The Heller School for Social Policy and Management

Brandeis University

The Master of Arts Degree in Coexistence and Conflict,

Academic Policies and Procedures

Student Handbook
2017 - 2018

It is the policy of Brandeis University not to discriminate against any applicant on the basis of race, color, religion, sex, sexual or affectional preference, age, national origin, veteran or disability status. The University operates under an affirmative action plan and encourages minorities and women to apply, both in terms of employment and to all the rights, privileges, programs and activities generally accorded or made available to its students.
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Corrections and Updates to Policies and Procedures: A Note to the Reader

Every effort is made to update this “Academic Policies and Procedures” publication. Updates and corrections may be published anytime during the academic year, and it is your responsibility to confirm that you are using the most recent version and amendments. The Heller School reserves the right to correct or revise factual information or policies and procedures that are not consistent or current with University policy, regulations or law.

1. Mission of The Heller School and Master’s Degree Program Goals

Since its founding as the University’s first professional school in 1959, The Heller School at Brandeis has been committed to developing new knowledge and insights in the field of social welfare and justice. Through the education of students and pursuit of research, The Heller School has actively engaged in examining policies and programs that respond to the changing needs of vulnerable individuals and social groups.

2. COEX Program Overview & Degree Requirements

The Masters Program in Coexistence and Conflict (COEX) provides students with a solid grounding in both the theories of contemporary coexistence work and the professional skills to design and implement successful interventions that enable divided peoples to live together more equitably, respectfully, and peacefully. Our students are early and mid-career professionals who work, or aspire to work, within governments, international agencies, business or related fields such as security and diplomacy, aid and development, human rights, education, and the promotion of democracy and civil society. The program is 16 months in length. It involves an academic year in residence at Brandeis (September – May), followed by a three-month fieldwork requirement and completion of a Masters paper by December. Graduation is held the following May so international students should make sure that they apply for a Visa that has a sufficient length of stay in the US if they would like to attend.

Highlights of the Program:

- Provides a solid grounding for participants in contemporary and developing theories on the causes of intercommunal conflicts, from the local to the global.
- Emphasizes the competences needed to design strategic interventions that prevent, mitigate, or resolve intercommunal conflicts and violence.
- Introduces students to evaluation skills to help them to assess the success of conflict interventions.
- Develops negotiation, mediation and facilitation skills designed for work in intercommunal conflict situations.
- Focuses on mainstreaming coexistence and conflict knowledge and skills within governments and security, international, and inter-governmental organizations.
- Includes a Master’s field work in an area of conflict, or with an organization involved in coexistence and conflict interventions, which could be an internship, a field project or an independent field research.
- Helps students develop partnership skills in delivering coexistence work through democracy, security, legislative, mediation, human rights, political, equity, and development work.
- Offers a wide choice of electives, including language courses that are relevant to participants’ career interests.
The Master’s Program in Coexistence and Conflict has successfully demonstrated its ability to provide peace professionals and practitioners with the leadership and the policy-development tools they need to implement successful conflict resolution strategies in crisis regions. As our alumni have engaged important challenges on the world stage, the reputation of the Master’s Program has grown.

A. Year-in-Residence

All students are required to spend an academic year-in-residence to complete their degree. They can only undertake their practicum in the summer and fall of their second year.

B. Course and Practicum Requirements

The curriculum of the Master’s Program in Coexistence and Conflict ensures that participants secure a solid grounding in the theories of contemporary coexistence and conflict work, develop the professional skills to design and implement successful interventions to deal with the challenges of such conflicts, and the interpersonal negotiation and mediation skills. The Program uses a competencies\(^1\) approach to the curriculum and practicum, requiring a minimum of 40 credits.

C. COEX Curriculum

Core Courses

In the fall semester 2017, entering COEX students will take:

- HS210a: Coexistence and Conflict Theory and Analysis (4 credits)
- HS244a: Responsible Negotiation (4 credits)
- HS277f: Planning and Implementation (2 credits)
- HS230f: Coexistence Research Methods (2 credits)

In the spring semester 2018, COEX students will take:

- HS220a: Coexistence Interventions, Monitoring and Evaluation (4 credits)
- HSNEW: Mediation Principles and Skills (2 credits)

Core Electives

Students will also take at least 14 credits of their choice from the list below.

- HS226r: Environment and Conflict (2 credits)
- HS233f: Social Policy for Shared Societies (2 credits)
- HS243f: Religion Identity and Conflict (2 credits)
- HS250f: Dynamics of Intercultural Communication (2 credits)
- HS260f: Development, Aid and Coexistence (2 credits)
- HS255f: Education for Development and Conflict Transformation (2 credits)
- HS270a: The Future of Diversity Work (2 credits)
- HS271f: Socio-Psychological Approaches to Local and International Conflicts (2 credits)
- HS272a1: Responsible Leadership (4 credits)
- HS345f: 3D Security: Diplomacy, Development and Defense (4 credits)

\(^1\) See Core Competencies for Graduate Programs in Coexistence and Conflict Work - Can We Agree? (Mari Fitzduff) at [http://heller.brandeis.edu/academic/ma-coex/resources/Ci/ciresources.html#coex](http://heller.brandeis.edu/academic/ma-coex/resources/Ci/ciresources.html#coex)
- HS257f: International Humanitarian Law (2 credits)
- HS NEW: Advanced Responsible Negotiation (2 credits)
- HSNEW: Managing Trauma and Resilience (2 credits)
- HSNEW: Disaster Management (2 credits)
- HSNEW: Gender and Peacebuilding (2 credits)

Students may then choose 4 credits of courses from any other Brandeis electives that they deem relevant to their future work at the Heller School, the International Business School, or the school of Arts and Sciences (subject to faculty’s permission in some cases). Students are also encouraged to study a language of their choice that is useful to their career, and for which they will get credits.

Credit Hours for COEX degree

Students need 40 credits to fulfill the requirements for the degree, with a minimum of 32 credits hours undertaken during their year in residence. The additional 8 credits are fulfilled by their practicum and master’s paper. Students must be enrolled in an average of 16 credit hours per semester. A very full course load would be considered 18 or more credit hours per semester. Many students wish to take advantage of the opportunity to enroll in many diverse and interesting courses but should be aware that each course requires an intense amount of study. Auditing a class is always an option. Please see “Auditing Classes” in this manual.

