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Introduction

All of us at Harvard are delighted that you are joining the College community. We look forward to welcoming you in person and to being of assistance now and throughout the coming year. The Freshman Dean’s Office has prepared *A Guide to the First Year at Harvard for Students and Their Families* to gather in one place most of the information found useful — often essential — by new students and their families. Parents have a section, indicated by crimson-edged pages, that includes information compiled primarily for them.

I encourage you to read the *Guide* carefully during the summer and to use it as a reference throughout the academic year. It should answer many student questions on academic matters (“Which degree requirements must I complete by the end of my first year?”), extracurricular (“How can I get involved in artistic endeavors?”), and practical matters (“Where can I do my laundry?”), among others. It is meant as a guide in the true sense of that term and not as a substitute for other College publications (such as *The Handbook for Students*) or for the frequent conversations a student can expect to have with his or her academic adviser, peer advising fellow, and residential proctor — persons with whom there will be a special relationship and about whom you will read more later in these pages.

The University community you are joining is a large one and much of it will be unfamiliar to you initially. Ask questions. Ask for help. Many students are reluctant to admit they do not know something or fear that asking too many questions may signal some kind of shortcoming. In fact, taking the initiative to ask appropriate questions or seek counsel is a reassuring sign of maturity and demonstrates a willingness to learn and to try new things. We have only one request: that you make good use of the publications prepared for you. Booklets such as this one have been compiled with a careful eye to answering the most common questions asked by new members of the community, and should therefore be your first source for basic information.

You already know something about the extraordinary resources the University has to offer. What you may not yet appreciate is that you may now take advantage of all of them. Harvard attracts students — as well as faculty and staff — of unparalleled talent; among the real advantages to studying here are the many different people with whom you will have contact.

I wish you well and pledge to do all I can to make this transition as successful and satisfying as possible.

Thomas A. Dingman
Dean of Freshmen
The Freshman Dean’s Office (FDO) is responsible for the well-being of students in their first year at the College. The Dean of Freshmen works closely with four Resident Deans who have special responsibilities in academic and co-curricular affairs and who serve as academic and residential deans to students in four designated dormitory clusters: Crimson Yard (Greenough, Hurlbut, Pennypacker, and Wigglesworth Halls), Elm Yard (Grays, Matthews, and Weld Halls), Ivy Yard (Apley Court, Hollis, Holworthy, Lionel, Massachusetts, Mower, Stoughton, and Straus Halls), and Oak Yard (Canaday and Thayer Halls). A director for freshman programming, department administrator, and director for the First-Year Outdoor Program (FOP) round out the professional staff. All staff members welcome the opportunity to discuss your questions and concerns, academic or personal.

**Staff**

Dean ................................................................. Thomas A. Dingman
Resident Deans.................................................. Catherine Shapiro (Crimson Yard)
Jasmine Waddell (Elm Yard)
Michael Ranen (Ivy Yard)
Madeleine Currie (Oak Yard)

Director for Freshman Programming .................. Katie Steele
Department Administrator .............................. Brandon N. Edwards
Administrative Coordinator ............................. Mary Lincoln
Staff Assistants................................................. Julie Kligerman
Torey Martin
Abby Cohen

Pre-Orientation Program Directors............... Paul Belmonte (Dorm Crew)
Dana Knox (FAP)
Jonah Johnson (FIP)
Coz Teplitz (FOP)
Varsha Ghosh (FUP)

Located in the Morton Prince House at 6 Prescott Street, the office is open **Monday through Friday, 9:00 am – 5:00 pm EST**. During the academic year a senior staff member is on call after hours and on the weekends to respond to emergencies. Full staff bios and responsibilities are available on the FDO website under “About.”
Residential Staff

Proctors
Each first-year student will work closely throughout the year with a resident proctor who, in some cases, will also serve as academic adviser. Proctors are graduate students or staff of the University who choose to live among freshmen and direct the events and programs of an entryway. An “entryway” is the term used to describe a group of freshmen who live together in a section of a freshman dorm. Entryways consist of between 14 and 40 students.

Your proctor can serve as an excellent source of advice and information. He or she will talk with you about your classes and extracurricular activities, about your adjustment to college, and about how it feels to be away from home. Proctors help students with a wide range of problems and concerns.

In the fall, proctors play a key role in acquainting first-year students with the resources and expectations of the College. They host several entry meetings during August and September and meet individually with students to discuss how to select classes and decide on a program of study. As the year progresses, proctors play many roles, some simultaneously: counselor, adviser, consultant, directory of University information, sounding board, mentor, and rule enforcer. Each proctor fulfills his or her role in a unique way, but you can expect each to be approachable, knowledgeable, available, and resourceful in helping you negotiate a successful transition to the demands and rewards of college life.

Every year, certain proctors volunteer to be specialty proctors, whose role it is to focus on important and specific areas of college life. This year, there will be specialty proctors in the following areas: race relations; wellness; consent, assault awareness, relationship educators (CAARE); bisexual, gay, lesbian, transgender, and queer/questioning (BGLTQ); and public service. While all proctors have received extensive training on many student life issues, specialty proctors can offer students additional help or support in the areas noted above. In addition to being a resource for students and other proctors, specialty proctors may also organize events and programs throughout the year.

All proctors for each Yard will be introduced at the Resident Deans’ welcome address during Opening Days, the college’s orientation program. Biographies of proctors can be found on the FDO website under “About” section.

Resident Deans
Each proctor works closely with one of the four Resident Deans of Freshmen. The deans hold extensive office hours each week and plan programs and services for freshmen. They also represent first-year students at the Administrative Board, which responds to disciplinary matters and considers requests for exceptions to rules as well as the Honor Council. As is the case with proctors, the resident deans are happy to talk with students about any issue or problem that arises either here in Cambridge or back home.
Pre-Orientation

The FDO oversees the Freshman Arts Program (FAP), the First-Year International Program (FIP), a special pre-orientation program for international students, the First-Year Outdoor Program (FOP), and First-Year Urban Program (FUP). We also coordinate with Dorm Crew on Fall Clean-Up. A description of each of these programs follows. Information about the programs was distributed in your Admissions packet. Applications are typically due in early May, but programs may accept late applications. More information is available on the FDO website under “Incoming Students.”

**Fall Clean-Up with Dorm Crew**

www.dormcrew.com  
Weld Hall Basement  
(617) 495-5569

Fall Clean-Up gives students the chance to arrive early and earn money by completing 40 hours of work. Although the work during Fall Clean-Up is demanding, the camaraderie makes the experience fun. Numerous social events are planned during the week to give students the opportunity to get to know one another. Students also have the benefit of learning their way around campus buildings, Harvard Yard, and Harvard Square.

**Freshman Arts Program (FAP)**

www.fap.fas.harvard.edu  
(617) 496-4696

FAP is a week-long, multidisciplinary introduction to the arts at Harvard and beyond, bringing together students and notable alumni, professors, and professionals. Students participate in workshops and classes covering topics from music and theater to dance and the visual arts. The program culminates in a collaborative presentation of student work, known as “The Pageant.”

**First-Year International Program (FIP)**

www.fdo.fas.harvard.edu/freshman-international-program-fip

FIP is a four-day orientation program designed to help international students adjust to their new college environment in the United States. Participants engage in discussions on topics such as the American classroom, faculty expectations, choosing classes, homesickness, and roommate relations. Most importantly, FIP provides a social forum that facilitates lasting friendships with fellow international students that will last well after the program ends.

**First-Year Outdoor Program (FOP)**

www.fop.fas.harvard.edu  
(617) 495-7935

FOP is Harvard’s oldest pre-orientation program. Participants spend six days hiking, canoeing, or doing service in the scenic wilderness of New Hampshire, Maine, or Vermont in groups of seven to 10 first-years and two or three leaders. No previous outdoor experience is necessary; the FOP leaders teach participants everything they need to know.
FUP seeks to engage students in social justice issues, providing an introduction to community service and activism at Harvard and in Boston. Participants spend the week volunteering with non-profit organizations on construction and renovation projects. At night, groups come together for dinner, speakers, films, discussions, and social events.

**Opening Days**

Opening Days is the official orientation program for all new students at Harvard. The program is designed to prepare you for the many academic, cultural, and social experiences that lie ahead. During Opening Days, you will have the opportunity to meet your academic and residential advisers, become familiar with the campus, get to know your peers, and explore Cambridge and Boston. Each day’s activities are carefully planned based on the experience of earlier classes and the needs identified for the coming year. With these early days we want you to get your feet on the ground, to feel acclimated, and to become aware of the myriad opportunities available to you at Harvard. You will receive a copy of the *Calendar of Opening Days* on move-in day in August, but the full calendar will be available on the FDO website in early August. We urge you to peruse the listings in advance to get an overview of the activities that await you upon your arrival at Harvard.

**Programs and Services**

**Freshman Residential Education and Arts Initiatives**

Residential Education offers programming that is designed to help first-year students with common challenges and issues that arise during college. Programs focus on four areas:

1) academic support  
2) residential life  
3) wellness and safety  
4) thinking about the future

Past programs have included topics ranging from how to use office hours, and tools to help make your concentration choice, to nutrition and fitness, and support with the second-year housing process. Programs are led by a variety of presenters from the Harvard community including professors, alumni, staff, and other undergraduates.

The Arts Initiatives are intended to provide freshmen with a chance to learn about, participate in, and practice all different kinds of arts during their first year at Harvard. Programs will cater to students of varying abilities and interests, and will connect students to the resources and offerings provided by the Office for the Arts and the wider arts community at Harvard and in Boston. The Freshman Arts Board (FAB), a group of six first-year students, organizes many of the arts events that take place. The mission of the FAB is “to make arts accessible to all freshmen by increasing the visibility and accessibility of existing low-commitment, low-pressure, informal art opportunities and creating such opportunities where they do not yet exist.” The FAB also staffs the Freshman Arts Room.
which is located in the basement of Holworthy Hall. The Freshman Arts Room is stocked with art supplies and equipment that freshmen may use for free!

**Reflecting on What Really Matters and Why**
The goal of *Reflecting on Your Life* is to create an opportunity for freshmen — outside of the classroom — to reflect on their lives and what is most important to them. Over the course of three discussion sessions, students are asked to grapple with multiple important questions, such as: Where am I headed and what is my ultimate personal dream? How might my college experience influence my dream? What do I value and will my time in college impact my values? What are my responsibilities, if any, to my community and to make the world a better place? Sessions are led by senior faculty and administrators, with approximately 12 students per group. Each session lasts for 90 minutes, and groups typically meet three times in the course of a semester. There are no heavy reading assignments, and there is no course credit. This is an entirely voluntary activity but a very meaningful one. Sign-ups for *Reflecting on Your Life* will begin over winter break. All freshmen will receive an email invitation to sign up for *Reflecting on Your Life*. Hundreds of students have participated over the years!

**Community and Diversity Programming**
Based on the conviction that Harvard is a sum greater than its parts, the Freshman Dean’s Office sponsors a variety of activities designed to build community among the first-year class and take advantage of the class’s rich diversity. This programming begins during Opening Days with activities ranging from community building exercises within entryways to conversations with faculty and administrators about diversity. These activities are designed to help first-year students get to know one another and build connections within and across multiple forms of diversity such as nationality, race, ethnicity, gender, sexual orientation, class, physical ability, and religion. Activities and programs continue throughout the year and offer first-years the opportunity to examine issues of community and diversity in greater depth.

**Social Life and Student Initiated Programming (SIP)**
Socially, students have a ton of options at Harvard. Student organizations and groups host performances, dance parties, and other social events throughout the week and weekend. The First-Year Social Committee (FYSC), made up of a group of first-year students, will plan monthly, class-wide social events, including the annual Freshman Formal.

The FDO also has funding available for first-year students looking to plan social, cultural, or other activities that offer small groups the chance to have fun and build community. Examples of previous SIPs include: ice skating on the Boston Common Frog Pond, cooking nights, a Super bowl party, and craft projects. Students requesting funding must submit an event proposal and meet with a member of the FDO staff. More information about Student-Initiated Programming can be found on the FDO website under “Programs.”

**Interaction with Faculty and Staff**
One of the many benefits associated with being a student at Harvard is the opportunity to develop relationships with the professors, preceptors, teaching fellows, administrators, coaches, and staff who help to make Harvard a world-class institution. The faculty and
staff at Harvard can be great mentors and resources, helping you to find direction and support in all aspects of life.

Freshmen are strongly encouraged to spend time with faculty outside of the regular classroom setting. All faculty members hold “office hours” that are usually listed on the course syllabus or posted outside of their office. Office hours give students the chance to talk with professors about issues or questions that may be on their minds. Students visit their professors to discuss all kinds of topics, including questions about a course, shared interests, and academic advice.

You may also invite professors, preceptors, and teaching fellows to join you for a meal in Annenberg, the freshman dining hall (students do not have to pay for the faculty member’s meal). Once a term, the Freshman Dean’s Office organizes a formal First-Year Faculty Dinner, where freshmen are encouraged to invite a professor to join them for dinner. This event is always popular, offering you the chance to get to know your professor in a more social setting.

The Freshman Dean’s Office also organizes a series of luncheons, to be held each term in the residence of the Dean of Freshmen. Freshmen are invited to attend these small and casual luncheons as a way to get to know a faculty member and to learn more about his or her scholarly work and research. The luncheons are often organized around a topic, and are meant to promote casual conversation among the faculty and students.

Many academic departments, College offices, and University centers also offer unique opportunities for students to get to know faculty and members of the administration. For instance, the Institute of Politics, the Harvard Foundation for Intercultural and Race Relations, the Harvard College Women’s Center, and the Office for the Arts often host lectures and special programs that connect students and faculty around current events and global issues.

The Advising Programs Office and Freshman Dean’s Office co-sponsor Professors and Pastries. This series is a wonderful opportunity for first-year students to engage in informal conversation with some of the leading teachers and researchers in the University — professors who have been identified by your peers as some of their most valuable teachers and mentors. Seats are available by RSVP on a first-come, first-served basis. Students receive announcements periodically throughout the academic year with the opportunity to sign up for a seat.

Host Family Program
The purpose of the Freshman Host Family Program is to facilitate informal friendships among alumni, faculty, administrators, other friends of Harvard College, and first-year students. To accomplish this goal, the program matches a member of the Harvard community with a student (or two) and encourages periodic communication, interaction, and meetings. The Freshman Dean’s Office sponsors four events throughout the academic year for hosts and their students, but what happens beyond these is up to the pair. Examples of activities shared by hosts and students include: Harvard and professional athletic events, apple picking, outings to the New England Aquarium, Walden Pond, or the Museum of Fine Arts, or dinner at a local restaurant. For more information on how to apply, please visit the “Programs” menu on the FDO website.
Through the Gates

Through the Gates is a program designed to enhance the first-year experience by enabling students to become better acquainted with greater Boston and Cambridge, while also interacting closely with faculty, peers, and the community. This goal is achieved by offering a variety of faculty- and staff-led excursions and community service opportunities throughout the course of the academic year. Trips are offered year-round, with approximately 20 total held during Opening Days and one to two per month thereafter. This year’s Through the Gates lineup will begin in late August or early September. Examples of excursions include public service outings into the community, visits to the Museums of Fine Arts and Science, canoeing on the Concord River, a Halloween Day Hike, ice skating on Boston’s Frog Pond, and attending concerts by the Boston Symphony Orchestra. For detailed information please check the FDO website under “Programs.”

Yard Bulletin

Each week during term-time, the FDO publishes the Yard Bulletin, a newsletter prepared especially for first-year students. It includes important information about upcoming deadlines, programs and events across campus, and resources and opportunities for freshmen. Copies of the Yard Bulletin are posted on tables in Annenberg Hall (the freshman dining hall), on the FDO website under “Announcements and News” and in a weekly email sent to the 2019 events list.

Class Email Lists

There are three email lists moderated by the FDO that are available to freshmen. All freshmen are required to be subscribed to the 2019 class and events lists. The FDO also sets up email lists for the students living in each freshman dorm.

2019 Class List

The class list is an administrative email list that informs students of important University events, deadlines, and policies. All freshmen are automatically subscribed and must remain on this list. Furthermore, students are responsible for reading these emails and cannot claim ignorance of any information sent over this list.

2019 Events List

The events list publicizes events sponsored by Harvard College offices and approved student organizations that are designed specifically for freshmen. All freshmen will be automatically subscribed.

Dorm List

The dorm lists are used by dorm residents to announce dorm-wide activities (i.e., intramurals) and to raise issues about life in that particular hall. You will only be added to the list of the dorm in which you reside.

Freshman DVD Club

The Freshman DVD Club offers first-year students the opportunity to borrow up to two DVD movies or TV series one week at a time, free of charge. More information, including a complete listing of DVDs in the collection, can be found on the FDO website under “Resources.”
**Kitchen Equipment**
The Freshman Dean’s Office maintains a collection of kitchen equipment for student use. Students may borrow the equipment, free of charge, for three days at a time during weekdays. Students may also borrow equipment from the Dorm Crew office located in Weld Hall basement on weekends. More information, including a complete listing of the kitchen items available, can be found on the FDO website under “Resources.”

**Games Collection**
The Freshman Dean’s Office has amassed a collection of board games and lawn games for student use. Students may borrow as many games as they like, free of charge, for three days at a time. For more information, including a complete listing of the games available, please visit the “Resources” section of the FDO website.

**Video Projector Rental**
The Freshman Dean’s Office works with the Office of Media and Technology Services (MTS) to provide students with a video projector and screen, free of charge. More information about the process for requesting the equipment can be found on the FDO website under “Resources.”

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**Practical Matters**

**Moving to Cambridge**

Students receive their dormitory assignments and the names and contact information for their roommates, if any, in late July. Most students contact their roommates in advance of moving to Cambridge both to introduce themselves and to coordinate furnishings.

**Move-in Day**

Freshman dormitories open at **7:00 am** on **Tuesday, August 25** and all new students are expected to be on campus by **6:00 pm** on **Tuesday, August 25**. Detailed directions to Cambridge and complete instructions about entering Harvard Yard and the Union Dorms area will be emailed to students and parents in late July, and are also included on the FDO website. It is important that you and your family read this information carefully. New students will be fully occupied with orientation events beginning at **7:00 pm** on **Tuesday, August 25**, so parents or guardians who travel to Cambridge will find it best to depart by this time.

Students who participate in pre-orientation programs arrive in Cambridge approximately one week prior to move-in, but are expected to bring only what they need for the program to campus at that time. If parents can only make one trip to campus, we recommend that they come on move-in day with their student’s belongings rather than coming for the pre-orientation drop-off. Parents can also choose to ship belongings to the mail room for their students to pick up. **Packages sent prior to move-in should not arrive before Monday, August 10.**
Picking Up Your Keys & ID Card

Students assigned to live in Apley Court or to dormitories within Harvard Yard pick up their keys from the main key tent located in the Yard. Students assigned to one of the Union Dorms (Greenough, Hurlbut, and Pennypacker) may pick up their keys on the lawn in front of the Freshman Dean’s Office. You must bring a government-issued photo ID such as a passport or driver’s license. Students who submitted an acceptable photo for their housing questionnaire will receive their Harvard photo ID card when they pick up their key. Students still needing a photo for their Harvard ID card will receive an email with directions for getting an ID photo taken. You will need your ID card to access your dormitory.

Along with your key(s) you will receive a copy of the Calendar of Opening Days and other important materials. Please do not send a family member to pick up your keys and ID card. All uncollected keys and IDs will be returned to Yard Operations in Weld basement.

Dormitory and Suite Information

Most dorms have suites for three to six students. Suites contain from two to four bedrooms and a common room. A few have their own baths, though most share a bathroom with other suites. The FDO assigns students to suites rather than to particular bedrooms, and in almost any suite students should expect to share a bedroom for at least part of the year. Some dorms contain doubles, usually one fairly large room with a shared bath. Very few singles are available.

Rooming Arrangements

All freshmen complete a housing questionnaire, which is used by deans to match rooming groups of two to six students. A number of rooming groups make up each dormitory entryway; when all works well, each such unit represents a microcosm of the entering class. Staff members are guided in the rooming process by what students say about themselves; students should therefore be honest in their self-descriptions. The staff tries to honor students’ requests about the type and size of rooming groups, but space and policy considerations generally make it impossible to accommodate every wish and preference.

Choosing a Bed

The residential staff requires that students wait for all suitemates to arrive before choosing individual beds.

Furniture and Storage

Each student is allocated one (extra-long) twin-size bed (including mattress), one desk and chair, one dresser, a bookcase, and a lamp. In dormitories without built-in closets, free standing wardrobes are provided. Each suite is also equipped with one recycling bin. Trash bins are not provided. Temporary partitions, including walls and lofts, may not be installed and will immediately be removed and discarded at your expense. This includes both affixed and free-standing structures.

Students are not permitted to remove any college-owned furniture from their rooms, and there is no term-time storage available. Everything you bring must be kept in your room.
or suite. Items left in hallways, stairways, basements, or common areas are a fire and egress hazard, and will be removed at your expense and discarded.

Because of the historical significance of Harvard Yard, the University keeps building exteriors as aesthetically uniform as possible. Shades are provided for each window, except in two halls where drapes or wooden shutters are used. Other window coverings or window postings of any kind which are visible from the outside are not permitted. For specific information about each dorm, read more on the FDO website http://fdo.fas.harvard.edu/pages/freshman-dorms.

**Phone Service in Student Rooms**

Each student suite is equipped with a telephone and active land line to support students in making on-campus calls, toll-free calls, and provide students with the ability to contact emergency (911) services if necessary. Students may also choose to purchase a prepaid calling card to make off-campus and long distance calls.

**Mobile Phones and Devices**

The Harvard campus is widely covered by Wi-Fi. Harvard Square is well served by virtually all major U.S. providers.

**What to Bring**

Decisions about what to bring with you to college are complicated by the fact that all dorm rooms are small, and you will not know in advance the configuration of your specific space or much about those with whom you will share it. Calling roommates in advance helps tremendously. In general, however, err on the side of bringing less. Chances are that if you end up wishing you had brought something with you, either a roommate will have brought it, or you can purchase another one in Cambridge. However, there are a few items that all students are likely to need:

- Bed linens (extra-long twin size, to fit an 80” mattress)
- Pillow
- Mobile phone
- Towels
- Surge protector/power strip
- Alarm clock
- Trash can
- Desk lamp
- Laundry bag/basket and drying rack
- Pictures, posters
- Head phones
- Fan

Each September, Harvard Habitat for Humanity sells furnishings and office supplies left behind by students the previous year. Rugs and upholstered furniture can also be purchased in the Square or at discount department stores in Cambridge and Boston. For a fee, Harvard Student Agencies (www.hsa.net/) provides a linen service and rents computers, fans, refrigerators, futons, water coolers, and televisions. They also offer
laundry delivery and dry cleaning service (http://cleaners.hsa.net/). The College permits the use of a combination microwave/refrigerator that is available for rent through HSA. **No other type of microwave oven is allowed** (www.dormessentials.hsa.net).

Stand-alone refrigerators are permitted, with the following restrictions: size not to exceed 36” high x 24” deep; weight not to exceed 85 pounds; and the unit must include automatic defrosting or have no freezer compartment. Students should carefully consider whether a refrigerator is necessary. Many students use theirs infrequently, and full-sized refrigerators are available in common areas of many dorms. If you do purchase a refrigerator, share with your roommates, and seek out a model that uses fewer than 300 KWh per year.

The College encourages the use of energy-efficient appliances. Products with the Energy Star label are designated by the Environmental Protection Agency and the Department of Energy as more energy efficient than other models. Energy Star evaluates many products used in dorm rooms, such as computers, printers, televisions, DVD players, cordless phones, and answering machines.

### What Not to Bring

Several items are prohibited inside the dormitories and must be left at home, including:

- Pets of any kind
- 2.4 Ghz cordless telephone
- Cooking appliances (including toaster ovens, microwaves, hot plates, Keurigs, and tea kettles)
- Candles or incense
- Exercise equipment
- Pool tables
- Cleaners containing ammonia or chlorine
- Dart boards
- Fire arms (including BB and pellet guns)
- Weapons of any kind
- Halogen floor lamps
- Space heaters

Possession of firearms or weapons is a violation of both Massachusetts law and Harvard University regulations and subjects students to serious disciplinary action. The Harvard Police have defined dangerous weapons to be ones designed to do bodily harm such as a stiletto, ballistic knife, brass knuckles, billy club, or a blackjack. Martial arts items such as throwing stars, kung fu sticks, and nunchaku sticks are included in the category of dangerous weapons. Any of these prohibited items is subject to confiscation.

2.4 Ghz cordless telephones cause interference with most wireless computer networks, including the Harvard FAS wireless network; therefore, if cordless telephones are desired, it is strongly recommended that only 900 Mhz or 5 Ghz models be used in Harvard FAS buildings.
Requirements for Registration

All freshmen must register online from within the Harvard network no later than midnight on Tuesday, September 1, 2015. Registration does not mean signing up for courses, rather, you “sign in” with the College, making sure that all of your personal information and data are accurate in your records. This registration process will occur at my.harvard.edu and will be available in late August. In order to register, students must submit the required medical forms, must have health insurance, and must have paid any outstanding bills. More information about these requirements is provided below.

Health Services Immunization and Insurance Requirements

Harvard University Health Services (HUHS) offers information about required medical documentation and insurance coverage in the Admissions mailing. Massachusetts law requires that all immunizations be up-to-date and documented. Required medical documentation must be submitted by the appropriate deadlines; failure to do so may delay your registration. Immunization requirements, forms, and deadlines are available at huhs.harvard.edu/health-forms-topics/forms.

Harvard University Student Health Program (HUSHP)

hushp.harvard.edu
mservices@huhs.harvard.edu
(617) 495-2008

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**: Required of all students who are more than half-time and studying in Massachusetts. This fee covers most services at Harvard University Health Services, including internal medicine, medical/surgical specialty care, mental health/counseling services, physical therapy, radiology, and urgent care. Visit hushp.harvard.edu for more details.
- **Student Health Insurance Plan**: Provides hospital/specialty care through Blue Cross/Blue Shield of Massachusetts and prescription drug coverage through Catamaran. Coverage includes emergency room visits, hospitalizations, diagnostic lab/radiology services, ambulatory surgery, and limited specialty care. Benefit limits and cost sharing may apply. Visit hushp.harvard.edu for more details.

Waiving the Student Health Insurance Plan

Students enrolled in a comparable health insurance plan may be eligible to waive the Student Health Insurance Plan. Waivers must be completed by the appropriate deadline or the charges will remain on your student bill. The deadline to waive is July 31, 2015, for the fall term (or full academic year), and by January 31, 2016, for the spring term.
• Before waiving, carefully evaluate whether your existing health plan will provide adequate, comprehensive coverage in the Cambridge/Boston area. Visit hushp.harvard.edu to review the waiver checklist for guidance. You will be fully responsible for all medical claims and prescription drug costs if you waive the 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.

**Dental Coverage Options**

Dental coverage options may be available for students and their eligible dependents. Visit hushp.harvard.edu for more information. Enrollment deadlines apply.

**Payment of Student Bill**

An email notification containing the link to the first bill of 2015-2016 will be sent to students by mid-July. Payment of the July bill is due in August. Spring term charges are billed in December and are due in January. Upon receipt of the first bill notification, students must set up all those who need access to their student account, with the exception of sponsors, as Authorized Payers. Students who do not pay their own bill must ensure that parents and others who do pay have access and are able to navigate the bill.

It is Harvard University’s policy that students are responsible for their bill. This responsibility includes reviewing their student account and making sure that payments are made by the due date. Email notifications containing a link to the bill are sent out each month and all students are expected to review their transactions. In order to register each term, all charges must be paid in full, unless enrolled in the Monthly Payment Plan. The Monthly Payment Plan is available for a small fee for those wishing to pay the student bill in four installments over the course of the term. Harvard University also accepts payments of student bills made by wire transfer.

More information about student billing is available at the Student Accounts Office website (sfs.harvard.edu/student-accounts). Questions about the student bill should be directed to the Student Accounts Office at (617) 495-2739.

