intoxicated.

Any student or employee who knowingly makes a false statement about their age, who transfers or abuses the University ID card, or who makes alcohol legally obtained from the School available to someone underage is subject to disciplinary action. The Administrative



Board will take serious action, ordinarily probation or requirement to withdraw, in any case involving the possession in quantity or the sale or distribution of drugs, or when cases of drug and alcohol use engender danger to individuals or to the community at large. The Administrative Board will also take action in cases in which a student is involved in the falsification of identification with the intent of obtaining alcohol.

Help for students having drug problems or difficulties controlling their use of alcohol is available on a confidential basis from staff in Student Services in the Divinity School. Medical and psychiatric services are available at the Harvard University Health Service (Primary Care: 617.495.5711; Harvard University Counseling and Mental Health Services: 617.495.2042, 24/7).

Use of Harvard University Trademarks: Names and Insignia

The University's Policy on the Use of the Harvard Name and Insignias provides that students may use the Harvard name (alone or in conjunction with the name of a specific school or unit) to identify any activity, individual, entity, or publication only with the approval of their dean or the Provost, except as follows: students generally are permitted to identify themselves in publications or other public activities with an accurate, specific affiliation (e.g. "John Doe, degree candidate, Harvard Divinity School") so long as this is done in a manner that makes clear they are students and does not imply university endorsement or responsibility for any particular activity, product, or publication involved. Students also need permission to use the Harvard or HDS logo or insignia in any manner. All Harvard student group names incorporating any of the University's trademarks are owned by the President and Fellows of Harvard College (Harvard University) and are used by permission of the University. In addition, the use of any of Harvard's shields/logos by student groups is by permission of the University. Any use of Harvard's names/logos by student groups or students must comply with all relevant University policies, including the policy on the Use of Harvard Names and Insignias.

Any student-group stationery that uses the Harvard Divinity School name must identify itself on the letterhead as a student organization. The school expects that all students using social media platforms (for example, blogs, Twitter, Facebook, LinkedIn, YouTube, and Storify, among many others) with an account that reflects their affiliation as a Harvard or Harvard Divinity School student, will use a professional, personal voice if posting primarily about Harvard or Harvard Divinity School, and will clearly disclose their relationship to the institution. For instance, a blog's "about the author" page or a Twitter account's description may contain language like "Student at Harvard Divinity School."

University Statement of Rights and Responsibilities

The University and the Divinity School community include persons from a wide variety of backgrounds and cultures, but there exists a common expectation that all members are responsible for maintaining an environment conducive to the pursuit of knowledge, intellectual freedom, and the integrity of each individual member of the community. Such a learning environment depends upon considerate behavior toward all members, respect for one another's privacy, and accurate representation of one's own work. Students, faculty, and staff are subject to the policies of Harvard University that govern the conduct of members



of the School as articulated in the University-wide Statement of Rights and Responsibilities as stated below.

The following Statement, and the interpretation that follows it, were adopted on an interim basis by the Governing Boards of Harvard University on September 20, 1970, and were voted to remain in effect indefinitely in May 1977. The second interpretation was adopted by the Governing Boards in January-February 2002.

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

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

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

Furthermore, although the administrative process and activities of the University cannot be ends in themselves, such functions are vital to the orderly pursuit of the work of all members of the University. Therefore, interference with members of the University in performance of their normal duties and activities must be regarded as unacceptable obstruction of the essential processes of the University. Theft or willful destruction of the property of the University or its members must also be considered an unacceptable violation of the rights of individuals or of the community as a whole. Moreover, it is the responsibility of all members of the academic community to maintain an atmosphere in which violations of rights are unlikely to occur and to develop processes by which these rights are fully assured. In particular, it is the responsibility of officers of administration and instruction to be alert to the needs of the University community, to give full and fair hearing to reasoned expressions of grievances; and to respond promptly and in good faith to such expressions and to widely-expressed needs for change. In making decisions which concern the community as a whole or any part of the community, officers are expected to consult with those affected by the decisions. Failures to meet these responsibilities may be profoundly damaging to the life of the University.

Therefore, the University community has the right to establish orderly procedures consistent with imperatives of academic freedom to assess the policies and assure the responsibility of those whose decisions affect the life of the University.

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



by mutual respect and trust.

Interpretation

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

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

Harvard University Statement of Values

Harvard University aspires to provide education and scholarship of the highest quality—to advance the frontiers of knowledge and to prepare individuals for life, work, and leadership. Achieving these aims depends on the efforts of thousands of faculty, students, and staff across the University. Some of us make our contribution by engaging directly in teaching, learning, and research, others of us, by supporting and enabling those core activities in essential ways. Whatever our individual roles, and wherever we work within Harvard, we owe it to one another to uphold certain basic values of the community.

Harvard Divinity School Statement of Community Values

Harvard Divinity School confirms and embraces the values of the University, seeking only to define them further in light of the unique nature of our local community, understanding the invaluable opportunity presented to us in our differences and shared concerns as we educate scholars, teachers, ministers, and other professionals in the study of religion for local or global leadership and service.

These values include:

At Harvard University: respect for the rights, differences, and dignity of others.

At HDS: we seek to respect, understand, and learn from the cultures and beliefs of the members of our diverse community. Conscious of our own levels of privilege, we seek—with kindness and compassion—to engage in open and active dialogue that broadens our perspectives, increases our knowledge and awareness, and fosters mutual understanding and empowerment.

At Harvard University: honesty and integrity in all dealings.

At HDS: we are committed, individually and as a community, to listening, speaking, and acting with candor, with equitability, and with courtesy, so that all may participate freely within a climate of openness, trust, and sensitivity.



At Harvard University: conscientious pursuit of excellence in one's work.

At HDS: we strive to pursue excellence with both graciousness and humility. We acknowledge that excellence is achieved through effort, creativity, and the exploration of new ideas and that individual achievement is rarely accomplished without the support of our community and the collaboration of our peers.

At Harvard University: accountability for actions and conduct in the workplace.

At HDS: in seeking the long-term welfare of all, we endeavor to accept responsibility for the impact of our actions on our community, our environment, and the world. We hold ourselves and each other accountable for our behavior and our use of resources.

At Harvard University: the more we embrace these values in our daily lives, the more we create and sustain an environment of trust, cooperation, lively inquiry, and mutual understanding—and advance a commitment to education and scholarship, which all of us share.

