

The Heller School for Social Policy and Management



Master of Arts Sustainable International Development Academic Policies and Procedures 2020-2021

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.

SID Diversity Statement

SID is committed to creating greater awareness and sensitivity towards how exclusion, oppression, and marginalization of individuals and groups take place inside as well as outside the classroom. We are committed to creating safe spaces throughout our program for the expression of diverse, even conflicting viewpoints and values. We are committed to creating an inclusive curriculum and pedagogy that allow different voices to be heard, representing the varied experience of peoples and cultures throughout the world. Finally, we are committed to creating a diverse faculty and student body.

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A Note to the Reader: Corrections and Updates to Policies and Procedures

Every effort is made to regularly update the Master of Arts in Sustainable International Development (SID) Academic Policies and Procedures. Updates and corrections may be published at any time. It is the students' responsibility to confirm that they are using the most recent version. The Heller School reserves the right to correct or revise any information or policies and procedures that are not consistent or current with Brandeis University policy, regulations, and law.

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, local address and telephone number, date of birth, campus email, campus mailbox/mailstop, directory phone, affiliation (undergraduate or graduate program).

Category II: Full-time/part-time status, class (year of study), 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 of athletes)

Students should refer to the [University Bulletin](#) for further information related to Brandeis University's Education Records Policy.

Mission of the Heller School and Master of Arts Degree Program Goals

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

The degree of Master of Arts in Sustainable International Development considers the state of international development, probes issues and policies that affect future generations, and broadens program and project management skills necessary to design, plan, negotiate, implement, monitor, and evaluate development initiatives throughout the world. The SID program examines models of development for their sustainability and success in reducing poverty and inequality, raising standards of health, education and other social services, and protecting the environment. The program brings a holistic, interdisciplinary view to complex economic, gender, political, social and environmental factors involved in international development, bridging areas of concern of importance to scientists, social scientists, policy makers, human rights activists and advocates, and development practitioners.

It is the goal of the Master of Arts in Sustainable International Development program to provide:

- A core curriculum based on foundational concepts and skills that are essential to understand and take an active role in the international development field
- A range of additional course offerings that foster deeper understanding of the economic, political, social and environmental factors that affect global poverty and inequality in today's world. Courses explore the history and theories of diverse development models and the role of education, governance and social policy, environmental processes, ethics, and organizational management capacities on programs and projects that affect the livelihoods of poor and vulnerable communities in rural and urban settings. Gender and international human rights are stressed as cross-cutting analytical frameworks through which all sectors can be viewed and assessed. The curriculum also includes a strong skills building component through courses in quantitative and qualitative research methods, development practice, including planning, implementation, monitoring and evaluation, critical writing and policy analysis, and communications and presentation skills.
- Varied educational experiences inside and outside the classroom that respect diversity, equity, and inclusion
- Individual mentoring through the educational and practicum/fieldwork processes
- A year-in-residence that encourages students' self-reflection on the purpose and impact of their professional lives and values on development
- A second year that nurtures new ideas, experiences, self-confidence, and professional growth through a practicum, advanced study, or mix of a practicum and an academic concentration
- A multicultural and multinational environment that recognizes differences of nation-state, religion, race, ethnicity, class, gender, caste, ability/disability, citizenship, migration, and other particular identities but also tries to forge a cohesive community informed by respect for diverse values and beliefs

SID Program Core Competencies

The Master of Arts Program in Sustainable International Development prepares development practitioners in economic, environmental, and social fields who want to sharpen their technical skills and broaden their conceptual grounding in development theory and practice. The program provides an integrated, multidisciplinary approach to international development, in keeping with global policies, platforms, frameworks and perspectives on sustainable international development.

Sustainable development implies economic growth, together with social and political development and environmental protection, each reinforcing the other. It has been described as linking the three pillars of economic, social, and environmental development. There are many definitions of sustainable development. SID encourages and helps each student to come to their own priorities within the general consensus that sustainable development must promote greater economic, social and environmental justice, and inclusion for the world's poorest and most vulnerable communities. These goals form the core mandate of most international policy and development organizations, including the United Nations, and are reflected in widely adopted international human rights covenants.

The SID Program Core Competencies describe the overall concepts and skills that students should have mastered to earn a Master of Arts degree in Sustainable International Development. During their first year in the SID program, students develop these competencies through their studies in the required academic areas of the SID program, which include required courses in economics, environment and ecology, human rights and ethics, gender, and development management. First-year students complete their required courses by selecting from a wide array of electives that deepen their knowledge and skills. In their second year, students continue to achieve the required competencies through advanced academic study, experiential learning through a field practicum, or a combination of those options.

Statement of Program Core Values

The SID Program brings a set of core values rooted in the social justice tradition of the Heller School and Brandeis University to its teaching and learning. Brandeis University is committed to preparing students “for full participation in a changing society, capable of promoting their own welfare, yet remaining deeply concerned about the welfare of others.” It prides itself on being a “center of open inquiry and teaching, cherishing its independence from any doctrine or government.” Brandeis seeks “to reflect the heterogeneity of the United States and the world community whose ideas and concerns it shares.” Brandeis carries the name of a U.S. Supreme Court Justice who was committed to the rights of individuals, social justice, and an “awareness of the power and responsibilities that come with knowledge.”¹

At SID, teaching and learning are based on the following principles:

- Human rights that extend from political and civil rights to social, economic and cultural rights and that promote social and environmental justice and inclusion regardless of gender, ethnicity, race, religion, sexual orientation, age, ability/disability, or socioeconomic class
- Transparent governance systems based on participation and universal protection of rights
- The necessity of enhancing the capabilities of all peoples to shape their own development

¹ Mission Statement, Brandeis University

- Sustainability as an ideal that integrates physical, social, and ethical concerns and that is informed by the natural and social sciences and the humanities
- Learning as an on-going process that requires continued reflection on concepts, evidence, and values, including one's own

Teaching and learning in the SID Program are grounded on human capabilities and liberation approaches, which are reflected in global initiatives like the United Nations Millennium and Sustainable Development Goals. SID students are trained to become active participants in helping to transform the conditions that give rise to persistent poverty and in aiming for a global society that is free of stark inequality, poverty, preventable disease, and environmental degradation.