3. The Dual Degree Program in Sustainable International Development and Coexistence and Conflict (SIDCO) Program Requirements

Curriculum (2017 - 2018)

A. Overview
This unique program gives students the opportunity to train with expert faculty and practitioners in the fields of sustainable development and coexistence. SID courses provide a holistic approach to solving problems of poverty, environmental degradation, inequity, and injustice that focuses on social and economic development and conservation. COEX courses build an understanding of the structural and psychosocial causes of conflict and violence and allow students to effectively analyze strategies for interventions. Students who complete this program will receive two Master of Arts degrees: one in Coexistence and Conflict, and the other in Sustainable International Development. The program requires four semesters in residence at the Heller School, followed by a field project that integrates knowledge from both fields of study.

In addition to the required core courses of both the SID and COEX programs, students may also enroll in a variety of elective courses. The combination of required courses and electives will ensure that students acquire the following:

- An understanding of the theory and practice of international conflict and development work.
- Basic literacy in the historical and current debates on the meaning and goals of sustainable development.
- Knowledge and the skills necessary to undertake and engage in development and aid work under conditions involving violent conflict.
- Ability to analyze socioeconomic, political, institutional and environmental contexts at the global and local levels and to use the analysis to support realistic sustainable change.
• Familiarity with the current debates on theory, policy and practice taking place among the development, aid, and coexistence institutions.
• Ability to use problem-solving methodologies in seeking innovative and effective sustainable development solutions.
• An understanding of best practices in developing, conflict ridden, and disaster-affected societies through case studies, and lessons-learned analysis.
• Ability to lead, manage, and support sustainable development organizations and interventions in order to maintain operational efficiency as well as to enable innovation and change.
• Analytical tools used in determining the effectiveness of aid and development programs while simultaneously attempting to contribute to the coexistence needs of divided societies.
• Ability to use evidence to support the design, implementation, and evaluation of sustainable development policies, programs, and projects.

B. Year-in-Residence
All students are required to spend two academic years-in-residence to complete their degree and before they undertake their field project in the summer and fall of their third year.

The SIDCO Program has the following structure:

• First year-in-residence (two semesters), concentrating on Sustainable International Development (SID) studies. (http://heller.brandeis.edu/academic/sid/index.html)
• Second year-in-residence (two semesters) concentrating on Coexistence and Conflict (COEX) studies. (http://heller.brandeis.edu/academic/ma-coex/index.html*)
• Presentation at SID Capstone in May of the second year-in-residence.
• Second summer – three months in the field beginning in the summer undertaking Fieldwork on an issue of development and conflict followed by up to three months in the Fall writing up the Fieldwork Report/Paper**.

**See Fieldwork Guidelines for MA in Coexistence Program

C. Course Requirements

SID Curriculum
Fall 2017/Spring 2018

SIDCO Students will be enrolled in the SID Curriculum portion of their degree in 2017-18. To complete the SID year-in-residence, students must take a minimum of 32 credits, with at least 16 credits each semester. These credits must include:

• Economics for Development Practitioners (2 credits)
• Climate Change and Livelihoods (2 credits)
• Planning and Implementation (2 credits)
• Applied Economics elective (2 credits)
• Applied Environment and Ecology elective (2 credits)
• Gender and Sexuality elective (2 credits)
- Either Coexistence and Conflict: Theory and Analysis (4 credits) or Responsible Negotiation (4 credits)
- SID Electives (12 credits)
- COEX Electives (2 credits)

Students must also take a minimum of one required COEX course from the COEX curriculum during their SID year-in-residence. During SID Orientation, students will receive a thorough grounding in the curriculum including a comprehensive list of all SID and COEX courses and electives for the academic year. They will also be assigned an academic advisor from the SID core faculty to guide them through their year-in-residence with the SID program.

**COEX Curriculum**
**Fall 2018/Spring 2019**

In the fall of 2018, SIDCO students concentrating on their COEX studies will take:

- Either Coexistence and Conflict: Theory and Analysis (4 credits) or Responsible Negotiation (4 credits)
- Coexistence Research Methods (2 credits)
- Ethics, Rights and Development (2 credits)
- COEX Electives (4 credits)
- SID Electives (4 credits)

In the spring semester 2019, those students will be required to take:

- Mediation Principles and Skills (2 credits)
- Development, Aid, and Coexistence (2 credits)
- COEX Electives (6 credits)
- SID Electives (4 credits)

**COEX Electives in 2017-2019**

Students will also choose elective courses from the list below.

- HS226r: Environment and Conflict (2 credits)
- HS233f: Social Policy for Shared Societies (2 credits)
- HS243f: Religion Identity and Conflict (2 credits)
- HS250f: Dynamics of Intercultural Communication (2 credits)
- HS255f: Education for Development and Conflict Transformation (2 credits)
- HS270a: The Future of Diversity Work (2 credits)
- HS271f: Socio-Psychological Approaches to Local and International Conflicts (2 credits)
- HS272a1: Responsible Leadership (4 credits)
- HS345f: 3D Security: Diplomacy, Development and Defense (4 credits)
- HS257f: International Humanitarian Law (2 credits)
- HS NEW: Advanced Responsible Negotiation (2 credits)
- HSNEW: Managing Trauma and Resilience (2 credits)
- HSNEW: Disaster Management (2 credits)
• HSNEW: Gender and Peacebuilding (2 credits)

The first core course of the COEX part of the curriculum starts by looking at existing and developing Coexistence and Conflict Theory and Analysis (4 credits). Participants reflect upon the different kinds of ethnic, religious, cultural, and social conflicts that have emerged around the world, particularly since the end of the Cold War; the reasons for such emergence, and the likelihood of their continuance. They also look at the theories of the contemporary intercommunal conflict and the varying analytic approaches to such conflict.

A second core course on Coexistence Interventions, Monitoring and Evaluation (4 credits) addresses what can be done about such conflicts through structural, meditative, cultural, legislative, political, and developmental approaches to successful coexistence work.

A third core course, Responsible Negotiation (4 credits) provides concepts, observations and suggestions to improve analytical and operational negotiation skills while also addressing negotiation foundations.

A fourth core course, Development, Aid and Coexistence (2 credits) increases the knowledge and skills of students undertaking development and aid work in situations of conflict.

A fifth course, Mediation Principles and Skills (2 credits) will help students to facilitate discussions in conflict situations, and in designing program interventions, including mediation, that can mitigate and resolve intercommunal tensions.