At HDS: as we advance our shared commitment to education and scholarship, we endeavor to build a community, and, ultimately, a world, in which people can peacefully live and work together across religious and cultural divides.

Policies on Discrimination and Harassment

Discrimination based on race, color, sex, sexual orientation, gender identity, religion, creed, national origin, age, ancestry, veteran status, disability, genetic information, military service, or any other legally protected basis is contrary to the principles and policies of Harvard University. HDS condemns all forms of discrimination or harassment whether subtle or overt, and asserts that all members of the community should work to assure that all students are accorded the dignity and respect called for in the University Statement of Rights and Responsibilities, as well as the Divinity School's Statement of Community Values. Harvard Divinity School expects that those who interact with members of our community will comply with all applicable anti-discrimination laws. Students who believe that they may be victims of any form of discrimination or harassment should contact the Associate Dean for Faculty and Academic Affairs or the Associate Dean for enrollment and Student Services for advising on grievance procedures.

For Allegations of Sexual and Gender-Based Harassment: Harvard Divinity School has adopted the [Harvard University Sexual and Gender-Based Harassment Policy](#) ("University Policy") as well as the [Procedures for Handling Complaints Involving Students Pursuant to the University's Sexual and Gender-Based Harassment Policy](#) ("University Procedures"). The University Policy applies to all Harvard students, faculty, staff, Harvard appointees, and third parties. The University Procedures govern allegations of sexual and gender-based harassment involving Harvard students, including students in the Harvard Divinity School. Both the University Policy and Procedures are set forth in full below.

For All Other Allegations of Discrimination or Harassment: Cases of alleged discrimination and/or harassment by HDS faculty and other instructional officers will be adjudicated following the HDS Procedures on Discrimination by Instructional Officers, which appears in this handbook immediately after the Harvard University Sexual and Gender-Based



Harassment Policy. Cases of alleged discrimination and/or harassment by HDS students will be adjudicated by the Administrative Board under its ordinary disciplinary procedures. Cases of alleged discrimination and/or harassment by HDS staff will be addressed by the human resources office following their ordinary procedures



HDS Sexual and Gender-Based Harassment Policy

Policy Statement

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

Resources

HARVARD UNIVERSITY TITLE IX COORDINATOR AND DIRECTOR, OFFICE FOR GENDER EQUITY

Nicole Merhill, JD

University Title IX Coordinator and Director, Office for Gender Equity
Smith Campus Center, Suite 900
1350 Massachusetts Ave
Cambridge, MA 02138
Tel: 617.496.2470

HARVARD DIVINITY SCHOOL TITLE IX RESOURCE COORDINATORS

Tim Whelsky

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

Steph Gauchel

Assistant Dean for Diversity, Inclusion, and Belonging
Divinity Hall, Room 109A
Cambridge, MA 02138
Tel: 617.495.3578



HARVARD DIVINITY SCHOOL CHAPLAIN (CONFIDENTIAL RESOURCE)**Kerry Maloney**

Chaplain and Director of Religious and Spiritual Life
 Swartz Hall, Room 112
 Cambridge, MA 02138
 Tel: 617.495.5778

UNIVERSITY RESOURCES**Office for Gender Equity (OGE)**

Tel: 617. 496. 0200

Harvard University Office for Dispute Resolution

Tel: 617.495.3786

Harvard University Police Department

Tel: 617.495.1212

Cambridge Police Department Sexual Assault Unit

Tel: 617.349.3381

Harvard University Health Services (HUHS) Urgent Care

Tel: 617.495.5711

Harvard University Counseling and Mental Health Services

Tel: 617.495.2042

OGE: SHARE counselors (Confidential)

617. 496.5636

Crisis Hotline: 617. 495. 9100

oge_share@harvard.edu

Harvard Chaplains

Tel: 617.495.5529

Boston Area Rape Crisis Center (“BARCC”)

24 Hour Hotline: 800.841.8371

OUTSIDE AGENCIES

U.S. Department of Education, Office for Civil Rights

U.S. Equal Employment Opportunity Commission (EEOC)

Massachusetts Commission Against Discrimination (MCAD)

Sexual Misconduct Review Board

The Sexual Misconduct Review Board (the “SMRB”) is a trained group of faculty and administrators appointed by the Dean and will be composed of the Associate Dean for Faculty and Academic Affairs, each school Title IX Resource Coordinator (the Director of Human Resources, the Associate Dean for Enrollment and Student Services, and the Assistant Dean for Diversity, Inclusion, and Belonging), and four faculty members.

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



the Associate Dean for Faculty and Academic Affairs, and two faculty members. For a case involving a staff or faculty member as the respondent, the reviewing committee will always include the Director of Human Resources as the designated School or unit Title IX Resource Coordinator.

Whenever a formal complaint of harassment or misconduct against an HDS student results in the issuance of a final report, the SMRB must accept as final and non-reviewable the report's findings of fact and its conclusions as to whether a violation of a University policy has occurred. The SMRB disciplinary proceedings against student based on conduct addressed by the report will proceed with the understanding that the final report carries the same validity as a determination reached by the SMRB itself.

When a report is received, any member of the SMRB who identifies a conflict of interest in the case is expected to request to be excused from the assignment. In any case, the Respondent and Complainant will be informed of the members of the Sexual Misconduct Review Board and may file an objection and request recusal of any members whom they believe has a conflict of interest. If the request is granted a substitute appointment will be made.

The SMRB will determine the sanction based on the findings included in the final report. Any disciplinary action requires at least a majority vote and, in the case of a requirement to withdraw, at least a two-thirds vote of the members. It is important to note that a first offense can result in immediate expulsion when the circumstances of the violation warrant it.

If the SMRB votes to impose discipline, it will notify in writing the Respondent and, as appropriate, the Complainant of the discipline imposed.

The SMRB may take a number of disciplinary actions, including admonish; place on probation, with or without requirements or restrictions); and require to withdraw with or without a recommendation to dismiss or expel.

Conclusion of the Case

Once an outcome has been reached, the appropriate representative of the SMRB will notify the Complainant and Respondent of the SMRB's decision. The SMRB's proceedings and decisions are communicated only to those with a need to know, including the Respondent and the Complainant.

