The Heller School for Social Policy and Management

Master of Arts
Sustainable International Development
Academic Policies and Procedures
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.

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 (MA/SID) Academic Policies and Procedures. Updates and corrections may be published at any time. It is your responsibility to confirm that you are using the most recent version. The latest version can be found on the Heller website. 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.

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. MA/SID 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. MA/SID 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 core 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, class, gender, caste, and other particular identities but also tries to forge a cohesive community informed by tolerance and respect for diverse values and beliefs

MA/SID Program Core Competencies

The Master of Arts Program in Sustainable International Development prepares development experts 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's 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 Master of Arts program, which include required courses in economics for development practitioners, 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, 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

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[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 MA/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 of 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. **Evidenc**e: 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.

MA/SID Program Directors and Staff

For the 2017–2018 academic year, the following individuals comprise the MA/SID management team:

- Joan Dassin, PhD, Program Director
- Raj Sampath, PhD, Associate Program Director
- Mary Poor, MA, Academic Advisor & Practicum Coordinator
- Anri Tanabe, MA/MS, 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.

Both the Program Administrator and Academic Advisor/Practicum Coordinator are available to guide students through course selection and to develop their two-year Individual Learning Plan (ILP). The Program Administrator and Academic Advisor/Practicum Coordinator help students to solve administrative issues related to courses, requirements, advisor choice, and academic policies and procedures. If you are unsure about whom to approach for a particular concern, check with the Program Administrator.

MA/SID Program Overview

The Master of Arts in SID has four tracks: Practicum, Alternative Practicum, Advanced Study, and Concentration. There is also an accelerated MA/SID degree and several dual and joint degrees. All students in the MA/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. Students completing the alternative practicum will do field and course work at an international partner university. Concentration students combine a three-month practicum with in-depth study in a critical field of development. Accelerated Degree students must complete the year in residence and use the following summer to write a master's paper. Requirements for dual and joint degrees vary according to the degrees being pursued.

First Year in Residence

Academic requirements for the year in residence are the same for all MA/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 Core Courses (2 credits each)

- HS277f Introduction to Planning & Implementation for Development Practitioners
- HS266f Introduction to Economics for Development Practitioners
- HS319f Ethics, Rights, and Development
- HS278f Monitoring & Evaluation
- HS258f Strategic Planning and Project Management
- HS264f Environment and Development
- Environment or ecology course from the list of required options
- Applied economics course from the list of required options
- Gender course from the list of required options

SID Curriculum

The MA/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 MA/SID curriculum is reviewed and updated annually. The latest information on MA/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 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 academic advisor, 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 SID

Electives may be taken outside the SID curriculum. Courses outside SID may be taken at Brandeis within the Heller School, the Brandeis International Business School, and the Graduate School of Arts and Sciences. Courses may also be taken at the [Boston-area Consortium of Universities](). Students are responsible for identifying such courses and may receive credit for a maximum of one course (4 credits maximum) each semester at a consortium university.

Pro-Seminars

The SID Program offers a variety of pro-seminars every year. Pro-seminars are led by visiting professionals who are well-known experts in their fields, supported by SID faculty, and normally take place over a weekend. Pro-seminars may be for credit or not for credit. A for-credit pro-seminar is a one-credit course that requires a minimum of 9 hours of class time, readings to be done prior to the seminar, and a graded assignment to be submitted during or after the seminar. Students may audit for-credit pro-seminars if approved by the SID faculty sponsor. 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. To pursue such study for credit, students should identify a faculty member willing to supervise a Directed Reading. Students are not permitted to undertake Directed Readings until having completed their first semester at the Heller School.

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 topic and course title of the Directed Reading
- The course objective and how it fits with the student's plan of study (ILP)
- 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
- 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 approval by the faculty member, the Program Director will review the syllabus. If approved, the program will forward the syllabus to the Assistant Dean for Academic and Student Services, 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 MA/SID degree.

The First Year

Each student will design an Individual Learning Plan (ILP), combining required courses and electives. An approved ILP is required for each semester that an SID student is in residence at Brandeis, regardless of whether the student is doing a Practicum, Advanced Study, or Concentration track.