A sixth core course includes Coexistence Research Methods (2 credits), which helps students design, implement and document their Master’s Field Project is taken in the second half of the first semester.

A seventh core course, Planning and Implementation (2 credits), focuses on concepts and methods of planning and implementation to promote coexistence and sustainable development.

In addition, participants can choose COEX elective courses from the following partial list:

1) The Future of Diversity Work (2 credits) addresses the limitations for those who are particularly interested in coexistence policy work and its intersection both nationally and internationally with gender, class, religious and race work on issues of equality and coexistence; 3

2) Responsible Leadership (4 credits), also taught by the director of the COEX program, Alain Lempereur, examines whether leadership is good news or bad news, leading or misleading. It looks at responsible leadership, where the solutions of women and men of power respond to the problems of the people, to whom they are accountable.

3) Social Policy for Shared Societies (2 credits)
This course looks at how governments and others can develop policies and programs in e.g. development, health, the environment, business and education so that such policies can prevent societal conflicts, and assist the creation of shared rather than conflicted societies.

4) Socio-Psychological Approaches to Local and International Conflicts (2 credits)
The course will present the socio-psychological frameworks for understanding the development and dynamics of inter-societal and international conflicts, and their management and resolution.

5) **Dynamics of Intercultural Communication (2 credits)** Engages students to honor and share their own culture while developing a capacity to be inclusive of many other cultures by progressing from an ethnocentric toward an ethno-relative state of understanding and acceptance of cultural differences.

6) **Religion Identity and Conflict (2 credits)** considers religious identity as a factor in conflict etiology and coexistence strategies and is designed to hone skills that will allow practitioners to integrate religious-identity factors into conflict analysis and peacebuilding agendas;

7) **Environment and Conflict (2 credits)** examines the relationship(s) and interaction(s) between conflict and the environment with both social and ecological theoretical frameworks regarding this interaction explored;

8) **3D Security: Diplomacy, Development and Defense (2 credits)** helps students develop an understanding of, and response to, the security needs of a changing world order. The class examines recent efforts at coordination of diplomacy, development and defense (3Ds) as part of a new strategic framework for security sector reform.

A choice of a wide variety of electives are available to make up the required credit hours and can be taken from any of the programs available at Brandeis that are appropriate to the student’s career focus as mentioned above. Students may also enroll in relevant courses from some of the many universities in the Boston and Cambridge areas.

**Credit Hours for the SIDCO Dual Degree**

Students need 72 credits to fulfill the requirements for the dual degree, with a minimum of 32 credits hours in the first year-in-residence undertaking the SID part of the curriculum.

The second year students need to fulfill at least 32 credit hours. Following the second academic year-in-residence the master’s field project and field report will be undertaken which will fulfill the final 8 credit hours. Students will present background, a problem statement, and intended methods of their fieldwork at the SID Capstone in May of their second year-in-residence, prior to embarking to the field. After successfully completing their field project, they will return to Heller to present their results at the COEX Capstone.

To fulfill the Coexistence part of the program, students are enrolled in an average of 16 credit hours per semester. A very full course load would be considered 18 or more credit hours per semester, while most students are enrolled in 16 hours per semester. Many students wish to take advantage of the opportunity to enroll in many diverse and interesting topics but should be aware that this may require an intense amount of study in most cases. Auditing a class is always an option. Please see “Auditing Classes” in this manual.
The Practicum/Fieldwork

Each student is required to develop a fieldwork project designed to test their application of theory to practice, to expand policy and practical experience, and, under supervision, to increase security and comfort levels at working in what is usually a contentious and sometimes dangerous field. In addition, the fieldwork will test and improve the width and depth of one’s professional skills and significantly increase networks of collaboration.

The fieldwork has three (3) options, each with a different result in terms of final paper for COEX and SIDCO students.

1. **Internship** – Students work for/within an organization. They need to get their Terms of References (TOR) defined by the organization, with the name of a field supervisor. They do not need an IRB, but are required to write an Internship Report, which is more of a narrative talking about an intervention and providing recommendations to the organization. A policy brief. Note: students will need an additional 2 credits through a course that in general relates to their topic.
   a. **Number of pages** = 45-50

2. **Field Project** – Students work for/within an organization on a research question. They may need an IRB, in addition to their personal plan being approved by TORs from the organization. They need the name of a field supervisor. They will write a Master’s Paper/Field Report, which is more research oriented.
   a. **Number of pages** = 60-75

3. **Independent Field Research** – Students, who are approved by the program, will conduct independent research, most likely through an approved IRB. They should take an additional research course at Brandeis. It is strongly advised that the student seek to identify an academic advisor in the field. They will write a Master’s Thesis.
   a. **Number of pages** = 80-95

Based on the option you chose, there is a different output in terms of the final paper submitted.

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FINAL OUTPUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Internship</td>
<td>Internship Report (45-50 pages)</td>
</tr>
<tr>
<td>2. Field Project</td>
<td>Master’s Paper (60-75 pages)</td>
</tr>
<tr>
<td>3. Independent Field Research</td>
<td>Master’s Thesis (85-90 pages)</td>
</tr>
</tbody>
</table>

**Important note for International students:** All final papers must be finalized and APPROVED by the program prior to the expiration date of your I-20.

Before students begin their Field Research or Independent Field Research, they must determine if they need to complete the Institutional Review Board (IRB) process. This includes an online training and submission of an application. Students will learn about IRB throughout the year, but should also frequently visit their web site [http://www.brandeis.edu/osp/hsintro.html](http://www.brandeis.edu/osp/hsintro.html) to
familiarize themselves with the process, timing/deadlines and where they can find out about training workshops.

For further information about the fieldwork, please log onto the COEX website.

Hard copies of past field project papers up until 2014, are available in the SID/COEX library on the bottom floor of Heller. Please do not remove these from the library. Additionally, there are final papers on the Heller Current Students page for students to read as well.

Guidelines

- Proposal Guidelines

  All students are required to write and submit a proposal for their fieldwork to their advisor for approval prior to beginning any fieldwork.

- Guidelines for the final papers
  - Internship Report guidelines
  - Master’s Paper guidelines
  - Master’s Thesis guidelines

For further information regarding fieldwork options and requirements, be sure to visit the Practicum section of COEX’s Current Students page.