SID graduates will be prepared to engage in life-long learning, having acquired greater capacity to reflect on their personal experience, to question their assumptions, to recognize and analyze new approaches, and to use evidence to inform methods and practice. They will be able to reflect on their personal roles and on the roles of their institutions as outsiders or insiders in sustainable development, to confront contradictions inherent in these roles, and to use an awareness of their own ethical values and assumptions to understand how they can make the best contributions possible to the development process.

Statement of Program Core Competencies

1. **Knowledge:** Fluency in the history, concepts, and goals of sustainable development, including theories of what development is, how it occurs, and how it affects economic, social, and environmental sustainability.
2. **Interdependence:** Awareness of the interdependence of ecological, social, political, and economic systems and the reciprocal impacts of human and environmental conditions (e.g. health, poverty, hunger, migration, conflict).
3. **Systems, structures, and institutions:** Understanding of economic systems (market and non-market), governance institutions, social welfare policies, and environmental management approaches and their relation to desired development outcomes, including the links among the market system, the role of the state, macroeconomic policies, international financial institutions, and development outcomes.
4. **Contextual analysis and application:** Ability to analyze socio-economic, political, institutional, cultural, and environmental contexts at the global and local levels; to examine situations from the perspectives of human rights, gender, and marginalization; and to apply the analysis to the design, implementation and evaluation of policies and interventions in order to create positive change.
5. **Problem solving:** Ability to use problem-solving methodologies in seeking sustainable development solutions and in assessing the effectiveness of development interventions. This includes the ability to identify problems; to analyze and track causality and consequences; to distinguish multiple alternatives and competing interests; to plan and implement appropriate and innovative policy, program, and project responses; and to monitor and evaluate implementation strategy and results. Problem-solving approaches imply the ability to consider innovative approaches and to question whether conventional wisdom and existing systems, structures, and models are effective.

6. **Evidence:** Ability to understand, evaluate, and use quantitative and qualitative evidence, including traditional knowledge, to support policy, program, and project design, implementation, and evaluation to inform management and to support community capabilities.
7. **Scarcity and distribution:** Ability to understand concepts of socio-economic and natural resource scarcity and how to judge the alternatives used to deal with scarcity as well as their impacts on the objectives of sustainable development. This requires an understanding of concepts and methods of distribution and/or redistribution of assets and benefits and their relation to equity, efficiency and significance.
8. **Relativity:** Ability to understand the function of time in the dynamics of economic, social, and environmental sustainability: understanding the differences between radical, comprehensive reforms and incremental economic, social, and political changes and recognize that a cautious approach may be needed where environmental impacts unfold over a long period or uncertainties exist in scientific knowledge.
9. **Management:** Ability to apply conceptual knowledge and skills in management and organizational behavior to analysis of development organizations and to leading, managing, and supporting organizations, implementation processes, and projects that contribute to sustainable change.
10. **Communication:** Communication and language skills that allow graduates to function as leaders in organizations, to produce well-written and well-argued documents, to make persuasive oral presentations, to engage in advocacy for change, and to work with a range of stakeholders from marginalized communities to global actors.

SID Program Directors and Staff

For the 2020–2021 academic year, the following individuals comprise the SID management team:

- Joan Dassin, PhD, Program Director
- Sandra Jones, PhD, Executive Director, Global Programs
- Mary Poor, MA, Deputy Director, Global Programs
- Victoria Felson, BS, Program Administrator

Ravi Lakshmikanthan, Assistant Dean for Academic and Student Services, serves as the Heller School registrar and works with and supports all SID students. The Student Services team, led by Ravi Lakshmikanthan, comprises Marc Kiredjian, Associate Director for Academic Affairs and Innovation, and Victoria Corpian, Senior Program Coordinator. If students are unsure about whom to approach for assistance with a particular concern, they should check with either the Deputy Director or the SID Program Administrator.

The Deputy Director serves as the SID academic advisor. She helps students to choose their courses and develop their two-year Individual Learning Plans (ILPs). She also assists students with solving administrative issues related to courses, program requirements, and academic policies and procedures.

SID Program Overview

The Master of Arts in Sustainable International Development has five tracks: Practicum, Advanced Study, Concentration, Advanced Study with a Concentration, and Alternative Practicum. There is also an accelerated SID degree and several dual and joint degrees. All students in the SID program must successfully complete a year in residence. For practicum students, the second year consists of a six-month field practicum in a development organization, while advanced study students complete a second year in residence. Concentration students combine a three-month practicum with in-depth study in a critical field of development. Advanced Study with a Concentration students complete a three-month practicum during the summer after their year in residence and a second year in residence with in-depth study in a critical field of development. Students completing the alternative practicum will do field and course work at an international partner university. Accelerated degree students are expected to complete the year in residence, write their master's paper, and deliver a Capstone presentation in May 2021. Requirements for dual and joint degrees vary according to program.

First Year in Residence

Academic requirements for the year in residence are the same for all SID students. Students must complete 32 credits and all required courses during the first year in residence (18 required course credits and 14 elective credits).

Required Courses (2 credits each, excepted where noted)

- HS279a Planning & Implementation (full semester, 4 credits)
- HS266a Introduction to Economics for Development Practitioners
- HS319f Ethics, Rights, and Development or HS210f Comparative Approaches to Global Injustice & Social Inequality or HS262f Culture, Power & Development
- HS278f Monitoring & Evaluation
- HS228b Climate Change, Biodiversity and Development (4 credits) or HS-TBD Environment and Development (4 credits) or
- Applied economics course from the list of required options
- Gender course from the list of required options

SID Curriculum

The SID curriculum is designed to give students solid grounding in concepts and skills related to sustainable development, including topics such as the global political economy of poverty and inequality, natural and human ecology, climate change and livelihoods, and gender and human rights frameworks. The program also provides students with training in professional skills related to development policy and management. To accomplish this, certain courses are designated as required and others as electives. The program reviews and updates the SID curriculum annually. The latest information on SID course requirements and electives is distributed to all students and faculty prior to the start of the Fall semester. Most courses are 2-credit module courses, which last for seven weeks (or half a semester). Not all courses are offered each year, so students should check the latest listing.

Exemptions from certain required courses may be granted based on previous graduate-level study or professional experience. All requests for exemptions must be submitted to the Deputy Director, who will consult with program leadership and relevant faculty for a determination. Students who request an exemption from a required course must be evaluated to determine whether their prior educational background, as documented on transcripts or professional training and experience, warrant the exemption.