After the case has been decided, regardless of the outcome, a redacted copy of the final report and the notice of decision of the SMRB and related materials will be placed in a sealed envelope in the Respondent's file and in the file of the Complainant.

These documents are part of the Respondent's and Complainant's educational record, as defined and protected by federal law.

Disciplinary Proceedings Following the Resolution of a Formal Complaint

Whenever the final report concludes that an HDS student has not violated the University-wide Interim Title IX Sexual Harassment Policy, Interim Other Sexual Misconduct Policy. In addition, and/or University's Sexual and Gender Based Harassment policy, the appropriate HDS Title IX Resource Coordinator shall forward the report to the Associate Dean for Faculty and Academic Affairs. If either party invokes the right to appeal a



decision contained in a final report, granted by the University Procedures, the HDS Title IX Resource Coordinator shall notify the Associate Dean for Faculty and Academic Affairs of the appeal. If, on the basis of the factual findings contained in the report, the SMRB concludes that it is reasonably likely that a disciplinary infraction by an HDS student other than a violation of the University-wide Interim Title IX Sexual Harassment Policy, Interim Other Sexual Misconduct Policy. In addition, and/or University's Sexual and Gender Based Harassment policy can be established by sufficiently persuasive evidence, the SMRB may, at its discretion, initiate formal proceedings by a written charge which explains the nature of the alleged infraction. Any such proceedings shall be conducted in accordance with standard Ad Board Procedures.



HDS Procedures for Discrimination by Instructional Officers

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

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

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

Formal Complaint Process: In cases where Informal Problem-Solving does not yield a



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

Fact-Finding

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

Consideration of Findings and Determination

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



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

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

Appeal

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

Timeframe

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

Conflicts of Interest

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

Non-retaliation

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



Discretion

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



The Administrative Board of the Divinity School

The Faculty of Divinity has delegated to the Administrative Board the power to enforce the regulations of the Faculty in disciplinary matters involving students. The Board does not oversee academic matters involving a student's progress and program, which are within the province of the degree committees and the Executive Committee on Academic Programs.

The Board is composed of five voting members, three Faculty members (one of which is the academic dean) and two students, as well as one non-voting member, the Associate Dean for Enrollment and Student Services. The chairperson of the Board is the Associate Dean for Faculty and Academic Affairs. The term of all appointments is one academic year beginning in September.

It is the expectation of the Divinity School that all students, whether or not they are on campus or are currently enrolled as degree candidates, will behave in a mature and responsible manner. This expectation for mature and responsible conduct also encompasses accountability for one's own well-being, including responsible decision-making regarding physical and mental health. Further, the Divinity School expects every student to be familiar with the regulations governing membership in the Harvard community, set forth in this Handbook. Because students are expected to show good judgment and use common sense at all times, not all kinds of misconduct or behavioral standards are codified here.

The following behaviors are examples of violations of the rules or standards of conduct of the Faculty of Divinity that may be subject to disciplinary action by the Administrative Board and, if necessary, the Faculty: lying to an officer of the University, cheating, plagiarism, forgery or other forms of academic dishonesty, disruption or obstruction of teaching, research or other university activities, harassment, disorderly conduct, coercion or other conduct that threatens the health or safety of any person, theft or damage to property, possession of stolen goods, physical violence or abuse, verbal abuse, violations of University rules or federal, local or state law (including unlawful use or possession of controlled substances, firearms, or hazardous materials), misuse or abuse of library or computer facilities, and other conduct that departs from generally accepted standards of behavior and integrity. Students are expected to comply with all disciplinary rules from matriculation until the conferring of the degree. A degree will not be granted to a student who is not in good standing or against whom a disciplinary charge is pending.

Note that formal complaints of sexual and gender-based harassment will be reviewed by the Sexual Misconduct Review Board or Rights and Responsibilities Committee as set forth above.

Procedures

Administrative Board cases may be initiated when the Divinity School receives a report of an incident that appears to violate HDS rules or standards of conduct. The Administrative Board may independently initiate a charge against a student, and usually does so when a student has been charged with a crime in a court of law. When court action is pending or in progress, the Administrative Board may delay or suspend its own review process, in



recognition of the student's criminal defense interests. In the case of alleged serious criminal behavior, HDS may place a student on an involuntary leave of absence. Students who know they are in trouble may wish to contact any dean directly to start the process cooperatively.

Upon receiving a report of alleged misconduct, the Associate Dean for Enrollment and Student Services conducts a preliminary review to determine whether there is sufficient basis to refer the incident to the Administrative Board. Ordinarily, in the course of the preliminary review, the student and the associate dean consult and the student is provided an understanding of what might result from the Administrative Board hearing, a statement of the expectations of honesty by HDS, and a description of the Associate Dean's role as fact-finder. In the event that the case turns out to be based on a misunderstanding, it will be dismissed by the Associate Dean in consultation with the Chair of the Administrative Board.

Disciplinary cases are ordinarily considered by the Administrative Board as quickly as is reasonably possible, given the Board's schedule and the need to investigate matters carefully. (The Board does not meet during the summer months.) A disciplinary matter concerning a student on leave of absence will also be handled as quickly as possible, and no student on a leave of absence will be allowed to register until any pending disciplinary matter has been resolved.

If the incident is referred to the Administrative Board, the associate dean prepares a charge letter to the student, identifying the incident and asking the student to prepare a personal statement. The charge letter is copied to the chair of the Administrative Board

The student then prepares a personal statement that provides his/her account of the incident at issue and its context, as well as the student's reflections on it. This statement should be written by the student him or herself; it is unacceptable to submit statements written by others. Students should be aware that, if the Associate Dean or the chair of the Board believes it would be helpful to do so, the statement may be shared with the person who presented the complaint. (The Associate Dean will advise the student on when, as a general matter, statements normally would be shared.) The Associate Dean or the Board may also solicit statements from other relevant parties or witnesses. To assist the Board, complaining parties and responding students are encouraged to identify persons from whom the Associate Dean should consider soliciting statements or from whom the Board should otherwise hear.

The Chair of the Administrative Board calls a meeting, and the Associate Dean advises the student when the meeting will occur. Normally all hearings are conducted before the Board as a whole, although, depending on circumstances, the Board may proceed differently. If the responding student believes that a member of the Board has a direct or personal interest in the case, then he or she may request in writing that the Chair excuse the member, describing the basis for that belief; the Chair, in his/her sole discretion shall make a final decision as to whether to excuse the member.