**International Student Registration**

If you are an international student, you must report with your passport and visa documents to the Harvard International Office (HIO), Smith Center, Room 864, as soon as you arrive in Cambridge and no later than 30 days after the start date on your visa document (I-20 or DS-2019). This requirement does not apply to U.S. Permanent Residents or Dual Citizens with U.S. Citizenship. If you are attending the Freshman International Program (FIP), there will be an opportunity for you to register with the HIO during one of the FIP sessions. The HIO is open Monday through Friday, 9:00 am – 5:00 pm during registration, otherwise 9:00 am – 3:00 pm during the rest of the year.
Directory Information

The Faculty of Arts & Sciences regards the following information as “directory information,” that is, information that, under Family Educational Rights and Privacy Act (FERPA), can be made available to the general public: full name, reported date of birth, dates of attendance, concentration, class year, digitized image (please note that while Harvard classifies photos and images as directory information, these are rarely released to parties outside the University without the student’s permission), local or campus residence address and telephone number, University email address, secondary school (for College students), undergraduate college (for GSAS students), home town or city at the time the application for admission was filed by the student, original class at time of matriculation, degree candidate status, date of graduation (actual or expected), rate of study, degree(s) received with field of concentration and level of honors granted (if any), department of study, University prizes, fellowships, and similar honors awarded, and, in certain cases, students’ and parents’ or guardians’ home addresses and telephone numbers. For Harvard College, “directory information” also includes: house and dorm affiliation, and height and weight of members of athletic teams. Please note that Harvard University’s definition of “directory information,” found at http://security.harvard.edu/book/32-ferpa-directory-information may include elements in addition to those used by FAS, and that requests for directory information received at the University level thus may result in disclosure of such additional elements.

You can view your demographic information currently recorded in the Registrar’s database by visiting the Online Directory Update Portal (www.fas.harvard.edu/directory). When you arrive on campus in the fall, you will begin using my.Harvard.edu to manage your demographic information; you may, at that point, update your data directly through the portal. As part of the online registration process each term of your enrollment, you will be required to review the information maintained in the Directory Update Portal and make any appropriate revisions.

This online tool also allows you to update your directory privacy settings. We encourage you to review the privacy settings and update them if desired. You can control the privacy settings for the following directory information:

- ID Photo
- Email Address
- Residential Mail Address
- Dormitory Address
- Residential Telephone Number

The privacy options are:

1. Share only as mandated by law or faculty rules
2. Share solely within your department or school
3. Publish only in internal Harvard printed documents
4. Display only within Harvard, in print or electronically
5. Display in publicly accessible Harvard directories
If the privacy options listed above are not sufficient, and you would like all of the above information, as it applies to you, **NOT** to be designated as “directory information,” please make a request in writing and mail it to:

Freshman Dean’s Office  
6 Prescott Street  
Cambridge, MA 02138

Your request should be postmarked by **August 10**.

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**Computing**

Harvard offers wired and wireless network access in every dorm, wireless connectivity in many locations across campus, central and residential computer labs, public laser printers, and computer kiosks. For computer assistance or questions, contact Harvard University Information Technology (HUIT):

**Phone:** (617) 495-9000  
**Email:** ithelp@harvard.edu  
**Walk-in:** Science Center B-14, 1 Oxford Street, Cambridge, MA  
**Web:** [http://huit.harvard.edu](http://huit.harvard.edu)

**HUID/PIN**

You will need your Harvard ID number (HUID) and personal identification number (PIN) to access course materials, check your grades online, view your term bill, register for an email account, etc. See [http://pin.harvard.edu](http://pin.harvard.edu) for more information.

**my.Harvard.edu**

In the fall of 2015, the University is implementing a new student information system platform at my.Harvard.edu. This platform will enable students to manage demographic data, search for and enroll in courses, access term bills, and interact with advisers. During the inaugural year of the new system, be on the lookout for the latest enhancements, particularly during your first weeks on campus.

**@College Email Account**

Every Harvard undergraduate receives an @college.harvard.edu email account, which is hosted by Google. This is your official email address that Harvard faculty and staff will use to contact you. To create your account, visit [http://huit.harvard.edu/pages/students](http://huit.harvard.edu/pages/students). To access your email, go to [http://webmail.college.harvard.edu](http://webmail.college.harvard.edu).

**Register with MessageMe**

MessageMe, Harvard’s emergency notification service, allows the University to contact you quickly in an emergency, wherever you are. Register your cell phone or mobile device to receive voice, text, or email alerts at [http://messageme.harvard.edu](http://messageme.harvard.edu).

**Course Websites**

Harvard undergraduate courses have websites that are used to post announcements, assignments, and lecture notes, and to foster online discussion and collaboration. To access a course website, search for the desired class using the **Course Search** tool at my.Harvard.edu.
How to Acquire Computer Hardware and Software
For up-to-date information, please visit huit.harvard.edu/pages/computers-software. Here you will find links to Apple, Dell, and GovConnection where you can purchase computers, peripherals and accessories at academic pricing.

Software can be purchased at academic pricing direct from OnTheHub and GovConnection. Please note that you must be a student matriculated in a degree program in order to access OnTheHub. Prior to purchasing any software, FAS students should visit the FAS software download page to determine if the software is available for use at no cost in labs and/or available to download and use on a personal computer.

PaperCut Printing
Public printers are available in the Science Center computer labs and in the following dorms:

- Apley: basement TV room
- Canaday: basement study room nearest laundry facilities
- Greenough: basement
- Holworthy: basement common room
- Hurlbut: basement common room
- Matthews North: basement computer lab
- Mower B: basement study/conference room
- Thayer: basement study room off common kitchen
- Weld South: basement common room/kitchen
- Wigglesworth A&B: basement study/conference room

To print to a public printer, you must first setup your PaperCut printing account. Instructions for mapping printers and setting up your PaperCut printing account can be found at the following site: http://huit.harvard.edu/pages/all-about-printing. You can also visit the IT Walk-in Support Center in Science Center B-14.

Campus Services

Mail Service

Harvard Yard Mail Center
1 Oxford Street
(617) 496-6245
hums@harvard.edu

Package Pick-up Hours: Monday – Friday, 8:30 am – 4:30 pm;
Saturday, 10:00 am – 2:00 pm

Mail and packages are delivered Monday through Saturday to the Harvard Yard Mail Center, located in the lower level of the Science Center. Packages may be picked up during the package pick-up hours listed above. Mail and packages sent prior to move-in will not be accepted by the Harvard Yard Mail Center if they arrive before Monday, August 10, 2015.
You will receive your mailbox number with your housing assignment in late July. Please do not send any mail/packages before you know your mailbox number. The combination to your mailbox will be given to you when you pick up your room key and will not be issued before move-in.

The proper address format for mail and packages is:

**THIS IS A SAMPLE ADDRESS**

<Student Full Name>
<Mailbox Number> Harvard Yard Mail Center
1 Oxford St.
Cambridge, MA 02138

Packages are not delivered directly to freshman dorms, so do not include your dorm name or room number. The Science Center is a short walk from all freshman dorms. Although no porter service is available, you may pick up a hand truck from the Dorm Crew office in the basement of Weld Hall. If you participate in a pre-orientation program, you will be able to pick up any advance packages that you have shipped before arrival on Monday, August 24, 4:00 to 9:00 pm.

Please refer to http://hums.harvard.edu/mail-delivery/mail-center-management/harvard-yard-mail-center for more information.

**Harvard University Mobile**

Harvard Mobile is an application for the entire Harvard University community that improves the on-the-go experience of students, faculty, staff, and visitors who interact with Harvard’s campus and community. Harvard Mobile offers up-to-date shuttle information; a list of dining halls and comprehensive nutritional information; a directory of all Harvard faculty, staff, and students; athletics news and live score updates; an interactive campus map; and more.

To access Harvard Mobile, go to http://m.harvard.edu on any web-enabled smartphone or feature phone, or download the native applications in the iTunes App Store and the Android Marketplace.

**Omni @ Harvard College (coming soon)**

Omni is the new mobile application developed specifically for Harvard College students. Omni prioritizes undergraduate needs, providing convenient access to emergency contacts, shuttle tracker, dining hall menus, events, polls, and other key resources for student life and well-being. Omni will soon be available for the iPhone in the App Store, with an Android version also planned.

Once launched, the Omni team will continue to evolve the app based on student and administration feedback and needs.
Transportation Around Harvard

Passenger Transport Services
www.transportation.harvard.edu
175 North Harvard Street, Allston
(617) 495-0400

Transport Services provides regularly scheduled transportation throughout the Cambridge and Allston Campuses. Van service is available in and around the Cambridge and Allston campuses for persons with mobility impairments or medical conditions. Both services are fully accessible.

Shuttle Bus Service
Shuttle bus service is designed to provide Harvard community members with safe, convenient, reliable transportation throughout the Cambridge and Allston campuses during the academic year. The service is free to members of the Harvard community.

The Shuttle Tracker
Shuttle tracker, available at shuttle.harvard.edu, continuously displays the location of Harvard University shuttles and animates their motion against a detailed map of recognizable University buildings and landmarks. The ShuttleTracker iPhone App is available in the iTunes App Store. This free enhancement allows faster loading of the map, viewing of multiple routes, and geolocation features.

Daytime Van Service
The van service is intended for persons who, because of mobility impairment or medical condition, find it difficult or impossible to use the regular shuttle bus. Transportation is door-to-door within the Cambridge and Allston campuses. Rides in the van are by appointment only. All students must be authorized in advance by the Accessible Education Office. Service times vary for academic, weekend, summer, and recess periods. Please call (617) 495-0400 for specific service times and reservation requirements. The TTY phone number is (617) 496-6642.

Evening Van Service
The evening van service is designed to provide safe transportation throughout the Cambridge and Allston campuses as a supplement to the shuttle bus. This service is designed to transport students to locations not on the fixed bus routes. Rides are free and available on demand during certain evening hours. Please call (617) 495-0040 for more information and service requests.

Motorist Assistance Program (M.A.P.)
The Harvard University Motorist Assistance Program provides free on-campus emergency road service to all students, faculty, staff, and visitors to the University on the Allston and Cambridge campuses. This service offers assistance to motorists who need help charging a dead battery, changing a tire, or retrieving keys that have been locked inside a vehicle. If a more serious problem occurs, the M.A.P. service will help in securing the appropriate assistance. The service is available 24 hours per day, except University holidays. To contact the M.A.P. Service, call (617) 496-4357.
For up-to-date schedules and further details on the above services, see the Passenger Transport Services website.

**CommuterChoice Program**

[www.commuterchoice.harvard.edu](http://www.commuterchoice.harvard.edu)
1350 Massachusetts Avenue, Cambridge
(617) 384-RIDE (7433)

**Hubway**

Instead of bringing your bicycle to campus, use Hubway, Metro-Boston’s bike share network of over 120 stations across Boston, Cambridge, Somerville, and Brookline, including 12 stations on our campuses in Cambridge, Allston, and the Longwood Medical Area. Hubway allows users to access bikes from solar-operated stations with a membership, and Harvard students are eligible for a discounted annual membership for only $50 — over 40% off the regular price. Enter password HARVARD. Details: [http://www.thehubway.com/](http://www.thehubway.com/).

**Zipcar**

Want access to a car without incurring the fixed costs of ownership? If you are 18+, you can sign up for a reduced $15 annual membership and gain access to 30 Zipcars located across campus. Enter promo code HARVARDZIP2015 and receive a $15 driving credit. Simply reserve vehicles online, enter the vehicle using your Zipcard and when your reservation ends, return the car to its original parking space. Low hourly and daily rates include gas and insurance. Details: [www.zipcar.com/crimson](http://www.zipcar.com/crimson).

**Parking on Campus**

**Parking Services**
[www.transportation.harvard.edu/parking](http://www.transportation.harvard.edu/parking)
Smith Campus Center, Eighth Floor
1350 Massachusetts Avenue, Cambridge
(617) 496-7827

Parking at Harvard University is extremely limited. All students who operate vehicles at the University must register those vehicles with Harvard University Parking Services located on the eighth floor of Smith Center, 1350 Massachusetts Avenue, Cambridge, and must observe all rules and guidelines for parking on campus. Designated parking for undergraduates is available at the One Western Avenue garage for a fee. For more information on parking at Harvard University, please visit the Parking Services website.
Living in Harvard Yard

First-year students live in one of the 17 residence halls, or dormitories, located in or adjacent to Harvard Yard — the central, most historic, part of the campus. The architecture of the dormitories ranges from Georgian to High Victorian to contemporary. With construction dates between 1720 and 1974, it is no surprise that the interiors and layouts of each hall vary and that the distinctiveness of each building affects the character of life within it.

Residing in the Dormitories

Harvard Yard is tobacco-free and there is no smoking permitted within 25 feet of all buildings outside the Yard. Alcohol is also prohibited in all freshman dormitories.

Building Features

Common Rooms, Kitchens & Study Spaces
There are common rooms, kitchens, and study spaces in many though not all of the freshman dormitories. These spaces are designed for use by all members of the freshman class, not just residents of the building in which they are housed. Several common rooms have flat screen televisions, ping pong and pool tables, and all TVs are equipped with cable. Members of the freshman class can reserve Yard common rooms for events open to the class. Descriptions of all common spaces and their amenities, as well as room reservation policies, can be found on the Freshman Dean’s Office www.fdo.fas.harvard.edu/pages/dorm-amenities.

Freshman Arts Room
The Freshman Arts Room, located adjacent to the Holworthy Common Room, provides a fun, low-key social arts space for freshmen. The room is fully stocked with a variety of supplies including: paints, watercolors, charcoal, colored and regular pencils, crayons, sharpies, paper, easels, drawing boards, and sketch notebooks. You may also bring your own supplies, but note that the room is not ventilated and any aerosols, oil paints, or other supplies that require ventilation may not be used.

The Freshman Arts Room is open to all first-year students for arts-making and typically hosts both formal programming and open nights. For instance:

• Throughout the year, there will be themed “Arts Break” activities (e.g., piñata-making or a decoupage/collage night) and informal “Learn How” arts-making events.
• Formal arts classes and seminars will also be offered.
• One evening a week, from 9:00 pm until midnight, the room will be open, staffed by a member of the Freshman Arts Board. At this time you can use the art supplies either to work on an existing project or create your own!

Serenity and Mindfulness Room
Given the fast pace of life at Harvard, the FDO, College Dean’s Office, and Center for Wellness partnered to create a space on the garden level of Grays Hall west for students to find peace, explore mindfulness practices, and simply take a break from their studies.
The Grays serenity room is a technology- and study-free space, equipped with self-guided meditations, ample cushions and zafus, as well as hot water and tea bags for relaxation. Open 24 hours a day, seven days per week, students enjoy the flexibility of the space: some use it between classes, whereas others take a break late in the evening or early in the morning. The Center for Wellness also provides programming, such as Koru Mindfulness workshops and yoga, in the space.

**Music Practice Rooms**

There are eight music practice rooms in the freshman dorms, one in Greenough basement, one in Holworthy basement, two in Matthews basement, two in Straus basement (A and C), one between Wigglesworth C and D basements, and one in Wigglesworth D basement, and Pianos are available in Wigglesworth, Straus C, Greenough, and Matthews. All rooms are available from **9:00 am – 11:00 pm** with the exception of the rooms in Straus, which are open 24 hours/day. The Freshman Music Rooms are open only to first-year students.

**When using the space, the following guidelines apply:**

1. Limit practice room use to one hour at a time to allow others opportunity to practice.
2. No eating or drinking is allowed in any music room.
3. Music room windows must remain closed at all times.
4. Music rooms in Greenough, Matthews, and Wigglesworth are closed from **11:00 pm – 9:00 am**.
5. Drums and amplifiers are not allowed in any music practice room.
6. Equipment may not be stored in the music practice rooms.

It should be noted that the pianos available in the Freshman Music Rooms were donated in used condition, and none of the pianos are performance-grade. Accomplished players will likely not be pleased with their quality. Higher-quality pianos are available in Music Building practice rooms.

Additional practice rooms open to all students are available in the Paine Music Building. These rooms are administered by the Music Department and not the Freshman Dean’s Office. Practice rooms in the Music Building are available on a first-come, first-served basis. Visit **music.fas.harvard.edu** for more information. Several upperclass Houses also have music practice space.

If you have questions or concerns regarding the practice rooms, or if any of the pianos need tuning, please do not hesitate to contact the Freshman Dean’s Office.

**Freshman Piano Loan Program**

In addition to the eight music practice rooms, the Freshman Piano Loan Program, made possible by a generous donor, seeks to enrich the musical lives of first-year students in Harvard College through the unique opportunity to have one of 11 Yamaha AvantGrand N2 pianos placed in their dorm rooms for practice, composition, or simply to entertain and socialize with other students. While all first-year students are eligible to apply, the committee — comprised of staff from the FDO, Piano Technical Services, and Office for
the Arts — does prefer pianists and composers. Further information about the program itself, as well as how to apply, is available on the Piano Technical Services website (http://pts.fas.harvard.edu/freshman-piano-loan).

**Building Services**

Building Services in the Yard are overseen by Harvard Yard Operations also known as Yard Ops:

Harvard Yard Operations (Yard Ops)
Weld Hall B1
www.fas.harvard.edu/yardops
yardops@fas.harvard.edu
(617) 495-1874
8:00 am – 4:30 pm, Monday through Friday

**Maintenance**

Yard Ops is staffed by individuals who are prepared to respond to any building-related questions or problems, not only during move-in, but throughout the entire academic year.

Non-emergency maintenance requests should be filed promptly upon the discovery of any problems within your room or building. Requests may be submitted online at www.fas.harvard.edu/yardops or by contacting Yard Ops directly.

Emergencies during business hours should be reported to Yard Ops at (617) 495-1874.

Weekend and evening emergencies should be reported to the University Operations Center at (617) 495-5560.

Please note that taking care of maintenance on your own is not permitted. The College insists that all repairs to the physical plant be handled through Yard Ops. Even well-meaning, do-it-yourself maintenance can result in serious damage and liabilities. For example, pouring drain cleaner down drains can damage pipes and be a threat to the safety of maintenance staff. Even the seemingly simple task of changing a fluorescent light bulb has resulted in electric shocks, injuries, and damage.

**Supplies**

Toilet paper, poster gum, and mounting hooks are available at the Dorm Crew depot in the basement of Weld Hall, which is open **9:00 am – 5:30 pm, Monday through Friday,** and **12:00 – 5:00 pm on the weekend.** These supplies are also available in Hurlbut Common Room on Tuesdays and Fridays between 3:15 – 5:15 pm. Students may borrow hand trucks, vacuum cleaners, brooms, and mops by recording their Harvard ID number at the Dorm Crew depot. Equipment loan periods may be limited based on the time of year and anticipated demand. Trash bags are located in the trash rooms.

**Bathrooms**

Some dormitories have bathrooms within suites, but most have common bathrooms on each floor. All bathrooms are single gender.
The Dorm Crew staff is responsible for cleaning bathrooms within suites once every two weeks. Custodial Services checks and maintains the cleanliness of common bathrooms daily between the hours of 10:00 am – 2:00 pm. If your bathroom is not cleaned on this schedule, or if you are unhappy with the results, call the Dorm Crew Office at (617) 495-5569 for in-suite baths or Yard Operations at (617) 495-1874 for common baths.

**Heating: Comfort and Efficiency**

Students must work with Yard Operations to ensure that their living spaces are maintained at a comfortable temperature. If rooms are consistently too hot, students should learn how to turn their radiators down or contact Yard Operations if they are unable to do so themselves. Opening a window is not a solution to an overheated room. If a room is too cold, students may wish to move furniture, books, and clothing away from the radiators to enable better heat flow. The window shades provided in your room may also be used to provide an extra layer of insulation, especially at night. Space heaters are dangerous and inefficient and are **strictly prohibited** from student rooms. Students should also contact Yard Operations if their rooms are consistently too cold.

**Trash and Recycling**

Students must take their own trash, recycling, and compost in tied trash or compost bags to one of the several designated depots located throughout the dormitories. Under no circumstances should litter, trash, or other refuse be left in the hallways, elevators, stairways, or in front of dormitories. Each trash depot also contains a compost bin and recycling bins for papers, boxes, bottles, cans, cups, and containers. These items can all be mixed together in the same bags or barrels and will be separated into 15 recyclable commodities by Harvard’s recycling service contractor. Discard as trash all plastic films, foams, food and beverage contaminated items, or personal hygiene materials such as paper towels, tissues, and napkins. Containers should be free of visible food or beverage residue. Large cardboard boxes should be flattened and placed in the appropriate area in the recycling depots. Batteries can also be recycled using the wall mounted bins. Recycling is required and composting is recommended.

Students are encouraged to volunteer to help with campus-wide recycling efforts throughout the year, especially at move-in and move-out. Harvard actively collects items that can be reused, and many of these items are re-sold to students by Harvard’s Habitat for Humanity chapter in the fall. If you have questions about what you may recycle or how to help make Harvard more sustainable, visit [www.green.harvard.edu/REP](http://www.green.harvard.edu/REP).

**Laundry Facilities**

Laundry rooms are available in the following buildings:

- Apley ........ for residents of Apley
- Canaday ...... for residents of Canaday
- Greenough .... for residents of Greenough
- Hurlbut ....... for residents of Hurlbut and Pennypacker
- Stoughton ..... for residents of Hollis, Lionel, Mower, and Stoughton
- Thayer ....... for residents of Holworthy and Thayer
- Weld ........ for residents of Massachusetts Hall, Matthews, Straus, and Weld
- Wigglesworth .. for residents of Grays and Wigglesworth
Use the cold or warm (colors) cycle when possible to preserve the quality of your clothes and save energy. Do not overuse detergent — too much detergent can also damage your clothes. Consider air-drying your clothing on a rack or using the air fluff setting on the dryers. Aside from reducing energy usage, these actions will also save your clothes from being damaged in the dryers. Most drying racks are collapsible, and can fit in a closet or under a bed.

A word of caution: do not leave laundry unattended; thefts do occur. Also do not use dye in washing machines. Currently, washers and dryers each cost $1.50 per load, and machines accept quarters or Crimson Cash.

**Vending Machines**

Vending machines are located in several student dormitories, including Apley, Canaday, Greenough, Hurlbut, Matthews, Stoughton, Thayer, and Weld. The vending machines have been recently updated, to provide students with a wider array of snack options and to allow the use of Crimson Cash. Some vending machines also contain useful items such as umbrellas (Weld).

**Care of Residential Property**

**Hanging Items without Nails or Tacks**

While students are welcome to decorate their rooms, the use of nails, tacks, and harsh adhesives on walls, doors, and ceilings is prohibited in student rooms and common areas throughout the freshman halls. Most buildings have moldings along the tops of walls, and the Dorm Crew Office, in Weld basement, will supply students with hooks and fishing line that will allow you to hang pictures and other such items. Also available is poster gum, which, when used properly, will hold posters securely on the wall.

**Room Inspections and Student Charges**

Yard Operations staff inspects all student rooms and suites at least once during the academic year. These inspections typically occur just before, during, and after the winter recess.

Students who use nails, tacks, or any type of adhesive other than that approved by the College will be fined and/or charged for repairs. Students who damage any part of the suite or its furnishings will be charged the full cost, including labor, for repainting, replacing, or refinishing damaged areas or items. Students are not allowed to paint any part of their rooms or common areas.

Students will also be reported to the Freshman Dean’s Office if room inspections reveal prohibited items such as cooking appliances, pets, alcohol, space heaters, or weapons. Their rooms will be reinspected to ensure compliance with College policies and fire regulations.

**Collective Responsibility**

It is expected that students will take responsibility for damage (accidental or deliberate) that they cause to any part of a University building or its furnishings. In cases where individuals do not take responsibility for damage to common areas or private rooms, a shared group charge will be assessed. The Building Manager will consult with the Freshman Dean’s Office in determining whether residents of a suite, floor, entryway, or entire building should be held accountable for unassigned damage.
Insurance

The University does not insure the property of Harvard students against theft or damage, even if the property is stolen or damaged while inside a Harvard University building or on Harvard University property. Students and their families are encouraged to purchase property insurance for students’ portable electronic devices, personal computers, televisions, audio equipment, clothes, books, bicycles, and other property. Student property may be insured under a homeowners’, renters’, or condominium owners’ insurance policy, however, the insurance provided by such policies is subject to limitations and exclusions, so the terms and conditions should be reviewed with your insurance agent or broker to ensure your policy provides the level of protection you desire.

Insurance for student property may also be purchased through Arthur J. Gallagher & Co.’s student insurance program.

Arthur J. Gallagher & Co.
316 Maxwell Rd, Suite 100
Alpharetta, GA 30009
http://www.collegestudentinsurance.com/
info@collegestudentinsurance.com
(888) 411-4911

A certificate of enrollment must be submitted when filing a claim under the Arthur J. Gallagher & Co. program. Please visit registrar.fas.harvard.edu for information about how to obtain a certificate of enrollment.

Sustainability Commitment

Harvard University is dedicated to confronting the challenges of climate change and global sustainability through academic research, institutional action, and responsible investing. Our goal is to provide students with a deeper understanding of the complexity of sustainability challenges so they are ready to address them no matter where their lives may lead.

The Harvard Sustainability Plan is the University’s roadmap for building and operating a healthier more sustainability campus. It sets clear goals and priorities for how Harvard will contribute to the well-being of every member of our community—and ultimately to the health of the planet. The plan includes four goals:

- Reduce greenhouse gas emissions 30% by 2016 from a 2006 baseline, including growth.
- Reduce waste per capita 50% by 2020 from a 2006 baseline, with the aspirational goal of becoming a zero waste campus.
- Reduce water use 30% by 2020 from a 2006 baseline, and
- Maintain at least 75% of the University’s landscaped areas with an organic landscaping program.

In addition, the Sustainability Plan describes commitments to building and operating more efficient buildings, developing sustainable and healthful food standards, reducing
fleet and shuttle emissions, and reducing the Harvard community’s exposure to toxins and chemicals. The Sustainability Plan is overseen by the Office for Sustainability (OFS). To learn more visit: www.green.harvard.edu/plan.

- Apply to be a Resource Efficiency Program (REP) representative for the Yard or join the Green ’19 committee to implement sustainability projects in the Yard.
- Explore classes on energy, the environment, and sustainability. The Harvard Center for the Environment (HUCE) publishes an environmental course guide on their website.
- Join an environmental student group at Harvard, such as the Environmental Action Committee (EAC) or the Council on Business and Environment (CBE).
- Fund your green idea with a Student Sustainability Grant.
- Take action in your daily life: reduce energy use, recycle plastics, metals, glass and paper, and compost all food waste in your dorm.
- Email any ideas you have for improving efficiency on campus to energy@fas.harvard.edu.

For information on lectures and other academic events, check out the HUCE calendar of events at www.environment.harvard.edu.

Visit green.harvard.edu for more information, or follow sustainability at Harvard on Twitter or Instagram @GreenHarvard

**Fire Safety and Emergency Exits**

All students should familiarize themselves with the locations of emergency exits and fire extinguishers. Evacuation procedures are posted on the inside of each suite door. Building-related emergencies (flood, blackout, lack of heat) are reported directly to the University Control Center at (617) 495-5560 and the Harvard Police at (617) 495-1212.

*If the fire alarm is activated and sounding in your dormitory, do not delay or ignore the alarm; immediately follow the evacuation procedures posted inside of each suite.* Failure to evacuate or follow the directions of emergency personnel will result in disciplinary action.

Tampering with smoke detectors, fire pull stations, or fire extinguishers (including breaking the seal on the handle) is viewed by the College as a disregard for the safety of fellow occupants and will result in disciplinary action and fines. Individuals deemed responsible for disturbing or damaging emergency equipment will also be charged the full cost of service or repairs.

Sprinkler heads in dormitory rooms and suites are especially sensitive to tampering and, if set off, cause considerable water damage. Do not hang anything from, block, or disturb sprinkler heads in any way.

Fire doors to adjoining suites must be kept clear for emergency access; do not put furniture or anything else in front of them. They must be kept locked; do not open them unless there is an emergency. Fire doors are inspected monthly. Failure to adhere to these regulations may also result in disciplinary action and fines.
All fireplaces in the freshman dormitories are sealed and can no longer be used. **Students are also not permitted to use candles or any other open flame in dormitories.**

More information about fire safety is available at [http://www.ehs.harvard.edu/services/fire-safety](http://www.ehs.harvard.edu/services/fire-safety).

### Security and Access

**Door Lock Inspections**

To improve safety and security in the Freshman Dorms and Houses, the College conducts ongoing inspections of all residential suites to make sure that the doors are closed and locked, and that the locking mechanisms are fully functional. These inspections are performed by Harvard Dorm Crew employees on a monthly basis, at the same time that they inspect the in-suite fire doors in buildings. We recognize that some students prefer to leave their suite doors unlocked and/or propped open. Unfortunately, this practice puts you and your suitemates at risk of property theft and unwanted visitors. For the safety of you and your peers, we ask that you keep your doors closed and locked at all times.

**Lost Keys and ID Cards**

Report lost keys and ID cards to Yard Operations (located in the basement of Weld Hall) or, after hours, to the Harvard Police as soon as you are reasonably certain they have, in fact, been lost. This is extremely important not only for your security, but also for the security of fellow residents. Replacement keys are available in Yard Operations at a charge of $10.00, which is added to your term bill. The charge for keys not returned at the end of the academic year is $25.00 each.