Students who waive a course requirement must replace the waived course with one or more SID electives of total credit equal to the waived course.

In addition to regular courses, SID students may attend non-credit workshops and guest lectures, including training in professional and career development, team-building, academic integrity, professional writing, and computer, communications, and presentation skills, among other offerings. Non-credit sessions are open to all SID students.

Courses Outside of SID

Students may take electives outside the SID curriculum, including courses within the Heller School, the Brandeis International Business School, and the Brandeis Graduate School of Arts and Sciences. After the completion of their first semester, students may also take courses at the [Boston-area Consortium of Universities](#). Students are responsible for identifying such courses and completing the [cross-registration requirements](#). They may receive credit for a maximum of one course (4 credits maximum) each semester at a consortium university. Due to differences in academic calendars among the colleges in the consortium, it is not advisable for students to enroll in a cross-registered course in their final semester.

Proseminars

The SID program offers a variety of proseminars every year. Proseminars are led by visiting professionals who are well-known experts in their fields, supported by SID faculty, and normally take place over a weekend. Proseminars may be for credit or not for credit. A for-credit proseminar is a one-credit course that requires a minimum of 9 hours of class time, readings to be completed prior to the seminar, and a graded assignment to be submitted during or after the seminar. A not-for-credit pro-seminar is usually a one-day seminar taught by a renowned expert that takes place on a single day, normally on the weekend, and includes approximately 5 hours of class time. It does not require an assignment.

Directed Reading/Independent Study

Occasionally, students wish to design an independent study that allows a more in-depth approach to a topic. After they have completed their first semester at the Heller School, students may pursue a directed reading or independent study for credit. They should identify a faculty member willing to supervise a directed reading and complete a [Tutorial/Directed Reading Request Form](#).

Credit for a Directed Reading can be equivalent to a full semester or module course. Written work could include a long paper, several shorter papers, critical essays or reflections on the literature, data analysis exercises, among others. After conferring with an interested member of the faculty, students should design their own syllabus covering the following:

- the topic and course title of the directed reading;
- the course objective and how it fits with the student's plan of study;
- a weekly schedule including dates, topics, and weekly material that the student will read;
- the written work (assignments) that the student will complete with deadlines; and
- dates when the student and faculty supervisor will meet (typically, the minimum would be every two weeks).

The student and faculty supervisor will review and revise the syllabus. After the faculty supervisor grants approval, the Program Director will review the syllabus. If approved, the program will forward the syllabus to the Assistant Dean for Student and Academic Affairs, who will register the directed reading and place it on the student's record. A student may receive credit for no more than one directed reading for the SID degree.

The First Year

Each student will design an Individual Learning Plan, combining required courses and electives. An approved ILP is required for each semester that an SID student is in residence, regardless of whether the student is pursuing a practicum, advanced study, concentration, or advanced study with a concentration track.

The Accelerated SID Degree

Accelerated degree students must have at least three to four years of professional experience in development or a related field and sufficient academic preparation to complete the degree program in a regular academic year (September-May). They enter with all incoming students in late August and fulfill all first-year in-residence requirements for the program in the Fall and Spring semesters. Students write a master's paper that applies development theory and skills to solving a development problem encountered in their work in the field. They present their research at the SID Capstone in May.

The Second Year

During the second year, students can pursue a six-month practicum of professional-level work experience in a development organization, alternative practicum at an international partner university, advanced study in sustainable development that includes a second year in residence, a concentration in a key development field that includes additional coursework and a three-month practicum, or advanced study with a concentration that includes a three-month practicum during the summer after the first year in residence and a second year in residence with coursework in a specific development area. Faculty advisers will be assigned in August, prior to the start of the second year.

Students who have successfully completed all required courses and 32 credits during their first year in residence can advance to their second year. *Students must fulfill all academic requirements, maintain good academic standing, and meet all financial obligations before they will be granted permission to start the second year.* Each student will be notified of their academic and financial status in the summer after the first year. Permission to begin the second year is contingent upon approval of the second-year proposal.

The Practicum

The practicum is an experiential learning opportunity that takes the form of a professional level paid or unpaid position in a development organization. It is designed to give students supervised practical application of subjects covered in the first-year curriculum. As with the other second-year options, students in a practicum will choose a topic for their second year and present their analysis and conclusions in a master's paper and Capstone event. The practicum cannot begin without a second-year proposal approved by the SID program. The following guidelines for the practicum apply:

- Students who undertake a practicum must register for the SID Field Practicum Course (HS230a) and pay the [continuation fee](#) in the Fall and Spring semesters (12 credits each semester). There is no option for practicum students to enroll in a summer practicum course.
- The official practicum period starts September 1. Students must be actively engaged in a practicum at one organization full-time (35–40 hours a week) for a minimum of six consecutive months. Students are expected to secure their own practicums and negotiate their Terms of Reference (TOR) with their host organization, with the support and guidance of the Deputy Director. The TOR will also identify the student’s field supervisor.
- The practicum begins after the Deputy Director has reviewed the TOR and approved the practicum.
- During the practicum, students must send monthly updates to their faculty adviser and keep in regular contact with the Deputy Director.
- All international students who are completing a practicum in the United States are required to have work authorization; this is done by obtaining [Curricular Practical Training](#) (CPT) through the Brandeis University [International Student Scholars Office](#) (ISSO). CPT is issued in conjunction with the enrollment in the Fall/Spring SID Field Practicum course.

International students may complete a six-month international practicum and still be eligible for post-completion [Optional Practical Training](#) (OPT). To qualify for post-completion OPT, international students completing an international practicum must adhere to the following requirements:

- Register for HS230a SID Field Practicum for the Fall and Spring semesters of their second year and remain active in Sage
- Complete an ISSO check-in each semester while on practicum
- Apply for OPT 90 days prior to the program end date. **Students must be in the United States to apply for this benefit. They cannot apply while on practicum abroad.**

Advanced Study

Advanced study is an individualized program of coursework under the guidance of a faculty adviser. Students focus their study on a development problem and present their analysis and conclusions in a master’s paper and Capstone event. Advanced study cannot begin without a second-year proposal approved by the SID Program. The following guidelines for the advanced study track apply:

- Advanced study students must enroll for a minimum of twelve credits of coursework for both the Fall and Spring semesters, including the SID Master’s Paper Seminar (HS338a) during the Fall semester.
- Courses may be taken in any graduate school at Brandeis University.
- The student must be registered as a full-time student at Brandeis but may take courses at any of the [consortium universities](#) within the maximum permitted. (Due to differences in academic

calendars among the colleges in the consortium, it's not advisable for students to enroll in a cross-registered course in their final semester.)