Ordinarily, the meeting with the responding student will proceed along the following lines:

- At the prescribed time, the Associate Dean will meet the student and the student's personal advisor and escort them into the meeting;
- The Chair will introduce the Board members and outline the procedures;
- The Chair or the Associate Dean will review the case briefly for the student;
- The Associate Dean will report the case orally to the Board;
- The Chair will ask if the student has anything to add, to which the student may respond;



- If willing, the student will respond to questions from the Board;
- The student and the student's personal advisor will then be excused from the meeting.
- Immediately following, the Board will discuss the case and make a determination as to whether the student violated the HDS expectations for conduct. The Chair will call for a vote.

When voting for dismissal of the charge(s), admonition, warning, or requirement to withdraw, a majority of the Board members is sufficient to determine the outcome. However, when the Board has voted to require a student to withdraw, an additional two-thirds majority vote is needed if the Board also wishes to recommend dismissal or expulsion to the Faculty.

When reviewing a case, the Board may consider any information it deems relevant. Decisions of the Board are final and take effect immediately. Where the Board has recommended expulsion or dismissal, a two-thirds vote of the Faculty present at a Faculty Meeting is required before the expulsion or dismissal is effective.

Shortly after the Board meets, the Associate Dean informs the student against whom the charges were brought of the decision. Following this, the Associate Dean writes a letter to student confirming the Board's decision in writing. Regardless of the outcome, copies of letters, statements, and any other relevant documentation related to the case are placed in the student's educational record as defined and protected by federal law.

Reconsideration

A student may ask that any decision of the Administrative Board be reconsidered provided that new materially relevant information becomes available or there is reasonable evidence of a procedural error. Once a student has been awarded a degree, the option to have the Board reconsider a decision is closed.

Appeals

Students have the option to appeal disciplinary decisions made by the Administrative Board on the following grounds:

- the Administrative Board made a procedural error; or
- based upon a review of the Administrative Board's annual disciplinary statistics, as available, the sanction imposed by the Administrative Board was inconsistent with its usual practices and therefore inappropriate.

All appeals must be filed in writing with the HDS Dean within one week of the disciplinary decision of the Administrative Board. Once a student has been awarded a degree, the option to appeal to the HDS Dean is closed. In consultation with the Associate Dean for Faculty and Academic Affairs and the Associate Dean for Enrollment and Student Services, the HDS Dean may grant or deny the appeal. In the event the Dean grants the appeal, it will remand the matter to the Administrative Board for action consistent with its decision. There are no circumstances under which a student may appeal a decision made by the Dean.

Following the decision on appeal, documentation of the appeal decision and materials related to the appeal will be included in the student's file.



Sanctions

It should be noted that students are considered in good standing when they have not been warned, required to withdraw, dismissed or expelled from HDS for either academic or disciplinary reasons. Admonitions do not affect a student's good standing. The following actions may be taken by the Board:

- Dismissal of charge(s). Charge or charges are not sustained, or are found to be without foundation
- Admonition. A reprimand to a student who has been found to have violated HDS' standards of conduct. This action is a formal rebuke which does not become part of the student's official record.
- Warning. Notice to a student who has been found to have violated HDS' standards of conduct that any further instance of misconduct during a specified time period would provoke more serious sanctions. The warning becomes part of a student's official record and is a formal disciplinary action.
- Probation. A strong warning to a student whose conduct gives serious cause for concern. Probation is a formal disciplinary action and becomes part of the student's official record. No student on probation may be recommended for a degree. Further, during the probation period, any further instance of misconduct will cause the Ad Board to seriously consider requiring the student to withdraw; except in very unusual cases. The duration and terms of probation are set by the Ad Board.
- Requirement to Withdraw for a Stated Period. Suspension for a definite period of time as determined by the Board. Requirement to Withdraw is effective immediately upon the action of the Board, and a student who is required to withdraw for any reason is not in good standing unless and until readmitted. To petition for readmission, ordinarily a student must be away from Harvard for at least one but generally two or more terms, and must demonstrate that he or she has satisfied any other conditions set by the Board. Without exception, students who have been required to withdraw must petition the Administrative Board to be readmitted; readmission is the prerogative of the Administrative Board and its decision will depend on its judgment of the student's readiness to rejoin the HDS community. Students who have been required to withdraw remain bound by the rules regarding financial aid and financial obligations (tuition and fees, library fines, etc.), of students granted a leave or on voluntary withdrawal. Withdrawn students are not entitled to a University ID card unless and until they are officially readmitted.
- Dismissal. Action taken in serious disciplinary cases that ends a student's connection with the University. (The action taken by the Board is a vote of requirement to withdraw with a recommendation to the Faculty that the student be dismissed.) Dismissal must be voted by a two-thirds majority of the Faculty of Divinity present at a Faculty Meeting. Dismissal does not necessarily preclude the student's return, but readmission requires a two-thirds majority vote of the Administrative Board as well as the Faculty. Dismissed students are not in good standing unless and until they are officially readmitted.
- Expulsion. Expulsion is the highest censure, and is a final separation from the University. (The action taken by the Board is a vote of requirement to withdraw with a recommendation to the Faculty that the student be expelled.) Expulsion must be voted by a two-thirds majority of the Faculty of Divinity present at a Faculty Meeting. A student who is expelled can never be readmitted or restored to good standing.

The Divinity School does not record a sanction of admonition on a student's transcript.



Both warning and requirement to withdraw appear on a student's transcript. The fact that a student was withdrawn for a period of time for any reason remains on the student's transcript. Dismissal and expulsion are permanently noted, even in the case of a dismissed student who successfully petitions for readmission.



Academic Resources

Harvard Divinity School Library

[HDS Library Website](#)

The HDS Library provides access to scholarly resources for the research, teaching, and learning activities of Harvard Divinity School and the wider University and provides guidance in the effective use of those resources. The library seeks to meet and anticipate changing scholarly needs and to remain a source of world-class content for the study of religion. Staff cultivate a welcoming, user-oriented environment for teaching, learning, and collaboration among students, scholars, and librarians.

During academic terms the library is open 9 AM to 9 PM Monday through Thursday and 9 AM to 5 PM Friday through Sunday. Information about hours during other parts of the year is available on the library website. The website is also the best place to learn about the amazing resources available to Harvard students. Our primary function as library staff is to help you meet your educational goals.