A replacement Harvard ID card can be acquired at the Campus Service Center (Eighth Floor Smith Campus Center, room 807) at any time during normal business hours (8:00 am – 5:00 pm, Monday through Friday). ID cards can be reissued on the spot; the entire process takes about five minutes. There is a $25.00 charge for replacement ID cards that is added to your term bill. See the ID Card Services website for the link to disable your lost or stolen ID card, and for more information ([www.huid.harvard.edu](http://www.huid.harvard.edu)).

Harvard keys may not be copied. All University keys are labeled with special coding. Only keys properly labeled will be accepted for return at the end of the academic year. If your keys have been lost or stolen and you have reason to believe that your security has been compromised, you and your suitemates may ask to have your lock changed. The cost of replacing the lock and keys is currently $150.00. Pricing is subject to change; consult the *Handbook for Students* for changes made after June 1, 2015.

**Locked Out?**

Should you ever lock yourself out of your room or suite, call the University Police at (617) 495-1212. They will send a security guard with a key to open your suite. Please have your Harvard ID card handy, as it will be used to verify your identity before allowing you back into the room. Response time varies based on the number and nature of calls. Be patient. Students who repeatedly (more than three times) lock themselves out may be subject to a service charge for each additional lock-out. Service charges will be applied to your term bill.
Bicycles in the Yard

Students assigned to live in the freshman dormitories must keep their bicycles outdoors or in their rooms. Fire regulations prohibit leaving bikes (locked or unlocked) in stairways and corridors. This policy is strictly enforced.

All students are strongly urged to register their bicycles with the HUPD. The registration sticker on your bike will ward off many prospective thieves; it will also greatly improve the chances of locating and identifying your bicycle should it be stolen.

Riding of bicycles anywhere in Harvard Yard is prohibited. Students are asked to walk their bikes while in the Yard.

Vacations

Thanksgiving recess runs from Wednesday, November 25 through Sunday, November 29, 2015. Classes will not meet Wednesday, November 25. During Thanksgiving recess the dorms are open, as is one dining hall (Annenberg is likely to be closed). Most students who live nearby go home, often accompanied by a roommate or two whose homes are more distant. Others visit New York City or a long-neglected great aunt in New Hampshire.

During winter recess the freshman dorms and all dining halls close. All students must vacate their rooms by 3:00 pm the first day of the winter recess, Tuesday, December 22, 2015. They may not re-enter the dormitories until 9:00 am Friday, January 15, 2016 unless pre-approved by the Office of the Dean of Harvard College. Card access will be deactivated during the recess. Please make travel plans early. Christmas trees and lights must be removed before students vacate their rooms. Students are not required to return to campus until the first day of classes on Monday, January 25, 2016.

Spring recess runs from Saturday, March 12 through Sunday, March 20, 2016. During spring recess the dorms remain open with limited on-campus dining options, and most students leave the Yard.

To avoid wasting energy and money over breaks, all appliances should be turned off and unplugged, and windows and storm windows must be fastened closed prior to departure.

Moving Out of the Dorms

Students must vacate their suites by noon on Sunday, May 16, 2016. For security reasons, the College must ask students to vacate the dormitories by the posted deadline.

Freshmen are expected to clean up their own suites when moving out. All garbage, recyclables, debris, and abandoned items should be bagged or boxed and taken to the trash/recycling area for your building. Donations of food, clothing, and household items may be left in designated areas for distribution to local non-profits or resale in the Habitat for Humanity fall sale.

Dorm Crew captains (fellow students), who head up the massive effort of preparing the dormitories for Commencement guests after freshmen move-out, will bring to the Building Manager’s attention those suites requiring any effort beyond normal cleaning.
This may include bunk beds left unassembled, extensive trash or spills on walls and floors, and any unreported physical damage to the suite. The Building Manager will send charges to the Student Billing Office for extra labor and repair expenses for physical damage to the building or its furnishings. These charges will be assigned equally to all suitemates unless the Building Manager receives a written statement, signed by all students involved, agreeing to some other allocation of responsibility.

Before leaving, be sure to file a change of address with the University Mail Services’ student mail forwarding center by completing the online form (www.hums.harvard.edu/mail-delivery-services). Address changes will not be accepted over the telephone. Mail addressed to your Harvard Yard Mail Center box will not be delivered by the post office after you have left. Magazines will not be forwarded; you must contact the magazine directly. Most require six to eight weeks to complete the address change.

After you have looked over your suite to make sure you have not forgotten anything, return your key to Yard Operations in Weld Hall basement. You will receive an envelope in your mailbox to use in returning the key. If you do not return your suite key at the end of the year, a charge of $25 per key will be added to your term bill. Again, keys without coding are not accepted.

**Summer Storage**

During the summer following the first year, students who are unable to bring all belongings home with them should consider a private storage service such as www.collegeboxes.com. With these services, students may select a pick-up date, and the provider will come to their room to collect their items for summer storage. These services cost approximately $45 per box, with higher rates for furniture items, and belongings are insured against loss or damage. Some Houses offer limited summer storage; students should check directly with the House Administrator in their assigned House.

**Yard Party Policy**

Parties may be hosted in Yard dorm rooms on Fridays, Saturdays, and days immediately preceding a holiday. Parties are not allowed during reading period and finals. Students are not allowed to have alcohol in the freshman dorms, so all parties in the Yard must be alcohol-free. **Parties must be shut down by 2:00 am.**

If you are interested in hosting a party in your room, you must:

- Speak with or email your entry proctor well in advance about your plans for holding a party.
- Submit a “Party Request Form” (available from your proctor), complete with signatures, to your proctor, at least 48 hours before the party.
- Inform the residents in your entryway and any others near the location of the party.
There may be no more than one party per entry per evening, so it is best to check with your proctor well in advance to ensure that the date you are looking for is available. Proctors can and will shut down parties they do not know about, or parties that are deemed to be overly loud, disruptive, or crowded, at any time. Residents in your entry are less likely to be upset about the noise associated with a party if they know about it in advance and can adjust their plans accordingly.

Party hosts are responsible for the following during the event:

- Confine the party to your suite. Parties may not overflow into the entry, and entry/suite doors may not be propped open.
- Limit the number of guests to that which can be safely accommodated in the suite.
- Know and obey the laws of the Commonwealth of Massachusetts and Harvard College regarding alcohol. It is illegal for anyone under the age of 21 to possess alcohol and illegal to provide alcohol to anyone under 21. As hosts, you will be held responsible for any infractions of this law that take place at your party.
- Ensure the conduct of your guests is orderly. You are responsible for your guests and their behavior, and can incur disciplinary action for your guests’ behavior as well as your own.
- Anticipate crashing attempts by outsiders attracted by music or by word of mouth. Ask several friends to be ready to assist you in encouraging uninvited and unwanted guests to leave the party.
- Remember that all music must be turned off and the party closed down by 2:00 am.

Once the event is over, hosts must collect and remove all trash and clean the floors in surrounding public areas, if necessary. Mops and brooms are available from Dorm Crew. Report any damage to Yard Operations. Damage in the area will be assumed to have been caused by guests and will be the responsibility of the hosts.

**Dining**

**Harvard University Dining Services (HUDS)**

www.dining.harvard.edu

65–67 Winthrop Street

(617) 496-8600

All undergraduate students living in College residences participate in the full student board plan. The cost of the meal plan is based on the average student consumption of 14 meals per week. Students may eat unlimited meals or snacks in the residential dining halls during regular operating hours with the presentation of their Harvard ID. While freshmen eat most often in Annenberg Hall, the meal plan occasionally allows them to eat in the House dining halls. “Eating inter-House” is frequently restricted due to special events or at the discretion of the House Master or Dean of Freshmen.

In addition to the daily menu of hot entrees, soups, pasta, salad bar, deli bar, cereals, a grill, beverages, and dessert, HUDS ensures accommodations for a number of special dining needs, as well as livens things up with special events. Programs and services offered by HUDS to students on the meal plan include:
• Support for individuals with food allergies, intolerances, or other special needs. If students require a special diet, they should speak to the manager of Annenberg Hall. All reasonable requests are accommodated.
• Vegetarian and vegan alternatives as part of the daily menu (including an entrée, soup, and pasta sauce at every meal, as well as offerings at the grill and deli).
• Kosher selections at all dining halls and use of the meal program at Hillel House.
• Other accommodations for religious reasons.
• Festive meals, savory spotlights, and holiday and theme menus to mark special events, celebrate diverse cultures, and explore new cuisines.
• Brain Break, a late-night snack program offered Sunday–Thursday throughout the year to help students who are studying into the night.
• BoardPlus, a $130 declining balance account that may be used for guest meals in the dining halls or purchases in the University-operated retail locations. BoardPlus is automatically distributed in increments of $65 per term and is accessed with the Harvard ID card.

For more detailed information on the dining program, please visit the website at www.dining.harvard.edu.
Academic and Community Standards in Harvard College

Standards and Expectations in Residential and Community Life

As you enter Harvard College, you become part of a close residential community made up of diverse people. They are drawn together by a common respect for excellence and truth, and a common search for knowledge, experience, and academic skills. The fundamental goal of this community is that its members may live and work together, making use of the rich resources of the University, in individual and collective pursuit of academic excellence, extracurricular accomplishment, and personal challenge. For this goal to be achieved, the community must be, above all, an inclusive and supportive one, characterized by civility and consideration for others. Therefore our standards and expectations of the community are high.

College policies provide the framework, within which you are, along with every other student, free to pursue your own work, under the safest and most equitable conditions we can create. These rules serve as the guidelines forming the protection of each individual’s well-being. However, from time-to-time, we confront instances where students fail to live up to their responsibilities and violate the standards necessary to hold the community together. Occasionally, we find cases of sexual assault, drug or alcohol abuse, physical violence, theft and damage to property, or various kinds of harassment. Whenever such instances occur, the College treats them as matters of major concern because they so greatly disrupt individual lives and our shared life at the College.

Integrity
One of the basic values of Harvard College is the expectation that you will behave responsibly in your personal life, and particularly that you will maintain very high standards of integrity and honesty. The College respects and trusts its students, and it expects honesty and forthrightness from you in every situation you confront, both in and out of the classroom. We expect you will represent yourself honestly in any use of identification cards, forms or documents in which you present yourself to the University, or in any interaction with an Officer of the University. Further, we expect that you will be open and honest in any dealing with the College when wrongdoing or violation of policies may be involved; relatively minor problems can become major ones when compounded by lying or deception.

Conflict Resolution
This community holds deeply the belief that disputes and conflicts must be resolved by reason, mediation, discussion, or the rules of law, and not by fighting, physical threats, or intimidation. Violent behavior will not be tolerated, except in cases of self-defense when no other solution is possible. Members of this community who resort to violence, even when they feel severely provoked, can expect serious disciplinary action, often including the requirement to leave college for a period of time. Resolving conflicts through reason and discussion requires thought, consideration, and hard work. Harvard’s standards and expectations in this area are much higher than for society in general, and possibly than
those of the school or community from which you come; as a college devoted to reason and tolerance, we must prohibit violence as a way of settling disputes.

**Sexual Harassment & Sexual Assault**

Harvard seeks to maintain a learning environment free from sexual harassment and sexual assault. Sexual harassment is unwelcome conduct of a sexual nature. Sexual harassment might come from a peer, Harvard employee, faculty member, or a third party involved in a University program. Sexual harassment of any type is unacceptable in our community. Harvard has both formal and informal procedures and resources to assist students who have experienced or witnessed sexual harassment.

Sexual violence, including rape and sexual assault, are types of sexual harassment. The Office of Sexual Assault Prevention and Response (OSAPR) provides confidential, 24-hour information, assistance, and support for those who have experienced sexual assault and related forms of interpersonal violence, including sexual harassment and relationship abuse. Anyone can call the 24-hour response line at (617) 495-9100.

Acts of sexual violence may trigger obligations under federal law, including Title IX, and violate commonwealth criminal law in addition to Harvard policy. As a result, if you believe you have experienced sexual violence, you may pursue a complaint through the Office for Sexual and Gender-Based Dispute Resolution (ODR). The appropriate Title IX coordinator from your school is available to explain the University policies and procedures, and to answer any questions that you may have. You may also file a criminal complaint with the Harvard University Police Department (HUPD). Different standards are used to assess a complaint under Harvard policy and a criminal complaint. To discuss your options, speak with one of the resources listed below.

The College is committed to helping anyone who has experienced sexual harassment, including sexual violence, to access the wide variety of resources available at Harvard and elsewhere. Some of the resources listed below will be able to keep your information private, but they may have to share your information with those responsible for stopping or preventing sexual harassment on campus. Before speaking with someone, make sure that you understand whether they can assure you confidentiality, or how they will keep your information private.

**Sexual Harassment/Assault Response and Education**

The Sexual Harassment/Assault Response and Education (SHARE) web portal provides a central location for information about support, safety, medical, and reporting resources for the Harvard community. Through SHARE, Harvard community members can connect with timely and confidential counseling, contact 24/7 emergency services, find safe transport, consider filing a complaint, and speak with trained staff about possible academic, housing, workplace, or other adjustments. Visit the SHARE website: share.harvard.edu.

**Private Resources:** Deans, advisors, faculty members, campus administrators, coaches, and residential life staff who receive disclosures will only share information with those who have a need to know. For example, they may need to disclose what you tell them to the appropriate Title IX coordinator, the person responsible for addressing sexual harassment within the Harvard community. The Title IX coordinator will handle your information carefully, maintaining as much privacy as possible.
Title IX Coordinators for the College:

- William Cooper, Associate Dean of Student Life
  (617) 495-1942 - cooper4@fas.harvard.edu
- Emily Miller, Administrative Board Case Manager
  617) 496-9578 - emilymiller@fas.harvard.edu

Confidential Resources: These people are able to adhere to strict standards of confidentiality and can help you think through your situation and options, without sharing what you have told them other than in limited circumstances. There are a few exceptions to their ability to maintain confidentiality and you can ask about those exceptions before you speak to them. It is always best to first have a conversation about keeping information private or confidential, and what both of those mean in regard to your conversation. Confidential resources include licensed clinicians at Harvard University Health Services (HUHS), and the University Counseling and Mental Health Services (CAMHS) as well as rape crisis counselors, including counselors at the Office of Sexual Assault Prevention & Response (OSAPR).

Alicia Oeser, Director, Office of Sexual Assault Prevention and Response
(617)496-5636 - oeser@fas.harvard.edu

Free Speech and Inquiry
The third and perhaps central value of this University is the protection of free speech and inquiry. All members of the community are engaged here in the pursuit of knowledge and truth, and that pursuit requires that students and faculty members be able to ask any question about any topic. In this community we challenge each other to be critical and ready to express our ideas freely and openly. The College will take very seriously actions which infringe on the free speech of others, or which harass them because of their ideas or beliefs. We cannot tolerate harassment of any kind, whether couched in terms of race, gender identity, sexual orientation, political persuasion, or religious belief. Anyone who infringes on the freedom of speech and expression of others may face severe College penalties.

There are times, of course, when freedom of speech and expression may allow words and ideas to be spoken which may offend and cause discomfort to others in the community, either by accident or, in some cases, by intent. The College cannot, and probably should not, take it upon itself to censor or restrict such speech or ideas. However, we can and will work to foster education about and better understanding of why such ideas or words may be unfair to or painful for others. We hope that others in the community will also respond to words or ideas which may be based on prejudice or ignorance with more reasoned arguments. It is, after all, this process of ideas and points of view competing in the free setting of a university which leads to greater progress and understanding in our society as a whole. We also hope, of course, that our guiding principle of respect for others will lead people in this community to use their freedom of speech responsibly and without intent to harm or defame others. Comments which may be termed “hate speech” are certainly repugnant to the spirit and principles of this college, even if they may technically be protected by law.
Alcohol and Drugs

Keeping in mind the principles of responsibility and respect for others in the community, you must also make yourself aware of the College’s rules and regulations concerning use of alcohol and drugs. In the state of Massachusetts, it is illegal for anyone under the age of 21 to buy, obtain, or possess alcohol; it is likewise illegal for anyone to serve or procure alcohol for an individual under the age of 21. All citizens of the Harvard community are expected to observe the state law. Those who disregard the policies of the College in this regard make themselves liable for disciplinary action. In addition, when disregard for the policies regarding alcohol use is compounded by dishonesty or misrepresentation, any potential disciplinary situation becomes grave. For example, use of a false identification card to obtain alcohol can lead to considerably more serious action by the College than would the drinking alone. The College holds strictly to state and federal laws regarding possession or use of illegal drugs as well. Any member of the community involved in the use of illegal drugs may be subject to a severe disciplinary response from the College.

In Massachusetts, a social host may, under certain circumstances, be held liable for injuries caused by a guest who, having consumed alcohol on the host’s premises, does harm to himself or herself or to a third party. If the guest is a minor (i.e., under 21), and the host knew or reasonably should have known that he or she was furnishing alcohol to a minor, the host will be held responsible for injuries or damage to the minor or to the third parties caused by the minor’s alcohol-influenced actions. Furthermore, even if the guest was not a minor, a social host will be liable for injuries to third parties if the host knew or should have known that the guest was intoxicated but, nevertheless, gave him or her, or permitted him or her to take, an alcoholic drink.

It is important to be clear that the College’s obligation to respond strictly to alcohol or drug violations does not lessen our commitment to providing resources for students troubled by problems with alcohol or drugs. Confidential consultation and counseling are always available through the Harvard University Health Services. In addition, proctors and advisers are always ready to discuss concerns students have about alcohol or drug use, and to refer students to additional help if necessary.

The emphasis we place on these issues stems from our concern for the welfare of each student, and from our conviction that these standards must be respected and these guidelines upheld for this community to function as it should.

Race and Inter-Cultural Relations

Harvard College’s goals in race relations work are the following:

- To develop a more sophisticated understanding of race, culture, and religion among the members of today’s diverse Harvard College.
- To create groups of proctors, students, and faculty who are trained as responders and who work easily together on race, culture, and religious issues.
- To determine a workable process for resolving ethnic-related conflicts as well as religious conflicts that can be continually renewed since permanent solutions are likely to elude even the most well-intentioned.
• To establish procedures for the review of complaints about racial and religious insensitivity and harassment, and to meet our mandate: to act decisively against racial and ethnic intolerance while promoting an enlightened community.

At Harvard we expect that behavior and interactions with fellow community members will be dictated not simply by law, but also by our community values: consideration, respect, and sensitivity to others. This means that although we may choose to say what we please under the law, we are also responsible as members of this community for considering the possible impact of our actions on the sensibilities of others. Such values are essential elements for maximizing the potential of all community members, helping them to grow in a diverse and welcoming environment.

Impediments to reaching this goal sometimes emerge through subtle acts of racial or religious insensitivity as well as in overt racism displayed by some members of the community. Despite our best efforts, some encounter these problems. There are occasions in which issues of racial, cultural, or ethnic differences arise in ways that cause confusion, discomfort, or even disempowerment of an individual or group. Some racial minorities also experience behavior that is intentionally racist or insensitive.

Racial harassment, a manifestation of racism, is defined by the College as any action that has the purpose or effect of demeaning or discriminating against an individual on account of ethnic background or race. Harvard College condemns racism in all forms; acts of racial harassment are not tolerated in this community. Similarly, Harvard College condemns religious harassment in all forms.

Responding to Incidents of Racial Harassment and/or Insensitivity

Determining one’s response to an incident of racism or racial insensitivity can be difficult. The Harvard Foundation for Intercultural and Race Relations supports individuals who encounter these situations and offers various procedures for seeking resolution, including counseling, informal resolution, and formal resolution.

Counseling and Advising

The experiences of the victim and the alleged perpetrator of racial harassment can be painful and can result in self-blame, confusion, shame, and anger. We strongly encourage anyone involved in such a situation to seek advice and support in handling it. Attending to emotions through counseling and education is often an important step toward dealing with the experience and determining which course of resolution to pursue. The Harvard Foundation, located in Thayer Hall B-2, was established by the President and Deans to improve intercultural and race relations. The Harvard Foundation has worked with House Masters and the Dean of Freshmen to select race relations advisors from among the proctors and House tutors to be available as first responders and counselors to students who may encounter instances of racial or religious harassment.

Informal Resolution

Informal resolution is a process that allows complaints or issues to be handled without a formal investigation. The Office of the Dean of Harvard College and the Harvard Foundation for Intercultural and Race Relations assist students in exploring the issues
involved, so that they may develop ways of understanding and approaching the incident on their own, or with ongoing support or informal intervention. The Dean may bring into the discussion the director of the Harvard Foundation.

**Formal Resolution**

A student may wish to file a formal complaint either as a first step, or if the outcome of informal resolution is unsatisfactory. In order to file a formal complaint, students should contact their Resident Dean of Freshmen or Allston Burr House Dean. A conversation about the incident does not commit a student to filing a formal complaint, but a formal investigation will be conducted if a complaint is filed.

In the case of a formal complaint, the Resident Dean helps students through the administrative process. Appropriate disciplinary action for students will be taken by the Administrative Board or by the Student-Faculty Judicial Board. Complaints against faculty will ordinarily be referred to the Dean of the Faculty for appropriate action.

**Standards and Expectations in Academic Life**

From the opening of your first term at Harvard, you will be part of a company of scholars, contributing to, as well as learning from the intellectual discourse here. To function productively in the classroom and in the broader academic community, you must know what is expected of you in your academic work. To that end, Harvard recently established an Honor Code that reaffirms our expectation that all members of the academic community uphold the value of integrity. To review the Honor Code visit the website: honor.fas.harvard.edu.

**Academic Integrity**

Truth and honesty are the foundation of scholarship, and trust in fellow students and scholars is essential to the free exchange of ideas and knowledge. By drawing your attention, early and frequently, to the principles of academic integrity, your proctors, advisers, deans, and course instructors intend both to help you avoid trouble and begin to develop ideas and knowledge. Because college work is qualitatively different from the work you did in secondary school, you will be asked to work with a new level of sophistication, and the emphasis on citation and careful use of data and sources reflects that sophistication. Therefore, it is important to be clear from the beginning about how you cite and collaborate because responsible citation and collaboration do not just relate to rules, they are integral to developing ideas.

You will receive when you enroll in expository writing a detailed statement from the College that outlines the appropriate acknowledgment of the sources which you, like all scholars, will use as you incorporate the work of others into your papers, studio projects, musical compositions, and computer programs. “Not knowing” the rules, or “not understanding” the community’s expectations cannot excuse inappropriate behavior or breaches of the community’s trust. It is your responsibility to know and to understand these principles — and when you are unsure what is appropriate in a situation, it is your
responsibility to ask your instructors, teaching fellows, dean, or adviser. Please know that asking these questions is a sign of an inquisitive mind—a strength—not a sign of weakness or lack of knowledge.

Academic integrity means that the ideas and the work you represent as your own must be your own, and you must signal where you are drawing on the thoughts, ideas, and words of other scholars. This seems a simple concept, but just like developing ideas, it is not always as easy as it would seem. Experienced scholars must review and consult each other about the subtleties of working with sources and acknowledging their debt to other scholars. They often negotiate this by being generous in their acknowledgment of previous scholars’ impact and influence. Furthermore, because you are now doing qualitatively more complex work, the way you work with and cite the work of other thinkers will become more complex. As you proceed through your coursework here — as you are asked to write your reflections on your readings or your analysis of a particular topic, or to paint a seascape or a self-portrait, or to construct the algorithm for a computer program — you may sense the importance and challenge of distinguishing between what is truly “yours” and what you have adapted from someone else. On one level, and at some points, you may be persuaded that nothing is truly yours. Your professors and teaching fellows know more than you, and everything you know about a topic under consideration you have learned in lecture or from readings assigned in your courses. This problem — of knowing whether and when you can confidently speak, draw, compose in your own “voice” — is a common one, and one of which your teachers and advisers are well aware and can provide advice and instruction. These are questions all scholars and artists grapple with throughout their active lives, and as you deal with these, you are learning to be a thinker and scholar.

In practice, scholarship means integrating your ideas and voice with what others have said and done, and then building on that work, in new and creative ways. It means risking being wrong or risking criticism. At times it will mean extending the ideas of others and in other instances, arriving at your objective via a route which differs from that taken by others. It may mean questioning what others — including some of your instructors — have said or done. By understanding and acknowledging the work of others you can take intellectual risks with the confidence that what you will produce has integrity. Most students come to college as excellent reporters. They can summarize accurately the wisdom of others, and then in a paragraph or two can suggest that the weight of everyone else’s wisdom tends to a certain conclusion. At the most fundamental level, the distinction between reporting and your own work lies in what you add to the source — what is unique to your understanding of the material, to your reading of multiple sources, and to your interpretation of them. When you perceive that distinction, and when you begin to draw that distinction in your own work, and showing how your work compares with the work of other scholars, some of the difficult problems of attribution and acknowledgment will recede, and your confidence and your pleasure in your work will increase.

Broad development of your intellect is a primary goal of a liberal arts education. Meanwhile, there are points for you to bear in mind to avoid problems in your use and acknowledgment of ideas and work. First, and most obviously, carefully plan your time and approach to papers, problem sets, studio projects, and computer programs.
Procrastination and last-minute haste lead to panic and, in desperation, cheating and academic dishonesty. Careful planning and organization allow you to responsibly reflect on the work of others and build on, rather than simply replicate, that work. Working to exhaustion and without organization and planning make it both difficult for you to move beyond the work of others to your own synthesis, interpretation, or approach, and more likely you will have difficulty distinguishing your ideas from the established ideas of other scholars and sources. Taking time — to talk with your teaching fellows about the assignment and your approach to it, to take appropriate and careful notes, to lay aside your first efforts and reflect on them before returning to produce your finished piece — will make possible the thought and involvement that move your work beyond the level of mere reporting.

Second, **know what the faculty is asking of you**. Are you to work from an existing model, to produce the best replication that you can? Are you to summarize current scholarship on a particular issue? Or, are you asked to build on what has been discussed or on skills you have developed in a course, creating something that is new and uniquely yours? “Writing a paper” can mean many things; so can “writing a program” or “doing a studio project.” Know what your instructor expects. Read the syllabus and any handouts carefully, and take time to talk with your teaching fellow about any major project before you undertake it. **Working at the last moment may not allow you time to contact an instructor with questions about the assignment.**

Third, **be sure you understand**, from syllabus comments or from direct conversations with your teaching fellow or your course head, **what constitutes appropriate group work or collaboration, and appropriate use of sources for each course and for each specific assignment**. Never hesitate to ask; guidelines vary. In some courses, you will be encouraged to work together in study groups to prepare homework assignments. You may be encouraged to ask friends to critique your papers. In other courses, collaborating with others to prepare homework assignments or asking a friend to critique a paper is considered inappropriate and a violation of standards of academic honesty. In some studio assignments, students reproduce a museum work or derive a musical composition from a well-known piece. In other assignments, sometimes for the same course, such use of others’ work would constitute misuse of sources.

Fourth, **be sure you take careful notes**, ones that accurately reflect the source of your ideas as well as the source of material you will quote or paraphrase, or otherwise use as inspiration. Then, be sure that you know how to cite the sources you have used. Talk with your teaching fellows and instructors, or with staff members at the Bureau of Study Counsel or the Writing Center, about how to take notes, when to quote directly, and how and when to paraphrase. Almost every student must work to develop these fundamental academic skills. Learning to take accurate, careful notes now, at the outset of your career here, is indispensable. Chances are you have never taken notes as extensive or paraphrased material as complex before, and these are among the most difficult tasks for any scholar, whether novice or experienced. Also, stylistic conventions in annotation differ across the academic disciplines. It is important that you take time to learn the practices appropriate to each field you study.
Fifth, and perhaps most important, be sure as you finish your paper (or your drawing, poem, lab write-up, problem set, or computer program) that you can distinguish what is truly yours in the work. If you cannot do so, and if your assignment was to produce anything more than a simple copy of another’s efforts, contact your teaching fellow or course head immediately to ask questions or request an extension. Even if you are refused additional time, and even if (in the worst case) you lose credit for the exercise, the cost is far less than that involved in submitting work which is not significantly your own.

There may be times in your undergraduate career, especially as you begin to take courses that are related conceptually or substantively to each other, when you will be tempted to submit work for one course that you have already received credit for in another, or submit the same work to two courses which have similar assignments due at approximately the same time. Dual submissions, as they are called, are rarely allowed, and only with the prior written consent of the faculty involved. You are enrolled in Harvard courses to learn, and you cheat yourself and the investment you are making of your time and your talents when you shortcut that process. You miss the excitement of new discoveries and the sense of intellectual achievement that come from mastering new material. Likewise, you may be tempted to submit to a Harvard course your award-winning high school essay on King Lear or work done for your N.E.H. Younger Scholars’ project or the Westinghouse Science Fair. This type of submission is not allowed. If you submit work that has already been developed and evaluated elsewhere, you trespass on the right of your peers to equity in their dealings with the course in which you are currently enrolled. When the time comes for you to take examinations at Harvard, you will experience the scrupulously formal procedures, which are designed to ensure fairness and to provide conditions under which all students may produce work which reflects their mastery of course material. Exams in Harvard courses are proctored. Students receive explicit instructions about seating and about what materials may and may not be brought into examination rooms. Except where explicitly permitted by your instructor, the use of papers, books, or other supplementary materials during a midterm or final examination is forbidden. Be sure when the time comes that you understand precisely your exam proctors’ instructions about seating and placement of books, notes, etc., and be sure that you follow those instructions absolutely.