Withdrawal of Project Approval
The Master’s Program reserves the right to withdraw approval of a project if the student engaged in the practicum is assessed to be at risk due to conflict, public health threats, or natural disaster. The student must then leave the area of risk. The program may also withdraw approval of a project if the nature of the project or the nature of the student’s involvement changes without written approval by the Program. It is the responsibility of the student to request approval from the program before any change can take place unless there is an emergency that threatens the student’s safety. In these situations, the student should leave the practicum and contact the program immediately. The program will support the student in securing a suitable alternative Practicum. The Master’s program may also withdraw approval of a project if the student fails to fulfill the terms of reference stated in the Project Proposal.

Students cannot abandon the post for any reason other than factors threatening his/her safety, as mentioned above. Students facing any other reason should consult with the program before leaving the post otherwise the experience will not count to fulfill the program requirements for the Practicum/Field Project.

Administrative and Academic Matters

Access to the Program Director
The Program Director, Professor Alain Lempereur, is eager to take time to get to know the students-in-residence through classroom teaching, program events, and informal discussions in his office. He encourages students in the first week to sign up for an appointment during his office hours, which can be accessed both online and on his office door, Schneider Room 106.
Academic Advisors
All students will be assigned an academic advisor at the beginning of the year. The advisor will help students determine the courses to take given the students background, interests and career goals and provide guidance throughout the year. They can also provide insight to developing a research question and focus for the field project. Students will meet with their advisors during orientation and a meeting schedule will be established.

Registration and Course Enrollment
All course registration is done on the Brandeis University website. Before each semester begins, students will receive an information packet containing instructions on how to use the on-line registration system; a Personal Identification Number (SAGE ID number) needed to access the system; and notification of the deadlines by which all students must register or be administratively withdrawn from the University.

“Registration” and “Course Enrollment” are two distinct processes happening concurrently. By enrolling in a course you are officially registering with the University for that term. When you first access the Office of the Registrar’s Registration web page, you will be notified that enrolling in a course signals your acceptance of the rights and responsibilities of being a Brandeis student as contained in the Master of Arts in Coexistence and Conflict Academic Policies and Procedures, Brandeis Student Rights and Responsibilities Handbook and the University Bulletin, and other University publications.

No student will be allowed to participate in Orientation or register for classes who has not completed the University’s health requirements or who has outstanding financial or other obligations. “Holds” will be placed on student accounts not cleared of health requirements or financial obligations. If holds are not cleared up by the last day of the course enrollment period, students will be administratively withdrawn from the University. Once you have been administratively withdrawn from the University, you are required to reapply for admission in a subsequent semester if you wish to be reinstated.

Choosing Courses
The registration and course enrollment period is long enough to allow students to “shop” for non-required or non-core courses and to sit in as many as they wish before making a final decision. Students are required to meet with their Academic Advisor and attend a session with the Assistant Dean for Student Records and Enrollment during orientation to discuss course selection and the students’ Individualized Learning Plans. The Heller School permits students to "shop around" before committing to take non-required courses. The following rules apply:

- The "shopping" period is the first session of each course.
- If you are considering registering for a course (module or full semester), you must attend the first session. You may choose after that first session not to take the course and hence you do not register for it.
- You may attend the second session of a course ONLY if you attended the first session. You must also have prepared the readings and any assignment. If you did not attend the first session, you should not register for the course. Please do not ask the instructor for an exception.
- Graduate students must register for courses by the end of the second week of classes. Please be sure to check the academic calendar for the exact date. As of the third session of a course, you may drop the course with reason by petitioning the Assistant Dean.
for Student Records and Enrollment whose signature on the "Drop Slip" is required along with that of the instructor.

These procedures help to assure a smooth registration and continuity within the classes. Thank you for your cooperation. Please see the office of the Assistant Dean for Student Records and Enrollment for clarification.

All course syllabi are posted on the Current Students section of the Heller School website. If a syllabus is not available, students should confer directly with the professor teaching the course and/or the COEX program graduate student assistants. Students may also want to read student course evaluations from previous years; they are located on the Current Students section of the Heller School website.

Some courses have prerequisites requiring you to have already taken a particular course or equivalent. Some courses (particularly seminars) have enrollment maximums. Some courses are designated “by permission of the instructor” in which case you need to seek the professor’s permission to enroll.

Directed Readings
Occasionally students wish to design an independent study that allows a more in-depth approach to a topic than offered by an existing course, or that allows exploration of some topic for which there is no course offering. To pursue such study for course credit, students should identify a faculty member willing to supervise the Directed Readings. Normally, students are not permitted to take a Directed Reading until having completed the first semester at The Heller School. Students are advised those faculties who agree to supervise the Directed Reading are doing so without adjustment in their normal workload. Some faculty just will not have the time to supervise Directed Reading.

Credit for a Directed Reading is normally equivalent to one full semester course, though a half semester course load is possible, and a Directed Reading should include the equivalent amount of reading and writing as a regular course. Written work may be in the form of one longer paper, several shorter papers, critical essays on a body of literature, or appropriate data analysis exercises.

After conferring with an interested member of the faculty, students should write a short proposal covering the following points:
1. The topic of the Directed Readings;
2. How it fits in with the student’s general plan of study;
3. What material the student plans to read, and if the reading list is incomplete, how the student plans to supplement it;
4. What written work the student plans to do;
5. How often the student and supervisor will meet.

The student and the faculty supervisor may want to revise this proposal, but when both are satisfied with it, the student should discuss it with the Assistant Dean for Student Records and Enrollment who will sign it if approved and place it on the student’s record. Consult the course listings for the course number for Directed Readings.

A student should take no more than one Directed Reading as part of the requirements for their degree. If there are special circumstances, a student should see the Assistant Dean for Student Records and Enrollment before proceeding to plan a second Directed Reading.
Auditing Courses
Students who are in residence may audit Heller School classes with the permission of the instructor. To have an audited course noted on his or her permanent record, the student must sign up for it as an audited course at the time of registration and notify the professor, who will be asked at the end of the semester to certify that the student has attended class on a “regular” basis. Students wishing to audit should clarify with the instructor the terms under which the student is approved to audit.

Courses in other parts of Brandeis
Students may avail themselves of the rich offerings and outstanding faculty in other parts of Brandeis. Graduate level courses in the departments of anthropology, sociology, economics, history and politics may be of particular interest. Brandeis has a variety of interdisciplinary programs that are of interest to Heller students, including American studies, legal studies, and women’s studies. To sign up for these courses, students should discuss their intent with the Assistant Dean for Student Records and Enrollment, note it on their ILP, and then sign up for the courses through the normal registration process.