The Second Year

The second year can be 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, or a concentration in a key development field that includes additional coursework and a three-month practicum. Academic advisors will be assigned mid-way through the first 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. The following guidelines apply:

- Students who do the practicum must register for the SID Field Practicum Course (HS230a) and pay the minimum enrollment 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 requirements for the second-year practicum are Fall/Spring. (Note that Advanced Studies/Concentration students may enroll in a summer practicum—HS230a.)

- The official practicum period starts September 1. Students must be actively engaged in a practicum full-time (35–40 hours a week) for a minimum of six months. Students are expected to identify and negotiate their own Terms of Reference (TOR) with their host organization, with the support and guidance of the practicum coordinator. The TOR will identify a qualified person who agrees to be the student's field supervisor.

- No second-year practicum will be approved without a formal letter of offering, stating the TOR and the assignment of a field advisor by the host organization.

- The practicum begins after SID practicum coordinator has approved the practicum.

- During the practicum, students must send monthly updates to their faculty advisor and keep in regular contact with the practicum coordinator.

- All international students who are doing a practicum in the United States are required to have work authorization; this is done by obtaining Curricula 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.

Advanced Study

Advanced study is an individualized program of coursework under the guidance of a faculty advisor. Students focus their study on a development problem and present their analysis and conclusions in a master's paper (see Appendix B for more details). Advanced study cannot begin without a second-year proposal approved by the SID Program. The following guidelines apply:

- Advanced study students must enroll for a minimum of twelve credits of coursework, including the Advanced Studies 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.

- The student must pay tuition and other fees at Brandeis during the second year.

- The student may not pursue a second simultaneous degree.

Concentration

MA/SID students have the option to complete an approved second-year concentration in gender and development, management and development, environmental conservation and development, or coexistence and conflict. The concentration requires a three-month practicum, usually done in the Fall semester or in the summer before or after the student is in residence for their second year. A concentration cannot be undertaken without a second-year proposal (see Appendix A) approved by the SID Program. The following guidelines apply:

- Students must complete a minimum of 16 credits in the topic of the concentration. Note that for the Coexistence and Conflict concentration, coursework is done in the Fall and the practicum takes place in the Spring semester.

- Approved courses for the concentration are identified by the MA/SID Program, with the coursework for each student selected from the annual list of approved concentration courses.

- Students must either register for the SID Field Practicum course (HS230a) in the Fall semester or in the summer (for those completing an advanced study year).

- 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.

- The student must pay tuition to Brandeis University for any additional semesters in residence and the minimum enrollment 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.

Alternative Practicum

The alternative practicum combines supervised field research with course work at an SID partner university in Ghana, China, Thailand, Brazil, or India. 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. At Beijing Normal University in China, students have the opportunity to be involved at the level of policy and governance. At the Asian Institute of Technology in Bangkok, Thailand, or at TERI University in New Delhi, India, students learn about and work with cutting-edge climate change adaptation policies and programs. An informal collaboration exists with the State University of São Paulo (UNESP) in Bauru, Brazil. Students pursue practicum assignments related to media, technology and community development. Courses at UNESP may be audited, pending the instructors' permission.

The Accelerated MA/SID Degree

Accelerated degree students must have at least five years of development management experience and be able to complete the degree program in 12 months. Accelerated degree students must register for three consecutive academic semesters: Fall, Spring, and Summer. These students take courses during the academic year and write the master's paper during the summer. Graduation is at the end of Summer term in late August. Very few accelerated degree students are accepted into the SID Program. Students who matriculate in the MA/SID accelerated degree have the option of transferring to any two-year degree track; however, students who enter as two-year MA/SID degree candidates cannot shift to the accelerated degree.

Second-Year Proposal

Specific guidelines on the second-year proposal can be found in Appendix A. The practicum coordinator manages this process for all students in consultation with the program director and associate director.