Liability for Compliance

Students, staff, faculty, researchers, visitors, and other users who fail to comply with library rules and regulations will be subject to revocation of library privileges and disciplinary action up to and including legal prosecution. Unauthorized removal from the library or damage of any library materials, property, or other resources by a student may lead to the requirement to withdraw from the School. All library users will be subject to the fines and penalties of the Divinity School, the University, and the laws of the Commonwealth of Massachusetts governing crimes against property.

Licensed electronic resources are restricted to users of Harvard's libraries for purposes of research, teaching, and private study. Under Harvard's licenses for online databases and tools, users generally may not permit anyone other than authorized users to use the licensed materials; modify or create a derivative work of the licensed materials without the permission of the licensor; remove, obscure, or modify any copyright or other notices included in the licensed materials; or use the licensed materials for commercial purposes, including but not limited to the sale of the licensed materials.

Harvard users must respect the copyrights, not only of the library's material collections, but also of works that are accessible through computers connected to the Harvard network. No copyrighted work may be copied, published, disseminated, displayed, performed, or played without permission of the copyright holder except in accordance with fair use or licensed agreement. This includes music, movies, and all other copyrighted material. Users are individually responsible for compliance with these terms.

Boston Theological Interreligious Consortium

[BTI Website](#)

btioffice@bostontheological.org

207.370.5275



Member Institutions

- Boston College Theology Department
- Boston College School of Theology and Ministry
- Boston University School of Religion
- Boston University School of Theology
- Gordon-Conwell Theological Seminary
- Hartford International University for Religion and Peace
- Harvard Divinity School
- Hebrew College
- Holy Cross Greek Orthodox School of Theology
- St. John's Seminary
- Boston Islamic Seminary (Associate Member)

The Boston Theological Interreligious Consortium (BTI) is an association of theological schools in and around Boston that provides opportunities for sharing facilities and programs and for collaborating on ecumenical projects. Through the BTI, students in all degree programs may cross-register for courses in any of the eligible member institutions, use the network of library facilities, and participate in joint field education and clinical programs. Harvard Divinity School's flexible curriculum design allows students to pursue study in different theological settings or to engage material with a single denominational viewpoint. Students may also earn certificates in Religion and Conflict Transformation (RCT), Interreligious Leadership (IR), and International Mission and Ecumenism (IME), for work completed through the member schools.

The BTI produces an online catalog that includes course offerings, academic calendars, maps, and contact information for participating schools. Please bear in mind, however, that the most accurate and up-to-date information may usually be found on the course websites of the individual member schools.

Information regarding how to cross-register through the BTI can be found in the section Academic Procedures and Rules. Because the calendars differ among schools, students who intend to cross-register need to plan their schedules accordingly.

Schools of Harvard University

- Harvard College
- The Graduate School of Arts and Sciences
- Harvard Business School
- Graduate School of Design
- Harvard Graduate School of Education
- Harvard Law School
- Harvard Medical School
- Harvard School of Dental Medicine
- Harvard T.H. Chan School of Public Health
- Harvard Kennedy School
- Harvard Radcliffe Institute

HDS students are members of the greater Harvard University community and, according to their interests, may engage with individuals and groups University-wide. HDS students may cross-register into courses offered in the Faculty of Arts and Sciences (which consists of Harvard College and the Graduate School of Arts and Sciences) and Harvard's eight



other faculties. Many draw regularly on the libraries of these schools, which, along with numerous special collections, such as the Houghton Library of rare books and manuscripts and the Schlesinger Library on the History of Women in America, comprise the world's largest university library system.

Along with the research resources of the Divinity School, Harvard University has numerous research institutes, include the W.E.B. Du Bois Research Institute at the Hutchins Center, the Center for Jewish Studies, the David Rockefeller Center for Latin American Studies, the Carr Center for Human Rights and Policy, and the Hauser Institute for Civil Society. In addition, there are the collections and exhibits of more than a dozen University museums, including the Fogg Art Museum, the Peabody Museum of Archaeology and Ethnology, and the Carpenter Center for the Visual Arts.

Through its students, faculty, and staff, HDS intersects with multiple communities of learning and endeavor throughout the University. In this way the School's institutional life reflects its curricular and intellectual mission: to encourage the examination of religion in relation to all dimensions of individual and collective human experience in this and other cultures.

Information Technology and Media Services

[ITMS Website](#)

Harvard University Information Technology Service Desk: 617.495.7777

Harvard University and Harvard Divinity School offer many resources and services to enrolled students. These include email accounts through Microsoft Office 365; Harvard-licensed Adobe Creative Cloud, Microsoft Office, and Zoom software for use on students' personal computers or devices; use of the LastPass password manager; wireless Internet access throughout the campus; on-campus computers, printers, and scanners for student use; classroom technology services; support for online learning. In addition, Harvard University Information Technology will offer both in-person and online assistance with technical issues through its Walk-In Support Center. For more information, please visit the Technology section of the Harvard Divinity School website and the HDS Online Learning website.

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

- The [HDS Computer Use Policy](#), which covers the acceptable use of Harvard computing resources and explains the rights and responsibilities of all users
- The [Harvard Information Security Policy](#), which includes requirements for passwords, use and sharing of confidential information, and protecting devices. Please use these personal device security recommendations to ensure that your personal equipment is compliant with security best-practices
- The [Policy on Access to Electronic Information](#) sets out guidelines and processes for university access to user electronic information stored in or transmitted through any University system. The policy applies to all schools and units of the University.

Copyright Policy

All Harvard users must respect the copyrights in works that are accessible through computers connected to the Harvard network. Federal copyright law prohibits the



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

The Registrar's Office

Swartz Hall G11

[HDS Registrar Website](#)

registrar@hds.harvard.edu

Office Hours: Monday-Friday 9AM-5PM

The Registrar's Office provides a range of services to HDS students, faculty, and staff:

- Keeping academic records
- Coordination of Check-In, course registration, and cross-registration
- Summer Language Program registration
- Publication of the Handbook for Students
- Online publication and updating of course listings and Course of Instruction
- Exam scheduling and make-up examinations
- Grade collection, recording, and reporting
- Grade audits and the monitoring of academic progress
- Coordination of academic petition process
- Transcripts and diplomas
- Academic advisor assignments
- International student visa maintenance
- Tuition and fees assessment
- Loan deferment processing

For the duration of the COVID-19 pandemic, students are encouraged to contact the Registrar's Office staff by email with questions and concerns regarding these services.