Brandeis University’s Continuing Education department and the Heller School offer limited summer courses. These courses require separate tuition payments.

Courses Outside of Brandeis University at Consortium Schools
Brandeis University is part of a consortium consisting of Brandeis, Boston College, Boston University, Tufts University (excluding Fletcher School), Bentley College, the School of Urban Studies and Planning at MIT, and the Gerontology Department at the University of Massachusetts, Boston enabling Heller students to take courses at these schools. Students may take any graduate-level course at these schools that fits reasonably into their educational goals, with several provisions:

1. Consortium schools do not allow cross-registration in some of their graduate programs, or in particular courses. Students should check with the Heller Student Records Office on specific courses.

2. Students need the permission of the instructor to register.

3. Outside courses may not be used to substitute for similar courses offered in The Heller School's curriculum unless there are serious and unavoidable extenuating circumstances. If a student believes to have such circumstances, she or he should consult with the Assistant Dean for Student Records and Enrollment and, if approved, the student should be sure to have a written approval placed in the student’s official file.

4. Students may take a maximum of two courses in consortium schools during their Year-in-Residence.

5. Consortium privileges do not run in the summer. If you wish to take a course at a school other than Brandeis over the summer, you will be responsible for paying tuition to that school.

If registering for a course at one of the consortium schools during the fall and spring semesters, students do not have to pay tuition there, but must pay full tuition at Brandeis. (This is because the consortium schools have a tuition-sharing agreement.)

To register for a course at one of the consortium schools, a student should do the following:
1. Obtain a copy of the course description from the school catalogue, discuss it with the Assistant Dean for Student Records and Enrollment, and get more information if necessary.

2. Get a cross-registration form from the Assistant Dean for Student Records and Enrollment, fill it out, and have the Assistant Dean sign it.

3. Take the signed form to the Registrar of the consortium school where the course is offered.

4. Bring back to the Assistant Dean for Student Records a copy of the approved cross-registration form as signed by the Registrar of the consortium school, and a copy of the catalogue course description for his or her official file.

5. At the end of the semester, the Assistant Dean will either send a grade form directly to the professor, or give one to the student to give to the professor. In either case, it is the student's responsibility to be certain that Heller receives the grade.

Withdrawal from courses
Students may withdraw from their courses only with cause and with the permission of the instructor and Assistant Dean for Student Records and Enrollment. The withdrawal policy for courses taken outside Brandeis may not be similar to Brandeis, and it is the responsibility of the student to conform to that policy.

Evaluation Procedures

Class Attendance
In order to benefit from experiential learning, you are required to attend every class and lab, barring documented illness. Please also arrive on time at the beginning of class and after the break. If you know you will be absent or late, for a legitimate reason, make sure you inform your instructor and teaching assistant in advance. They will not accept unexcused absences. **Should you miss more than two classes or labs, you will fail the class.** Attendance is more than just coming to class. You are expected to have prepared all readings and assignments before class and to actively participate in class.

Students are expected to behave professionally in all Heller School classes.

Course Performance Evaluation
Students have the right to meaningful feedback regarding their performance in a course:

1. If students do not receive feedback they have the right to approach the instructor, the Associate Director for Academics, the Program Director, and the Assistant Dean for Student Records and Enrollment.

2. Each instructor may give feedback in any way he or she deems appropriate. This might include written comments on papers and exams, personal meetings, etc.

3. If a student requests to meet with an instructor, the instructor is obligated to respond to this request within reason.

4. All instructors have office hours listed on their syllabi during which students can freely drop in to talk with the instructor without an appointment. If students cannot make these office hours, students are advised to request an appointment with the instructor.

5. Students with a learning disability who have documentation on file at The Heller School should speak with the professor before the course begins to request an accommodation. Questions about the documentation should be addressed to The Heller School Disabilities Coordinator.
**Course Grades**

Graduate students are expected to maintain records of distinction in all courses. Letter grades are used for most Master’s courses. Course grades can be retrieved by a student via SAGE. The student’s SAGE ID number is required.

Any letter grade below B minus (B-) is considered unsatisfactory and will not be counted toward credit for degree requirement. There is one exception to this rule. For Master’s program(s) in which students are in residence for four semesters or more, students may receive a grade of C plus (C+) in two courses throughout their program and still earn graduate degree credit for such courses. For Master’s programs in which students are in residence for two or three semesters, a student may receive only one grade of C plus (C+) throughout their program and still earn graduate degree credit. Students are not allowed to receive a grade below B minus (B-) in the capstone course of their respective programs (TCP for MBA Program). If a student receives two grades of C plus (C+) in one semester and one of the C plus (C+) grades is not eligible for degree credit (e.g. masters programs in which students are in residence for two or three semesters), the Program Director may decide or create a committee to decide which course will count toward degree requirements.

If a student receives an unsatisfactory grade, he or she may petition the Director to re-take the course for credit the next time it is offered. If approved, and should the new grade be satisfactory, it will replace the former unsatisfactory grade on the student’s official transcript. The unsatisfactory grade and any documentation will remain in the student’s file.

A student who receives an unsatisfactory grade must discuss it with the Associate Director of Academics. For a complete breakdown of the grading system, please see page 27.

**Academic Reviews**

Brandeis University reserves the right to sever ties with students whose academic performance is so deficient as to suggest an inability to meet academic requirements. The program reserves the right to review a student’s academic performance and potential for degree completion. This review may begin when a student receives one unsatisfactory grade or when two members of the faculty request that the Director initiate such a review for cause. To complete this review, the Program Director will appoint a faculty committee who will review all relevant information and make a recommendation to the Director for remedial action or withdrawal. The student will be informed about this decision within seven business days and will have the opportunity to meet with the Academic Review Committee or with the Director, to present his/her case or to submit a written response within seven business days. If after that appeal the decision to withdraw the student remains in force, the Program Director makes a recommendation to the Dean to withdraw the student from the Heller School. The Dean makes the final decision, in consultation with the student and faculty (as the Dean considers appropriate).