Modification of the Second-Year Proposal

It is the responsibility of the student, regardless of their second-year track, to notify the practicum coordinator 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 student is at risk due to conflict, public health threats, or natural disaster. The student must then leave the area of risk. Students must consult with the SID Program before leaving the post; otherwise, the experience will not count to fulfill the requirements for the second year.

Final Requirements

Master's Paper

The end product of the second year is the master's paper, which must be prepared according to the guidelines presented in Appendix B.

Students begin drafting this paper in the Fall of their second year and send drafts of sections of the paper to their faculty advisor 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

In addition to submitting an approved master's paper, each student is required to prepare a presentation to be delivered at the SID Capstone Seminar held at the Heller School in May. Student panels and poster sessions on sustainable development topics are the key units of the Capstone Seminar. Students are required to attend the entire Capstone Seminar, which generally occurs over two days. The dates will be announced well in advance.

Students are advised to inform practicum organizations and prospective employers of their obligation to attend the Capstone Seminar as a requirement of the degree. The requirement to attend the full Capstone Seminar cannot be waived, except in cases of extreme hardship or emergencies.

Course Selection and Registration

Students will be assigned to specific sections for certain required classes. 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 MA/SID curriculum

All registration for MA/SID courses is done on the Brandeis University website. Prior to the beginning of their first semester in residence at the Heller School, students will receive curriculum materials, 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. First-year **SID students must register for a minimum of 16 credits per semester. 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 accesses 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.

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 up 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 the Heller website.

- 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 "Drop Slip" 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 Academic Advisor 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 the audit is approved.

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, and politics may be of particular interest. To sign up 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 Outside of Brandeis at Consortium Universities

Brandeis University is part of a consortium consisting of Boston College, Boston University, Tufts University (excluding the Fletcher School), Bentley College, the Gerontology Department at the University of Massachusetts-Boston, and the School of Urban Studies and Planning at MIT, enabling 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 SID Academic Advisor, who will refer the case as appropriate to the Associate Director. If approved, the student must have a written approval placed in their official file.

- Students may take a maximum of **one course per semester** in consortium universities.

- The consortium schools have a tuition-sharing agreement. Therefore, to register for a course at one of the consortium schools in Fall and Spring semesters, students do not pay additional tuition but must have paid all tuition due at Brandeis.

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

1. Obtain a copy of the syllabus of the course they want to take and discuss it with the SID Academic Advisor, who will manage the review and approval process by the SID Program.

2. If the course is approved and the necessary signatures are obtained, the student must take the form to the registrar of the consortium university and have it signed.

3. The student must then bring 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 bring a copy of the form to the Assistant Dean for Academic and Student Services.

4. 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 Associate Program 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.

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. Add/drop forms must be obtained from and returned to the Assistant Dean for Academic and Student Services. These procedures help to assure a smooth registration and continuity within classes.

Late Withdrawal from Courses

Students may withdraw from MA/SID courses only for serious cause and with permission of the instructor and review by the Program Management. 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 for Academic and Student Services, 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 for 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 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 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 plus (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 incomplete, they are subject to the following:

*   The Assistant Dean for Academic and Student Services will notify the SID Academic Advisor 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 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. Course evaluations from previous years are available for review on the Heller website.

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, advisor(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 Director to present their case in person after submitting the written appeal. The 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. 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 (for more information related to academic integrity, see http://www.brandeis.edu/studentaffairs/srcs/).

Professors are responsible for managing academic integrity in their classes and with their advisees. Ravi Lakshmikanthan, Assistant Dean for Academic and Student Services, coordinates the Heller School's academic integrity practice. Faculty members must inform the Office of Student Services of infractions of academic integrity in a student's written work; this office maintains a central file of reported cases, which is available for review by Heller Deans, Program Directors, and Associate Program Directors.