Office of Ministry Studies

Divinity Hall, Second Floor

617.496.2943

The Office of Ministry Studies oversees the MDiv program, working with students and other faculty to ensure the integration of classroom and field-based learning, offer the MDiv required courses, teach other courses in the curriculum, provide denominational counseling for students preparing for various ministries, and to administer the field education program. The Field Education Program offers over 100 sites for field-based learning, open to both MDiv and MTS students. Denominational Counselors are available through the Office of Ministry Studies for students preparing for either ordained or lay ministries. Counselors are available for the following denominational and religious groups: Baptist, Buddhist, Episcopal/Anglican, Jewish, Lutheran, Methodist, Muslim, Pentecostal, Presbyterian, Roman Catholic, United Church of Christ, and Unitarian Universalist.



Women's Studies in Religion Program

The Carriage House

617.495.5705

[WSRP Website](#)

wsrp@hds.harvard.edu

Each year, the Women's Studies in Religion Program (WSRP), selects five Research Associates who are working on book-length research projects advancing our knowledge of religion and gender. Each Research Associate is appointed as a visiting faculty member and teaches a course related to their research, augmenting courses taught by the regular faculty listed under the Women, Gender, Sexuality and Religion area of focus. The Program explores the fundamental part played by religious traditions in defining and changing roles for women and men, both inside religious communities and in broader public spheres. The Program's goal is the production of new primary research on religion and gender and the dispersal of that information through courses, publications, and public programs. All are warmly welcomed to participate in the courses, public lectures and other events sponsored by WSRP. Since the 1970s, the Program has supported more than 200 scholars, representing dozens of institutions of higher learning in the United States and around the world, including China, France, Germany, Ghana, Korea, Mexico, Finland, Iran, Israel, Kenya, South Africa, Nigeria, Switzerland, Australia, Columbia, India, Turkey, and Morocco. Together, they have produced a body of scholarship that has helped transform the study of religion and the theological education of ministers and religious leaders.

2024-2025 WSRP Research Associates

Kinitra Brooks (Michigan State University)

Visiting Associate Professor of Women's Studies and African-American Religions

Divine Conjurers: Recovering Black Women's Intellectual Histories of Spirit Work

This project explores the origins of Black Southern women's spirit work with an emphasis on the West African influences upon the spiritual and physical healing practices of the conjure woman.

Elyan Hill (Souther Methodist University)

Visiting Assistant Professor of Women's Studies and African Religions

Spirited Choreographies: Women's Ritual, Identity, and History-Making in Ewe Performance

Conceiving of spirit possession rituals as forms of critical social practice, the project engages with women's associations that orchestrate festival and ritual events. These female ritual specialists propose solutions to perceptions of economic decline by transmitting moral and cultural knowledge to young women and generating narratives of enslavement, migration, and trade.

Jordan Katz (University of Massachusetts Amherst)

Visiting Assistant Professor of Women's Studies and Judaism

Delivering Knowledge: Midwives and the Making of Jewish Culture in Early Modern Europe

This project examines the dynamic role of the early modern European Jewish midwife, arguing that Jewish midwives played critical roles in early modern European Jewish communities, acting simultaneously as extensions of communal authority, as municipal employees, and as agents of burgeoning medical bureaucracies.



Xhercis Méndez (California State University, Fullerton)

Visiting Associate Professor of Women's Studies and African American Religions
Conjuring (An)Other Humanity: Decolonizing Feminist Methodologies from Within Afro-Latinx Ritual

This project takes as its central case Afro-Cuban Santería to reevaluate the methods and frameworks through which gender researchers have been taught to observe, interpret, and analyze the lives and experiences of women and queer practitioners of color in non-western religious systems.

Rahina Muazu

Visiting Lecturer on Women's Studies and Islam
The Female Voice in the Quran and Quran Commentary: Rereading verse 33:32 from a Gender Perspective

Is the voice of a Muslim woman part of her nudity ('awra)? Using gender as an analytical category, this research plans an exegetical hermeneutical study of the Qur'anic verse 33:32 to find out the position of the female voice and how it is interpreted in the West African Hausa society. Drawing on extensive field work, the project makes a valuable and new contribution to women's studies by both engaging the lived experiences of Black West African Muslims and by contributing to debates on women's vocal nudity and women's perception.

Tulasi Srinivas (Emerson College)

Visiting Professor of Women's Studies and South Asian Religions
 Colorado Scholar

The Runaway Goddess: Water, Gender and Caste in a Climate Apocalypse

Highlighting the paradox between Hinduism's view of water as female, sacred and sentient, and the endemic pollution of water resources and climate-driven drought in contemporary India, this ethnographic and archival project considers the significance of gender, caste and religion in emerging climate justice initiatives to interrogate the existential ethics at stake.

Named and Public Lectures

One of the many educational resources available through the Divinity School is the annual series of endowed lectureships. Each year distinguished lecturers come to address topics of current interest and concern and aspects of their research relevant to the fields of theological inquiry. Among these periodic, and very prestigious lectures are:

- The Dupleian Lecture on Natural Religion, Revealed Religion, or Non-Episcopal Ordination (annually rotating topic)
- The Ingersoll Lecture on Immortality (usually each fall semester)
- The William James Lecture on Religious Experience (annually)
- The Horace De Y. Lentz Lecture (every three years)

In addition to these lectureships, HDS provides numerous added opportunities for other special lectures on topics of interest to members of the Divinity School community, the University community and the wider public. Due to the COVID-19 pandemic, these lectures may not be held in-person, or may be placed on hiatus in any given year.





Community Resources and Services

The following information describes services and programs available to HDS students. These resources are provided to enhance the experience of being a student and member of the Divinity School community. Students are encouraged to become acquainted with the various offices providing the services and programs, and the ways in which they may be of help.

Student Accessibility and Academic Accommodations

Swartz Hall G23

Phone: 617.496.8641; Fax: 617.495.0345

[Student Accessibility and Academic Accommodations Website](#)

Accessibility and academic accommodations at the Divinity School are coordinated by the Assistant Director for Student Support who serves as the central resource for all students with disabilities. HDS and Harvard University provide a process for determining eligibility for accommodations, which may include an assigned reader, note-taking, sign language interpreters and alternate text formats, and other accommodations as eligible.