- The student must pay tuition and other fees at Brandeis during the second year.
- The student may not pursue a second simultaneous degree.

Concentration

Students have the option to complete a specialization in a significant sub-field of sustainable development. Depending on their concentration, students must complete a three-month practicum in the Fall or Spring semester of their second year and enroll in classes during the semester when they are not based at their practicum organization. A concentration comprises a practicum (three months, 12 credits) and a semester in residence (16 credits).

Students can choose concentrations in management, gender, or environment. Students usually complete the three-month practicum in the Fall, followed by coursework for the management, gender, or environment concentrations in the Spring. Concentration students must complete 16 credits in their concentration by the end of their second year in residence. Concentration students also write a master's paper and present their research at the Capstone event in May of the second year.

A concentration cannot be undertaken without a second-year proposal approved by the SID Program. The following guidelines for the concentration track apply:

- Students must complete a minimum of 16 credits in the topic of the concentration.
- Approved courses for the concentration are identified by the SID program, with the coursework for each student selected from the [list of approved concentration courses](#).
- Students must register for the SID Field Practicum course (HS230a) for the term in which they are completing their practicum.
- The student must be registered as a full-time student at Brandeis but may take courses at any of the [consortium universities](#) within the maximum permitted. (Due to differences in academic calendars among the colleges in the consortium, it's not advisable for students to enroll in a cross-registered course in their final semester.)
- The student must pay tuition to Brandeis University for any additional semesters in residence and the [continuation fee](#) during practicum terms.
- Students must produce a master's paper and Capstone presentation, focused on a problem within their concentration situated within the broader goals of sustainable international development.
- The student may not pursue a second simultaneous degree.
- Exceptions to this sequence will be considered on a case-by-case basis.

Advanced Study with a Concentration

Advanced study students who choose to complete a concentration will, in their second year, complete both the Fall semester (minimum of 12 credits) and Spring semester (minimum of 16 credits) in residence, in addition to a three-month summer practicum (12 credits). The summer practicum must be completed between the student's first and second year in residence.

- Students must complete a three-month practicum and register for the SID Field Practicum course (HS230a) during the summer after completing their first year in residence.
- Students must complete a minimum of 16 credits in their concentration by the end of their second year in residence.
- Approved courses for the concentration are identified by the SID program, with the coursework for each student selected from the [list of approved concentration courses](#).
- The student must be registered as a full-time student at Brandeis but may take courses at any of the [consortium universities](#) within the maximum permitted. (Due to differences in academic calendars among the colleges in the consortium, it's not advisable for students to enroll in a cross-registered course in their final semester.)
- The student must pay tuition to Brandeis University for any semesters in residence and the [continuation fee](#) during practicum term.
- Students must produce a master's paper and Capstone presentation, focused on a problem within their concentration situated within the broader goals of sustainable international development.
- The student may not pursue a second simultaneous degree.

Alternative Practicum

The alternative practicum combines supervised field research with course work at an SID partner university in Ghana or Brazil. This alternative offers students the opportunity to study major development challenges of the 21st century in the classroom and from a field perspective. At the University of Development Studies in Tamale, Ghana, students focus on initiatives to reduce poverty at the village level. Students completing an alternative practicum at the State University of São Paulo (UNESP) in Bauru, Brazil, focus on challenges and opportunities related to the role of digital media technologies in community development (students may audit courses at UNESP, pending the instructors' permission.) Students may also explore alternative practicums at selective partner universities in Asia.

Please note that the Alternative Practicum is not an option for students in the 2020-2021 academic year due to travel restrictions related to the COVID-19 pandemic. The university will determine when the restrictions for university-related international travel will be lifted.

Second-Year Proposal

All SID students who are writing an SID master's paper must develop a second-year proposal in which they identify a development problem or issue to examine in depth during their second year. Depending on

their program track, they can choose from up to three paper formats (consultant’s memorandum, research paper, or policy brief) to develop their topic.

The proposal serves as a preliminary basis for the student’s paper as well as a starting point for the faculty adviser relationship.

Writing the second-year proposal should enable students to think through the goals of their second-year and make concrete plans, whether they are pursuing the practicum, advanced study, concentration, advanced study with a concentration track, or a dual or joint degree. Students will receive the guidelines for the second-year proposal at the end of their first year in residence.

Modification of the Second-Year Proposal

It is the responsibility of the student, regardless of their second-year track, to notify the Deputy Director of any circumstances that will substantially alter the activities conducted under their second-year proposal. For practicum students, such circumstances may include changes to the student’s involvement with the host organization or failure to fulfill the approved Terms of Reference for the practicum.

The SID program must be notified if the practicum student is at risk due to conflict, public health threats, or natural disaster. The student must then leave the area of risk. Students should consult with the SID program before leaving the post (or as soon as it is safe to do so); otherwise, the experience may not fulfill the requirements for the second year.

Final Requirements

Master’s Paper

The end product of the second year is the master’s paper. All students have the option of writing a research paper or policy brief. Students who complete a practicum as part of their degree requirements also have the option of writing a consultant’s report. Students will receive guidelines for the SID master’s paper at the end of their first year in residence.

Students begin drafting this paper in the Fall of their second year and send draft sections of the paper to their faculty adviser for feedback. Students who do not meet the Spring deadlines for submission of the completed master’s paper will not graduate in May. The SID program will defer review of papers submitted after the deadline for a possible August graduation.

Capstone

All students who write an SID master’s paper or an MS paper are required to present at the SID Capstone event in May of their second year. The Capstone represents the culmination of the student’s academic and professional work in the MA SID Program. It provides an opportunity for students to share their research findings in either a panel discussion or poster session over a two-day event. The Heller community—students, faculty, and staff—as well as family and friends are invited to attend the Capstone event. All students are expected to return to campus at the end of the second year to share the results of their master’s papers at the two-day Capstone event. Presentations done remotely will be accepted from students for whom a physical return to campus would pose an undue hardship. The dates of the Capstone event will be announced well in advance.