Although a first allegation of plagiarism is generally dealt with internally at the Heller School, the instructor may decide to report the case directly to the university, depending on the severity of the alleged violation. After informing the Assistant Dean for Academic and Student Services, the instructor is responsible for meeting with the student to discuss the case and determine steps forward. Regardless of whether a first allegation is referred directly to the university, in the case of an additional allegation, the student will be referred to the Brandeis University Department of Student Rights and Community Standards. Standards for adjudication through the Student Conduct Process can result in the student failing the course or even withdrawal. In cases of plagiarism in master's papers or in courses taken after a

student has completed a first year in residence, even if a first allegation, the case will be reported to the [Department of Student Rights and Community Standards](#).

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. 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 MA/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. 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.*

Voluntary Withdrawal

An SID student who wishes to withdraw voluntarily from the Heller School during a semester must request so in writing to the Program Director, copied to the Associate Program Director, and the Assistant Dean for 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.

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 MA/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 MA/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 regard to graduation, students should note the following:

- Students must complete all academic requirements prior to MA/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: Guidelines for the MA/SID Second-Year Proposal

All MA/SID students must develop an MA second-year proposal, which should be submitted to the SID practicum coordinator via LATTE by July 1, 2018. Writing the second-year proposal should enable you to think through the goals of your second year and make concrete plans whether you are pursuing an advanced study, practicum, or concentration track.

For those doing a practicum, remember that proposals will not be approved until you have secured a practicum organization for your second-year work. You must append the TOR from the host organization detailing your job description, specifying the length of the assignment, and designating a field supervisor. All practicum students must also submit a signed Release and Waiver form.

The 2018–2019 MA/SID second-year proposal **(3-4 pages)** should include the following items in one submission:

- *Title and Summary* (1/2 page). Write the title of the proposed paper (up to 1/2 page) and the second-year track that you are pursuing (e.g. practicum, advanced study, concentration, or advanced study with a concentration). Please provide the name of your practicum or host organization, if applicable.

- *The Development Organization, Problem or Issue* (1/2 page). Define the development problem or issue that you will be examining in your second year. Refer to a minimum of two academic articles or organizational publications to explain the scope of the problem and its relevance to sustainable development. Practicum students should describe the organization where they will be working, the programs or projects in which they will be involved and the development problems they expect to address during their practicum.

- *Advanced Studies Students ONLY: Sources and Methods* (1/2 page): Describe the sources you expect to consult (e.g. secondary sources; data sets; original documents; interview data) and the methods (e.g. quantitative, qualitative; mixed model) you expect to use in your research. Are there additional skills you will need to learn, such as statistics or STATA? Are you familiar with Brandeis Library resources and library search methods? How are you planning to organize your research?

- *Budget* (1 page). Provide a budget that shows anticipated income and expenses for your second year. Be realistic about your finances. Use cost figures available on the Heller website and look at other sites such as Numbeo. You can also ask your host institution for assistance in estimating living costs, transportation, etc.

Budget Template

Expenses—September 1, 2017–May 13, 2018	
Item	**Cost**
Brandeis University post-residence fees	$
SID program fee	$
Health insurance (unless waived)	$
Living expenses, including for Capstone & graduation week	$
Travel (including returning for Capstone)	$
Books, supplies & equipment	$
Other/miscellaneous	$
TOTAL EXPENSES	$

Income—September 1, 2017–May 13, 2018	
Source	**Amount**
Salary or stipend	$
Summer earnings	$
Savings	$
Loans (indicate sources)	$
Fellowships, awards	$
Other (please indicate if you are receiving funds from a third party or sponsor)	$
TOTAL INCOME	$

- ***Practicum, Concentration and MA/MS Students ONLY: Risk Assessment and Analysis*** (1/2 page). You should describe any risks that you may face during your second year and what precautions you will be taking. Include names and contact information of individuals who should be contacted in the case of an emergency. One source of information in completing this section for international practicums is the Travel Alerts and Travel Warnings posted on the US State Department website.

Practicum Emergencies—ACE Travel Assistance Program
For practicum students: In the case of an emergency, you must immediately contact Mary Poor, the SID Student Advisor/Practicum Coordinator (mpoor@brandeis.edu).

If there is no time to contact the Practicum Coordinator because of an emergency, please contact ACE Travel Assistance Program/Europe Assistance in one of the following ways: Toll-free in the US or Canada at 1.800.243.6124 or collect outside the US at 1-202-659-7803.