Notification of a Disability and Requesting an Accommodation: students seeking accommodations for disabilities should notify the Assistant Director for Student Support and provide supporting documentation as soon as possible to evaluate eligibility. Determinations will be based on comprehensive clinical documentation that validates the appropriateness of the particular accommodation. Each semester, an application for specific academic accommodations should be provided within a week of the Crimson Cart deadline. Accommodations cannot be provided until formal documentation is reviewed and intake is completed—and cannot be provided retroactively. Last minute notification or the need to request further diagnostic information may result in delays and the inability to provide a reasonable accommodation in a timely manner.

Temporary Illness or Injury: although temporary illnesses and injuries may not technically be considered disabilities, students under such circumstances may also be eligible for accommodations to avoid disruption of academic programs. Therefore, students should contact the Assistant Director for Student Support as soon as possible to discuss requests for temporary accommodation. Adequate clinical documentation is required in order to provide an accommodation for any student for any reason, including authorization for accessible van transportation.

Writing Support

There are many reasons why an HDS student may need support around their writing, and you are not alone if you are feeling in need of this support. For example, many HDS students may need help with writing in the humanities, returning to academia after some time away, developing strong theses or outlines for papers, and/or understanding writing styles and



citations from a different field or as an international student. If you have questions or would like to talk about resources, please reach out to the Assistant Director for Student Support.

Office of Student Life (OSL)

Swartz Hall 106

Phone: 617.496.6569 - Fax: 617.495.0382

[Student Life Website](#)

studentlife@hds.harvard.edu

The mission of the Office of Student Life (OSL) is to holistically support and help cultivate the personal, academic, and professional growth of all HDS students both inside and outside the classroom. Imperative to the success of our mission is our priority to continuously and intentionally foster and evolve an inclusive and intentional environment that prioritizes anti-racist and anti-oppressive practices; reflects the rich diversity and plurality of our community; and truly allows for a sense of belonging in which students can be their full selves.

The Office of Student Life has general responsibility for the welfare of Divinity School students and their community life and serves as the primary resource to students regarding personal and community concerns. The Office of Student Life oversees new student orientation; HDS Commencement activities; organizes the weekly Community Tea; advises and recognizes student organizations; advises the HDS Student Association; maintains Virtual Tea, the student announcements blog; sends out the weekly HDS Student Community Bulletin; coordinates locker assignments and MBTA discount passes; and provides information and advising regarding available resources (such as counseling resources), current policies (such as sexual harassment and/or discrimination policies), and other support services available.

Reserving Divinity School Rooms

The various rooms and facilities in Swartz, Rockefeller, and Divinity Halls are available for community activities and may be reserved by recognized student groups. Students who are interested in reserving a room for a student group should contact the Office of Student Life and use the online reservation request system. It is advisable to plan well in advance of the activity or event. Depending on the times requested, there may be charges involved. For best results, those requesting rooms who also request audiovisual equipment, set-up, and funding should make reservations at least two weeks in advance.

Harvard Divinity School Student Association

The Harvard Divinity School Student Association (“HDSSA”), which is composed of all currently registered Divinity School students and funded by the student activity fee, is an integral part of student life at HDS. It is governed by a Council of elected students. The HDSSA has two principle functions: facilitating student participation in the administrative



and policy-making procedures of the school and encouraging strong and active community life among HDS students, faculty, and staff.

The HDSSA Council represents students' interests by providing public venues for discussion, such as Town Halls and Roundtables, by appointing students to serve on a number of the school's standing committees and search committees, and by attending meetings of the Faculty Council, as necessary.

THE HDSSA COUNCIL FOR 2024-2025

President, Kenashia Thompson

Academics Chair, Byron Jones

Communication Chair, Kristina Reinis

Events Chair, Breana Norris

Social Justice Chair, Michael Meeks

Spirituality Chair, Xavier Sayeed

Student Affairs Chair, Auds Jenkins

Treasurer, Jenna Rifai

Divinity School Student Organizations

Harvard Divinity School recognizes and encourages the formation of student organizations. The intent is to create a breadth of student organizations that represent the full diversity of student needs and interests. All student organizations must register with the Office of Student Life on an annual basis. Recognized organizations are eligible for financial support from the HDSSA Finance Committee and may hold events in HDS facilities, in accordance with current HDS event policies and procedures.

Office of Career Services

Swartz Hall G02

Phone: 617.496.3313

[Career Services Website](#)

careers@hds.harvard.edu

The Office of Career Services at Harvard Divinity School provides HDS students and alumni with access to career resources, advising, and programs that support the attainment of professional goals. Services offered include: Career Consultation; Hired, an online career management and jobs database; Forums, Fairs, and Workshops related to careers and other advanced degrees; Alumni Advising and Networking; Fellowship Advising; Resume, Cover Letter and CV Review; and Career Resources Libraries, both print and online. Over 500



“HDS Alumni Career Stories and Advice Videos” representing interviews with more than 200 HDS alumni are available on the Dashboard of Canvas.

During the academic year, the Office publishes a weekly electronic newsletter, Career Connections, and announcements are regularly updated on the intranet, on my.HDS, as well as in Hired. The HDS Career Planning and Job Search Guide is available electronically on my.HDS and in Hired.

The Office of Career Services is open Monday through Friday, and is directed by Susan Lawler. Please call 617.496.3313 or write to careers@hds.harvard.edu for appointments and further information.

Office of the Chaplain and Religious and Spiritual Life

Swartz Hall 110

Phone: 617.496.7540, Fax: 617.496.2330

[Religious and Spiritual Life Website](#)

Harvard Divinity School is committed to honoring and supporting its students, faculty and staff in the study and practice of their many religious and spiritual traditions. We aim to encourage on our campus a climate of genuine religious pluralism in which the differences among us are respectfully and fruitfully engaged, not muted or merely tolerated. We strive to develop a scholarly community in which the practices of our diverse faith traditions can play a vital role in the intellectual and spiritual formation of all who learn and teach here.