In closing, bear in mind that your instructors and advisers assume that you are honest and that you join this community ready to engage fully and maturely in the intellectual effort that is both the reason for the College’s existence and the reason you are here. To engage fully with students in your courses, with the faculty, with your teaching fellows, and with members of the University staff, you must know the issues and the subtle differences that distinguish a first-rate university from even the most sophisticated and outstanding secondary schools. Know, too, that in addressing you forthrightly about these issues, the College demonstrates its faith in your maturity, in your capacity to function productively in the University, and most of all, in your willingness to assume thoughtfully the responsibilities which accompany membership in a company of scholars.
Office of Academic Integrity and Student Conduct

Starting July 2015, the College has created the Office of Academic Integrity and Student Conduct to house the Administrative Board and the Honor Council. The Administrative Board will review academic records, provide exceptions to the rules, and evaluate matters of student conduct, while the Honor Council will deal with questions of academic integrity and the Honor Code. Any infractions of the standards described in the Handbook for Students would be referred to the Office of Academic Integrity and Student Conduct.

Based on the principles of community governance and education, the Harvard College Honor Council is comprised of undergraduate and graduate students, faculty, and staff working together to review possible violations of the Honor Code and academic integrity.

The Administrative Board is a committee of the faculty and administrators charged with interpreting and applying the rules of the Faculty of Arts and Sciences that pertain to undergraduates. Commonly known as the Ad Board, the Administrative Board enables the College to respond to the circumstances of individual students in fair and clear ways. It is the group that will determine exceptions to College rules, and, as such, often becomes a resource for students who seek responses to unusual situations in their lives. Taking up individual cases presented by the Freshman Dean’s Office and the upperclass Houses, the Board makes decisions about requests for exceptions to the rules. In addition, the Administrative Board reviews unsatisfactory academic records at the end of each term. The working membership of the Administrative Board includes the Dean of the College, the Dean of Freshmen, the Resident Deans of Freshmen from the freshman Yards, the Allston Burr Assistant Deans from each of the thirteen upperclass Houses, associate and assistant deans, and senior members of the Faculty, for a total membership of about 30. Members of the Board engage in full discussion of the circumstances of each case, and then decide by vote how to respond to those circumstances.

At any point during your undergraduate years when you have business with the Office of the Administrative Board, be it a routine request or an exceptional petition or a case, you always have available to you a representative on the Board: during your freshman year, it is your Resident Dean of Freshmen; when you are an upperclass student, it is your Allston Burr Assistant Dean. Your dean will also work with you should you have business with the Honor Council.

In addition to these human resources, the online information about the Board (http://www.adboard.fas.harvard.edu) and Honor Council (http://www.honor.fas.harvard.edu) offers you a thorough outline of how these processes work. In any petition or disciplinary case, the expectation is that students will deal honestly and fully with the Board and Honor Council. Ours is a college composed of students and teachers sharing common concerns for learning and working together. The Office of Academic Integrity and Student Conduct, in its goal of ensuring the fair and smooth functioning of this community, is instrumental in addressing and implementing those concerns.
Course Procedures

When you enroll in a course, you set in motion a contract in which you and the faculty agree to meet the work of the course together. Through the syllabus and other course materials, the faculty member makes clear what will be covered, what subjects addressed, what ideas discussed or skills learned, and what work is expected. You, in turn, agree to fulfill the requirements, to attend lectures, labs, and sections, and to treat the work of the course responsibly.

Class Attendance and Absence from Cambridge

Regular attendance at academic exercises is expected of all students. Absence from academic activities, for whatever reason, even while representing the College in extracurricular and athletic activities, does not relieve a student from responsibility for any course work required during the period of absence.

Students are expected to remain in the immediate vicinity of Cambridge during term-time with the exception of scheduled vacations and holidays, as well as during the reading and examination periods. Students should not be absent from the area for extended periods during the term without the permission of their Resident Dean of Freshmen or the Allston Burr House Dean in their upperclass House.

Add/Drop Period

While listing a course on your study card signals your intention to enroll in and complete the course, you do have the chance to adjust your program after the first week of the term. Until the fifth Monday of the term, you can drop a course from your program, and your transcript will carry no notation that you were enrolled in the class. Until the fifth Monday, you can also, with the permission of the instructor, add a course late, or change the grading status of certain courses (from graded to pass/fail, or vice versa).

Withdrawal Policy

Between the fifth and seventh Mondays of the term, you can withdraw from a course; the name of the course and the notation “WD” will be included on your transcript, indicating your more significant commitment to the class. Any change to your program should be a topic of careful conversation among you, your adviser or your resident dean, and the faculty member teaching the course, since dropping or withdrawing from a class can affect your rate of progress toward the degree, and adding a class late entails catching up on missed reading and assignments.

Once the add/drop and withdraw deadlines have passed, you are expected to complete the courses in which you are enrolled. Exceptions are made only in documented cases of medical or other emergencies, and can only be granted by the Administrative Board after the student has consulted his or her adviser and resident dean.

Within each course, dates for hour tests and deadlines for papers or projects are set by the faculty. It is helpful as you choose your courses to review when mid-term exams fall and when papers are due, so that you can anticipate which weeks will be busiest.
Extensions and Make-ups

While it is your responsibility to plan your work so that you have sufficient time to complete your assignments, on occasion circumstances do arise that present difficulties. If you find yourself in such a situation, be in touch immediately with your resident dean and with the teaching fellow or instructor in the course. While many courses do not grant extensions, or assess some penalty in doing so, it is always to your advantage to explain the reasons for a late paper. Faculty may, if they judge it appropriate, grant extensions on written work up until the last day of final exams for that term. Any extension beyond that date, or any arrangements for a make-up exam after the regularly scheduled date of the final, can only be granted by the Administrative Board. (Such make-ups are ordinarily granted only for medical or other emergency reasons.)

Grades and Unsatisfactory Records

Your adviser will talk with you throughout the term about your performance in your courses. These conversations are intended to help you develop ways of assessing your own progress in your courses, since formal feedback from instructors occurs less frequently than you may be used to.

Some students at first receive grades lower than what they are accustomed to or expect. The dip is usually temporary. Students who may be having difficulty when midterm grades are reported are almost always able to improve their work, and students whose first terms may have gone less well than they had hoped are, in most cases, more satisfied with the spring semester.

The FDO receives reports of unsatisfactory (lower than C-) grades for freshmen at midterm each semester. The resident dean contacts each student who has an unsatisfactory midterm record to suggest a meeting to discuss the factors contributing to the difficulty and help the student get the work for the course back on track. Grades usually improve as students grow familiar with new ways of learning. Along the way, the resident deans and advisers may urge consultations with teaching fellows and faculty, work with a tutor, or meeting with a counselor at the Bureau of Study Counsel to discuss study strategies.

Standards for satisfactory performance are explained online in the Handbook for Students, and all undergraduates should be sure that they understand the College’s policies. The requirements for satisfactory performance in the first term of students’ enrollment at Harvard explicitly recognize the myriad academic and personal adjustments demanded of students just beginning undergraduate study. At the end of the fall term, freshmen whose records remain unsatisfactory (two Ds, one E, or worse) are reviewed by the Administrative Board. Rumors abound that countless freshmen find themselves on academic probation at the end of the first term. In fact, very few students are placed “on pro” early in the first year. However, a continuing record of unsatisfactory performance is cause for concern. The Administrative Board may require a student whose record continues to be unsatisfactory to leave the College for a year to gain new perspective. In almost all cases, such students return to pursue successful careers at the College.
The Academic Program

Description of the Curriculum and Academic Opportunities

The undergraduate curriculum is structured to ensure that every student who graduates from Harvard College has met the goals the faculty has deemed important for a liberal arts education. In consultation with your advisers, you will create an academic program to reflect your own particular interests and needs, building on requirements and expectations held in common for every undergraduate.

It is the mission of the Faculty to help students acquire the knowledge, skills, and habits of mind that will prepare them to understand and appreciate the complexities of the world and their roles in it. Students must learn to question assumptions, be self-reflective, think critically and analytically, and engage effectively with different historical moments and cultural formation. The components of the curriculum have been designed by the Faculty to form a coherent common ground from which each student works.

Academic Requirements for the Degree

All students fulfill certain common requirements for the undergraduate degree:

- A one-term course in expository writing (Expository Writing 20), focused on analytic writing and revision.
- Completion of one course in each of the eight areas in the Program in General Education.
- One year of study of a foreign language (or proficiency in a language other than English that can be demonstrated upon entrance by an appropriate placement test).
- Completion of the requirements outlined by one of the Fields of Concentration.

The Handbook for Students will be available online in early August, and you will refer to it frequently throughout your undergraduate years. Here we hope you will read and reflect on the purposes behind the various components of the College curriculum, and develop a sense of how these requirements will contribute to your own education.

Expository Writing

Your expository writing course will give you the opportunity to build on the strengths you already have as a writer, as well as develop new skills and approaches suited to the expectations of college-level academic writing. The expository writing requirement is met by passing Expository Writing 20, a one-term course in academic writing, taken either in the fall or the spring of your first year. Every student takes “Expos” — the requirement cannot be met by a standardized test score or by advanced writing courses taken before you arrive at Harvard.

Each expos class focuses on a different topic, as varied as democracy in the digital age, tragedy and everyday life, or social worlds of friendship. However, every section emphasizes common issues that will serve you well in the frequent writing expected by your instructors here: how to analyze and think critically about texts, make coherent
arguments using evidence, and develop and improve written work through drafting and revision. A fundamental mission of each section is to help students develop a keen sense of what it means to approach their academic writing with integrity, using sources honestly and acknowledging them appropriately.

Expos involves frequent writing and revision, with constructive feedback. To allow for this — and for frequent discussion of students’ work — classes are strictly limited to 15 students per section. Instructors hold individual conferences with each student several times throughout the term, in addition to providing substantial written comments on the drafts and revisions of the three essays that the student produces. The aim is to enable students to move into other courses as confident writers, at ease working with sources, analyzing evidence, and discovering and arguing for their own ideas.

In the fall term, the Writing Program also offers Expository Writing 10: Introduction to Expository Writing, a course appropriate for students who would benefit from an additional term of coursework to help make the transition to college-level writing. (Expository Writing 10 does not satisfy the expository writing requirement by itself, but must be followed by Expository Writing 20 in the spring.) Students may receive a recommendation to enroll in Expos 10 based on the results of their expository writing placement exam. Any student interested in Expository Writing 10 must meet with a Writing Program faculty member during Opening Days for an advising session.

The Program in General Education

Harvard has long required that students take a set of courses outside their concentration in order to ensure that their undergraduate education encompasses a broad range of topics and approaches. The Program in General Education, known as “Gen Ed,” seeks to connect in an explicit way what students learn in Harvard classrooms to life outside the ivied walls and beyond the college years. The material taught in Gen Ed courses is commensurate with material taught in the rest of the curriculum, but the approach is different. The courses aim not to draw students into a discipline, but to bring the disciplines into students’ lives. The Program in General Education introduces students to subject matter and skills from across the University, and does so in ways that link the arts and sciences with the 21st-century world.

Complementing the rest of the curriculum, this program aims to achieve four goals that link the undergraduate experience to the lives students will lead after Harvard:

- to prepare students for civic engagement;
- to teach students to understand themselves as products of, and participants in, traditions of art, ideas, and values;
- to enable students to respond critically and constructively to change; and
- to develop students’ understanding of the ethical dimensions of what they say and do.

Students must complete one course in each of the following eight Gen Ed categories. In order to fulfill Gen Ed requirements, courses must be taken for a letter grade. Additionally, one of these eight courses must engage substantially with the study of the past.
Aesthetic and Interpretive Understanding (AIU) – Courses in AIU focus on the development of aesthetic responsiveness and the ability to interpret forms of cultural expression through the study of literary or religious texts, paintings, sculpture, architecture, music, film, dance, decorative arts, etc. Students learn to engage intelligently and critically with the world of art, literature, and ideas by analyzing works in a theoretical framework.

Culture and Belief (CB) – Courses in CB develop an understanding of and appreciation for the ways that social, political, religious, economic, and historical conditions shape the production and reception of ideas and works of art, either within or across cultural boundaries. Students in these courses examine how cultures and beliefs affect the identities of individuals and communities. Courses in this category draw connections between the material covered and cultural issues of current concern or interest.

Empirical and Mathematical Reasoning (EMR) – Courses in EMR teach conceptual and theoretical tools used in reasoning and problem solving, such as statistics, probability, mathematics, logic, and decision theory. Students develop the ability to apply abstract principles and theories to concrete problems. They also learn how to make decisions and draw inferences that involve the evaluation of data and evidence, and how to recognize when an issue cannot be settled on the basis of the available evidence. Students will become aware of the many mistakes human beings are prone to making in their reasoning and come to understand how to avoid common pitfalls in inference-making.

Ethical Reasoning (ER) – Courses in ER teach students to reason in a principled way about moral and political beliefs, and practices, and to deliberate and assess claims for themselves about ethical issues. Students examine the competing conceptions and theories of ethical constructs such as the good life, obligation, rights, justice, and liberty with a focus on developing the ability to assess and weigh the reasons for and against adopting them to address concrete ethical dilemmas. Students in these courses may encounter a value system very different from their own that calls attention to their own ethical assumptions.

Science of Living Systems (SLS) – Courses in SLS teach central concepts, facts, and theories in the life sciences and engineering, and relate them to problems of wide concern. These courses may explore a range of topics relating to understanding life — its origins, the way it adapts to and changes the environment, and the ways in which human interventions can affect its trajectory. These courses provide students with the tools to evaluate scientific claims, consider alternative accounts for empirical findings, and appreciate the ambiguity that often surrounds such findings. Whenever possible, students examine the nature of experiments on living systems through laboratory, field, or other hands-on experiences.

Science of the Physical Universe (SPU) – Courses in SPU teach scientific concepts, facts, theories, and methods in the physical sciences and engineering and relate them to problems of wide concern. These courses may explore discoveries, inventions, and concepts in the physical sciences that have led to or underlie issues affecting societies across the globe including reliance on fossil fuels, the exploration of space, the proliferation of nuclear weapons, climate change, and privacy in an age of digital communication. The courses provide students with the tools to evaluate scientific claims, consider alternative
accounts for empirical findings, and appreciate the ambiguity that often surrounds such findings. Whenever possible, students examine the nature of experiments in the physical sciences and engineering through laboratory, field, or other hands-on experiences.

**Societies of the World (SW)** – Courses in SW provide students with an international perspective by acquainting them with values, customs, and institutions that differ from their own, and help students to understand how different beliefs, behaviors, and ways of organizing society come into being. These courses may focus primarily on a single society or region, or they may address topics that transcend national boundaries, analyzing the flow and transformation of money, goods, people, resources, information, or ideas between and among different societies. The courses may take a variety of disciplinary approaches, and may treat topics from a contemporary perspective or a historical one. Students will develop an awareness of the diversity of ways in which human beings have organized their social existence.

**United States in the World (USW)** – Courses in USW examine American social, political, legal, cultural, and/or economic practices, institutions, and behaviors from contemporary, historical, and/or analytical perspectives. These will help students to understand this country as a heterogeneous and multifaceted nation situated within an international framework by examining ideas about what it means to be an American, about the persistence and diversity of American values, about the relations among different groups within the United States and between the United States and the rest of the world. Courses may compare the American situation to other societies of the world, or show change over time within the US. These courses prepare students for civic agency by providing critical tools to understand these issues in a historical and/or comparative context.

In general, students should plan to take one Gen Ed course per term. There are, however, no constraints regarding the timing of the requirements as long as all are completed by graduation. First-year students often find that Gen Ed courses are useful for exploring potential concentrations. Other students use Gen Ed requirements to add some variety to their studies. To learn more about Gen Ed, please visit [www.generaleducation.fas.harvard.edu](http://www.generaleducation.fas.harvard.edu). If you have questions, please email gened@fas.harvard.edu, call (617) 495-2563, or visit the Gen Ed office on the fourth floor of the Smith Campus Center.

**Foreign Language**

All undergraduates are required to demonstrate proficiency in the study of a foreign language. Students must complete the foreign language requirement by the beginning of junior year. This can be achieved by:

- Passing with a letter grade, one appropriate full-year or two half-year courses in one language at Harvard, or the equivalent as determined by the appropriate language department. These courses may not include foreign literature courses conducted in English;
- Passing with a letter grade, a language course or courses at the appropriate level taken in Harvard programs abroad, as approved by the appropriate language department. Study completed at other institutions may also fulfill the requirement
if approved by the appropriate language department whether through examination or on the basis of achieving a minimum grade;

- Earning a minimum score of 700 on a College Entrance Examination Board SAT II Test that includes a reading component;
- Earning a passing score as determined by the department on a placement examination administered by certain language departments;
- Earning a score of seven or greater on most International Baccalaureate Higher Level language tests (the Portugal B test may not be used to fulfill the requirement);
- Earning a minimum score of five on a College Board Advanced Placement Examination;
- Demonstrating that a student’s high school education was conducted in a language other than English. Students will need to provide the official high school transcript.

If you are planning to study a language at any time at Harvard, or hope to place out of the language requirement, you should take a placement exam in any language with which you have prior experience. The French, German, Italian, and Spanish exams will be administered online over the summer (more information on these exams can be viewed at http://placement-info.fas.harvard.edu). All other language exams will be administered on campus at a designated time during Opening Days. A student whose score on the online exam indicates sufficient mastery of the language to satisfy the requirement will need to take a brief, proctored follow-up exam after arriving on campus.

The Harvard faculty offer instruction, from beginning to advanced levels, in over 45 languages, ranging from Arabic and Spanish to Russian and Vietnamese to Igbo. Most students find that the emphasis on oral and aural skills in language courses taught here is far greater than that in their high school classes.

Students whose native language is not English may satisfy the foreign language requirement with evidence of the official high school transcript; otherwise, proficiency in that language can be documented on one of Harvard’s placement exams. The Office of Undergraduate Education may also be able to arrange special language tests with members of the Faculty in languages for which standard tests are not routinely offered. If this applies to you, please be in touch with the Office of Undergraduate Education (oue@fas.harvard.edu).

**Citations in Foreign Language**

Advanced training in a foreign language is a valuable component of a liberal arts education; it allows students to employ another language in cultural exchange, research, and work. To foster such training, many of the “language and literature” and “language and civilization” departments offer programs in which you may earn a citation in a modern or ancient language.
Each language citation program consists of four half-year courses of language instruction beyond the first-year level and/or a half-year course taught primarily in the foreign language. Courses that satisfy the requirements for a citation are sometimes counted toward General Education and/or concentration requirements. They may also play an important role in a study-abroad or work-abroad experience. Students must complete all courses that count toward the citation with letter grades of B- or better.

If you are interested in the possibility of pursuing a foreign language citation, you should discuss your plans with the appropriate representative of the relevant language program as soon as possible. You should also consult your adviser and the online Handbook for Students for specific requirements and opportunities.

**Concentration**

Your concentration is your commitment to a particular discipline, field, or specialization — the cornerstone of your academic program. At most colleges, this would be known as your “major.” Complete requirements for each field of concentration can be found in the *Fields of Concentration* portion of the *Handbook for Students* online. You can also find a brief description of each concentration at the concentrations website: concentrations.fas.harvard.edu.

Because concentrations at Harvard are not designed strictly to prepare you for a career, your choice of concentration should be based on your intellectual interests. What are you excited about studying? What do you want to learn? With which faculty members would you like to study? Study in any field of concentration will teach you the analytic skills and the discipline of mind that you will carry into your future pursuits.

Many of the concentrations represent fields of study not found in your secondary school curriculum. Most high school students have not taken courses in folklore and mythology, South Asian studies, or history and science. Even the fields more commonly found in most high school programs, such as English, history, or mathematics, encompass different approaches, new questions, and greater depth when taught at the college level. For that reason, even if you arrive relatively certain of your intended field of concentration, the process of exploring a variety of fields is essential to your freshman year. Be sure to allow yourself the chance both to continue in your areas of strength as well as to follow new interests leading you into previously unknown areas. The concentration you choose in the end may well turn out to be in a field you had not considered before.

Your career goal — if you have one — should not determine your total college experience. Studies of graduating seniors and alumni show that a student need not major in economics to get a job in business; that science concentrators do not have an advantage over the non-science concentrators in medical school admissions; and that law schools accept students from all concentrations. Over 50 percent of Harvard graduates are pursuing careers that have no direct connection with their undergraduate field of study. With careful planning of electives and extracurricular activities, you can gather sufficient career-related knowledge and skills to satisfy admissions requirements of graduate schools or to qualify for entry-level employment in your chosen field. The years you will devote to your liberal arts education offer you a rare opportunity to study a field simply for the love of the subject itself.
Students select their concentrations at the end of their third term. To help you consider that choice, you will consult with your freshman and sophomore advisers, and with departmental faculty and representatives. Each concentration is structured so that students move from introductory courses to more advanced work in seminars, conference courses, small-group or individual tutorials, and/or research courses. The courses required for a concentration make up approximately one-third to one-half of your overall college program. Honors in a concentration generally require more courses, additional tutorial work, and a senior thesis or advanced seminar work at a similar level of sophistication.

Six fields of concentration limit enrollment by selecting their concentrators from those students who apply. These “limited concentrations” are Environmental Science and Public Policy; History and Literature; Comparative Literature; Social Studies; Visual and Environmental Studies; and Studies of Women, Gender, and Sexuality. Each of these concentrations attempts to select those students whose needs and interests will best be served by its program and will admit as many students as its teaching resources will allow.

**Joint Concentration**

Some students find that their interests are better accommodated by pursuing a joint concentration that combines two fields. The two fields combined in a joint concentration must each be an undergraduate concentration offered in its own right. A joint venture is meant to integrate the two fields into a coherent plan of study. Joint concentrations ordinarily culminate in an interdisciplinary thesis written while enrolled in the thesis tutorial of one concentration only. Some concentrations do not participate in joint concentration programs. You should consult with the Head Tutor or Director of Undergraduate Studies in the relevant fields for more information.

A joint concentration is not a double concentration. For students who do not wish to integrate the work of two separate fields into one coherent program, a secondary field option may be more appropriate.

**Special Concentration**

Other students find that they cannot pursue their academic interests within existing distinct or joint concentrations. These students may petition the Committee on Degrees in Special Concentrations to be allowed to pursue a program of their own design under the guidance of a faculty member. Developing a proposal for a special concentration requires close consultation with faculty members, familiarity with Harvard’s curriculum, and careful planning. It is unusual for a student to complete the process by the time s/he declares a concentration in the third term. Most students declare an existing concentration, and then spend additional time planning the special concentration. Nevertheless, students who are interested in learning more about special concentrations are encouraged to talk with the Head Tutor for Special Concentrations during their first year.

**Secondary Fields**

Secondary fields, like “minors” at other schools, provide the opportunity for focused study outside of the primary area of concentration. A secondary field may complement your primary area of study in a concentration, or it may be entirely separate. Unlike a joint concentration, no integrative work between the secondary field and the primary concentration is required. Because we want you to explore during your first three terms,
you may not declare a secondary field before you have declared your concentration. Secondary fields are entirely optional and are not required for graduation, although the successful completion of a secondary field will appear on your transcript. You should remember that you may receive credit for only one secondary field. For information on particular secondary fields, please consult the secondary fields section of the Handbook for Students. You are also encouraged to discuss your plans with the Head Tutor or Director of Undergraduate Studies in your potential concentration.

Freshman Seminar Program

A freshman seminar ordinarily brings together one instructor with 12 students to study a topic of mutually-shared interest. As a discussion-based, non-letter graded course, a freshman seminar generally focuses on a series of assigned texts or presentations, and often features special instructional activities such as guest speakers, concerts, exhibitions, studio or lab work, and field trips that enhance the learning experience for freshmen. Some students choose to take a freshman seminar in order to deepen their understanding of a subject on which they have already done substantial work; others enroll in a seminar in order to explore unfamiliar fields of study. Whatever the motivation, students often cite a freshman seminar as their best learning experience at Harvard. While freshman seminars are not required, you are strongly encouraged to consider enrolling in at least one of these courses.

Admission to a freshman seminar is by application, and freshmen may apply to as many freshman seminars as genuinely interest them. We urge students to submit at least three to five applications in order to increase their chances of getting a seat in one of their top-choice seminars. Seminar assignment is determined by a matching algorithm that takes into consideration a student’s seminar choices, faculty offers, and available seats. A student may apply to seminars in fall and spring, but may enroll in only one seminar per term. Spring term seminar preference is given to those freshmen who have not enrolled in a fall term seminar.

Please consult the Freshman Seminar Program catalog, which will be mailed to your home address in June, or their website (www.freshmanseminars.college.harvard.edu) for both fall and spring application deadlines, step-by-step application instructions, and answers to frequently asked questions. For questions that are not addressed in this material, please contact the program’s staff by phone at either (617) 495-1523 or (617) 496-3993, or by email at seminars@fas.harvard.edu.

Academic Advising

The Role of Your Freshman Adviser & Peer Advising Fellow

One of the most important mentoring relationships you will form in your first-year will be with your freshman adviser. Members of the Board of Freshman Advisers advise students on a wide range of issues to do with academics and other aspects of college life.

Some first-year students will have their proctor as their freshman adviser, though most will be advised by a non-resident adviser, typically a faculty member, administrator, or graduate
student. The main role of your freshman adviser is to assist you in preparing your academic plan, in making the best use of Harvard’s resources, and in finding answers to whatever questions you may have. Every first-year student is also assigned a Peer Advising Fellow (PAF) who can answer questions about life at Harvard and the transition to college, provide a student’s perspective on Harvard academics, and help you build your advising network. Though some of your advising conversations will focus on nuts-and-bolts matters such as how to choose classes or how to decide whether to add or drop a class, the most important discussions you will have with your advisers will range more widely. They may, for instance, focus on how you should think about choosing your concentration, decide among different possible summer plans, seek out study abroad, research, or internship possibilities, and about preparing for life, work, or study post-Harvard.

Like any relationship, the one you and your adviser build requires mutual effort. The most productive advising relationships develop over time, and have as their basis a mutually agreed upon set of expectations. Bear in mind, it is not the role of your adviser to make decisions for you. Decisions about such things as which courses to take, which concentration to declare, which extracurriculars to get involved in are yours alone to make.

Just as you should have expectations of your adviser, so too will he or she have expectations of you: above all, that you will be responsive and respectful, and take your work together seriously. You will be expected to meet with your adviser regularly throughout the year in the lead-in to important academic deadlines (e.g., study card day, the add/drop deadline). Your adviser will expect you to be forthcoming, and to reach out to him or her as questions or concerns come up. Though certain academic requests do require the signoff of your adviser, for the most part, consulting with your adviser is not the same as asking permission to do something. Your adviser is expert at providing advice and guidance, but they may not know the answer to every question. When they do not have an answer for you, they may refer you to other advising resources. Be sure to follow up on such referrals. One of the most important things you need to start doing in your first year is building your advising network.

**Departmental Advising in the First Year**

As you begin to explore different fields of study, you are strongly encouraged to seek out more specialized academic advising in the different academic departments. Though students are not required to declare their concentrations until the end of the fall term of their sophomore year, it is a very good idea to speak with advisers in the departments much earlier about questions to do with course selection and sequencing, and about ways of exploring their fields outside the classroom. Most concentrations publicize advisers’ office hours on their websites.

**Exploring Concentrations**

Information about the concentrations can be found in the “Fields of Concentration” section of the *Handbook for Students* (http://handbook.fas.harvard.edu) and on the Advising Program Office’s concentrations website (http://concentrations.fas.harvard.edu). You will have many opportunities to meet with concentration advisers. Departments welcome students to visit them and ask questions any time. Many departments will be holding
open houses during Opening Days, or putting on specific advising programs. Check the *Calendar of Opening Days* for information.

During freshman year, you are encouraged to peruse concentration handbooks and websites; to speak with faculty in fields that interest you; and to meet with Directors of Undergraduate Studies (DUSes), the chief academic advisers in each concentration. (Note: in some concentrations, this person is called the Head Tutor; in others, the Coordinator of Undergraduate Studies.) For contact information, see the links immediately above.