Brandeis University is contracted with ACE American Insurance Company to provide assistance to students doing international practicums or internships. The following benefits are provided: emergency medical evacuation (100% of covered expenses); repatriation of remains (100% of covered expenses); security evacuation political ($100, 000 maximum); and security evacuation natural disaster (services only – this service will be billable). Information about ACE can also be found on the website: http://heller.brandeis.edu/students/academics/ma-sid/second-year/index.html.

- *Other Issues* (1/2 page). Present any other issues, concerns that may affect your second year.

- *References* (length as required). Document the sources you have used in your proposal using APA style.

Formatting and Other Requirements for the Second-Year Proposal

- The proposal should be in 12-point font with 1-inch margins on all sides. It should be single-spaced, with double spacing between paragraphs.

- References should be in the APA style. For an excellent resource on APA style, see this link: https://owl.english.purdue.edu/owl/resource/560/01/https://owl.english.purdue.edu/owl/resource/560/01/

APPENDIX B: The MA/SID Master's Paper

Overview

Students doing a practicum write a consultant's report on a topic that is relevant to their work/organization and that makes use of knowledge gained in the course of their work at the host organization. They may also write a research paper with approval from their academic advisor.

Second-year concentration students write a consultant's report on a topic that is relevant to their work/organization and that makes use of knowledge gained in the course of their work at the host organization. They may also write a research paper with approval from their academic advisor.

Students doing advanced study do a desk study research-based paper that takes advantage of the library and resources at the University.

Students doing advanced study with a concentration write a consultant's report on a topic that is relevant to their work/organization and that makes use of knowledge gained in the course of their work at the host organization. They may also write a research paper with approval from their academic advisor.

Choosing the Paper Topic

Students continue to develop their paper topics after submitting their proposals for SID program approval. The paper topic itself is an outgrowth of the proposal, which simply states the general problem or issue that students will work on in their second year. Students will work closely with their academic advisors to narrow the topic of their master's paper.

Guidelines for the MA/SID Paper

The second-year MA/SID professional paper should analyze a significant development problem. Students may select from several options. Since these are not mutually exclusive categories, some papers may include elements from more than one option.

Option 1: Consultant Report. This option is only for practicum and concentration students and dual degree students who do a practicum as a requirement of their program (e.g., MASID/MSGHPM) or a three-month summer internship independent of their program requirements (e.g., MASID/MBA). Dual degree students, and practicum and concentration students (with approval of their academic advisors), may also write a research-based paper.

Option 2: Research-based Paper. This option is required for advanced studies students. Students write a research-based paper, using the student's relevant professional experience and by reviewing secondary sources. The aim is to study a particular development problem in depth by analyzing its historical, political, and cultural context; how it is treated in social science and development literature; and how the problem can be addressed through various policy instruments and programmatic strategies (e.g., subjugation of Dalit women in India; political manipulation of food supplies in Ethiopia). Dual degree students, and practicum and concentration students (with approval of their academic advisors), may also write a research-based paper.

Dual Degrees. Students working on SID/MBA, SID/MS, SID–COEX, and joint degrees, such as the SID and Women, Gender and Sexuality, are expected to incorporate elements from coursework in both degree programs and, if appropriate, internship experiences when writing the final paper.

- For the SID/COEX dual degree, a development problem must be integrated into the COEX MA paper managed by the COEX program. Students will follow the COEX paper guidelines.

- For the SID/MBA dual degree, the SID MA paper will incorporate concepts from the MBA program (e.g. management theory, corporate social responsibility) into the paper submitted to the SID program. Students will typically follow the SID research paper option. However, MASID/MBA students who complete a three-month summer internship independent of program requirements may also choose to write a consultant's report (Option 1).

- MASID/MSGHPM students have the option of preparing either an SID (Option 1 or 2) or MS paper, in accordance with the guidelines of the selected program. Students will follow the guidelines for the MS paper or the SID's consultant's report or research paper, respectively.