Course Selection and Registration

The registration and course enrollment period is long enough to allow students to “shop” for non-assigned courses and to sit in on the first session of as many courses as they wish before making a final decision. During Fall Orientation, all incoming students are required to attend the SID curriculum introduction and to meet with the program team to discuss their course selection and ILP.

Students register for SID courses on SAGE (the online registration platform). Prior to the beginning of their first semester in residence at the Heller School, students will receive curriculum materials, [SAGE student user guide](#), 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. First-year **SID students must register for a minimum of 16 credits per semester. Typically, no more than 20 credits per semester are allowed. Requests to go beyond 20 credits will be reviewed by program management on case-by-case basis.**

By enrolling in a course, a student is officially registering with the University for that term. When students first access the Office of the Registrar’s Registration web page, they will be notified that enrolling in a course signals acceptance of the rights and responsibilities of being a Brandeis student as contained in the Master of Arts in Sustainable International Development Program Academic Policies and Procedures, [Brandeis Student Rights and Responsibilities Handbook](#), the [University Bulletin](#), and other University publications.

Holds

No student will be allowed to 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 by the last day of the course enrollment period, students will be administratively withdrawn from the University. Once a student has been administratively withdrawn from the University, they are required to reapply for admission in a subsequent semester if they wish to be reinstated.

The “Shopping” Period

Brandeis University and the Heller School permit students to “shop” classes in fall and spring semesters before committing to take non-assigned courses. The following rules apply:

- The “shopping” period is the first session of each course.
- If students are considering registering for a course (module or full semester), **they must attend the first session**. They may choose not to take the course after attending that first session; in that case, they do not register for it.
- Students **must** prepare any required readings prior to attending the first session of a course. Readings can be found in the course syllabus, which is posted on LATTE.
- Graduate students must register for courses by the end of the second week of classes. Students should check the [academic calendar](#) for the exact date each year. As of the third session of a course, students may drop the course with reason by petitioning the Assistant Dean for Academic

and Student Services, whose signature on the [Course Change Form \(Add/Drop\)](#) is required along with that of the instructor.

Note that some courses have prerequisites, meaning that a student must have already taken a particular course or equivalent prior to enrolling. Some courses are designated “by permission of the instructor,” while others, especially seminars, may cap enrollments. Students are urged to complete their registration in a timely fashion.

Request for Waiver of an Academic Requirement

The student must contact the course instructor to request a waiver. If the instructor recommends a waiver, the Deputy Director will confirm in writing that the waiver has been granted, place a copy of the waiver in the student’s file, and give a copy to the student. If the student does **not** receive a written copy, they are advised not to assume that the waiver was granted. The student must replace any waived course with another course for equal credit.

Auditing Courses

Students may audit Heller School classes with the permission of the instructor. To have an audited course noted on their permanent record, the student must sign up for it as an audited course during the registration period 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. A student wishing to audit a course must clarify with the instructor the terms under which the audit is approved. Students must complete an [Add/Drop/Audit form](#) and submit it to the Assistant Director of Student Records and Enrollment.

Graduate Courses in Other Schools at Brandeis

Students may avail themselves of offerings at the Graduate School of Arts and Sciences and the International Business School. Graduate-level courses in anthropology, sociology, economics, history, politics, and foreign languages may be of particular interest. Students should request permission to take courses outside of SID to meet SID elective requirements by sending a written request to the Deputy Director. If approved, students will then need to seek approval from the instructor of the course. To register for these courses, students note it on their ILP and then sign up for any such courses through the normal registration process for each school.

Graduate Courses at Consortium Universities

Brandeis University is part of a consortium consisting of Babson College, Bentley University School of Business Administration, Boston College, Boston University, Massachusetts Institute of Technology (Urban Studies), Regis College, and Tufts University (excluding the Fletcher School). The consortium allows Heller students to take courses for credit at these schools. Students may take any graduate-level course that fits into their educational goals, with the following provisos:

- Consortium schools do not allow cross-registration in some of their graduate programs or in particular courses. Students should check with the Assistant Dean for Academic and Student Services on specific courses.
- Students need the permission of the instructor to register.

- Outside courses may not be used to substitute for similar courses offered at the Heller School. If a student seeks an exception to this policy, they should first consult with the Deputy Director who will refer the case as appropriate to program leadership. If approved, the student must have a written approval placed in their official file.
- Students may take a maximum of **one course per semester** at consortium universities.
- The consortium schools have a tuition-sharing agreement. Therefore, to register for a course at one of the consortium schools during the Fall and Spring semesters, students do not pay additional tuition but must have paid all tuition due at Brandeis.

Due to differences in academic calendars among the colleges in the consortium, it is not advisable for students to enroll in a cross-registered course in their final semester.

To register for a course at a consortium university, a student must:

1. Complete the [online cross-registration form](#)
2. Obtain approval from the instructor to take the course and a copy of the course syllabus and discuss it with the Deputy Director, who will manage the review and approval process by the SID program.
3. If the course is approved and the necessary signatures are obtained, the student must send the Brandeis cross-registration form to the registrar of the consortium university and have it signed.
4. The student must then send the completed signed form and a copy of the syllabus to the Brandeis University Registrar who will register them for the course. They should also send a copy of the form to the Assistant Dean for Academic and Student Services.
5. At the end of the course, the grade will be sent directly from the consortium university to the Brandeis University Registrar.

Graduate Courses in Accredited Programs at Non-Consortium Schools

If a student wishes to take a graduate-level course outside of Brandeis in an accredited graduate program other than those in the consortium, they must request permission from the Deputy Director. Such courses would be included in the maximum limit of one non-Brandeis course each semester. Please note that there is no guarantee that a student will be able to take a course at a non-consortium university, and such decisions and the appropriate procedures will be determined on a case-by-case basis. Students will be responsible for paying tuition for the course to the non-consortium university.

Summer Courses

Brandeis University and the Heller School offer limited summer courses. These courses require separate tuition payments. Consortium privileges do not pertain to summer courses. If a student wishes to take a course at a school other than Brandeis in the summer, they will be responsible for paying tuition to that school.