One expression of our commitment to these aspirations is our weekly Wednesday noon service. Hosted each week by a different religious community of the HDS campus, this service allows all in the HDS community to pray and meditate with our companions across the boundaries of our many respective traditions. One week, the Harvard Buddhist Community at HDS may gather us for a sitting meditation and dharma talk; the next week, the Graduate Christian Fellowship (the campus’s evangelical Christian organization) may gather us for a service of Gospel music and preaching. The next week, the Episcopal or Lutheran students may sponsor a Eucharistic liturgy, while in yet another week, the Jewish Student Association may sponsor a mid-day Torah study, the Muslim students at HDS may gather us for noon prayers, or the Garden Group may gather us at the HDS Garden for a seasonal blessing of and from the land. Overseen by a steering committee of students representing several religious backgrounds, the Wednesday service aims to balance continuity with flexibility. Every gathering begins and ends with a common ritual that provides a unifying framework within which the diverse elements of each week’s service are held.

One of the greatest strengths of the HDS community is the vibrant array of opportunities for meditation, prayer and worship sponsored throughout the week by many groups on campus. From a weekly silent prayer group to daily, morning prayer in the Memorial Church, from weekly Bible studies to a daily sitting meditation in the Buddhist tradition, from weekly Unitarian Universalist services to a weekly ecumenical Eucharist in the Christian tradition, opportunities abound for students and employees of many traditions to engage in religious observances at HDS. Additionally, the Office of Ministry Studies employs a dozen part-time denominational counselors who are available to assist students of their respective traditions



in pursuing professional credentials and in arranging for services and support particular to their own faith communities.

The HDS Chaplain and Director of Religious and Spiritual Life is glad to help schedule, publicize or develop any of these events with the many respective groups that sponsor them. Special services for the entire HDS community are also sponsored by the School each year, including “Seasons of Light,” a multi-religious observance held each December, of song, readings and ritual that honors the interplay between holy darkness and light in the world’s religious traditions, and the annual Commencement Service, a multi-religious occasion of prayer and thanksgiving on the eve of graduation. The ministry of preaching is also particularly honored and strengthened each year in our School by the Billings Preaching event, held in the spring.

Musicians, dancers and artists (of all media) are especially encouraged to contribute to the communal spiritual life of the HDS community. Our Director of Music oversees a choir that offers music from the world’s many religions to the Wednesday noon services and to the School’s special events. All are welcome and encouraged to join that group. Throughout the year, visual artists and dancers also make substantive, provocative and beautiful contributions to our common spiritual life.

Of course, HDS is also part of a thriving University in which the study of religion as well as serious religious practice and inquiry play vital roles. The vast resources of Harvard University’s religious and spiritual life, available through the Harvard Chaplains and the Memorial Church, supply additional, rich resources to all students on the HDS campus. The religious vitality of the Greater Boston area provides many additional spiritual resources to all on our campus.

Helping to nourish the opportunities for spiritual practice at HDS is but one aspect of the many responsibilities of the Director of Religious and Spiritual Life. Throughout the year, we aim to support and expand the lively conversation at the intersection of the intellectual and spiritual life of the School and of the people who comprise it. We offer a variety of opportunities to students, faculty and staff for the support and nurture of soul and mind.

In addition to being available to all in the School for personal counsel as well as spiritual direction and care, the Chaplain seeks to initiate and to join conversations pertaining to the promotion of justice and peace within and beyond our walls. Promoting an explicitly multireligious-orientation and program, we strive to contribute to the mission of HDS by helping to foster the lively pluralism toward which we aspire as an institution. People of all religious traditions as well as those who do not identify with any religious tradition are



welcome to participate in all our programs and to utilize our services—and to invite us to help them develop new opportunities on our campus.

For more information, please feel free to contact the Chaplain and Director of Religious and Spiritual Life, Kerry Maloney, at kmaloney@hds.harvard.edu or at 617.495.5778.

Harvard International Office

[Harvard International Office Website](#)

Monday through Friday, 9 AM to 3 PM

*At this time, the HIO remains closed for walk-in advising. Please refer to the HIO website for the most up to date information about registrations, online Zoom advising, walk-in travel signatures, , document services and appointments.

The Harvard International Office (HIO) is part of the Central Administration of Harvard University and offers services to international students and scholars at Harvard College, graduate or professional schools, as well as numerous research centers and affiliated teaching hospitals. The HIO advises international students, scholars, and their families on immigration-related matters. It also provides general information on a wide range of topics, including social security number application procedures, tax filing obligations, health insurance, adjustment to life in the United States, financial questions, and various personal concerns.

All incoming international students must check in with the HIO before registering at HDS. HIO registrations will require information from your passport, visa, most recent I-94 and I-20. Please check the HIO website for the most up to date [information about student registrations](#).

All international students are encouraged to visit the HIO website for immigration updates and resources, or to contact their designated HIO advisor via e-mail for questions and concerns. They may also use the HIO On-Line Appointment System (OLAS) to [set up an in-office appointment with their HIO advisor](#).

Harvard University Police Department

1033 Massachusetts Avenue, 6th Floor

Emergencies (Cambridge): 617.495.1212

Emergencies (Longwood): 617.432.1212

Other Business: 617.495.1215

[HUPD Website](#)

The mission of the Harvard University Police Department (HUPD) is to maintain a safe and secure campus by providing quality policing in partnership with the community. The HUPD is a full-service police department (comprising a Patrol Division, Criminal Investigation Division, and Dignitary Protection Unit) that includes police officers, detectives, civilian communication dispatchers, and support and administrative personnel. Some core functions of the Department are: responding to criminal incidents; checking on the well-being of students, faculty, and staff; responding to disturbances; providing escorts;



taking reports of lost and stolen property; responding to lockouts; investigating suspicious activity; responding to alarms; and investigating trespassers or unwanted guests.

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

Motor Vehicle Registration and Parking

1350 Massachusetts Avenue, Smith Campus Center, 8th Floor, Campus Service Center

Phone: 617.496.7287

[Parking Website](#)

parking@harvard.edu

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

Annual permits are not valid until July 1st for each academic year. If students arrive on campus and need to park before their permit becomes valid, they must purchase a temporary permit for an additional fee. Please inquire about this with the Parking Office. Permits that are valid for the academic year that are displayed before July 1st are subject to ticket and/or tow.

Refer to the Parking Office for current information about payment, permit requirements, and eligibility.