- For the joint degree between SID and Women, Gender and Sexuality studies, the final paper will integrate ideas and concepts from both programs with a co-advising platform of faculty from both programs.

Summary of Master's Paper Options

Master's Paper Options								
Practicum	**Concentration**	**Advanced Study**	**Advanced Study with Concentration**	**MA/MS**	**MA/ MBA (3-month internship)**	**MA/ MBA**	**WGS Joint Degree**	**COEX**
SID consultant's report	SID consultant's report	SID research paper	SID consultant's report	SID consultant's report	SID consultant's report	SID research paper	SID research paper	Managed by COEX
SID research paper (with approval of academic advisor)	SID research paper (with approval of academic advisor)		SID research paper (with approval of academic advisor)	SID research paper	SID research paper			
				MS paper				

Option 1—Guidelines for the Consultant's Report

Purpose: To produce a consultant's report on the challenges faced by the student's practicum organization, and develop recommendations based on their findings and analysis.

Overview of Guidelines: Students will develop a report that could be used by their practicum organization, although they will submit it to SID. The report will be based on their practicum assignment or what they have learned during their work with the practicum organization.

The paper identifies the development problem or problems the organization tries to address and how its programs or projects could be improved. Students will write the report as if they were external consultants hired to provide professional advice to the practicum organization.

This option is for students who have completed a practicum and must be based on their practicum experience.

Recommended length of the consultant's report: 4,000–5,000 words, *excluding* cover page, front matter and bibliography.

Structure of MA/SID Consultant's Report:

- **Front Material**
  o Title Page
  o Acknowledgements
  o Table of contents
  o List of acronyms and abbreviations
  o List of tables and figures

- **Executive summary** (target: 250 words)
  The executive summary summarizes the main challenges faced by the organization and the student's recommendations for improved performance and outcomes in one or more of the organization's programs or projects.

- **Introduction** (target: 250 words)
  This section introduces the goals, aims and purpose of the student's paper. It provides background information on their practicum organization as a whole. Students should address the following topics related to their practicum organization:

  o Mission and values
  o History
  o Governance and management structure
  o Finances and funding sources
  o Stakeholder involvement
  o Approach to development work (e.g. participatory methods, social entrepreneurship)

- **Development Problem** (target: 750–1,000 words)
  This section focuses on the development problem addressed in the program or project that the student has selected. How is the development problem framed? What information is used? Based on the student's reading about the topic, does the program or project incorporate the most up-to-

date and effective approaches to the development problem it addresses? Are any significant factors omitted (e.g. lack of a gender focus; too little attention to environmental factors; failure to address systemic discrimination and social exclusion)? Students should read a minimum of **6-8 sources,** including scholarly and organizational publications and materials, to answer these questions.

- **Programmatic Strategies** (target: 1,250–1,500 words)
  This section describes and analyzes the program or project the student has worked on during their practicum. The questions below are intended as a guide for their analysis. Students do not have to answer them one by one, but they should consider these aspects of programmatic strategy. They should draw on frameworks they have learned in SID, such as planning and implementation, monitoring and evaluation, project management and ethics and gender as they apply to the program or project they are analyzing.

  - *Design, Implementation, Management and Evaluation*
    - Did the program or project fit the scope of the development issue addressed?
    - What systems were in place to ensure effective management and evaluation?
    - Did the program or project consider ethical implications? For example, was it gender-sensitive?

  - *Decision-Making*
    - Did the organization have a comparative advantage in carrying out this work? Why or why not?
    - What development frameworks were applied (e.g. human rights based approach; positive youth development; gender and development)?
    - Were reporting processes in place to ensure transparency and credibility? If so, to whom were they directed?

  - *Budget and Finance*
    - How is the organization as a whole funded? Does it have challenges in securing sustainable and adequate levels of funding?
    - Were the program or project funds managed efficiently?
    - Did the allocation of funds match actual needs and costs?