**Meeting Academic Requirements in the First Year**

Though every undergraduate has the same degree requirements (including Expository Writing, General Education, and Foreign Language requirements), first-year students’ plans of study vary widely. Some students decide to take foundation courses in languages, math, or science with broad relevance to many possible fields of study. Others take courses in fields they are familiar with and are already considering as a concentration. And still others take courses that allow them to explore fields they have never encountered before. An ideal program of study is one that balances a mix of strategies. Your Freshman Adviser will help you decide which specific balance will be best for you.

**Thinking Ahead — The Big Picture**

At the beginning of the year you and your Freshman Adviser will talk a lot about choosing courses, but your focus will not be on short-term goals only. Your adviser will challenge you to think about how the choices you make now may fit with ones you will be making in the future. Come to your advising meetings with questions. Give serious thought to what your goals are now and how you hope to achieve them. But be sure to come with an open mind as well. Would you like to study abroad? Conduct research? Is there a particular problem in the world you are especially interested in solving? Even if some of your goals are more distant ones, it is never too early to start planning for them. Your advisers are here to assist you at every step along the way, whether you are coming to Harvard with strong ideas about what you want to achieve, or whether you are coming with no set ideas at all. The more you engage with your advisers, and the more thoughtful you are about charting your own path, asking your own questions, and seeking your own answers, the more successful and rewarding a college experience you will have.

**Placement Exams and Recommendations**

One of the tools that you and your freshman adviser will rely on as you choose your courses will be the results of online and on-campus placement exams. The online placement exams are administered over the summer (incoming students are automatically registered for them); the on-campus placement exams are administered during Opening Days. You are required to take the online writing and mathematics placement exams, and invited to take any other placement exams.

Your exam results do not become a formal part of your transcript, though they will be analyzed by the appropriate academic departments, that will then make recommendations about which courses you should take.
For more information about the online and on-campus placement exams, including a list of exams, please see: http://placement-info.fas.harvard.edu.

Balancing Your Academic Program

• Don’t overdo it. In the first term, first-year students are expected to take a standard load of coursework — four courses (in later terms you may take five). Most students find the transition to college-level coursework more challenging than they anticipated, even if they were accustomed to taking full course loads in high school. Think of your adjustment to college as a fifth course in its own right. You will have plenty of time to take on more responsibilities, and to take advantage of more opportunities, in later terms. It is very wise to ease into things at the outset.

• Take course size into account. If you are excited at the idea of taking four introductory courses in fields that interest you, it is worth noting that such courses are often taught in large lecture classes. There is nothing wrong with building a study list this way. However, it is also important to think about which environments are the best learning environments for you. You may want to strike a balance between larger and smaller classes, such as seminars.

• Look for opportunities to connect in class. Some of the most rewarding learning opportunities for students are ones in which they work closely with faculty and/or with each other. Expository writing, language classes, math sections, and freshman seminars are a few such courses, but there are many others. Seek them out. And be sure to take advantage of study groups and of other informal class-based opportunities for shared learning and support.

• Don’t obsess about requirements. It is important to be aware of your degree requirements. Depending on your concentration interests, you may also need to begin thinking about sequencing requirements in your first term. However, you do not need to fill your study card exclusively with required courses; many students, in fact, have a very wide degree of latitude in deciding their study lists. Take advantage of the freedom you have to explore courses that interest you and fields of study you would like to delve into more deeply, or others you may never have encountered before. Use your requirements as a means of developing essential skills and of exploring both old and new interests. And whenever possible, take intellectual risks.

Advanced Standing

If you completed a series of college-level examinations in high school (e.g., AP tests, IB exams, A-levels), you may be eligible for advanced standing. Activating advanced standing at Harvard would allow you to graduate in three years, or to complete a Master’s degree during your fourth year at the College. The decision to pursue advanced standing should be undertaken carefully and only after consultation with advisers. Although many students will be eligible for advanced standing, ultimately very few will decide to take this route since most students find that it is not possible, or not desirable, to limit the number of
courses they will take for the undergraduate degree and still meet the requirements of the degree. For those students who are interested in possibly pursuing advanced standing, it will be important to begin the conversation in the freshman year since graduating in this way will require careful planning for meeting course requirements.

If you are eligible for advanced standing, your status should be indicated in the placement exams report in the my.harvard platform. You may also consult the information on advanced standing located on the Office of Undergraduate Education website to learn about eligibility. http://www.oue.fas.harvard.edu.

For the determination of advanced standing, the College also recognizes qualifying scores on several Harvard placement tests offered during Opening Days: Korean, modern Hebrew (exam level C), ancient Greek, and Russian (both written and oral). When you sign up for one of these exams, please specify that you want it to count toward advanced standing. Also, please be aware that the score necessary to satisfy the Harvard language requirement may not be sufficient to grant credit for advanced standing.

**How to Find Courses**

All courses offered for the academic year are listed in the course catalog at my.Harvard. Please note that some of the courses in the catalog are scheduled to be offered in the coming academic years, affording you the opportunity to plan ahead within a given department. You are encouraged to spend time searching through the catalog to identify the wide range of course options available, which can, in turn, reveal previously unexplored disciplines that sound intriguing, as well as courses out of your usual range. You should also follow the links for individual courses, where you may view informational material, including the course syllabus that the professor may upload for the course.

Course listings include a description of the subject to be studied, and what prerequisites if any, are assumed. Also listed are the days and hours during which the course meets, the location of the course, and the exam group for which the final exam is tentatively scheduled.

The search tool for courses will allow you to browse by keyword or topic, by courses offered by a particular instructor, or by courses to be offered in a particular term or at a specific time. Thus, for example, a student pursuing an interest in myths would view a list of appropriate offerings from folklore and mythology, English and American literature, classics, and Germanic languages and literature, among others. The search tool also will allow you to view data from student evaluations of courses that have been taught in previous years. You can learn from these evaluations, known collectively as the Q (q.fas.harvard.edu), what last year’s students thought about the background needed for the course, the nature of the reading assigned, and the general course requirements. The Q can help you identify courses that may be to your liking, but reading it should never replace your own investigation of which particular courses suit your interests.

The Q evaluations are administered each year in all courses under policy set by the Committee on Undergraduate Education (CUE), and can be a valuable source of feedback to the faculty who teach the courses. When the time comes for you to evaluate courses for
the Q we will ask you to remember the importance that helpful feedback can serve, and we will ask you to take this responsibility seriously.

The Course Selection Period

As a student in the College, you are required to choose your classes by the designated study card day: Wednesday, September 9, 2015. During the days leading up to study card day you will have the opportunity to explore courses that might interest you and talk with your adviser about various possibilities. Even if you think you have a good sense of what you would like to take, this is the moment to explore a topic that sounds intriguing, that is entirely new to you, or to discover for yourself what it might be like to take a particular course with a particular faculty member. A subject area that you thought you knew in high school may be a vastly different experience for you in college.

You should use the first week of classes to review the courses, the Freshman Seminar Program catalog, the materials you receive at registration, and those that are handed to you in the classes you visit to get an idea of the course topics and requirements. You can visit multiple classes, sit in on lectures, review syllabi, and ask any questions you have about the focus of the course or the background assumed. You can also discover more about a class and the reading that will be assigned by browsing the textbook section of the Harvard Cooperative Society (the “Coop”) bookstore, where books are grouped by course. In general, courses do not operate on a first-come, first-served basis, so in most cases you may explore possible courses without worry that you may be shut out of a class. Exceptions to this rule are seminars and other limited-enrollment classes, and you should visit those on the first day they meet, since the procedures for limiting the course may be discussed at that time. However, you should also bear in mind that you are responsible for the work of a course from the first day. Therefore if it happens that you miss an early meeting of a course that you eventually select, you will need to consult with the professor and teaching staff in the class about making up any missed material. After you have researched your options in this very direct way, and have consulted with your adviser, you will formally enroll in your courses online at my.Harvard.edu. In order to complete this process, your adviser will electronically confirm that you have discussed your study card in person. You will be responsible for submitting requests to the instructors of any seminar or limited-enrollment course in which you plan to enroll; they will, in turn, accept or deny your petition in the my.Harvard platform.

It is important not to let course selection overwhelm you. Take advantage of the many resources available to you and do not be afraid to ask questions. Your adviser, proctor, peer advising fellow, dean, other upperclassmen, and faculty are all very willing to help. You will also have access to faculty and teaching fellow office hours, course related study groups/help sessions, the peer tutoring program at the Bureau of Study Counsel, the Writing Center, and other resources throughout the term.

Structure of a Course

Your first year will give you the opportunity to grow not just in what you study, but also in how you study. The approaches and expectations of your courses will differ from
even the most advanced secondary school work, and your time and attention will be directed in different ways than you may be used to. Most freshmen find that some portion of their academic energy during the first term is spent figuring out and getting used to these differing expectations. Many freshmen report that it was common to submit daily assignments for their courses in secondary school. Students received frequent feedback on progress in the course, and assignments and readings were broken down into day-by-day installments. Most significantly, the focus of what the students learned in the course was on the work done in class as opposed to the reading or work done outside of class hours. As a freshman, you will grow accustomed, in many of your courses, to less frequent formal evaluation than you experienced in high school. Many undergraduate courses are structured with two hour-long exams spaced over the term and one three-hour final exam at the end, or a midterm exam in late October (for a fall term course), a term paper due in November, and a final exam in December. Early in the term for each course you will likely receive a reading list of as many as 12 or 15 books, that will be keyed to a syllabus indicating which texts are to be read by which lectures and sections, and all resulting in a considerably greater amount of reading than most high school courses would require. The emphasis in college courses is on independent and conceptual thinking outside of class; lectures and sections offer the opportunity to synthesize and discuss the reading and work done outside of class hours. Your week will be made up of comparatively fewer hours in class (although science labs can add more to your schedule), and many more hours reading and researching your assignments. You will find in this arrangement far greater independence in your work than you are likely used to, and far greater opportunity to learn how to bring your own organization and prioritization to your work.

While the structure of your courses will certainly be different from the structure of the courses you took in secondary school, the courses offered at Harvard are numerous and diverse. There really is no such thing as a typical Harvard course since all classes are taught with different schedules, formats, and expectations. Since you may not be familiar with the variety, some description might prove helpful. In general, most large introductory Harvard courses can be broken into three types of instruction: lecture, section, and laboratory. Often times, courses are taught as a combination of two or three of these types. Some courses, such as mathematics or foreign language classes, may only meet in smaller groups called section, but most courses have a lecture component and a supplemental section component. Most science classes also include a laboratory component.

Lecture courses are usually arranged on two weekly schedules: Monday, Wednesday, and Friday, or Tuesday and Thursday. The times and days on which courses meet are listed in the course catalog in my.Harvard, and when parenthesis appear around a particular day, it indicates that the course does not meet regularly on that day, but only at the instructor’s particular request. If a lecture course has a section or laboratory component as well, students may submit time preferences for the time of the section or lab at the beginning of the course. For most courses, section provides students with an opportunity to review concepts from the lecture, discuss assigned reading, or just share thoughts on the topics. Labs provide hands-on experience with the subject matter.

Seminars, such as freshman seminars, take a different form from the lecture course or section. These limited-enrollment courses meet once a week for two hours, with a lot of time for discussion and interaction with the faculty member who serves as the course head.
At the first or second meeting of a class, the instructor usually distributes the course syllabus, which will provide basic information about requirements and the structure of the course. This information is also available on the course website accessed through my.Harvard. Professors differ in the amount of information they give out at the beginning of the term, but the initial syllabus will generally prepare you for the first week and will outline the entire course. The syllabus will also give you an idea of the course’s work composition. Some courses have more tests while others tend to expect more written work; the syllabus usually conveys this information. In most cases, you will know the dates of all midterm examinations and paper due dates from this handout. Some professors distribute the reading assignments for the entire term at the beginning of the course, breaking down the readings on a weekly schedule. Many hand out a list of the lecture titles and their dates, thus providing a complete timetable for the course. If there is an additional assignment for reading period, it is customarily noted on the syllabus. The length of classes at Harvard varies. Most Monday, Wednesday, Friday classes and sections are scheduled for one hour. Many Tuesday, Thursday classes are scheduled for an hour and a half. There are, of course, exceptions, one being laboratory sections, which will often meet for longer periods of time. When making your schedule it is also important to realize that Harvard classes start seven minutes after they are scheduled to begin. For example, a 10 o’clock class begins at seven minutes past 10. This “seven-minute rule,” or “Harvard time,” exists so that students can schedule classes in adjacent time slots without needing to arrive late to the next class.

**Shape of the Year**

In general you will find a rhythm to the term and to the year. After the initial flurry of course selection period, your schedule will feel much more settled. You will be able to develop a routine for classes and sections, studying, extracurriculars, athletics, and rehearsals. The weeks in which courses hold midterms or hourly exams can start late in September and run as late as mid-November (some classes giving several “mid-terms” over the course of the term can even schedule them as late as December). Usually the weeks most affected by midterm papers or tests are in mid-October or early November. Students often find this time, particularly, to be one in which organization and setting priorities are essential skills. Final course projects and term papers are often due during the weeks just before or after Thanksgiving break.

The first two weeks of December are the fall term reading period. During this time courses will not meet, although professors can use the period to hold optional review sessions or make-up classes if a class session had to be canceled for any reason during the regular term. Reading period allows students to review and synthesize the work of their courses, to prepare for final exams, and to work on final projects. Students can prepare for their final exams in a way that emphasizes true mastery of the material rather than last-minute “cramming.” Final exams are held over several days in mid-December, and final projects and papers are due during this period as well. The date, time, and location for each final exam are set by the Registrar of the Faculty of Arts and Sciences, and no exceptions to that calendar are made except for medical or other emergencies, or for
religious conflicts. Students and their families should note particularly that the College does not reschedule examinations to accommodate students’ travel or other personal plans, employment, or family convenience.

The time between terms provides students with an opportunity to step back from the demanding pace of the semester schedule. Many students find that spending this time with family and friends, traveling, or pursuing enriching off-campus activities is the best way to rejuvenate and return to begin the spring term anew. Other students choose to return to campus for Wintersession, during which College-led and student-initiated programming provides opportunities to explore a creative passion, to learn new ideas, to develop a new skill, or to delve into an extracurricular or career interest. Whatever your decision, we hope that you will use this period in ways that are most beneficial to you.

The calendar for the spring term follows much the same rhythm. Classes begin with course selection period at the end of January, and many midterms, hourlies, and papers come due in the weeks before and after spring recess in mid-March. Spring term reading period falls at the end of April and first week of May, with exam period beginning early in May. Students are free from academic obligations by mid-May. (A complete academic calendar for the 2015–2016 academic year is viewable at http://www.registrar.fas.harvard.edu/fasro/common/calendar.jsp.)

**ROTC**

The Massachusetts Institute of Technology (MIT) hosts units of Air Force, Army, Navy, and Marine Corps option ROTC, in which Harvard students may participate. Following the re-establishment of formal ties with the University, the Navy and Army have ROTC offices on the Harvard campus at the Student Organization Center at Hilles (SOCH). Harvard students may compete as individuals for ROTC scholarships and may enroll, by cross-registration, in ROTC courses offered at MIT. Students interested in Army or Navy ROTC should contact the Directors of Army or Navy ROTC of Harvard University for information. Students interested in Air Force ROTC should contact the Commanding Officer of the Air Force ROTC detachment at the Massachusetts Institute of Technology, Cambridge, Massachusetts 02139, for information. Students may also contact the student organization, Harvard Reserve Officer Training Corps, at hrotca@gmail.com. Certain naval seminar courses can be taken by cross-registration and count toward the undergraduate degree. Otherwise, Harvard students who enroll by cross-registration in ROTC courses at MIT receive no Harvard degree credit for the ROTC classes and should therefore plan to complete a normal and expected program of four Harvard courses each term.

**Undergraduate Research Opportunities**

The Office for Undergraduate Research and Fellowships (URAF) helps Harvard College students navigate the broad array of institutional, domestic, and international research opportunities that are available. URAF’s website (http://uraf.harvard.edu) provides policy guidelines, information about workshops on proposal writing and other research-related...
matters, and links to academic departments, regional centers, affiliated research enterprises, and formal programs (at Harvard and beyond) that offer research experiences during the undergraduate years. In conjunction with other departments and centers across campus, URAF holds brief meetings throughout the year to acquaint students with research opportunities during term-time and again for summer opportunities. In addition, walk-in advising hours are offered every weekday between 2:00 and 4:00 pm at the URAF office, 77 Dunster Street.

Harvard sponsors a variety of funding schemes and programmatic opportunities that enable undergraduates to assist professors with ongoing research or to pursue their own research with a faculty mentor. These programs, each with a slightly different focus, serve more than 700 students each year. Brief descriptions of these programs follow below.

URAF oversees the Harvard College Research Program (HCRP), which supports student-initiated research and creative endeavors undertaken with a faculty mentor, and is available for fall, WinterSession, spring, and summer terms. The Mellon Mays Undergraduate Fellowship Program offers special research funding to students interested in academic careers who are committed to diversifying college and university faculties. URAF also administers the Herchel Smith-Harvard Undergraduate Science Research Program, which supports undergraduate physical, math, life, and computer scientists conducting full-time summer research at Harvard and its affiliate research enterprises or other domestic and international centers of excellence.

In addition to URAF funding opportunities, the Student Employment Office, operated out of the Office of Admissions and Financial Aid (86 Brattle Street), posts jobs for research positions (http://seo.harvard.edu), and runs the Faculty Aide Program, which pays half the wages of undergraduate research assistants with the other half coming from the faculty member.

For students interested in full-time summer research and living among the residential community of approximately 200 undergraduate research scholars, Harvard College hosts the Summer Undergraduate Research Village, which is comprised of the following programs: the Behavioral Laboratory in the Social Sciences (BLISS) for Harvard undergraduates engaged in substantive summer research in social science disciplines; the Program for Research in Markets and Organizations (PRIMO), co-sponsored by the Harvard Business School, for continuing undergraduates interested in business research; the Harvard College Summer Humanities and Research Program (SHARP) for Harvard undergraduates participating in research in the humanities; and the Harvard College Program for Research in Science and Engineering (PRISE) for undergraduates conducting research in the life, physical, engineering, and applied sciences.

Other awards for research, travel, and public service are available from an array of funding sources coordinated by the summer funding unit within the Office of Career Services (OCS) (http://www.ocs.fas.harvard.edu), as well as regional centers and research enterprises across the University. Be sure to start at URAF’s website (see above) for the full-range of research opportunities available to you during your time at Harvard.
Harvard Library

Harvard has the United States’ oldest and world’s largest academic library, which is an unparalleled resource for your learning and research. Harvard’s librarians, curators, archivists, technologists, and dedicated staff members are eager to help students whatever their academic interests. The Harvard Library team is a resource for you to discover collections, explore virtually any subject, and create new knowledge utilizing the more than 20 million volumes of our holdings, including manuscripts, images, maps, recordings, films, datasets, thousands of digital objects, and electronic resources at over 70 physical libraries.

Undergraduates are welcome in all of Harvard’s libraries. The libraries that undergraduate and graduate students in the Faculty of Arts and Sciences use most often are those in the Harvard College Library (HCL) system (hcl.harvard.edu). Lamont Library is the 24/5 hub of student life, Widener Library is the University’s flagship research library, and Cabot Library for the sciences are all located in Harvard Yard.

Before you come to campus
Explore online! Harvard’s library portal (library.harvard.edu) contains information about all of Harvard’s libraries, and provides quick access to online research resources, including catalogs, databases, tools, and tutorials. To find out about the Harvard College Library, explore hcl.harvard.edu, a site designed for students in the College that complements the Harvard library portal.

Get a head start on your coursework and research with Tools of the Trade: A Starter Kit for Harvard Freshmen (hcl.harvard.edu/research/toolkit/+).

When you get here
Get oriented by taking advantage of the freshman open house in Lamont Library at the beginning of fall term to meet library staff, tour the facilities, and learn more about the resources available to you.

Get information and help 24/7 via the Ask a Librarian service. Students can IM, text, telephone, drop in, or make an appointment with a librarian in any of the libraries to get help with assignments and research projects: asklib.hcl.harvard.edu.

Find your favorite spot: Spaces for collaborative work and for quiet study in the libraries range from small group rooms to the multimedia lab and from quiet spaces like Loker Reading Room to Larsen Room. The HCL site has a page devoted to finding a space for your purpose: hcl.harvard.edu/info/study_spaces/.

Take a tour: Tours of Widener, Harvard’s largest library, are offered every Thursday afternoon at 3:00 pm. Houghton Library, home to special collections of manuscripts and rare books, offers a tour every Friday afternoon at 2:00 pm. More information is available at hcl.harvard.edu/info/tours. Library staff will be happy to help you find your way in all of the libraries. Tours of other libraries can be arranged by directly contacting the Library’s reference desk. Find library contact information at: library.harvard.edu/find-library.
The Undergraduate Teacher Education Program (UTEP) seeks academically strong and service-oriented students who are interested in public school teaching and committed to the challenges of public education. This elective program combines coursework at the Graduate School of Education and fieldwork in Boston and Cambridge public schools. Successful completion of the program requirements and a passing score on the two-part Massachusetts Test for Educator Licensure (MTEL) enables graduates to receive a teaching license at the middle- or high-school level in the Commonwealth of Massachusetts and the 40+ states with which Massachusetts has licensure reciprocity. UTEP sponsors licenses in the following fields: biology, chemistry, general science, physics, mathematics, history, and English. Students must also fulfill concentration and General Education requirements for the College.

Enrollment in UTEP is by competitive application as early as spring of the sophomore year and as late as spring of the junior year. The admissions committee considers three criteria when evaluating applications: (1) strong academic credentials and demonstrated knowledge in the subject area in which the applicant intends to teach; (2) demonstrated commitment to public service and working with youth; and (3) interpersonal qualities that mark the potential for a successful educator (such as good communication skills, a willingness to embrace challenging situations, open-mindedness, energy, and enthusiasm).

The best time to think about UTEP is the latter part of the freshman year and/or the beginning of sophomore year when students are determining their programs of study. Because of elective-related requirements, UTEP students must thoroughly think through their plans in advance with the help of their freshman advisers, concentration tutors, and the UTEP program director. Participating in UTEP requires carefully selecting courses that will fulfill the state’s subject matter knowledge requirements for teachers (through the field of concentration or electives) and planning a timetable to complete fieldwork requirements during junior or senior year — a considerable time commitment. In order to complete theses or continue sports participation, many UTEP participants elect to begin their work with the program during the summer after sophomore or junior years.

Ultimately, UTEP is a way for undergraduates to combine their academic strengths with their commitment to the fascinating and important work of improving public education.
Beyond the Classroom

While academic life is the cornerstone of the Harvard community, it would be misleading to suggest that the only purpose students have here is to study. Harvard is home to over 400 undergraduate organizations, and the community is enriched by the energy and commitment students bring to this array of extracurricular pursuits. Although academic work is always a high priority, you will find that students tend to devote significant passion and dedication to their activities in the extracurricular realm. Time and again you will hear students say that a specific program, project, or organization was an absorbing and critical part of their experience at the College.

The extent of extracurricular activity on campus is noteworthy: students produce and act in plays, write for newspapers, magazines and journals, sing in a cappella groups, take Tae Kwan Do lessons, tutor elementary school children, row crew, campaign for the Undergraduate Council, produce films and new media, dance, compete in intramural tournaments, staff peer counseling centers, and much more. In almost every area, student participation ranges from the novice to the near-professional. While you will almost certainly find a setting for the extracurricular passions that were important to you in secondary school, you can also try out other pursuits and allow new interests to develop. During the first weekends of the fall term, many groups will host introductory meetings for new students, so as you select your first-term courses, you can also sample a variety of non-academic possibilities to add to your schedule. Also, during the first week on campus, you will have the opportunity to see every student organization on campus during the Student Activities Fair.

Balancing Priorities

Just as there will be adjustments for you to make in what to expect from your academic work, you will benefit from giving some thought to how to balance your extracurricular priorities. In large part, it is your decision how much “free” time you will have for developing your life outside the classroom, and you will quickly recognize which activities demand more of that time than others. For example, it is a useful guideline to bear in mind that one large activity, such as the Harvard Radcliffe Orchestra, or a varsity sport, plus one activity more restricted in time are probably enough to keep you occupied along with your studies for the first year. Since your schedule will be much more flexible than you are used to, you will have to make decisions about time allocation for yourself, stepping back every once in a while to assess how you are dividing your time and to readjust your priorities as necessary.

This skill of managing your time is one of the most important you will learn. Striking the right balance between academic work and extracurricular activities takes practice, and is almost always helped by consultation with your advisers. Many freshmen find that keeping track, for a period of time, of precisely how they divide their hours offers them helpful insight into how to manage that time more effectively. Your proctor, adviser, or a staff member from the Bureau of Study Counsel will be well-prepared to help you try out such an exercise.
The Office of Student Life integrates the academic, residential, and co-curricular spheres of students’ lives, linking the out-of-class experience to the academic mission of the College and incorporating students’ intellectual, public service, and leadership interests with their future aspirations.

The Office of Student Life is comprised of Student Activities, Harvard College Women’s Center, Harvard Foundation for Intercultural and Race Relations, Office of BGLTQ Student Life, Phillips Brooks House Association, Public Service Network, Center for Public Interest Careers, Student Organization Center at Hilles, Cambridge Queen’s Head, and the residential House system.

From the very beginning, Harvard College has sought to establish a connection between living and learning. Originally patterned after the Colleges at Oxford and Cambridge, the House system reflects the founders’ goals of a true residential college, a “collegiate way of living.” Across all four centuries of Harvard’s history, learning together has meant living together. A special residential plan for freshmen followed by three years in the comprehensive House system for upperclassmen provides students more than simply a place to live. Harvard guarantees every student College housing for four years. By design, residential life that brings together students and faculty is an essential part of the Harvard experience. Nearly all students choose to live on campus for their full undergraduate careers.

Harvard’s extracurricular and co-curricular opportunities are virtually unlimited including more than 400 recognized student organizations, whose number and nature are always evolving. The College provides considerable support to student organizations and other activities, and both novices and accomplished practitioners find opportunities to participate and explore. Indeed for many students extra-curricular activities provide an important part of their Harvard education, as well as ways to contribute to the rich community life of the College. The future careers of many students are influenced by their non-academic commitments, in journalism and literature, music and the arts, public service, religious life and business, to name just a few.

All officially recognized student organizations are listed online along with their mission statements, constitutions, and contact information. Visit theHub at www.thehub.college.harvard.edu to learn more. Students often talk with their proctors, upperclass students, or current members of organizations at the Student Activities Fair held at the start of the year. Many organizations will also list introductory meetings and host special events on “Get Involved Weekend” during Opening Days.

You may stop by the Office of Student Life at any time if you have questions or would like more information about involvement at Harvard College.
Arts

Arts are everywhere at Harvard. The Office for the Arts and a variety of student organizations, including theater, dance and choral and instrumental groups, support student involvement in the extracurricular and co-curricular world of the arts. To find out what is available in the curriculum, students may consult the online Courses of Instruction, including courses offered by the Departments of Music and Visual and Environmental Studies or suggested by the Committee on Dramatic Arts.

Office for the Arts at Harvard

ofa.fas.harvard.edu
74 Mt Auburn Street
(617) 495-8676
ofa@fas.harvard.edu

The Office for the Arts (OFA) is a central resource for the arts at Harvard, teaching and fostering student art making, connecting students to accomplished artists, and integrating the arts into university life. Students are invited to visit their table at the Student Activities Fair and attend an open house during Opening Days. You are also welcome to contact the office anytime to learn more about its programs and services, which include:

Financial Support
Through its Grants Program, the OFA funds approximately 100 arts projects annually that involve up to 2,500 undergraduates and some graduate students.

Artist Development Fellowships, administered by the OFA and the Office of Career Services (OCS), are awarded to promising and/or accomplished student artists to support their artistic growth.

Music lesson subsidies provide financial support to undergraduates pursuing individual voice and instrumental lessons.

Visiting Artist Programs
Learning From Performers is a multi-disciplinary program that sponsors visits by professional artists who work directly with students in workshops, master classes, and other educational forums. Past artists have included musicians Lang Lang, Barenaked Ladies, and Daniel Barenboim; playwrights Tony Kushner, Christopher Durang, and Paula Vogel; and actors Whoopi Goldberg and Alec Baldwin.

The Public Art Program pursues explorations of Harvard’s public spaces by commissioning emerging or established artists to develop new work and offering students opportunities to engage with these visiting artists and join site visits to University and Boston-area projects.