**Grading Grievance Procedure/Grade Appeal Process**

All Heller course instructors will make independent decisions about their grading process and will be supported in those decisions by The Heller School’s program and administrative staffs. However, any student who feels he or she has been graded incorrectly or unfairly in a course taken for credit may take the following steps:

First, the student should contact the instructor to set up a meeting within seven business days after the grade in question is made available. If such a meeting results in a mutually acceptable solution, the grade will be adjusted accordingly. If the meeting does not result in a mutually acceptable solution and the student wishes to appeal further, the student should submit a written statement...
specifying the nature of the complaint and the remedy desired to the director of the program in
which the student is enrolled within seven business days of the meeting. Although there will be a
presumption in favor of the instructor, the program director or his/her designee will take into
account all evidence presented by the student and will seek to resolve the matter as soon as possible,
normally within seven business days, from submission of the complaint. Final disposition of the
appeal will be in writing to all parties involved. The decision of the program director or his/her
designee is final.

At each level, the agreed upon resolution or decision should be in writing. Each party should retain
a copy and the original decision should be forwarded to the Assistant Dean for Student Records
and Enrollment for placement in the student’s academic record.

The Assistant Dean for Student Records and Enrollment is available to consult with the student at
any step of the grievance process.

**Incomplete**

Students are expected to complete all requirements for a course by the end of the semester in which
it is offered. If a student encounters very special extenuating circumstances during a semester that
prevents the completion of coursework, he or she may ask an instructor to give a grade of
Incomplete. Instructors are not required to give Incompletes, however, so students should check in
advance to determine whether their reason for not completing requirements on time is acceptable.
If an instructor agrees to give an incomplete grade, the student must work out an agreement with
the instructor as to when the remaining work needed to pass the course will be submitted. The
instructor may also set a date for completion of the work earlier than the maximum time allowed
by school policy (see below). The Incomplete grade may be changed to a letter grade by the
instructor upon the satisfactory completion of all requirements. Students are urged to complete
courses on time. **Students who fail to submit any course assignment and who do not request
and obtain an incomplete grade from the instructor are not automatically entitled to an
incomplete grade. Students should note that having an incomplete grade might prevent them
from starting their Second Year Project.**

If a student is granted an Incomplete, he or she is subject to the following rules:

1. COEX students must finish all fall 2017 Incompletes by **January 24, 2018**, and Spring 2018
   Incompletes by **June 18, 2018**.

2. The Assistant Dean for Student Records and Enrollment and the MA Associate Director for
   Academics will receive notice of incomplete coursework. The student should see Assistant
   Dean for Student Records and Enrollment to discuss any special circumstances or problems,
   but it is most important that the student stay in contact with the instructor(s) about the
   Incomplete(s).

3. Extensions for Incompletes (see 1 above) may be granted only for exceptional circumstances,
   such as serious illness, by the Associate Director, Academics after discussion with the
   instructor and Assistant Dean for Student Records and Enrollment. The student must bring this
   request in writing to the Assistant Dean for Student Records and Enrollment prior to the
   Incomplete deadline and after it has been signed off by the instructor.

4. If a student has Incompletes after the regular or extended deadline, the grade will automatically
   become a Permanent Incomplete.

5. A student who takes three Incompletes and fails to complete them within the deadlines may be
   asked to leave the program without due process.
Evaluation of courses by students
Students evaluate every course taken at The Heller School by filling out a standard evaluation form with questions about the instructor and the course content. The Heller School takes these evaluations seriously and considers such student input important. Evaluations are anonymous, and instructors are not shown the students' course evaluations until after they have turned in all grades.

Students are urged to discuss courses with their professors while they are in progress. Students should not feel that they must wait until the end of the semester to voice any concerns. Instructors should not take any punitive measures in response to students’ observations or criticisms, which should be always be presented respectfully and professionally, and aimed at improving the teaching.

Academic Records
A complete record of courses taken, evaluations, special arrangements, exceptions or permissions will be maintained by the Assistant Dean for Student Records and Enrollment. If a student receives special exceptions, permissions or waivers, it is his or her responsibility to be certain that a written copy goes into his or her official file. Documentation in the official file is audited to determine student eligibility to graduate. Regardless of conversations that may have informally taken place, if a matter is not formalized in writing and in the official file, it will not be taken into account in the audit. It is a good idea for students to keep copies for their own records.

Program Time Limits
A student must complete within five years of matriculation all the degree requirements that are in effect at the time of matriculation.

Request for Waiver of Academic Requirement
The MA Program Director must approve in writing any exception, exemption or waiver, to a policy regarding an academic requirement. Waivers from required courses are dealt with by the Assistant Dean for Student Records and Enrollment (see above). A written copy of any exception, exemption or waiver will be placed in the student’s official file and a copy given to the student. If the student does not receive a written copy, the student is advised not to assume that the waiver was granted.

Leave of Absence
Students may petition for a leave of absence. A leave of absence up to one year will normally be granted to a student in good academic standing who presents compelling personal reasons. A leave of absence must be approved by the Program Director. Leaves of absence beyond one year are extended only for medical reasons. Any student wishing to extend the leave of absence must submit a written request with medical documentation before the leave of absence expires. If there are outstanding Incompletes when a student begins a leave of absence, the student will not be allowed to re-register until they have been completed. Students who take leaves of absence are not guaranteed tuition remission or other forms of financial aid when they return.

Voluntary Withdrawals
A student who wishes to withdraw voluntarily from The Heller School during a semester must do so in writing to the Assistant Dean for Student Records and Enrollment on or before the last day of instruction in the term. Failure to comply may subject the student to involuntary withdrawal, refusal of readmission, and cancellation of eligibility to receive an official transcript and loss of eligibility for refunds. Permission to withdraw voluntarily will not be granted if the student has not discharged all financial obligations to the University or has not made financial arrangements satisfactory to the Bursar.
Academic Integrity
Academic Integrity is central to the mission of education excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person – be it a world-class philosopher or your roommate – without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet, or created by another student.

You are expected to be honest in all of your academic work. The University policy on academic honesty is available annually as Section 5 of the Rights and Responsibilities handbook. Instances of alleged dishonesty will be forwarded to Office of the Dean of the Heller Graduate School for possible judicial action. Potential sanctions include failure in the course and suspension from the University. If you have any questions about expectations, please ask for clarification.

We cannot insist enough on the fact that all written work for courses must include appropriate citation of the sources used.

- See section 56c ("Avoid Plagiarism") of the Concise English Handbook.

As part of their training in the field of development, students are expected to maintain a professional relationship with faculty, staff and other students. Unprofessional conduct may result in disciplinary action.