Dropping and Adding Courses

Students are allowed to add or drop courses within the online registration deadlines as stated in the [Brandeis University Academic Calendar](#). It is the student's responsibility to find out and adhere to these deadlines. In rare cases, students are allowed to add or drop courses after the end of the online registration period. This requires permission and a written signature from the instructor. Students must submit a completed [Course Change Form \(Add/Drop\)](#) to the Assistant Dean of Academic and Student Affairs or the Assistant Director for Student Records and Enrollments. These procedures help to assure a smooth registration and continuity within classes.

Late Withdrawal from Courses

Students may withdraw from SID courses only for serious cause and with permission of the instructor and review by the SID program management team. If permission is granted, it is the responsibility of the student to adhere to all procedures for course withdrawal and follow up with the Assistant Dean of Academic and Student Affairs to ensure that the withdrawal appears on their record. The withdrawal policy for courses taken outside Brandeis University may not be similar to Brandeis; it is the responsibility of the student to find out and conform to that policy.

Course Attendance and Evaluation

Regular attendance is required in all courses and required non-credit training sessions and workshops. Students must come to class having prepared all readings and assignments and be ready to share their questions and thoughts and to participate in the learning process. Students who miss class sessions may fail or be required to repeat the course at the discretion of the instructor. Students are expected to behave professionally in all Heller School classes. Instructors can establish professional guidelines and attendance policies for their courses and must include this information in the course syllabus.

Course Performance Evaluation

Students have the right to timely, meaningful feedback regarding their performance in a course. This might include written comments on papers and exams, and personal meetings. All instructors have office hours (or are available by appointment only).

Students with Disabilities

Students with a 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 required documentation should be addressed to the Assistant Dean of Academic and Student Services.

Laptop Use in Classrooms

Laptops may be used in Heller classrooms at the discretion of the course instructor. The instructor may ban them or restrict their use. In no case shall students use laptops for purposes other than taking notes or other instructor approved tasks. Surfing the web, email, and text messaging are not permitted under any circumstances and are a breach of professional conduct.

Students are not permitted to use laptops during exams unless the instructor deems them integral to the taking of the exam. Cell phones and personal digital assistants (PDAs) must be silenced during all classes and may not be used during exams.

Academic Performance and Integrity

Course Grades

Graduate students are expected to maintain records of distinction in all courses. Letter grades are used for most graduate-level courses. Student can retrieve their course grades via the web site. 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. However, for master's programs 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. Only one C+ may be in a required course. If students are in residence for two or three semesters, a student may receive only one grade of C+ in a non-required course throughout their program and still earn graduate degree credit.

A student who receives an unsatisfactory grade may repeat the same course at the discretion of the instructor.

Grading Grievance Procedure/Grade Appeal Process

All Heller course instructors will make independent decisions about their grading process in accordance with academic standards and norms as established by the Heller School. However, any student who feels they have been graded incorrectly or unfairly in a course taken for credit may take the following steps:

1. The student should contact the instructor to set up a meeting within 10 business days after the grade in question is made available.
2. If such a meeting results in a mutually acceptable solution, the grade will be maintained or adjusted accordingly.
3. 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 Program Director within 10 business days of the meeting.
4. The Program Director or 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 10 business days, from submission of the complaint.
5. Final disposition of the appeal will be in writing to all parties involved. The decision of the Program Director or 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 Academic and Student Services, for placement in the student's academic record.

Incompletes

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 exceptional circumstances during a semester that prevent the completion of coursework, they may ask an instructor to give an Excused Incomplete (EI). Instructors are not

required to give incompletes, so students should check in advance to determine if their reason for not completing requirements on time is acceptable. If an instructor agrees to give an EI, 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 the University (see below). The instructor will change the Incomplete to a letter upon the student's 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 EI from the instructor are not automatically entitled to an incomplete and may fail the course. Students should note that having an incomplete may prevent them from starting the second year or from graduating.

If a student is granted an excused incomplete, they are subject to the following:

- The Assistant Dean for Academic and Student Affairs and will notify the Deputy Director of all incomplete coursework. The student must **initiate and maintain contact with the instructor(s) about the incomplete(s)**.
- In order for students to finish all excused incompletes by the deadlines for the submission of grades established by Brandeis University, it is the responsibility of the student to work out a timeline with the instructor. The timeline must allow the instructor sufficient time to review the outstanding assignments and submit a grade.
- Extensions for incompletes may be granted only for exceptional circumstances, such as serious illness or a documented disability.
- If a student has an incomplete after the regular or extended university deadline, the EI will automatically become a Permanent Incomplete (I) on the student's transcript.
- A student who takes three or more excused incompletes and fails to complete them within the stipulated deadlines may be asked to leave the program.

Evaluation of Courses by Students

Students evaluate every course taken at Brandeis University by filling out a standard online evaluation form with questions about the instructor and the course content. Evaluations are submitted anonymously. Instructors are not shown the students' course evaluations until after all grades have been posted.

Review of Student's Academic Performance

Brandeis University reserves the right to sever ties with students whose academic performance does not meet the program's academic requirements. If the SID program determines that the student is not making sufficient progress toward the degree, the Program Director will appoint a faculty Academic Review Committee (ARC). Once the ARC has been established, it will review relevant information, including transcripts and communications with the student's professors, adviser(s), and others. The student will be informed in writing that the ARC has been formed and that the review is taking place. Early in the process, the student will be asked to meet with the committee. Upon review of information, the ARC will make a written recommendation to the program director for remedial action or withdrawal. If the program director accepts an ARC recommendation for withdrawal from the degree program, the program director will forward that decision to the dean. The student will be notified of the decision in writing in a timely

manner and will have the opportunity to submit a written appeal within 10 business days. The student may also request to meet with the Program Director to present their case in person after submitting the written appeal. The Program Director, Dean, and others, as appropriate, will review the appeal for merit and determine if the decision will remain in force or be adjusted.

Academic Integrity

Academic integrity is central to the mission of Brandeis University and The Heller School. Every member of the University community is expected to maintain the highest standards of academic honesty. All syllabi have clear Heller template statements of the course's academic integrity policy. As part of being a Heller student, students are expected to maintain proper professional relationships with faculty, staff, and other students at all times. Unprofessional conduct may result in disciplinary action.