The Jazz Program brings masters of this American art form to Harvard, honoring them and connecting them to students through clinics, rehearsals, and a performance over a period of weeks. Recent artists in residence have included Benny Golson, Geri Allen, Eddie Palmieri, Jon Hendricks, and Terri Lyne Carrington.
Sponsored by the OFA, American Repertory Theater and Harvard-Radcliffe Dramatic Club, the Visiting Director Program provides undergraduates opportunities to work with exceptional professional theater directors on the Loeb Drama Center Mainstage or in Farkas Hall.

Music Ensembles
Nine music ensembles are supported by the Office for the Arts and led by professional OFA conductors and faculty, including the Harvard-Radcliffe Orchestra, the Holden Choirs, the Kuumba Singers of Harvard College, the Harvard Pops Orchestra, the Baroque Chamber Ensemble, and the Harvard Jazz Bands. These groups—both choral and instrumental—vary in size and mission and are a complement to the many student-led groups. Many undertake domestic and, in some cases, international tours.

Instructional Programs
The Dance Program offers professional instruction in a wide range of styles at the Harvard Dance Center, 60 Garden St., and Director’s Studio, 74 Mt. Auburn St. Mentoring for student choreographers and the opportunity to learn professional repertoire are a focus. Curricular courses in movement are offered through a new concentration in Theatre, Dance and Media. (see Courses of Instruction).

The Ceramics Program offers professionally taught non-credit courses, interdisciplinary symposia, and unlimited access to a well-equipped studio and gallery located in Allston. Harvard students can register for any course or event, or enjoy a weekend drop-in option. Undergraduates may also visit a satellite studio at Quincy House as well as attend “Clay All Night” parties.

The OFA supports a number of co-curricular studio art classes held in the Houses. Examples include a figure drawing course in Currier House during the fall and spring terms as well as a letterpress course taught at the Bow & Arrow Press in Adams House.

Skills for Singing, a co-curricular course given in the fall, offers training in fundamental skills for singing including ear training, sight-reading and vocal technique.

ARTS FIRST
Every spring, the Office for the Arts produces an annual four-day student arts festival—one of the largest in the U.S. It is the culmination of a year’s worth of undergraduate arts activity and features the work of over 2,000 students in more than 100 concerts, plays, dance performances, and exhibitions.

Other Services
Arts Venue Management
The OFA manages a variety of arts spaces, and provides extensive production support and training for students. These spaces include Sanders Theatre, Lowell Lecture Hall, Agassiz Theatre, Farkas Hall, Harvard Dance Center, Ceramics Studio, and the Director’s Studio.

Undergraduate Drama
The OFA advises students on production design, technical support, and other areas of theater administration for approximately 25 plays each year produced in the Agassiz
Theatre and Farkas Hall as well as the Adams House Pool Theater, Leverett Old Library Theater, and in the Houses.

**Arts Advising and Information Sources**

OFA staff guide and assist students with project planning, creating new work, and making connections both within and outside of the University. The OFA also collaborates with the Office of Career Services to present seminars and other special events devoted to careers in the arts.

**Music Teacher Reference File** connects students with qualified instructors in the Boston/Cambridge area.

**The Harvard Box Office**, with sites in Smith Campus Center, 74 Mt. Auburn Street, Sanders Theatre, and Farkas Hall, advises students in marketing and sales, as well as accounting standards and event management. The online calendar of ticketed or scheduled events can be visited at www.boxoffice.harvard.edu.

**Stay connected to the OFA:**
- **Harvard Arts Blog**: written by students, focuses on the arts scene at Harvard, ofa.fas.harvard.edu/wordpress.
- **Facebook**: “Like” us at the Harvard Arts Page.
- **Twitter**: Follow us at twitter.com/harvardarts.
- **The Beat**: a weekly email listing of student-oriented arts events at Harvard; subscribe at ofa.fas.harvard.edu/beat.

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**Athletics**

**www.gocrimson.com**

65 North Harvard Street

(617) 495-3454

In order to offer athletic opportunities for everyone in the College, the Department of Athletics supervises four major areas: a program for participation in recreational activities with particular emphasis on “lifetime” sports; an intramural program that makes facilities available for games and competitions; a series of student-led and student-governed club sports; and finally the entire program of intercollegiate athletics.

Over 16% of all undergraduates participate in intercollegiate athletics, on 42 varsity squads. Over half of all undergraduates participate in the intramural program, on over 300 teams. Though the numbers include some people who participate in both intercollegiate and intramural programs, they demonstrate the extent of the College’s commitment to athletics in the context of liberal education. Within the facilities and resources available, Harvard has established a system that permits each student to participate in recreational and competitive athletic activities at whatever level his or her interest and skills makes appropriate. In addition, undergraduates receive free use of athletic facilities and, with very few exceptions, free admission to all contests on University grounds within the limits of available seating. To obtain information and/or tickets to athletic events call (617) 495-2211.
Recreational Athletics

Undergraduates may gain free access to facilities simply by displaying their student ID card. In addition to informal self-programmed recreation, the Recreation Department offers a wide variety of formal classes in the following areas: Zumba, ballet, fitness assessments, group exercise, personal training, sailing, scuba diving, sculling, squash, strength training, indoor cycling, swimming, tennis, yoga, and mat Pilates. The department also offers various specialty classes including Harvard Slim Down, Trim and Fit, Team Fitness Challenge, and dance workshops. For a list of all programs, visit recreation.gocrimson.com

Malkin Athletic Center

The historic Malkin Athletic Center (MAC), which holds a wealth of options for the recreational exerciser, serves as the University’s primary recreation facility. The MAC has two rooms dedicated to cardio equipment with over 65 machines each equipped with digital television and 20 channels of direct TV. In addition, the facility has two pools: a 25-yard pool for laps and swimming lessons (both private and group) as well as a smaller one for aqua aerobics and other activities. Finally, the MAC is equipped with three weight rooms, a three-court gym floor for basketball, and state-of-the-art locker rooms with showers, toilets, and both day and overnight lockers. Those who prefer group exercise gravitate to the Mezzanine, where all types of classes are held throughout the day, or to our indoor cycling studio. Other opportunities at the MAC include club sports (a chance to learn a martial art or other skill), work with a personal trainer, or a variety of specialty classes.

Intramural Athletics

The Freshman Dean’s Office, in conjunction with the Department of Athletics, offers an extensive intramural program for first-year students, providing one of the best means of getting to know classmates. Intramural events are held in several sports and games, and all competition is organized by dormitory. The year begins with the annual IM field day during Opening Days. The overall program includes competition in the following sports and games: basketball, chess, dodge ball, soccer, softball, squash, swimming, table tennis, tennis, ultimate frisbee, volleyball, and special events such as the 4 x 220 Yard relay race, Charles River run (2.5k race), field day, climbing wall tournament, and a spelling bee. Points are earned during three seasons (fall, winter, and spring), and the dorm with the most points at the end of the year is awarded the prestigious Yard Trophy. If you are interested in becoming a member of the Yard Athletic Council, the student body that oversees the IM program by liaising with dorm peers and organizing teams for your entryway, visit the Frosh IMs page on the FDO website under Programs or email Brandon Edwards (bedwards@fas.harvard.edu).

Club Sports

A varied range of sports-oriented club activities, governed and organized by their student membership, is also supported by the Athletic Department, which assigns space and provides some administrative assistance through the Club Sport office.
Over 65 club sports programs are available in Harvard’s ever-expanding club program. Some of the programs offered are ballroom dance, basketball, bodybuilding, curling, figure skating, taekwondo, and many more! Please visit recreation.gocrimson.com or contact Casey Blodget at (617) 495-5136 or caseyblodget@fas.harvard.edu to find out more information about the club sports program.

**Varsity Athletics**

A large number of students, including freshmen, compete as varsity or junior varsity athletes in intercollegiate sports. The regular practice, conditioning, meetings, travel, and competition involved in varsity or junior varsity sports can place special pressures on first-year men and women who are also carrying demanding academic courses. Coaches expect to work with student athletes, helping them balance academic and athletic demands. Athletes do not receive special consideration in academic exercises, so it is important for those competing on varsity teams to remain in close touch with advisers, professors, teaching fellows, and coaches about their progress.

The approach to intercollegiate athletics is “amateur” in style. Because academics are your primary concern, the program here is designed to compete at a high level in the Ivy League, while allowing the flexibility necessary to study at a high level as well. The Department of Athletics offers 21 men’s and 21 women’s intercollegiate sports programs. Some of these sports have deep historical roots whereas others have been developed recently to meet the growing and ever-changing needs of today’s student body. Some programs receive full administrative and financial support from the Department while others are limited in scope. Consistent throughout the entire program, however, is a lineup of well-qualified and dedicated coaches. The coaches are not only knowledgeable in their respective fields, but interested in and sympathetic toward the challenges of young men and women in college.

Intercollegiate competition for a freshman offers an excellent opportunity to meet classmates of similar interests and to establish long-lasting friendships. Missing the freshman year in a sport does not eliminate a candidate from future competition, but it can make the job more difficult. The following intercollegiate sports opportunities are available to undergraduates: baseball, basketball, crew, fencing, field hockey, football, golf, ice hockey, lacrosse, rugby, sailing, skiing, soccer, softball, squash, swimming, tennis, track and field/cross country, volleyball, water polo, and wrestling. Some freshmen who have been recruited for fall sports may be invited by the coaching staffs to participate in preseason fall practices. Not all fall sports invite freshmen to participate in preseason practice, and the number of athletes who may participate in the sports that do include freshmen is limited. If you are a recruited athlete for a fall term sport and you have questions about preseason practice, contact the appropriate head coach.

**Intercollegiate Eligibility**

Before you may compete in NCAA-sponsored intercollegiate athletics, your academic eligibility and your status as an amateur athlete have to be certified by the NCAA Initial-Eligibility Clearinghouse. To do this, you must register with the NCAA Eligibility Center online. Your guidance office must also send your high school transcript, which should
include your graduation date. You must also send an SAT or ACT score. There is a fee for the Clearinghouse to process this information. The forms may be completed online at www.eligibilitycenter.org.

Every freshman in the country who wants to compete in an NCAA Sport at the Division I level must go through this process. If you were recruited, this process should have been explained by the coach who recruited you, and the documents should have been forwarded to the Clearinghouse. If you were not recruited, be sure to begin the process this summer. Sports that do not need to go through the Clearinghouse process are: men’s squash, men’s crew, and sailing.

**Physical Examinations**

A physical examination conducted by the Harvard University Health Services is required of all incoming students contemplating participation in intercollegiate athletics. This examination is a prerequisite to participation in any practice sessions or the issuing of equipment. It is therefore important that all freshmen anticipating intercollegiate participation (varsity or junior varsity) appear for physical exams according to the schedule in the *Calendar of Opening Days*.

**Team Managers**

One of the finest experiences in athletics, and one of the most frequently overlooked by freshmen, is the opportunity to manage a team. Unlike most high school systems, the manager at Harvard deals with all segments of a team and is given a wide range of responsibilities. The manager’s job encompasses taking care of all arrangements for a sport. Among the manager’s responsibilities when a team is on the road are the arrangements for travel, meals, equipment transport, practice locations, and squad tickets. At home, the manager is responsible for assisting the coach to make sure that practice and game arrangements go smoothly. Contact a coach through www.gocrimson.com to inquire about manager positions.

**BGLTQ Community**

[http://bgltq.fas.harvard.edu](http://bgltq.fas.harvard.edu)

Boylston Hall, G03

(617) 496-5716

bgltq@fas.harvard.edu

Harvard College prides itself on working to foster a diverse, open-minded, and supportive community. Its non-discrimination policy includes both gender identity and sexual orientation, and it offers gender-neutral housing options to upperclassmen. The College has also devoted resources to ensure that bisexual, gay, lesbian, transgender, queer, and questioning (BGLTQ) students receive the resources they need to feel safe, secure, and supported on campus. Each year, two designated BGLTQ specialty Freshman Proctors serve as resources and implement BGLTQ-related programming for first-year students. Also, the Harvard College Office of BGLTQ Student Life provides support, resources, and leadership development for bisexual, gay, lesbian, transgender, queer, and questioning students. Through collaboration with students and student organizations, the Office
creates opportunities for fellowship, thoughtful dialogue, and the pursuit of knowledge. The office seeks to foster a safer, more diverse, and inclusive campus by educating and engaging the Harvard community about the multiplicity of sexual and gender identities. The Office of BGLTQ Student Life sustains and supports programs and services for BGLTQ-identified students, including bi-weekly community events, allyship workshops, a holiday and end-of-year dinner, and the Papadopoulos Lecture, which brings BGLTQ-identified lecturers to campus. It is located in the basement of Boylston Hall; all students are encouraged to stop by to introduce themselves and check out the space.

Students additionally may participate in activities sponsored by many student groups active in organized BGLTQ campus life. Together, these groups promote community awareness of the political, cultural, and personal dimensions of queer identities in the form of meetings, speakers, events, and activism. These groups currently include: Queer Students and Allies; BAGELS, Harvard’s queer Jewish student group; Girlspot, for queer-identified women; Gay, Lesbian, or Whatever (GLOW), for queer students of color; HBASIS, for queer students in science, technology, engineering, and mathematics; HUBBS, for queer students in business; and the Trans Task Force, for trans-identified students. However, more organizations are developed each year; check the Office of BGLTQ Student Life for the most up-to-date information. The Queer Advisory Council (QuAC), which consists of student representatives from over 10 organizations, advises the Office of BGLTQ Student Life. Additionally, Contact, a peer counseling organization focused on gender and sexuality, runs an annual First-Year Group for freshmen. Interested students may also join the Harvard Gender and Sexuality Caucus (HGSC), a special-interest group for queer and transgender Harvard alumni, faculty, and staff, as non-voting associate members. The HGSC and the Open Gate Foundation also funds the student-staffed Queer Resource Center, located in the basement of Thayer Hall. As always, BGLTQ students are encouraged to speak with their Proctors, Resident Deans, or any administrator about their concerns with regard to BGLTQ issues at any time.

**Cultural and Racial Initiatives**

Adding to the richness of the diversity represented within the Harvard community are student organizations dedicated to individual cultures and ethnicities. The range of groups is as wide as the diversity of the student body: the South Asian Student Association, the Black Students Association, the Asian American Association, Native Americans at Harvard College, the Society of Arab Students, and La Raza (Mexican American) are only a few of over 70 cultural student groups on campus. These organizations may focus on international issues, cultural events, and/or social events. Students seeking more information on ethnic and cultural groups should contact the Harvard Foundation for Intercultural and Race Relations. For more information about all student organizations, including ethnic and cultural groups, see [http://osl.fas.harvard.edu/](http://osl.fas.harvard.edu/).
The Harvard Foundation for Intercultural and Race Relations was established in 1981 by the President and Deans of Harvard University on the recommendation of the Faculty of Arts and Sciences to improve “relations among racial and ethnic groups within the University, and to enhance the quality of our common life.” The Foundation seeks to improve racial understanding and promote cultural appreciation among students and faculty through a variety of educational events and activities that encourage cross-racial interaction, and to celebrate the identities and unique cultural inheritances of all Harvard students. Dr. S. Allen Counter, Ph.D., D.M.Sc., Professor of Neurology/Neurophysiology, has served as director of the Harvard Foundation since 1981.

The Foundation is guided by a faculty and student advisory committee. The committee works with the director in helping the Foundation to pursue its mandate and accomplish its goals for a harmonious intercultural atmosphere at Harvard.

Government and Politics

Student Government

The Undergraduate Council (UC), Harvard College’s 51-member student government, is the focal point for student advocacy on campus. Charged with improving student life, advocating for student issues with the administration and faculty, and distributing over $480,000 per year in grants to students, the UC can make significant changes to undergraduate life. Past efforts have led to opening a 24-hour library and standardizing the campus calendar, helping shape Wintersession programming, expanding shuttle service, among many other things. All incoming freshmen are eligible to run in one of four residential Yards. Learn about the goals, current leadership team, and how you can serve your peers and community at http://uc.fas.harvard.edu/.

Institute of Politics

A memorial to U.S. President John F. Kennedy, the Institute of Politics has as its mission to unite and engage students, particularly undergraduates, with academics, politicians, activists, and policy makers on a non-partisan basis and to stimulate and nurture their interest in public service and leadership. The Institute strives to promote greater understanding and cooperation between the academic world and the world of politics and public affairs. Led by a Director, Senior Advisory Board, Student Advisory Committee, and staff, the Institute provides wide-ranging opportunities for both Harvard students and the general public.
Media and Journalism

Journalism takes a variety of forms in the Harvard community. Students interested in writing for and producing a newspaper will find their home either at the Crimson, Harvard’s daily paper, or the Independent, the campus weekly publication. For those interested in other types of publications, there are literary magazines (The Advocate, Harvard Book Review, Harvard Review of Philosophy), political journals (International Review, Perspective, Harvard Health Policy Society), and other topical periodicals, such as The Voice, or Harvard College Investment Magazine, and the Harvard-Radcliffe Yearbook. The student radio station, WHRB, broadcasts to the Harvard and Cambridge/Boston communities, providing programs in classical music, jazz, folk, rock, news, and Harvard sports. Students can also comp to participate in the business, sales, and marketing staffs. Harvard Undergraduate Television and the various television shows produced on campus provide opportunities for involvement in television and news media.

Public Service

www.publicservice.fas.harvard.edu
Phillips Brooks House, Harvard Yard
(617) 495-2116

Service to society is a strong tradition at Harvard College, and more than two-thirds of all students participate in one of the below organizations/offices before they graduate. To learn more about opportunities to become engaged, go to www.publicservice.fas.harvard.edu. To stay up-to-date on announcements from the below offices/organizations, sign up for the Service to Society weekly on the aforementioned website. Opportunities to volunteer in social service and social action primarily occur through the Phillips Brooks House Association (PBHA) or groups supported by the Public Service Network (PSN). Both PBHA and PSN are housed in Phillips Brooks House (PBH), which serves as the hub of public service on campus and is the base for over 150 service programs.

Also housed in the Phillips Brooks House is the Center for Public Interest Careers (CPIC), which engages and supports Harvard undergrads in exploring public interest work. CPIC works with alumni and community partners across the country to develop summer internships and post-graduate fellowships, along with opportunities for personal and professional development. Representatives from CPIC will also be available at the Activities Fair during Opening Days. For more information, go to www.cpic.fas.harvard.edu or contact Travis Lovett (tlovett@fas.harvard.edu).

The Phillips Brooks House Association (PBHA) is a student-led nonprofit organization that coordinates more than 86 programs providing students with opportunities to tutor in after school programs, mentor a child, teach ESL to refugees and immigrants, help homeless or elderly people, improve the environment, advocate for social change, and work in one of PBHA’s 12 summer camps along with numerous opportunities to participate in leadership development and training. PBHA holds an open house just for freshmen (check the Calendar of Opening Days). For further information, go to www.pbha.org or contact Maria Dominguez-Gray (mdoming@fas.harvard.edu).
The Office of the Public Service Network (PSN) supports more than 45 independent student-led public service programs. These programs are represented at the Activities Fair during Opening Days. For further information, go to www.psn.fas.harvard.edu or contact Varsha Ghosh (vghosh@fas.harvard.edu).

There are many more opportunities for you to engage in service and to explore public interest careers while you are at Harvard College. The Phillips Brooks House also collaborates closely with the Institute of Politics (www.iop.harvard.edu) and the Office of Career Services www.ocs.fas.harvard.edu. If you need help finding your place, do not hesitate to contact Gene Corbin, Assistant Dean of Harvard College for Public Service (corbin@fas.harvard.edu).

**Religious Life**

**Harvard Chaplains**

[www.chaplains.harvard.edu](http://www.chaplains.harvard.edu)  
The Memorial Church  
(617) 495-5529

Harvard Chaplains is the umbrella organization of over 30 chaplains, representing many of the world’s religious, spiritual, and ethical traditions, who share a collective commitment to serving the spiritual needs of Harvard students, faculty, and staff. Members of the Harvard community are encouraged to contact the Harvard Chaplains who are available to meet and talk about spiritual concerns, and ethical and personal matters. Please visit the Harvard Chaplains’ website for complete, up-to-date information, profiles of chaplains, news and events, and a description of groups and worship services.

**Harvard College Interfaith Council**

hic@hcs.harvard.edu

The Harvard College Interfaith Council is dedicated to creating a respectful space where students of all faith perspectives can come together and grapple with challenging questions about faith, religion, and spirituality. Through weekly “Feasting on Faith” dinner table discussions, the Forum facilitates interfaith dialogue and encourages an understanding of, and exposure to various faiths including, but not limited to, Baha’i, Buddhist, Christian, Hindu, Jain, Jewish, Muslim, Sikh, Zoroastrian, agnostic and atheist. The students firmly believe that through these discussions, as well as collaborative interfaith and service initiatives, students can challenge, affirm, and develop one’s personal understanding of the world. The group seeks to promote greater awareness and understanding of inter-religious issues in the Harvard community, not only in a personal and student group context, but also in relation to social and political issues, moral reasoning, literature, art, history, science and technology, and other disciplines. In addition, the Council focuses on tapping into the many resources for inter-religious dialogue at Harvard and beyond, including the Harvard Chaplains, the Undergraduate Department of Religion, the Center for the Study of World Religions, the Harvard Divinity School, and the Harvard Pluralism Project.
Social Life

Cambridge Queen’s Head

cqh.harvard.edu
Memorial Hall
45 Quincy Street

The Cambridge Queen’s Head is located in Loker Commons in the basement of Memorial Hall. All students of the College are welcomed into the Cambridge Queen’s Head, regardless of age. Weekly programming including trivia, karaoke, and live performances from student performers allows the Cambridge Queen’s Head to serve as a fun, convenient, safe, and relaxing social space for all students to gather and enjoy the company of their classmates. Furthermore, the Cambridge Queen’s Head is student run, and student managed. It employs about 10 student managers and over 60 student employees who are responsible for all aspects of the pub’s operations including preparing food and serving patrons. This space really represents a space that is for students, by students. All freshmen are welcome at the Cambridge Queen’s Head!

Calendar of Events

The College Events Calendar is the most comprehensive listing of both departmental and student events on campus. The calendar can be accessed online at http://events.college.harvard.edu

College Events Board

The College Events Board (CEB) is a group of 18–20 undergraduates who plan events on the Harvard campus. Typical events include a welcome back to campus event, the Harvard-Yale Spirit Week, Harvard Thinks Big, and Yardfest, a spring concert held in Harvard Yard, as well as smaller-scale events such as the Cinema 1636 movie series throughout the year. The mission of the board is to plan inclusive, free events that foster a sense of Harvard College community. In the fall (September), students can submit an application to the CEB. Freshmen are encouraged to apply.

First Year Social Committee

The First Year Social Committee (FYSC) is a group of freshmen, who plan social and community building events for the Class of 2019. In previous years the FYSC has planned such events as a Halloween costume party in Annenberg; a Freshman Karaoke Night at the Cambridge Queen’s Head; a Housing Day Eve celebration, and the Freshman Formal, as well as several smaller parties and study breaks. Any first-year interested in social programming or event planning is encouraged to consider applying to the FYSC. Service on the committee is a terrific way to get involved in the College and to get to know peers across the Yard, as well as to develop skills needed to plan events and run programs at Harvard. Applications will be available in early September. Contact fysc@fas.harvard.edu with questions about the application process.
DAPA Grants

Drug and Alcohol Peer Advisor (DAPA) grants are intended to support safe social events and to reduce high-risk drinking on campus by subsidizing the cost of food and non-alcoholic beverages at parties where alcohol is served in addition to supporting alcohol-free social events. Anyone may apply for a grant for any registered social event for Thursday, Friday, or Saturday nights. Funding provided by these grants may not be used toward the purchase of alcohol but may be used for non-alcoholic drinks and food. Standard grant amounts typically range from $30–70. Grants above that amount should explain their need for increased funding and will be considered on a case-by-case basis. The program is administered by the Office of Alcohol & Other Drug Services and its Drug and Alcohol Peer Advisors (DAPAs). http://www.harvarddapa.org/grants/instructions/.

Student Organization Center at Hilles (SOCH)

www.soch.fas.harvard.edu
Hilles Building, Radcliffe Quadrangle
(617) 495-1020

The Student Organization Center at Hilles draws Harvard’s vast, diverse, and stimulating network of student organizations together into one space that can support their individual goals while sparking new channels of conversation and collaboration. The SOCH is open to all Harvard College students and recognized student organizations. The open nature of the building, extensive technological resources, and unprecedented dedication of resources have been established to facilitate collaboration and strengthen relationships among groups, and to create a social space that fosters community.

Mission

The Student Organization Center at Hilles (SOCH) offers over 50,000 square feet of renovated space dedicated to student life at Harvard College. Through a combination of dedicated office and storage space, meeting rooms, conference facilities, common spaces, and staff support, the SOCH works to:

• provide student organizations at Harvard College with offices in which to create sustainable organizations;
• help integrate students’ curricular and co-curricular lives;
• strengthen relationships among student organizations and to facilitate collaboration and the sharing of ideas and resources;
• create a social space for students to build community

Facilities

The Living Room is open to all students for casual use and features two large flat screen TVs with DirecTV, Xbox 360, pool table, shuffleboard, a classic video game table with PacMan and Galaga, and vending machines.

The Event Hall is a prime location for student organization-sponsored late night dance parties, musical performances, banquet dinners, and conferences. The room is also popular for dance and dramatic rehearsals. The room features a state-of-the-art sound and dance lighting system.
The Community Hall has very flexible furniture to meet the dynamic needs of organizations for their meetings, retreats, presentations, small dinners, and more. The room has built-in projection and speakers.

Performance and function spaces can be found on the penthouse level and are ideal for conferences. A cinema with a 30-foot screen and digital projection can be found in the lower main level.

Recording studio and practice room is available for students who complete a training and orientation program. It features recording equipment, piano, and drum kit. Individual students may reserve the space through the SOCH office.

Resources for student organizations including offices, lockers, color copier/printer, mailboxes, and open workspace can be found on the second and third floor. The computer labs are equipped with software ideal for publications.

The Language Resource Center supplements the LRC in Lamont Library and is located on the third floor.

FDO Programs

Also, remember that the Freshman Dean’s Office provides partial or full funding for activities organized by freshmen. See “Student Initiated Programs” on page 6 for more details.

Student Employment

The Student Employment Office (SEO) is a resource for students seeking term-time and summer paid employment. Well over half the students in the College work on a regular basis, earning enough to cover books and personal expenses. Through paid employment, students also acquire practical skills in labs, offices, libraries, cafes, and community service organizations, to name a few places students traditionally work. Students can gain an inside understanding of the University and have a chance to work closely with professors and administrators who have made education their life’s work. Jobs can become an extracurricular activity to return to each year with added responsibilities and old friends. Most students at the College are able to manage a job, classes, and extracurricular activities. In fact, experience shows that regular term-time work encourages students to plan their time more carefully and often results in better academic performance.

To learn more about opportunities on campus, we encourage students to visit the SEO’s jobs database, available at the SEO website. You can find work from the many listings available once you log into the database using your Harvard ID number and PIN. Incoming freshmen can begin looking for jobs immediately, but keep in mind that jobs
posted in the spring are typically focused on spring and summer employment rather than for the next academic year. The SEO is open 9:00 am – 5:00 pm, Monday through Friday, and the staff is always willing to help with student employment questions.

Although new listings come in throughout the year, jobs come and go quickly in the first weeks of the term. You may feel you need to begin working right away, but it is often wise to wait until your class schedule is set. Jobs are posted throughout the term and the SEO often has more job listings than students looking for work. You should plan to work on-campus no more than eight to ten hours a week. Off-campus jobs are available; they can be more difficult to manage than on-campus jobs but they can also be incredibly rewarding.

You will be paid weekly and all wages are taxable. Federal Work Study Program (FWSP) rates range from $10.00 to 13.00/hour and are determined by the employer; some on-campus employers not hiring FWSP students may pay more than this. Wages cannot be applied directly to your term bill. Before you begin your first job you will need to fill out some identity paperwork so be sure to bring a passport with you to Cambridge. Among the many on-campus jobs available are those in the arts, libraries, dining halls, academic departments, and of course, Dorm Crew.

You may find in your financial aid award or at my.harvard.edu that you are eligible for the Federal Work-Study Program (FWSP). FWSP jobs can be on or off-campus and are often posted in the jobs database. Through FWSP, the government subsidizes a percentage of your wages so your employer pays no more than 30 percent of your wage and you can earn up to the ceiling amount designated on your financial aid award. This makes you especially attractive to on-campus employers and even more so for off-campus jobs.

Students interested in public service often find they can be paid for work that might ordinarily be offered on a volunteer basis. Almost any non-profit organization qualifies. Harvard students have worked in homeless shelters, mentored high school students in Boston, and assisted with research at Boston’s renowned hospitals. Your options expand with FWSP so do not limit yourself to what you see in the jobs database. If you find a non-profit that interests you and fits with your goals give them a call and find out if they have part-time openings!