Student Judicial System
The University establishes standards of student behavior and reserves the right to suspend or permanently dismiss students whose conduct warrants such action. The University will give due notice and, if requested, a hearing before the appropriate body. The Student Judicial System is administered by the Office of Campus Life. Standards, policies, and procedures are published in the student handbook.

Tuition Bills and Payments
Full time students will be billed for tuition in halves (1/2 in the fall, 1/2 in the spring). Students who have not paid the prior semester tuition and fees, whether or not they have been billed, may not register for courses. If a student has not received a bill or has a problem, he or she should speak to the Bursar’s Office. It is the student’s responsibility to pay his or her tuition in a timely manner, even if no bill has been received.

If a full-time student is receiving a full or partial Brandeis tuition scholarship, this scholarship will be divided in half and deducted from the tuition and fees for the fall and spring semesters. This will be reflected on the tuition bill.

If a student is receiving third party sponsorship (e.g. Fulbright), it is the student’s responsibility to make sure the sponsor will meet the payment deadlines of the Brandeis Bursar’s Office. The student is responsible for any outstanding balances.
Tuition payments can be paid directly to the Cashier’s Office at the University. A student’s check must show his/her university identification number and the words “Heller Student.”

**Tax Policy for Stipends and Scholarships for U.S. and Foreign Students**

All stipends are considered to be taxable income under U.S. Internal Revenue Code and it is the obligation of Brandeis University to deduct these taxes from the students’ stipend checks. It is the responsibility of the student to complete a tax treaty form, if applicable, and file United States tax forms. Limited information on tax requirements is available through the Brandeis University Payroll Office, the International Students and Scholars Office and the COEX Office.

**Administrative Withdrawals**

Students who do not comply with registration procedures, medical documentation requirements, and financial obligations are subject to administrative withdrawal from the University. Any Heller student receiving notification of impending administrative withdrawal should immediately contact the Assistant Dean for Student Records and Enrollment.

**Graduation Procedures**

- Each year in May, the Heller School holds a mini-commencement ceremony. The commencement program includes all students who have received degrees the previous August, midyear (February) and in May. Students who have graduated at any of these times are eligible to march in both the Heller mini-commencement and the University commencement. The Heller School commencement takes place from 8:00am – 9:30am followed by the Brandeis University commencement at 10:30am.

- It is University policy that all graduate students participating in commencement exercises must wear regalia (cap and gown) which is provided by the University. In February, you will be asked to complete Intent to Graduate form and will indicate on that form if you are planning to march in the ceremony. There is no charge for the regalia. (Subject to change)

- **Course Requirements** – Students are responsible to complete all academic requirements on time prior to graduation deadlines.

- **Other Requirements** - Students are responsible to discharge all financial obligations to the University. The Assistant Dean for Student Records and Enrollment will announce the specific date by which this must be done. Financial obligations include: tuition and fees, course materials, library fines, parking fees and fines, cap and gown fees, diploma fee. Please return books or materials on loan from Goldfarb Library, the Science Library, Heller’s Health Policy Library, the SID Library, faculty, or others.

- **Lockers and Mailboxes** - Lockers should be cleaned out after graduation. Belongings left in lockers after a student graduates are discarded. Mailboxes should be cleaned out graduation week.

- Students vacating local apartments or who plan to sub-lease should inform Heller Student Services as it may help incoming students find living quarters.

**Transcripts**

Students, former students, and graduates who request official transcripts of their academic record at Brandeis are entitled to 20 transcripts without charge. The charge for transcripts thereafter is $5.00 (subject to change) for each copy issued after the first 20. Requests by mail for transcripts, after the first 20 free transcripts, must be accompanied by a check in the correct amount payable to Brandeis University. **Transcripts will be issued only to those students whose University financial records are in order.** Requests for transcripts should be made through the Office of
the University Registrar via the website http://www.brandeis.edu/registrar/forms/index.html or by fax at 781-736-3485.

**Brandeis University Records Policy**

Annually, Brandeis University informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This act, with which the institution intends to fully comply, was designed to protect the privacy of educational records and provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act. University policy explains in detail the procedures used by the institution for compliance with the provisions of the Act. Copies of the policy, which includes a directory of records listing all education records maintained on students by the institution, can be found in the offices of the University registrar, the dean of the college, the Graduate School and The Heller School. The policy is also on reserve in the Farber Library. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the University Registrar.

**Public Notice Designating Directory Information**

Brandeis University hereby designates the following categories of student information as public or “Directory Information.” Such information may be disclosed by the institution for any purpose at its discretion.

*Category I*

Name, identification number, local address and telephone number, date of birth, class (i.e., year of graduate study).

*Category II*

Dates of attendance and field of concentration at Brandeis, previous institution(s) attended and major fields of study, awards and honors, degree(s) conferred and date(s) conferred.

*Category III*

Past and present participation, in officially recognized sports and activities, physical factors (height, weight, etc.)

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974, as amended. To withhold disclosure, written notification must be received by The Heller School prior to the fall term registration deadline at Brandeis University. Forms requesting the withholding of such information are available from the Assistant Dean for Student Records and Enrollment. Students who withhold disclosure of Category I information will not appear in the student directory published annually by the University. Brandeis University assumes that failure on the part of any student specifically to request the withholding of information indicates individual approval for disclosure.

**Career Development Center**

The Career Development Center offers a supportive and integrated approach for career exploration, networking and professional skill building, job/internship search strategies and resume/CV/cover letter reviews. This is offered through scheduled appointments and regular drop-in counseling hours. Students are also encouraged to work closely with faculty, staff and alumni as part of their career resource team. To make an appointment with a career advisor, students must visit Career Connect. Please visit their website for further details at http://heller.brandeis.edu/careers/.
Other Student Resources

Library – A small library of core and non-core books are available to you in the SID/COEX Library located on the ground floor of Heller as well as a large reading room. Students should see the program’s graduate assistants about checking out COEX books.

Core Texts – The Coexistence Program has a few extra copies of many of the texts required for core courses; these are labeled with a red dot on the binding of the book. You may read these books or make copies of relevant chapters, but the books must not leave the building.

Non-Core Texts – We also have texts that may be used for elective courses or that may just be relevant to conflict and coexistence in general as well as some journals and conference proceedings. Any of these may be checked out for up to 1 week.