A student shall not receive credit for work that is not the product of the student's own effort. Students should carefully review the proper use of quotations when drafting any paper to avoid even inadvertent plagiarism, since an unintentional offense is not an excuse for plagiarism (see <https://www.brandeis.edu/studentlife/srcs/academicintegrity/index.html> for more information).

Professors and Program Directors are responsible for managing academic integrity in their classes and within a program. The Faculty, as student advisers, are responsible for emphasizing the importance of academic integrity with their advisees at the start of each course and through the semester, as appropriate. Suspected breach of the policies and procedures are reviewed and adjudicated as follows:

- I. The Professor investigates whether this is a first occurrence for each student (within and across programs), by informing:
 - a. The Program Director (who documents and confirms frequency for the program)
 - b. The Program Director in turn informs The Assistant Dean of Academic and Student Services (AD), who confirms frequency across programs for Heller and provides this information to the Program Director. The AD coordinates the Heller School's academic integrity practice and enters and maintains a central file of reported cases, which is available for review by Heller Deans, Program Directors, and Associate/Assistant Program Directors.
- II. If the report is a first allegation of plagiarism:
 - a. It may be treated as an educational opportunity.
 - b. Once confirmed that this is a first occurrence, the Professor informs the student to understand the case, and jointly reviews this policy, then
 - Informs the student of subsequent required actions, including for example resubmitting relevant assignments or tests by defined time point.
 - Discusses the consequences of missing the deadline for resubmissions, including the option to report the case to the Program Director, which may result in informing the [Brandeis University Department of Student Rights and Community Standards](#).
 - Explains the consequences if there are any additional cases (see below)
 - c. The Program Director also meets with the student and reinforces the guidance provided by the faculty member.
 - d. The Professor or Program Director informs the AD and summarizes the case and required actions.
- III. If the report is a subsequent allegation within a given Program:
 - a. The Professor or Program Director informs the student that the case is being formally reported.

- b. The AD is informed and updated to assure that all cases are treated equitably and consistently across programs. The AD determines if this is a subsequent allegation across different programs.
 - The AD completes the relevant form in the Brandeis University Department of Student Rights and Community Standards. The AD refers the case to the [Brandeis University Department of Student Rights and Community Standards](#) and informs the Professor and Program Director of its status.
 - Any decision by the AD not to refer the case to the Brandeis University Department of Student Rights and Community Standards should be done after consultation with the Program Director. If there is a disagreement between the Program Director and the AD on the appropriate course of action, then a report outlining the facts will be submitted to the Associate Dean for Academics who will make the final determination on how to proceed

NOTE: 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. These standards apply to all Heller students. The University will give due notice and, if requested, a hearing before the appropriate body. The Department of Student Development and Judicial Education administers the student judicial system. Standards, policies, and procedures are published in the Student Rights and Responsibilities Handbook, published by the Division of Student Life.

Course Records

Course Records and Enrollment

The Assistant Dean for Academic and Student Services will maintain complete records of courses taken, evaluations, special arrangements, exceptions, and permissions. If a student receives any academic exceptions, permissions, or waivers, it is the student's responsibility to ensure that a written copy goes into their official file. The SID program audits each student's official file on a regular basis to determine eligibility to move to the second year and to graduate.

Brandeis University Records Policy

Brandeis University informs students annually of the [Family Educational Rights and Privacy Act](#) (FERPA) of 1974, as amended. This act, with which the University fully complies, 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 have the right to file complaints with the FERPA Office concerning alleged failures by the University to comply with the Act. University policy explains in detail the procedures it uses for compliance with the provisions of the Act. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the University Registrar. More information, including the detailed policy, can be found at: <http://www.brandeis.edu/registrar/bulletin/EducRecordsPolicy.html>

Transcripts

Current and former students who have a valid UNet ID and password can order their official transcript using the transcript-ordering page in Sage. Further information on how to order official transcripts can be found at: <https://www.brandeis.edu/registrar/transcript/pttranscript.html>

Students without an active UNet account should request transcripts through the Office of the University Registrar at: <http://www.brandeis.edu/registrar>.

Leaves of Absence and Withdrawals

Program Time Limit

A student must complete all the requirements for the SID degree within five years of matriculation (i.e. the year they start the program).

Leave of Absence

Students in good academic standing may petition for a leave of absence from their studies by sending a written request to the Assistant Dean of Academic and Student Services. A leave of absence must be approved by the Program Director. *Students who take leaves of absence are not guaranteed tuition remission or other forms of financial aid when they return.* Further information about Leaves of Absence can be found at: <https://www.brandeis.edu/advising/policies/loa.html>

Voluntary Withdrawal

Students who wish to withdraw voluntarily from the Heller School during a semester must request so in writing to the Program Director, copied to the Deputy Director and the Assistant Dean of Academic and Student Services, on or before the last day of instruction in the term. Failure to comply may subject the student to involuntary withdrawal, refusal of readmission, cancellation of eligibility to receive an official transcript, and loss of eligibility for refunds.

Administrative Withdrawal

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

Student Conduct

Student Conduct and Student Judicial System

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

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 Department of Student Rights and Community Standards administers the [Student Conduct Process](#). Standards, policies, and procedures are described in the document on Rights and Responsibilities.

Policy on Sexual Harassment

The University will not tolerate the following behaviors that endanger the health, safety, or welfare of any person, on or off campus. Owing to the seriousness of any integrity or personal rights accusations and accompanying issues that may impact the Brandeis community, any student accused of being involved in such an incident may be subject to campus restriction, emergency suspension, or other University Action as soon as the accusation is known to University administrators and pending the outcome of any formal or informal adjudication.