Visit the SEO website to learn about paperwork and processes required as a FWSP participant. Even if you are ineligible for FWSP, you are welcome to apply for any non-FWSP job on campus.

**Harvard Student Agencies**

www.hsa.net
67 Mount Auburn Street
(617) 495-3030

Harvard Student Agencies is a student-run corporation that provides both on- and off-campus jobs for students in publishing, advertising, sales, clerical services, custodial services, catering, and other areas. Working hours are often flexible. In addition, HSA managerial positions provide excellent business-related experience.
The Harvard College Women’s Center is a welcoming space in Harvard Yard for students of all genders. Established in 2006, the mission of the Harvard College Women’s Center is to promote gender equity by raising awareness of women’s and gender issues, developing women’s leadership, and celebrating women who challenge, motivate, and inspire. In alignment with these goals, we centralize resources and offer student-focused programming to strengthen individuals and student organizations. The Women’s Center is committed to creating a welcoming and inclusive environment for all genders that encourages dialogue and diversity.

The Women’s Center stands for creating community—bringing students, staff, faculty and others together to explore issues, create connections, and promote mutual understanding. Designed as a space for both meetings and relaxation, the Women’s Center develops and implements diverse programs addressing women’s and gender issues at Harvard and beyond. The Women’s Center provides information on a wide variety of issues and centralizes references to existing campus resources. By creating and enabling greater visibility of women’s and gender issues and women’s achievements, we seek to enhance the Harvard College experience for everyone.

Undergraduate student organizations may apply for grants from the Women’s Center for programs that raise awareness of gender issues among students and increase the visibility of women in the College. The center’s lounge, kitchen, and conference room are available for student use and group reservations. The center offers free coffee, tea, and hot chocolate, free safer-sex supplies, access to four computer workstations with low-cost printing and copying, and a fax machine for student use.

For further information, drop in, visit the Women’s Center website, call, or email hcwc@fas.harvard.edu.
Looking Ahead

Transitioning to Sophomore Year

As you near the end of your first year, your advisers will begin talking with you about the variety of transitions you will encounter in moving up to sophomore year. Sorting out concentration options is, of course, among the most important of these, but there will be changes and new opportunities in your residential life and your advising relationship as well.

The Houses

In the spring of your first undergraduate year, you will be assigned to the House you will be affiliated with and where you will most likely live as an upperclass student. Assignment to an upperclass House is random, but students have the opportunity to enter the assignment process either individually or in blocking groups of compatible friends. All members of each “blocking group” will be assigned to the same House. A blocking group also has the option to link itself with one other blocking group to be guaranteed housing in the same neighborhood (a predesignated grouping of three Houses within close proximity to one another). Once students are assigned to their House, room and suite assignments are determined by the House Administrator usually over the summer.

The House Masters are the faculty who lead each House, administering the overall life of the House and working with the students and tutors who live there to shape a close residential community. In each of the 13 Houses, the Allston Burr Assistant Dean serves as a central advising resource for students for both personal and academic concerns. The Assistant Dean is available to address academic questions or concerns such as changing a concentration or program, special difficulty in a particular course, or general questions about the relationship of an academic program to students’ other commitments. More personal questions about which the Assistant Deans are frequently consulted include difficulties with a roommate, concern about a friend, a misunderstanding with a parent, or a lack of satisfaction with some aspect of college life. Sometimes, after discussion, a student may also be referred to another person or office for additional or more specialized advice or assistance, but the Assistant Dean can serve as the person both of first and of last resort for any question or concern students may have.

The House Masters and Allston Burr Assistant Dean are supported respectively by a House Administrator and the Assistant to the Assistant Dean. The House Administrator serves as the source for information about housing and events and is generally responsible for the management of the House Office. The Assistant to the Assistant Dean serves as the first line of contact with the Assistant Dean’s office and in addition to keeping the Dean’s schedule can provide information about forms, deadlines, and procedures. The Building Manager is responsible for the physical upkeep of the House and supervises the resolution of maintenance problems and housekeeping.

Resident tutors are typically graduate students, University officers, or faculty members. They live in the Houses, with one or more tutors assigned to each entry. They are
responsible for knowing the students in their entries and for providing a wide range of informal advice and counsel, referring the more serious problems to the House Masters or Allston Burr Assistant Dean. Most resident tutors are pre-concentration advisors to sophomores and are available for advice on course selection (some departments give House tutors a formal role as concentration advisers) and informal assistance with course material. Many resident tutors are teaching fellows in undergraduate courses, some leading House sections and tutorials in their area.

Each resident tutor is expected to schedule informal meetings or gatherings for the students in her or his entry and concentration each term, as well as to participate in House activities. In addition, some are responsible for pre-professional advising (e.g., law, medicine, business), and are available to students of all classes for advice about course preparation, application strategies, and other matters related to applying to professional schools. Each House also has a staff of non-resident tutors who, with the exception of entry duties, have the same responsibilities as the resident tutors.

In addition to the tutors, a number of associates, affiliates, and visiting fellows and scholars (Nieman Fellows, visiting research fellows, etc.) are members of the Senior Common Room of the House. The members of the Senior Common Room are expected to be available to the undergraduates in the House for academic and career advice and are invited to take part in a large number of House events.

**The Sophomore Advising Program**

The Sophomore Advising Program is a collaboration between the Houses, the concentrations, the Advising Programs Office, and sophomores. The program supports students as they make two significant transitions—into their Houses at the beginning of their third term and into their Concentrations near the end of their third term. Each sophomore is assigned a House tutor who serves as that student’s Sophomore Adviser. This is the student’s primary academic adviser and the person who signs the Study Card in the third term. In the fourth term, after the student declares a concentration and begins working formally with concentration adviser(s), the Sophomore Adviser continues providing supplemental academic guidance.

Sophomore Advisers help third-term sophomores prepare for their concentration choice. While Sophomore Advisers assist students in understanding their concentration options and in selecting appropriate courses, students are also encouraged to seek out guidance early and often from advisers in the concentrations. Faculty are eager to speak with sophomores, to offer them insight into their respective fields and to discuss specific requirements. Sophomore Advisers help facilitate connections between students and faculty.

Throughout the year, Sophomore Advisers also assist students in planning for academic opportunities such as study abroad, research, and the pursuit of secondary fields.
Advising in the Concentrations

Other advisers who play an important role in students’ sophomore year are faculty and staff in their field of concentration. Once you have declared a concentration, primary advising in your field shifts to your department or degree committee. In many concentrations, students are assigned graduate students or faculty tutors who provide advising that supplements the advising they receive from the concentration’s tutorial office. This advising assignment often coincides with students’ enrollment in sophomore, junior, or senior tutorials, so that the primary relationship is an instructional one. In some concentrations, particularly in the natural sciences, the assignment of tutors as advisers to students is meant to supplement the mentoring work that takes place in the courses. In others, tutors serve as advisers of record, responsible for signing students’ study cards and monitoring their progress toward the completion of degree requirements. And in other concentrations, graduate students advise on concentration requirements, while faculty mentors provide broader academic guidance.
Resources and Services for Students

The following list of committees, offices, and resources may be useful to students as they make their way through Harvard.

Academic and Developmental Services

Accessible Education Office (AEO)

www.aeo.fas.harvard.edu
Smith Campus Center, Fourth Floor
(617) 496-8707 (Voice)
(617) 496-3720 (Voice/TDD)
(617) 496-1098 (FAX)

The Accessible Education Office (AEO) serves as the central campus resource for Harvard College students with documented medical, mental health, ADHD, and learning disabilities. Federal law defines a disability as a physical or mental impairment that substantially limits or restricts the condition, manner, or duration under which a person can perform a major life activity, such as walking, seeing, hearing, speaking, breathing, learning, reading, concentrating, or taking care of oneself. Be assured the University does not discriminate against qualified individuals in admission or access to programs and activities.

The process of serving students with disabilities in University-sponsored programs and activities is a collaborative one, with students expected to take the lead in self-disclosing to the AEO in a timely manner, providing requested current clinical documentation to the AEO, assuming responsibility for becoming familiar with the AEO and University policies, as well as overseeing the effectiveness and quality of resources and services. We realize that some students may not be comfortable with self-advocacy, either because an advocate has done it for them previously, or because their disability/health needs are quite new. To best serve students, direct communication with them is essential.

Students are encouraged to make initial contact with the AEO upon admission, or as soon as health-related concerns arise. Confidential discussions should occur between students and the AEO as soon as possible to avoid service delays. Students are welcome simply to discuss difficult situations confidentially, without requesting any services at all. To learn more about accessible transportation, housing, adaptive technology, and other academic accommodations consistent with University policies, please visit the AEO website or contact the office directly.

Advising Programs Office (APO)

www.apo.fas.harvard.edu
Smith Campus Center, Fourth Floor
(617) 496-0218

The Advising Programs Office (APO) oversees various academic advising programs for undergraduates. The APO coordinates with academic advisers, department chairs and
other faculty, Resident Deans, the Freshman Dean’s Office (FDO), and other Harvard College and FAS offices to provide academic support for students at every stage of their academic careers.

Throughout the year, the APO organizes events for first-year students, including the Calendar of Opening Days (jointly sponsored by the FDO) and Advising Fortnight (an opportunity for first-year students to learn more about the different concentrations) in the spring term. The APO also oversees the Peer Advising Fellows program — which matches specially-trained sophomores, juniors, and seniors to first-year students in the residences as peer mentors.

For more information about advising at Harvard, go to the APO website (www.apo.fas.harvard.edu), drop by our office, or contact advising@fas.harvard.edu.

**Bureau of Study Counsel (BSC)**

*www.bsc.harvard.edu*

5 Linden Street

(617) 495-2581

The Bureau of Study Counsel (BSC) supports students in their academic life and learning. Learning can be exhilarating, inspiring, and rewarding. It can also be difficult, disillusioning, and exhausting. The services of the Bureau of Study Counsel (BSC) are designed to support you in your efforts to learn at Harvard -- to approach your work with skill, strategy, and spirit; to make difficult choices about your time and your priorities; to conduct yourself with integrity and honor; to develop a sense of voice and authority; and to discover what leaves you feeling enlivened and engaged. Students come to the BSC to improve their learning skills and strategies (such as reading, note-making, exam-taking, time management, memory, public speaking, writing) and to explore the wide range of concerns relevant to their academic experience (such as motivation, adjusting to college, decision-making, and academic integrity).

BSC services include:

- **Individual Conversations** – Counseling can help students adjust to the transition to Harvard, define and pursue their educational goals, manage the challenges of an exciting and demanding academic environment, and address the conflicts and difficulties of student life.

- **Workshops and Discussion Groups** – Topics include, for example, reading and study skills, time-management, perfectionism, learning styles, thesis-writing, exam-taking, speaking up in class, procrastination, returning to Harvard after a leave, and much more.

- **The Harvard Course in Reading and Study Strategies** – This mini-course course (ten sessions over 2–3 weeks, non-credit) helps students expand their repertoire of approaches to reading and studying. The course focuses on active rather than passive learning, and increasing the speed and efficiency of reading comprehension at the university level.
• **Peer Tutoring and ESL Peer Consulting** – Academic peer tutoring is available for almost any undergraduate course. Peer tutors are undergraduates and occasionally graduate students who have done honors work in the course or subject area. ESL peer consulting is available to provide acculturation and conversational support for students who are not native English speakers. ESL peer consultants are undergraduates who have a strong interest in working with students from other cultures.

• **Handouts and Resources** – The Bureau offers both online and printed handouts on study tips and other resources related to academic success and student life.

Students can register for the Harvard Course in Reading and Study Strategies or request a peer tutor or an ESL peer consultant by stopping by the BSC. Students can schedule an appointment with a counselor or sign up for a workshop or discussion group either by phone or in person.

Bureau services are confidential, in keeping with FERPA and College policies. There is no charge for BSC services, except minimal fees for peer tutoring, ESL peer consulting, and the Harvard Course in Reading and Study Strategies, which are largely subsidized by the College and may be further supported by financial aid. Additional information is available on the Bureau website: bsc.harvard.edu, and in the online *Handbook for Students*.

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**Office of Career Services (OCS)**

[www.ocs.fas.harvard.edu](http://www.ocs.fas.harvard.edu)

54 Dunster Street and 77 Dunster Street

(617) 495-2595

Harvard values learning both inside and outside of the classroom. The Office of Career Services (OCS) helps students reflect on how extracurricular and summer activities build skills and knowledge leading toward future options and potential pathways. The office advises and educates students about jobs and internships, international opportunities, summer funding, pre-medical preparation, and professional and graduate school programs.

The office welcomes freshmen with an open house event during the Opening Days of the fall semester and offers a full range of programs and services, including a special freshman-oriented programming series. Services include daily drop-ins from 1:00–4:00 pm; online resources; searchable databases for jobs, internships, and funding; individual advising appointments; over 20 career fairs; and close to 350 workshops and programs a year.

Freshmen are invited to attend the many career, summer opportunity, and international fairs and workshops. Programs cover diverse career areas such as global health, education, media entertainment, science, engineering, government, international development, creative arts, nonprofit and for-profit management, biotechnology, energy, and the environment. OCS also offers resume and interview workshops and interview practice.
The HAA, Harvard’s official University-wide alumni association, is comprised of all University students and graduates and does not charge any membership fees. The HAA is a diverse and vibrant community of more than 370,000 men and women in more than 200 countries. The HAA is your community; your unique experiences and perspectives bring it to life.

The College Alumni Programs (CAP) team at the HAA works with students throughout their undergraduate years to connect you to the alumni community and ease the transition from student to alum. The CAP team’s work with students ranges from Freshman Convocation (in partnership with the Freshman Dean’s Office) to working with the Senior Class Committee to facilitate communications and plan Senior Week activities, including Class Day. The CAP team partners with offices and student groups across campus and alumni volunteers to help undergraduates connect with alumni. Programs include Class spirit events, networking and career programming, and Wintersession opportunities.

Once you graduate, CAP works with volunteer alumni committees to plan and execute 14 quinquennial reunions annually, which take place in the spring and fall, as well as produce Class Report books for the fifth through the 65th reunions. With so many amazing alumni at Harvard and around the world, there is no shortage of ways to connect with your alumni network through College Alumni Programs at the HAA.

**Connect with Alumni**

**Careers and Networking**

- Engage with alumni mentors on Crimson Compass, the HAA’s career advising network where you can connect with alumni for professional guidance and assistance. Email haa_alumnihelp@harvard.edu to request log in information.
- Ask alumni career-related questions and build your network through the Harvard Student/Alumni Advice forum on LinkedIn (http://linkd.in/1dvX9sK).
- Make the most of your winter break by connecting with alumni during Wintersession in January. http://alumni.harvard.edu/wintersession

**Building Engagement**

- Gather with members of the Harvard community at one of the HAA’s many events held worldwide including Welcome to Your City, Global Networking Night, and other Harvard Club–related events. http://alumni.harvard.edu/events.
- Travel with other students and alumni through HAA trips during Spring Break. http://alumni.harvard.edu/travel
- Join one of 186 Harvard Clubs, in nearly 80 countries, or one of 40 Shared Interest Groups (SIGs). http://alumni.harvard.edu/clubs-sigs
Volunteer Opportunities

- Advise the HAA on ways to best engage the undergraduate and alumni community, by serving on the Board of Directors Building Community Committee, which consists of both undergraduates and recent graduates. http://alumni.harvard.edu/board.
- As a senior, help bond your Class by working on the Senior Class Committee as you develop resources and plan class-wide events throughout the year, culminating in Senior Week and Class Day. http://alumni.harvard.edu/scc.

Scholarships and Fellowships

David and Mimi Aloian Memorial Scholarships
The David and Mimi Aloian Memorial Scholarship is an award given to current juniors, (with scholarships to be used during senior year,) who have made significant contributions, which have positively changed the quality of life for House members. The criteria for the awards reflect the traits valued and embodied by the late David and Mimi Aloian: thoughtful leadership that makes the College an exciting place in which to live and study, with special contributions to the quality of life in the Houses. http://alumni.harvard.edu/aloian

The Richard Glover Ames and Henry Russell Ames Award
The Ames Award is given to seniors who have shown heroic character and energy with helping others and whose substantial contributions may not have been acknowledged. This prestigious honor is granted to two individuals, traditionally one man and one woman of the senior class, during the Class Day ceremonies, on the day before Commencement. The goal of this award is to honor two unsung heroes of the graduating Class. http://alumni.harvard.edu/ames

Harvard-Cambridge Scholarships
Four Harvard seniors are selected for Harvard-Cambridge Scholarships, allowing them to follow interests ranging from poetry to social justice to foreign policy in an unfettered program at University of Cambridge. Each scholarship allows a year of study at a particular College, with the scholars acting as Harvard’s ambassadors at Cambridge each year. http://alumni.harvard.edu/harvard-cambridge

Summer Community Service Fellowship Program
The Summer Community Service Fellowship (SCSF) program is a crucial initiative in supporting the development of a new generation of graduates working for the public interest. Through this program, Clubs and Shared Interest Groups (SIGs) have the opportunity to provide a fellowship to a Harvard undergraduate working with a nonprofit host organization in their local community or area. http://alumni.harvard.edu/scsf

Questions? Contact: Clint Ficula; clint_ficula@harvard.edu, (617) 496-7001
Harvard recognizes that the transition to college may present a unique set of issues for those coming to Cambridge from other countries. To assist in this transition, the HIO serves as an invaluable resource for international students who have questions ranging from how to sort out immigration issues to how to adjust to a new country and culture.

For incoming international students, the HIO, together with the Freshman Dean’s Office (FDO) and the Woodbridge Society (Harvard’s undergraduate international student club) organizes the Freshman International Program (FIP), an orientation specifically for freshmen. The FIP dates for fall 2015 are August 21 through August 24, with students arriving on campus Friday, August 21.

Joel Bateman, Director of International Freshmen Affairs (DIFA) for the Woodbridge Society, is the principal student leader of FIP. As the DIFA, Joel works with staff in the Freshman Dean’s Office and the Harvard International Office to plan FIP. The FIP Director, who works in the FDO, is Jonah Johnson. Jonah, in collaboration with Tana Ruegamer, who works at the HIO and is the International Student Advisor to the College students, work together with the DIFA to coordinate FIP. Tana also advises on immigration and cultural adjustment matters that are particularly important for international students’ transition to the United States and Harvard.

Office of International Education (OIE)

Participating in an international experience is a vital part of a liberal arts education. Through study abroad students build foreign language skills, develop a multi-faceted perspective of the world, enrich their personal development, and enhance their course work.

Students are urged to visit the Office of International Education to plan their experiences well in advance of the summer, term, or academic year in which they plan to study. The OIE offers information sessions, workshops, an informative website, and the chance to meet with returned students and study abroad advisers to help prospective study abroad students understand the study abroad processes, and to help select the right program for their needs.

Students are encouraged to consider an international experience as early as the summer following their first year at Harvard. To learn more, students should attend a study abroad information session at the Office of International Education, or visit the office during drop-in hours, Monday through Friday between 2:00 and 4:00 pm.

The Office of International Education staff looks forward to advising students as they prepare for study abroad options that fit with their overall academic plan of study at Harvard College.
The Radcliffe Institute for Advanced Study at Harvard University is dedicated to creating and sharing transformative ideas across the arts, humanities, sciences, and social sciences. The Fellowship Program annually supports the work of 50 leading artists and scholars. Academic Ventures fosters collaborative research projects and sponsors lectures and conferences that engage scholars with the public. The Schlesinger Library documents the lives of American women of the past and present for the future, furthering the Institute’s commitment to women, gender, and society. The Radcliffe Institute contributes to the richness of a student’s intellectual experience at Harvard by offering undergraduate research partnerships, grants, and internships, and by hosting an array of lectures, conferences, exhibits, and concerts, which frequently include special opportunities for students to meet visiting scholars, scientists, and artists.

The Radcliffe Research Partners program provides a unique opportunity for Harvard College students to participate in a research program that students have called “rewarding,” “unique,” and “amazing.” Students work side-by-side with Radcliffe Institute fellows, who are leading artists, scholars, scientists, and professionals. The partnership is designed to be mutually beneficial: fellows act as mentors, while students provide research assistance, acquire valuable research skills, and participate in the Institute’s rich intellectual life. Students have conducted research on medical tourism, gender and labor in the economic crisis, a mathematical framework for pattern recognition, and the music of a balafon master from Mali. Students partner with a fellow from September to May, are paid $13 per hour, and work an average of five to 10 hours a week.

Students are welcome to attend the Institute’s events—annual lecture series, conferences, science symposia, and exhibitions that feature leading thinkers from around the world and across all disciplines. In recent years, students have attended events at the Institute featuring the vice president of Malawi, the first woman speaker of the US House of Representatives, international journalists, legendary filmmakers, renowned American economists, bestselling novelists, and leading biomedical scientists. Many events include special meetings open only to students.

Through the Carol K. Pforzheimer Student Fellowships, the Schlesinger Library—the world’s premier repository of materials documenting the lives and work of American women—invites undergraduate women and men at Harvard College to use the library’s resources and collections for relevant research projects. The competitive awards can be up to $2,500 and may be used to cover expenses or as a stipend that enables the recipient to pursue a research project in lieu of term-time or summer employment. For example, Kristin Holladay ’15 earned a grant for her project “Suffrage and Sanity: The Political Pathologizing of Alice Paul and the National Women’s Party,” while Seyyedehfatemeh Delaram Takyar ’15 researched the project “Political Participation of Middle Eastern Immigrants in the Post 9-11 Era.”
Also, the Institute hosts a public art competition—open to all students enrolled in a Harvard degree program — which offers the opportunity to create new art for the community. The winning student or team of students receives an honorarium and funding for construction of a public art installation in a prominent garden space on Brattle Street at the Radcliffe Institute. Visit our website to learn more about the deadline to register for the next competition.

Registrar’s Office

www.registrar.fas.harvard.edu
Smith Center, Fourth Floor
(617) 495-1543

The FAS Registrar’s Office is the steward of student records from the point of matriculation to the conferral of the degree. It offers a wide range of services to faculty, students, and members of the administration in the areas of academic records, student status, registration, course enrollment, publications, classroom assignments, and administration of final examinations. The office supports teaching and learning within the Faculty of Arts and Sciences by administering the various academic policies of the College and the Graduate School.

The FAS Registrar’s Office provides many services to undergraduates, including maintaining academic records, providing grade reports and academic transcripts, and publishing the online Courses of Instruction. Requests for transcripts and enrollment certifications can be made online at registrar.fas.harvard.edu. Unofficial transcripts can be obtained by students online through my.harvard.

Writing Center

www.writingcenter.fas.harvard.edu
The Barker Center
(617) 495-1655

The Writing Center offers free individual conferences about writing to all students in the Faculty of Arts and Sciences. Many freshmen find it an ideal source of consultation as they embark on writing their first college papers. The center is staffed by specially-selected undergraduates who are trained to help with writing in all disciplines. Students coming to the Writing Center need not have a completed paper. Many students come with assignments, notes, rough drafts, parts of papers, or ideas.

The Writing Center is open by appointment, 9:00 am – 5:00 pm, Monday through Friday, with evening drop-in hours from 7:00 – 9:00 pm, Monday through Thursday, and on Sunday evenings. Weekday conferences are held in the Barker Center, Room 19. Please check the center’s website for current Sunday evening locations. The Writing Center also offers online writing resources at writingcenter.fas.harvard.edu.
The Student Accounts Office (SAO) is responsible for processing charges and credits from schools and other administrative units across the University to create the student billing statement and for collecting payments to the student account.

Financial Aid Office

www.college.harvard.edu/financial-aid
86 Brattle Street
(617) 495-1581

The Financial Aid Committee awards assistance on an annual basis to meet the full demonstrated need of students applying for aid. Financial aid awards typically include need-based grant assistance and a job expectation; and although loans are no longer included in aid awards, students who still wish to borrow may file a loan request form, which is available on the Financial Aid Office website. All students receiving financial aid will be notified in their first term of an introductory session they are expected to attend that describes the various forms of financial aid and offers guidance on a number of financial topics.

Financial aid officers are available throughout the year to discuss any issue of financial concern with you and your family. If you have particular questions about finances, or an immediate need for assistance in a particular situation, you should contact the Financial Aid Office at (617) 495-1581; by email at faoinfo@fas.harvard.edu; or by visiting staff at 86 Brattle Street. There are 2 Financial Aid Officers on call each day to answer your questions and provide financial guidance related to your education. For more complicated situations, you can also schedule an appointment with your financial aid officer by calling the office. The Committee meets year-round to discuss appeals from students and families regarding extenuating circumstances that affect their ability to pay, and awards may be adjusted accordingly in some situations. There is also additional assistance available for tutoring, for the Reading Strategies Course at the Bureau of Study Counsel, and to meet emergency needs that arise during the course of your year.

Students apply annually for financial aid, and are reminded of the process and timetable by email in February. At that time each year, Harvard takes into consideration such factors as student and family circumstances, the effectiveness of our program, the demand for aid from all students, and University resources. Beginning in late June, students will be notified by email when their award letters are available through the My.Harvard portal. We encourage you to let us know if you need assistance, even if you cannot be sure we will be able to respond with an increased award. Financial aid officers are trained in counseling, and work to make sure your freshman experience is a positive one financially and otherwise.
Crimson Cash

www.cash.harvard.edu
Campus Service Center
Room 807, Smith Center
1350 Massachusetts Avenue
(617) 496-6600

Crimson Cash is a convenience account, accessed through your Harvard ID, for on-campus purchases including laundry facilities and vending machines in dorms, and about 40 off-campus merchants. Crimson Cash is discretionary; students may use it or not as they wish. You determine how much money to add to Crimson Cash. There are no service charges, and Crimson Cash does not expire as long as you have a valid Harvard ID card. To learn more about this service or to add value with American Express, MasterCard, or Visa, visit www.cash.harvard.edu or call (617) 496-6600.

Safety and Health

Harvard University Health Services (HUHS)

www.huhs.harvard.edu
75 Mount Auburn Street
(617) 495-5711

The following overview provides information on some of the services available to students. Detailed information is available at www.huhs.harvard.edu.

Services available at the Smith Campus Center include:

- 24-hour urgent care
- Primary care
- Mental health
- Medical/surgical subspecialties

Primary care and some mental health services are also available at each of the three satellite clinics located on the Business School, Law School, and Medical Area campuses.

Medical Emergencies
If you experience a life-threatening emergency, call 911.

Urgent Care

huhs.harvard.edu/services/urgent-care

Urgent Care for non-routine, urgent medical concerns or symptoms is available 24 hours a day at the Smith Campus Center location. Students can schedule same-day non-routine appointments online through the Patient Portal. Whenever possible, students are encouraged to call their health care team or mental health provider for advice during regular office hours.
Primary Care/Internal Medicine
huhs.harvard.edu/services/primary-care-internal-medicine

HUHS is committed to providing each student with complete, coordinated health care through a working relationship with a health care team comprised of a primary care physician, nurse practitioner, registered nurses, and health assistants. Students with chronic medical conditions are advised to establish a relationship with their health care team early in the academic year. It will be helpful to provide copies of medical records for health care received at other facilities.

All students are required to comply with the Massachusetts immunization regulations and submit a complete immunization history to Harvard University Health Services prior to registration. **Incomplete or overdue forms may delay registration.**

**Required Immunizations**
huhs.harvard.edu/health-forms-topics/forms

Massachusetts has strict immunization requirements that you must meet in order to register for classes. Immunizations help protect you from illnesses and contribute to the overall well being of our community. **We encourage you to receive any required immunizations before you arrive at Harvard, as many private health plans will cover the cost.** If you are unable to obtain these prior to your arrival on campus, you may arrange to get immunizations at various locations in the area, including HUHS. Please note that your health plan may not cover immunizations you receive at HUHS, in which case you will be responsible for the cost of the immunizations. Please note that the Student Health Insurance Plan covers preventive immunizations only at HUHS.

**Travel Health Immunizations and Information**

HUHS provides immunizations and related services, including expert counseling and advice for individual travel health needs, on a fee-for-service basis. HUHS recommends scheduling travel health appointments six to eight weeks in advance of travel.

**Patient Advocate**
huhs.harvard.edu/about-us/patient-advocate

The Patient Advocate is available to assist students with any concerns, questions, or comments. All communications are confidential.

**Special Needs**

HUHS is prepared to meet the general and special health care needs of students. Early contact with a primary care physician is advised to establish a base for continuity of care during a student’s active stay at Harvard. A variety of access services are available through the Accessible Education Office (aeo.fas.harvard.edu), including sign language and oral interpreters. The Patient Advocate is available to assist individuals with special needs.