Field Project Reports – In binders on the bookcase, you will find field project reports for graduates of the Master’s Program up through 2010. Projects that were deemed to be of particular merit are marked with a small red dot. Field project reports must not leave the resource room. For further information, please talk to Marc Kiredjian.

Boston-area Guides – There are a few Boston-area guides available for your use which include information on the neighborhoods and culture of the Boston area, places to eat, shop, and visit, and advice on getting around using public transportation. Please feel free to take advantage of these guides – there is a lot to learn about the Boston area!

Requesting Texts – The program has a small amount of funds for purchasing texts for the library. If you find a resource that you feel would be a useful addition to the library, please add it to the Text Request form (on the bulletin board) and, at the Director’s discretion, we will purchase the text.

Course Material

Required readings for the courses as well as the additional, suggested materials will be available online on Latte, the course management system, or through the web references in your syllabi. Also, there are master notebooks for each course in the Resource Room with all of the reading materials in them so that if you miss the readings for a class, you may copy them from the course notebooks.

These books and texts are your resources as a class. Please care for them and return them to the shelves once you have completed your use – other students depend on these as well.
Brandeis Informational Websites

- Rights and Responsibilities Handbook  
  ** Should be read before you arrive at Brandeis!

- Graduate Student Handbook  
  http://www.brandeis.edu/gsas/current/student-handbook.html

- Handbook for International Students  

- Graduate School of Arts and Sciences (GSAS)  
  http://www.brandeis.edu/gsas/

- International Students and Scholars Office (ISSO)  
  http://www.brandeis.edu/isko/

- Brandeis University Bulletin  
  http://www.brandeis.edu/registrar/bulletin.html

- Student Administration Gateway (SAGE) (to view student account/registration information)  
  https://secureweb.brandeis.edu/sage/

- Graduate Student Association (GSA)  
  http://www.brandeis.edu/gsa/

- My Brandeis (Student Resource Page)  
  http://my.brandeis.edu

- List Serve (View the email lists you are added to)  
  https://lists.brandeis.edu/wws/

- LATTE (View your course information online once you are registered)  
  http://latte.brandeis.edu/

- Campus Bookstore  
  http://brandeis.bookstore.com/

- Brandeis’ Institutional Review Board (IRB)  
  http://www.brandeis.edu/osp/hsintro.html

Waltham/Boston Area Guides

- http://www.boston-online.com/visitors/ - Boston area information

- http://www.waltham-community.org/ - Waltham area guide and information

- http://www.mbta.com - Massachusetts Bay Transit Authority – Transportation information

- http://www.cityofboston.gov/visitors/default.asp - Official City of Boston site

- http://www.boston.com/- The Boston Globe

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<th>Grade</th>
<th>Grade (Letter)</th>
<th>Grade (Number)</th>
<th>Description</th>
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<tbody>
<tr>
<td>Exceptional</td>
<td>A+</td>
<td></td>
<td><strong>“Out of the norm performance”</strong>&lt;br&gt;- Highly accurate, balanced and creative treatment of the subject&lt;br&gt;- Exemplary, extreme clarity, logical structure, smooth progression&lt;br&gt;- Rare intellectual depth, including an original and critical reflection&lt;br&gt;- Striking bibliography, including references proving further research&lt;br&gt;- Numerically perfect, if applicable</td>
</tr>
<tr>
<td>Excellent</td>
<td>A</td>
<td></td>
<td><strong>“Outstanding performance”</strong>&lt;br&gt;- Very accurate, balanced and personal treatment of the subject&lt;br&gt;- Very clear and logical structure, with convincing progression&lt;br&gt;- Intellectual depth, including a critical reflection&lt;br&gt;- Very well developed bibliography, with nice integration of readings&lt;br&gt;- Numerically very accurate and precise, if applicable</td>
</tr>
<tr>
<td>Very good</td>
<td>A-</td>
<td></td>
<td><strong>“Above the average standard”</strong>&lt;br&gt;- Perceptive and even-ended treatment of the subject&lt;br&gt;- Clear and logical structure, with a sound progression&lt;br&gt;- Fully developed arguments, with strong analysis beyond description&lt;br&gt;- Relevant and complete bibliography, with references to the readings&lt;br&gt;- Hardly no numerical errors, if applicable</td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td></td>
<td><strong>“Generally sound work”</strong>&lt;br&gt;- Ordered exposition of the subject, but some uneven treatment&lt;br&gt;- Clear structure, with a logical progression in general&lt;br&gt;- Tendency towards description rather than analysis or reflection&lt;br&gt;- Mostly relevant bibliography, but some important references missing&lt;br&gt;- Generally reliable, but some numerical errors, if applicable</td>
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<tr>
<td>Satisfactory</td>
<td>B</td>
<td></td>
<td><strong>“Satisfactory”</strong>&lt;br&gt;- Some evidence of insufficient and one-sided treatment of the subject&lt;br&gt;- Adequate structure, but some logical gaps&lt;br&gt;- Mostly description, some lack of relevant and personal analysis&lt;br&gt;- Incomplete bibliography, and possibly some errors in quotations&lt;br&gt;- Often numerically inaccurate, if applicable</td>
</tr>
<tr>
<td>Sufficient</td>
<td>B-</td>
<td></td>
<td><strong>“Sufficient performance”</strong>&lt;br&gt;(Performance meets the minimum criteria to pass)&lt;br&gt;- Major evidence of insufficient and inaccurate treatment of the subject&lt;br&gt;- Minor problems of structural progression, no introduction/conclusion&lt;br&gt;- Regurgitation of source/course materials, no personal analysis&lt;br&gt;- Less than rigorous bibliography, with many errors&lt;br&gt;- Many numerical errors, if applicable</td>
</tr>
<tr>
<td>Insufficient</td>
<td>C</td>
<td></td>
<td><strong>“Some more work required before credit can be awarded”</strong>&lt;br&gt;- Little understanding of the issues, superficial content&lt;br&gt;- Major problem of structural progression, no logic, lack of clarity&lt;br&gt;- Little or no reference to theories and models, or misunderstanding&lt;br&gt;- Irrelevant bibliography or lack thereof&lt;br&gt;- Too many numerical errors, if applicable</td>
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Guide to Academic and Student Services

Please refer to the Guide to Academic and Student Services compiled by Doris Breay, Assistant Dean for Student and Academic Services, in the Heller School. The guide includes information about your mailbox location, student locker options, career services, and the multitude of resources available to you as a Heller student.