Sexual Harassment: Sexual harassment may be sex or gender based and occurs when the behavior is directed at someone because of their actual or perceived sex or gender or the behavior is sexual in nature. Sexual harassment creates a hostile environment when conduct is severe, pervasive or persistent so as to cause a discriminatory effect. Depending on the circumstances, conduct which may constitute sexual harassment includes, but is not limited to:

- Unwelcome sexual conduct toward an individual, including offensive comments, touching, or sexual propositions.
- Threats or insinuations that a person's employment, academic standing, grade, assignments, or other conditions of employment or academic life may be adversely affected by not submitting to sexual advances.
- Leering, making sexual gestures, touching, patting, pinching, rubbing, or impeding or blocking movements, or displaying sexually suggestive objects, pictures, cartoons, or posters or sending suggestive or obscene letters, emails, notes, invitations, or gifts.
- Making or using derogatory comments, epithets, slurs, or jokes with sexual content.
- Persistent unsolicited and unwelcome invitations, of an implied or explicit nature, for dates or other encounters, or pressure to engage in sexual activity.
- Persistent inappropriate and unwelcome questions asked about another's personal life.
- Comments to, or about, any individual or about their appearance that are sexually graphic or would otherwise tend to be considered degrading.
- Displaying, sending, forwarding, downloading, or otherwise distributing sexual materials via technology, including but not limited to email and the Internet, is allowed only with both the explicit consent of any person whose image, voice, or name may appear therein *and* the explicit consent of the recipient.

(This section is an excerpt from 2018-2019 Rights and Responsibilities document. For an extensive review of the University's sexual misconduct policy, please see: <http://www.brandeis.edu/studentlife/srcs/rightsresponsibilities/2018-2019-rr.pdf>)

Tuition Bills and Payments

Students, who have not paid the 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, they should speak to the [Office of Student Financial Services](#). It is the student's responsibility to pay their tuition in a timely manner, even if no bill has been received. Students should refer to tuition payment guidelines, deadlines for fall and spring semester payments, and other information as issued by the university's [Office of the Registrar](#).

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 or Open Society Foundation), it is the student's responsibility to make sure the sponsor will meet the payment

deadlines. The student is responsible for any outstanding balances. 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 U.S. tax forms. Students should check with the Office of Student Financial Services, the [International Students and Scholars Office \(ISSO\)](#), and Heller Student Services for information on tax requirements.

Any student with outstanding financial obligations will be denied the privileges of attending classes and using university facilities. Every student must satisfy their financial obligations in full to the university in order to receive certification of graduation. Official transcripts and certifications will be withheld until financial obligations to the university have been discharged.

Failure to discharge financial obligations includes, but is not limited to, an overdue balance with the university or the delinquency of a borrower in repaying a loan administered by the Office of Student Financial Services.

A student who defaults in the payment of indebtedness to the university shall be subject to suspension, dismissal, and refusal of a transfer of credits or issuance of an official transcript. In addition, the university may refer the debt to an outside collection agency. The student is responsible for costs associated with the collection of the debt.

Graduation

A student who has completed all requirements for the Degree of Master of Arts in Sustainable International Development and who has met all other obligations, financial and otherwise, to Brandeis University, is approved by the SID Program Committee and recommended to the Dean and faculty of the Heller School for the award of the degree. Following approval by the Heller School faculty, the recommendation is submitted to the University faculty and to Brandeis University's Board of Trustees for final approval.

Each May, Brandeis University holds its commencement exercises. The May commencement includes all students who were awarded degrees the previous August or February, or who will be awarded their degrees in May. Students who have graduated any of these times are eligible to march in the Heller commencement and the University commencement. Students who have not completed all requirements for the SID degree are welcome to attend commencement but are not permitted to walk in either the Heller or Brandeis commencement ceremonies. The Heller School commencement starts at 8:00 AM and is followed by the Brandeis University commencement at 10:30 AM.

It is University policy that all graduate students participating in commencement exercises must wear regalia (cap and gown), as provided by the University. At the present time, there is no charge for regalia. In February, students intending to graduate in May must submit an [Intent to Graduate](#) form and will indicate on the form if they are planning to march in the ceremony.

In regards to graduation, students should note the following:

- Students must complete all academic requirements prior to SID Program and University deadlines in order to graduate.
- Students are responsible to discharge all financial obligations to the University. The Assistant Dean for Academic and Student Services 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, and diploma fee.

- Students are not permitted to march in commencement exercises unless they are being awarded their degree.
- Prior to commencement, students must return materials on loan from Goldfarb Library, the Science Library, Heller's Health Policy Library, the SID Library, faculty, and others.
- Lockers should be cleaned out soon after graduation. Belongings left in lockers will be discarded. Mailboxes should be cleaned out during graduation week
- Students vacating local apartments or who plan to sub-lease should inform Heller Student Services, as this may help incoming students find living quarters.

APPENDIX A: Links Used in the Manual

Add/Drop/Audit Form

<https://heller.brandeis.edu/students/courses/pdfs/Add-Drop-Audit-Form.pdf>

Boston-area Consortium of Universities

<https://heller.brandeis.edu/students/courses/consortium.html>

Brandeis Student Rights and Responsibilities Handbook

<https://www.brandeis.edu/studentlife/srcs/rightsresponsibilities/index.html>

Brandeis University Academic Calendar

<https://www.brandeis.edu/registrar/calendar/index.html>

Brandeis University Department of Student Rights and Community Standards

<https://www.brandeis.edu/studentlife/srcs/index.html>

Continuation Fee

<https://heller.brandeis.edu/admissions/financial-aid/cost.html>

Course Change (Add/Drop) Form

https://www.brandeis.edu/registrar/forms/docs/forms/add_drop.pdf

Cross-Registration Requirements

<https://heller.brandeis.edu/students/courses/index.html>

Curricular Practical Training

<https://www.brandeis.edu/isso/current/employment/curricular-practice-training.html>

Family Educational Rights and Privacy Act

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Intent to Graduate

<https://www.brandeis.edu/registrar/forms/graddegree.html>

International Student Scholars Office

<https://www.brandeis.edu/isso/>

List of Approved Concentration Courses

<https://heller.brandeis.edu/sustainable-international-development/second-year/concentrations.html>

Office of Financial Services

<https://www.brandeis.edu/student-financial-services/>

Office of the Registrar

<https://www.brandeis.edu/registrar/>

Optional Practical Training

<https://www.brandeis.edu/isso/current/employment/optional-practical-training/index.html>

SAGE Student User Guidelines (online registration platform)

<https://www.brandeis.edu/sage/pdfs/student.pdf>

Student Conduct Process

<https://www.brandeis.edu/studentlife/srcs/>

Tutorial/Directed Reading Request Form

<https://www.brandeis.edu/heller/heller/students/courses/pdfs/MA-Directed-Readings.pdf>

University Bulletin

<https://www.brandeis.edu/registrar/bulletin/EducRecordsPolicy.html>