**Other Services Include:**

- Pharmacy
- Dental service
- Vision care and eye services
- Optical shop

**Note:** not all of these services are covered by insurance.
Counseling and Mental Health Services
huhs.harvard.edu/services/counseling-mental-health
Counseling and Mental Health Services provides coverage to students year round. Counseling is available for a wide variety of concerns, including:

- Medication Management
- Bereavement
- Transitional issues and adjustment difficulties
- Depression, anxiety, or stress
- Concerns interfering with work or relationships
- Sexual concerns
- High-risk behaviors around food, alcohol, and/or other substances

Treatment options include individual psychotherapy, medication management, and group therapy. All visits are confidential and mental health records are held separately from the rest of the medical record, except for information on medications and hospitalizations. Counseling and Mental Health Services are also offered at satellite health clinics on the Business School, Law School, and Medical Area campuses.

Office of Alcohol & Other Drug Services
aods.harvard.edu
The Office of Alcohol & Other Drug Services (AODS) offers a wide range of programs and services aimed at reducing the negative consequences associated with heavy, episodic drinking and substance abuse. AODS collaborates with students and staff throughout the University to create a comprehensive program focused on the health and safety of Harvard students. AODS also trains a select group of student leaders to be Drug & Alcohol Peer Advisors (DAPAs), who act as health opinion leaders and peer resources for issues around alcohol and drug use.

Office of Sexual Assault Prevention & Response
www.osapr.harvard.edu
24-hour response line: (617) 495-9100
The Office of Sexual Assault Prevention & Response (OSAPR) provides confidential, 24-hour information, assistance, and support for those who have experienced sexual assault and related forms of interpersonal violence, including sexual harassment and relationship abuse. Services provided by HUHS and OSAPR include:

- Transportation to Harvard-affiliated hospitals and coordination of follow-up care as appropriate
- Assistance with resource referrals
- Explanation of options for medical and mental health care, reporting, and adjudication
- Consultation and support for friends, partners, and other relations of sexual assault survivors
- Education for the Harvard community about sexual assault, its prevention, and its impact
Students may access these services by calling or visiting the Office of Sexual Assault Prevention & Response located in the Smith Campus Center. All communications and services are completely confidential and no information about the victim will be reported to the police unless the victim requests it.

**Center for Wellness**
cw.huhs.harvard.edu
The Center for Wellness is a University-wide resource that is focused on promoting the lifelong health and well being of those in the Harvard community. The approach is threefold and focuses on mind/body wellness. The Center for Wellness offers group classes and workshops, individual appointments for massage and acupuncture, and collaborates with a number of student groups and other offices around the University in health promotion and education.

**Health Promotion & Education**
hpe.huhs.harvard.edu
Health Promotion & Education collaborates not only with other departments from Harvard University Health Services, but also with deans, directors, House Masters, students, and groups from across the University on the development, implementation, and evaluation of various programs, policies, outreach opportunities, and educational initiatives.

**Peer Education and Counseling**
Peer education and counseling programs provide students with a meaningful way to participate in the delivery of health care and wellness activities. Through involvement with these programs, students gain knowledge and experience, enhance interpersonal skills, and develop new relationships. All student volunteers receive training and ongoing supervision from HUHS clinical and professional staff and from other professionals in the University, including staff from the Bureau of Study Counsel and the Office of BGLTQ Student Life.

**Peer Education Groups**
- CAARE (Consent Assault Awareness & Relationship Educators), osap.harvard.edu/pages/care
- DAPA (Drug & Alcohol Peer Advisors), harvarddapa.org
- HealthPALS, harvardhealthpals.org
- HMAR (Harvard Men Against Rape), hcs.harvard.edu/hmar
- SMHL (Student Mental Health Liaisons), harvardsmhl.org
- StressBusters, relax@fas.harvard.edu

**Peer Counseling**
- CONTACT, hcs.harvard.edu/~harvardcontact/
- ECHO (Eating Concern Hotline and Outreach), hcs.harvard.edu/~echo/
- RESPONSE, hcs.harvard.edu/~response/
- Room 13, hcs.harvard.edu/~room13/
- SHARC (Sexual Health and Relationship Counselors), harvardsharc.squarespace.com
Other Student Groups

- CrimsonEMS, crimsonems.org

Confidentiality

HUHS protects the confidentiality of all health and health-related records to the full extent of the law. These records are accessed only by the HUHS staff members directly involved in the patient’s care and on a need-to-know basis. Each and every staff member employed by or affiliated with HUHS must participate in a thorough training and orientation on health information privacy and security laws and standards, and sign a confidentiality statement agreeing to maintain patient privacy within and outside the workplace. With limited exceptions, written authorization from a student is necessary to release record information. The student may designate that only certain elements of his or her record can be released.

Harvard University Police Department (HUPD)

www.hupd.harvard.edu
Chief/Director, Francis D. “Bud” Riley
1033 Massachusetts Avenue, Sixth Floor
Police Assistance: (617) 495-1212
Business Line: (617) 495-1215
Criminal Investigation Division: (617) 495-1796 or (617) 495-1212

The mission of the Harvard University Police Department (HUPD) is to maintain the safety and security of all students, faculty, staff, and visitors of the University. 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. The police officers are sworn special State Police officers with deputy sheriff powers and attend the same police academy as Cambridge Police officers. With the exception of a couple of crimes, such as homicide, the HUPD has primary jurisdiction over all crimes occurring on University property. The department maintains a good working relationship with Cambridge Police, Boston Police, Massachusetts State Police, and numerous other local and federal law enforcement agencies and, when appropriate, coordinates responses to particular incidents and events.

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. In addition to these activities, officers present safety and security information at community meetings, make presentations at student and new employee orientations, teach self-defense classes, register laptops and bicycles, and initiate informal contact with students, faculty, and staff while patrolling on foot, bicycles, and motorcycles, and while eating in the dining halls. HUPD officers are approachable and committed to keeping the Harvard community safe and secure.
To fulfill its mission, the HUPD has adopted a community-oriented problem-solving (COPS) philosophy. The core components of the philosophy are prevention, partnerships, and problem solving. HUPD officers are problem solvers, as well as law enforcers, who work in partnership with the community to address and solve problems. Through these partnerships and collaborative problem solving, officers deal with problems, prevent crime, and help maintain a community free of disorder. To help build, maintain, and strengthen these partnerships within the University community, the department is divided into five geographically-based teams (Yard/North Yard, Radcliffe, Allston, River, and Longwood). Because they have small areas of responsibility, officers have the ability to build relationships with the community and become familiar with problems specific to their area through increased communication and interactions.

Annually, the HUPD produces a report that outlines the University’s campus safety and security policies, procedures, and practices. The publication, “Playing it Safe,” describes programs and services designed to promote safety and security and to help members of the Harvard community prevent and report crime. This report also includes crime statistics for the campus area. A copy of “Playing it Safe” can be found on the HUPD’s website www.hupd.harvard.edu. Students and their parents or guardians are strongly encouraged to read and discuss with each other the information provided in “Playing it Safe.”

The HUPD disseminates community advisories and crime alerts after a serious or violent crime that may pose a continuing public safety threat is reported to the HUPD or local police departments. Also, in the unfortunate event of a life-threatening, campus-wide emergency, the University has a text-messaging notification system in place, along with other communication capabilities as well. **Students are encouraged to sign up for the service during registration** at messageme.harvard.edu.

It is important for students to remember that the University is located in an urban setting; therefore, we share many of the crime and safety issues that exist in any city. Violent crimes do occur but are relatively rare. The vast majority of crime on campus is property crime (94%). Most of the property stolen is left unattended in public areas or in unlocked rooms or offices. Thieves are constantly looking for unattended, easily transportable, and valuable property. For example, laptops, cell phones, and iPods are both easily transportable and valuable. The best way to prevent these and other expensive items from being stolen is to never leave them unattended in a public setting and to lock residential suite doors.

**Safety and Security To-Do List**

In order for the Harvard University Police Department to maintain a safe and secure campus it needs the help of the community. If you follow the advice below you will be doing your part to ensure your safety as well as the safety of the entire Harvard University community.

- Store the Harvard University Police Department (HUPD) urgent number — (617) 495-1212 — in your cell phone. If you feel uncomfortable, afraid, or observe suspicious activity please call the HUPD immediately for assistance.
- Never allow anyone you do not know to enter a building when you are entering or exiting. Do not let people “piggyback” with you! If someone does enter that you do not recognize please call the HUPD.
• If you are out after dark, use only well-lit routes or designated pathways found at http://www.hupd.harvard.edu/designated_safety_pathways.pdf. Make use of shuttle buses, escort van, and travel in groups when possible. Persons should avoid talking on cell phones, listening to music, or walking too close to persons unnecessarily. Know the location of blue light phones.
• Register for MessageMe, the University’s emergency text messaging system by going to https://messageme.harvard.edu/.
• Register your bicycle and laptop. You may register your laptop or bicycle by bringing them to HUPD headquarters or by watching for notices of periodic laptop registrations conducted at various points throughout the University, including in Annenberg Dining Hall.
• For additional information on safety and security and services offered please visit the HUPD website at www.hupd.harvard.edu. In addition please read “Playing it Safe,” the department’s annual report, which can be found on the website.

Crime Prevention Tips
To maintain the safety and security of the University, the HUPD and the community need to work together. Crime prevention includes calling the HUPD when a student observes suspicious activity, calling if a student is the victim of or becomes aware of a criminal incident, and informing the department of potential public safety issues. Together, the HUPD and the community can maintain a safe and secure environment for the pursuit of education and scholarship that brings people to Harvard University.

The HUPD strongly encourages community members to incorporate the following actions into their daily routine to keep themselves and their residences safe:
• When you leave your room, office, or vehicle, even for a moment, always keep your doors and windows locked. Do not prop open or disengage the locking system on the door.
• Never leave your purse, wallet, book bag, laptop, or other property unattended even for a moment in a public setting.
• When locking your bicycle, use a steel “U” lock rather than a cable lock. Lock the frame and tire together to a stationary object. If the bike has an easily removable seat, we recommend you remove the seat and take it with you.
• Trust your instincts. Be careful when people stop you for directions, request money, or ask you for the time. Always reply from a distance; never get too close to the car or the person. If you feel uncomfortable about someone near you, head for a populated area and call the HUPD.
• Know the locations of blue light emergency phones on campus.
• If you are out after dark, use only well-lit routes or Designated Pathways (found on the back of University phonebooks), make use of shuttle buses, escort van and HUCEP (walking escort program), and travel in groups when possible.
• Look confident when you walk. Make eye contact with passersby, and keep a firm grip on your property.
• Carry your keys in your hand so you can quickly get into your car or home.
• Keep possessions in your vehicle out of sight (in the trunk).
• Although it seems courteous to open doors for others, especially persons carrying groceries or packages, do not open residential doors for strangers.
CrimsonEMS

CrimsonEMS is Harvard’s student-run, emergency, quick-response service. Our Massachusetts state-certified student EMTs work closely with Harvard University Health Services and the Harvard University Police Department to provide rapid care for campus emergencies and increase awareness for emergency preparedness. Our mission is to improve community health by empowering students with information about how to respond in an emergency, providing superior care by deploying quickly to emergent situations, and advocating for student health resources across campus. Our organization sponsors a subsidized EMT certification class each semester, and upon completion of this program, students are eligible to take the Massachusetts State Certification Exam. Additionally, we work with members of the Harvard community who are already certified to transfer their license to Massachusetts, so that they may become members of our organization. For more information, visit crimsonems.org.
A Special Word to Parents of Harvard Freshmen

General Education, a central component of Harvard’s curriculum, made its debut in the fall of 2009. As the program was first being considered, the then Dean of the Faculty reflected on the underlying principles of a Harvard education:

*A liberal education in the arts and sciences aims to educate our students to be curious, reflective, skeptical, and, in at least one area of knowledge, dedicated to special and concentrated learning. We believe that a liberal education should enable students to develop multiple perspectives on themselves and the world, giving them the knowledge, training, and skills to provide a foundation for their lives. At Commencement, we graduate whole classes. But we grant Harvard College degrees to individuals whom we trust to be independent of mind as we welcome them into the fellowship of educated men and women.*

The “independence of mind” does not, of course, occur over night. Some students come upon it more rapidly than others, and feel early comfort in taking personal responsibility. All are given support by the College, and urged to think of the freedom that comes with starting this next stage of their education not as freedom from something, from home, from community, and above all, from authority, but as opportunity, or freedom to. As students begin to think of freedom in this way, they can consult deans, advisers, proctors, instructors, and parents with the knowledge that they are using, not surrendering their independence.

For parents, the freedom that freshmen enjoy can be hard to accept. So can recognizing how little you can now appropriately and directly do to shape the daily round of your son’s or daughter’s experiences or his or her lifestyle choices, curricular, or career plans. When the aspiring medical student since 12 tells you that high school teaching is now the plan; or when the sure-to-be Olympic swimmer you drove through rain and snow to age-group swim meets swaps varsity swimming for Harvard theater; or when the one who was certain to major in economics, go to business school, and take over the family firm, decides instead on English, do not take it as deliberate hurt or as a rejection of all you have done together as parents and children. Almost always, it is neither. A young person is setting out on his or her own life’s course. Do not try to hold the course you set and have been sailing together for 17 years. It is very hard to sail a ship with two pilots. Come along, by all means. But keep in mind that it is a new voyage, someone else’s voyage. This way, college can be the shared and happy embarkation it ought to be for you and for your Harvard College student.*

When we ask students about the advice they have received and valued in their quest to be adults they regularly acknowledge parents’ thoughtful input. Our hope is that the different parts of this Handbook will acquaint you with Harvard’s programs and services so that when you are asked you will feel greater familiarity and can draw on that knowledge as well as on your own experience. Parents are also encouraged to visit http://www.college.harvard.edu for up-to-date communications and information just for you.

*Words of wisdom adapted from remarks by Associate Dean W. C. Burriss Young (1933–2002), who formally retired in 1998 after more than three decades of service to freshmen in Harvard College and their families.*
Communicating with the Freshman Dean’s Office

Parents often call the Freshman Dean’s Office with questions or concerns about their student’s progress. Except in circumstances of emergency in which a student’s life or safety is in danger, the Resident Dean of Freshmen will seek the student’s permission before discussing with parents the contents of conversations the Resident Dean may have had with the student or may have had with other offices of the University concerning the student’s progress.

The Resident Deans of Freshmen routinely inform students whenever they have spoken, met, or corresponded with members of students’ families. This practice may elicit the exasperated “Oh, Mom” or “Oh, Dad” with which many of us are familiar, but experience has shown that students can understand their parents’ concerns and can be helped to reflect on why their parents felt it necessary to intervene. Most can recognize how little parents can appropriately do from hundreds or thousands of miles away to settle roommate disputes or classroom issues, and most can eventually feel more comfortable in identifying and seeking to resolve problems or concerns. Parental concerns will never be presented as trivial or unfounded. Rather, students will be encouraged to explore and discuss those concerns openly and honestly with their proctor or dean. In this way, appropriate sources of help are tapped promptly and problems can be resolved as quickly as possible.

Occasionally, it may be necessary that a conversation or correspondence between parents and senior members of the FDO staff remain temporarily confidential. Serious illness or a death in the family of which a student has yet to be informed, or an impending divorce or move are among the matters that parents may wish to discuss with the FDO staff before informing the student. In such situations, the staff appreciates the opportunity to talk with parents about how best to inform the student and how to support him or her in dealing with news that will be upsetting.

The Buckley Amendment

Harvard policy and the Family Educational Rights and Privacy Act of 1974, more commonly known as “FERPA,” or the “Buckley Amendment,” provide students and former students access to their educational records that are maintained by the University, as well as the right to request that their records be corrected. Educational records generally include such items as course grades; information concerning fulfillment of degree requirements and the student’s field of concentration; evaluations provided by instructors, tutors, and others; copies of correspondence; various statements, forms, and study cards filed by the student; certain financial aid and admissions documents; and the application for admission filled out by the student. Many of these educational records are maintained indefinitely.

Students’ access to documents in their educational record is limited only when they have signed a written waiver of their rights to see a particular document or set of documents, most typically letters of recommendation. Parents or legal guardians of students are ordinarily informed of important changes of status, such as leaves of absence, probation, and requirement to withdraw. Course grade reports are provided electronically only to
students who may, in turn, share this information with their parents or legal guardians. Broadly speaking, schools are prohibited from disclosing information from a student’s educational record without the student’s consent, although there are a number of exceptions. These include, for example, disclosure to Harvard officials with a legitimate educational interest in the records, and disclosure to third parties in the event of an emergency, pursuant to a court order, or in certain disciplinary situations. Before providing letters of reference or recommendation, the College requires a written request from the student, specific to each letter the student seeks.

**Harvard College Outreach to Parents**

During the registration process in August students are requested to provide their parents’ email addresses on my.harvard.edu. Students will be responsible for updating this information when necessary. The College will use the email addresses to send parents the Harvard College monthly parents newsletter, the Freshman Dean’s January newsletter, invitations to parent webinars led by Dean Rakesh Khurana, information about Freshman Parents Weekend, and any necessary correspondence regarding campus emergencies. Visit www.harvard.edu/emergency for more information about announcements and updates during campus emergencies.

**Planning Ahead**

Students and family members can do much during the summer to help ensure a smooth transition to Harvard in the fall.

- **First**, read carefully all information as it arrives and promptly complete requested forms or reply cards.

- **Second**, attend immediately to immunization requirements and to any other health care issues (and establish referrals if students may need ongoing treatment for an existing condition). Harvard must refuse class attendance and dormitory residence to students who lack immunizations required by Massachusetts law. If students may need treatment for an existing medical condition, the Director of the University Health Services can work with your physician(s) to establish a satisfactory referral and to ensure treatment continuity. Except for students whose homes are in the metropolitan Boston area, it is unrealistic to expect students to return home regularly during the term for medical or dental treatment.

- **Third**, evaluate your insurance coverage for personal property that students will bring to Cambridge or buy while in residence. Adequate coverage for bicycles and for electronic equipment, including audio systems and computers, is especially important (see the student section on Insurance for more information).

- **Fourth**, discuss finances frankly. Many students have little sense of how quickly charges mount for clothing purchased in the Square or outings with friends. Others haven’t yet managed checking accounts. Discussions now can prevent misunderstandings come fall.

- **Finally**, you should make travel plans for the opening days of the fall term. Please see the “Move-in” section on page 9 for more information.
The Office of Student Life provides a link between the College and parents through special events and communications. These programs provide opportunities for parents to meet and hear from faculty members and College representatives, and connect with other parents, and their student’s friends. Office of Student Life staff serve as a resource for parents seeking general information about the College and student life.

Parents are invited to Cambridge three times during a student’s college career, apart from trips to and from school at the beginning and end of each academic year. The Office of Student Life is pleased to sponsor three important occasions: a Freshman Parents Welcome Lounge and Resource Fair on move-in day, Freshman Parents Weekend, and Junior Parents Weekend. Most parents also return for Commencement (graduation) at the close of the student’s senior year.

**Freshman Parents Lounge and Resources Fair**
On move-in day parents are encouraged to take a break from moving and unpacking and join other freshman parents for a cold drink in Annenberg Dining Hall. Staff members from various student services departments will be on hand to answer questions.

**Freshman Parents Weekend**
Please join us for this informal and social occasion celebrating your daughter or son’s transition to Harvard. The program of events offers lectures by distinguished faculty and administrators; panel discussions on academics and advising; class and University museum open houses; slide shows hosted by the Pre-Orientation Programs; and other activities. Freshman Parents Weekend for the Class of 2019 is **Friday and Saturday, October 23 and October 24, 2015**. Registration information and a schedule of weekend activities will be available online at [www.parents.fas.harvard.edu](http://www.parents.fas.harvard.edu) early in the fall.

Parents often arrive on Thursday evening in order to attend Friday morning classes and special open houses, to take tours, or to visit University museums and libraries. Scheduled events run from Friday morning to Saturday afternoon. The Office of Student Life does not plan activities in the evenings or on Sunday so that families can sample the wide variety of weekend activities that the College has to offer. Parents are encouraged to make hotel arrangements well in advance of the weekend.
We are thrilled to welcome your family to Harvard. As parents, you are an integral part of this remarkable community. The Harvard College Parents Fund seeks to deepen your engagement with the College and serves as a meaningful link to Cambridge. Our annual fundraising efforts provide your family with a vehicle to directly support the extraordinary opportunities that will shape your child’s Harvard experience. The success of the Parents Fund depends on the work of the Parents Fund Committee, which currently includes more than 60 families from all corners of the world. This group of dedicated volunteers is committed to connecting Harvard Parents with each other locally and around the globe. The committee also works to raise critical support for the programs and initiatives that nurture your children’s passions, emerging interests, and great aspirations. If you are interested in getting involved, please contact the Parents Fund office. We look forward to meeting many of you over the next four years!

Visiting Cambridge

In order to ease travel plans we have included the following information on travel from the airport and highway/interstate directions for those of you who are driving. For listings on accommodations call the Chamber of Commerce at (617) 227-4500, or visit the website (www.cambridgechamber.org) to search for accommodations in the Cambridge and Boston area.

Directions to campus and detailed instructions for move-in day will be sent to students along with their housing assignments in late-July.

Travel

From Logan Airport
Public transportation via the MBTA: take the Silver Line bus from the airport terminal to “South Station.” From there, take the Red Line inbound (toward Alewife) to “Harvard Square.” Alternatively, you can take the Blue Line from the “Airport” stop inbound to “Government Center”; take the Green Line inbound to “Park Street;” then take the Red Line outbound from “Park Street” to “Harvard Square” (fare is $2.00). Taxi service is also available; fare will be approximately $45 (plus tip).

By Car
These directions were accurate at the time of printing. Due to construction, there may be detours or exit changes.

From the South
Take Rte. 3 North or Rte. 95 North to Rte. 93. North to Exit 26 to Storrow Drive West. Follow signs to Harvard Square.
From the West
Take I-90 (the Massachusetts Turnpike) East to the Allston/Cambridge exit 18 and follow the signs to Cambridge. Cross the bridge over the Charles River and turn left on Memorial Drive. Turn right onto John F. Kennedy Street into Harvard Square.

From the North
Take Rte. 1 South or Rte. 93 South to Exit 26A to Storrow Drive West. Follow signs to Harvard Square.

Restaurants
There are fine eating establishments that cater to every taste right in Harvard Square, at other locations in Cambridge, and in Boston; they are too numerous to list in this handbook. Students can consult the Unofficial Guide to Life at Harvard, published by Harvard Student Agencies, or any of several online guides, and make recommendations to you.
APPENDIX

A History of Harvard

Harvard College was established in 1636 by vote of the Great and General Court of the Massachusetts Bay Colony and was named for its first benefactor, John Harvard of Charlestown, a young minister who, upon his death in 1638, left his library and half his estate to the new institution.

During its early years, the College offered a classic academic course based on the English university model, but consistent with the prevailing Puritan philosophy of the first colonists. Although many of its early graduates became ministers in Puritan congregations throughout New England, the College was never formally affiliated with a specific religious denomination. An early brochure, published in 1643, justified the College’s existence: “To advance Learning and perpetuate it to Posterity; dreading to leave an illiterate Ministry to the Churches.”

The election in 1708 of John Leverett, the first president who was not also a clergyman, marked a turning of the College toward intellectual independence from Puritanism. As the College grew during the 18th and 19th centuries, the curriculum was broadened, particularly in the sciences, and the College produced or attracted a long list of famous scholars including Henry Wadsworth Longfellow, James Russell Lowell, William James, the elder Oliver Wendell Holmes, and Louis Agassiz.

Charles W. Eliot, who served as president from 1869 to 1909, transformed the relatively small provincial college into a modern university. During his tenure, the Law and Medical Schools were revitalized, and the graduate schools of Business, Dental Medicine, and Arts and Sciences were established. Enrollment rose from 1,000 to 3,000 students; the faculty grew from 49 to 278; and the endowment increased from $2.3 million to $22.5 million.

Under President Abbot Lawrence Lowell (1909–33), the undergraduate course of study was redesigned to ensure students a liberal education through concentration in a single field with distribution of course requirements among other disciplines. Today, 48 fields of concentration are offered to Harvard College students. The tutorial system, also introduced by Lowell and still a distinctive feature of a Harvard education, offers undergraduates independent or small group specialized instruction in their fields.

One of Lowell’s most significant accomplishments was the House Plan, which provides undergraduates with a small-college atmosphere within the larger university. After being housed in or near Harvard Yard during freshman year, students are assigned to a House in which they live for the remainder of their undergraduate careers (a thirteenth House primarily serves graduate students but has some nonresident undergraduate affiliates and a small number of students living in the Co-ops). Each House has a resident Master and a staff of tutors, as well as a dining hall and library, and maintains an active schedule of academic, athletic, social, and cultural events.

James Bryant Conant (1933–53) introduced a system of ad hoc committees from outside the University to evaluate tenure candidates being considered for faculty positions. Conant
also initiated the General Education Program to give undergraduates breadth in fields outside of their major field of study.

Under Nathan M. Pusey (1953–71), Harvard undertook what was then the largest fundraising campaign in the history of American higher education, the $82.5 million Program for Harvard College. The Program strengthened faculty salaries, broadened student aid, created new professorships, and expanded Harvard’s physical facilities. A similar but greatly expanded fundraising effort, the Harvard Campaign, was conducted under the leadership of Derek Bok (1971–91) and raised $356 million by 1985.

Some of the important educational initiatives Bok undertook include: reform of the undergraduate course of study through the Core Curriculum, the introduction of graduate programs crossing traditional borders of professional disciplines, new approaches to the training of lawyers and doctors, and a renewed emphasis on the quality of teaching and learning at all levels. Bok addressed major issues affecting higher education and joined other education leaders in proposing a renewed partnership between the federal government and higher education to address economic competitiveness, equal education opportunity, improved quality of life, and ethical standards.

Neil L. Rudenstine was president from 1991 to 2001. As part of an overall effort to achieve greater coordination among the University’s schools and faculties, Rudenstine set in motion an intensive process of University-wide academic planning, intended to identify some of Harvard’s main intellectual and programmatic priorities. Those goals became an integral part of a successful five-year capital campaign. In addition, Rudenstine stressed the importance of keeping Harvard’s doors open to students from across the economic spectrum, the task of adapting the research university to an era of both rapid information growth and serious financial constraints, and the challenge of living together in a diverse community committed to freedom of expression.

In 1999, Radcliffe College merged formally with Harvard University. Radcliffe was founded as the “Harvard Annex” in 1879 to give women the opportunity to study with Harvard professors. Radcliffe women began taking classes at Harvard alongside men during World War II and, in the 1970s, Houses on both campuses became coeducational. From the late 1970s until 1999, a joint Harvard and Radcliffe admissions office selected women and men on an equal-access basis. With the merger, Radcliffe delegated all responsibility for undergraduate education and college life to Harvard.

The Radcliffe Institute for Advanced Study, successor to Radcliffe College, is an interdisciplinary center where leading scholars can promote learning and scholarship across a broad array of academic and professional fields. A key feature of the Radcliffe Institute is a continuing commitment to the study of women, gender, and society.

Lawrence H. Summers succeeded Rudenstine, becoming Harvard’s 27th president on July 1, 2001 and served for five years. A Professor of Economics and former Secretary of the Treasury, President Summers sparked attention to renewing the undergraduate experience, guided the launch of innovative interdisciplinary initiatives in the sciences and beyond, and strongly expanded Harvard’s international agenda. Under his leadership,
the University reached out to many more undergraduates from low-income families and strengthened financial aid for graduate and professional students pursuing careers in public service. The five years also witnessed dramatic faculty growth, major investments in new facilities, and the first concrete steps toward building Harvard’s extended campus in Allston.

After a year of interim leadership provided by Derek Bok, Drew Gilpin Faust, Lincoln Professor of History and Dean of the Radcliffe Institute For Advanced Study, became Harvard’s 28th president in the summer of 2007.

Responding to the changed economic landscape has been a priority for Faust, but she has redoubled the commitment to increasingly robust collaboration across the schools and to access to Harvard College for students of all economic backgrounds. Faust has launched important initiatives in the following areas: the arts, sustainability, global health, public service, the use and availability of common spaces, the return of ROTC to campus, team-based entrepreneurial activities, and the expansion and re-design of the Corporation. Also under her leadership, the new program in General Education commenced in the fall of 2009, replacing the 30-year-old Core Curriculum; and in May of 2013, Harvard and M.I.T. created the free online learning program known as edX.
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### Academic Calendar
*(2016–17 is tentative and subject to change)*

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The date of Freshman Parents Weekend for the Class of 2019 is **Friday and Saturday, October 23 and October 24, 2015.**

More information on Freshman Parents Weekend is available at [www.parents.fas.harvard.edu](http://www.parents.fas.harvard.edu).