- **Program or Project Impact** (target: 750–1,000 words)
  This section focuses on the impact of the specific program or project that the student is analyzing. Students should address these questions:

  - Did the program or project achieve its stated goals?
  - Based on their assessment, is the program or project effective, sustainable and ethical?
  - What is the impact of the program or project relative to the overall situation of the individuals most affected by the problem?
  - Can the program or project be scaled up to achieve a greater impact?
  - Were the intended beneficiaries empowered as a result of the program or project studied?

- **Conclusions & Recommendations** (target: 750–1,000 words)
  This section presents the student's final interpretation of, and recommendations for, both the organization and the specific program or project that the student has studied. Students should consider the following questions:

  - Based on the findings and evidence that the student presents, what conclusions do they draw about the relative strengths or weaknesses of the organization as a whole and of the program or project that they studied?
  - If the student were actually writing this consultant's report for the chair of the organization's board of directors, the organization's funders, its executive director, or its program or project managers (choose whichever applies), what recommendations would they make?

- **References**
  This section lists the sources used for the student's paper. Information obtained from academic and polity literature and organizational documents, reports, websites etc. should be cited accurately both in the text and in the reference section of the report. Only sources cited in the report should be referenced in this section.

  All citations should be in the APA format: Use Zotero or EndNote to keep track of and format citations.

- **Appendices** (if applicable)
  This section includes additional information, as needed.

  - Terms of reference
  - Tools (e.g., questionnaires, surveys)
  - Glossary of terms
  - Graphs, charts, tables, maps

<u>**Option 2—Guidelines for the Research Paper**</u>

Purpose: To study a particular development problem in depth by analyzing its historical, political and cultural context, how it is treated in social science and development literature and how the problem can be addressed through various policy instruments and programmatic strategies. (Dual degree students will integrate concepts from both programs into their paper.)

Recommended length for Option 2: 8,000–10,000 words, excluding cover sheet, table of contents, abstract, acknowledgments, and acronyms and abbreviations

The following sections should be included in the paper in this order:

- **Cover Sheet with Title**. The cover sheet will indicate the paper option that the student has selected

- **Table of Contents** with page numbers.

- **Abstract** (target: 250 words)
  Students should summarize the substance of the whole paper by introducing the development problem or issue, the type of paper they have selected, the methodology they employed, their discussion of the problem, and their main recommendations and conclusions.

- **Acknowledgements**
  Students must acknowledge anyone who helped with the editing of the paper. They also have the opportunity to express thanks, appreciation or gratitude for particular individuals who provided support to them or to their paper.

- **Acronyms and abbreviations.**
  A table should list all the acronyms in alphabetical order (e.g., United Nations Development Programme [UNDP], World Health Organization [WHO])). Spell out each acronym or abbreviation the first time it is used, followed by the acronym or abbreviation in parenthesis.

- **Introduction** (target length: 500–750 words)
  This section introduces the topic of the student's paper. The introduction states the development problem that the student will analyze, comments on the importance of the problem, and presents the main questions covered in the study. It provides the critical background information, such as historical and geographic contexts, and whatever other information is essential for the reader to understand the significance of the student's topic. The introduction also lays out the organizational structure of the paper, describing the sections that follow.

- **Sources and Methods** (target length: 500–750 words)
  Students should summarize the type of sources they used to collect information for the study. Examples include secondary data of all types, including policy briefs, organizations' annual reports, scholarly articles and books, census reports and databases. Students should also explain the criteria they used to select the evidence (e.g., publications in the last 10 years that appeared in refereed journals). If applicable, students should discuss the quantitative variables they used, where they found the data, dates for the data used and how it was collected. They should also mention sources and information gained through their professional experience on the topic, course work and practicum experience.

  Students should write about the types of methods they used to identify or generate relevant information for their study. They may rely on qualitative or quantitative methods, or a mixed

methods approach. They should explain why the methods they have selected are the best approach to analyzing the development problem as they have framed it in their paper.

(Note that primary research involving human subjects may require special authorization by the Internal Review Board commonly known as "IRB" and is therefore not generally permitted.)

- **Literature Review** (target length: 1,500–2,000 words)
  The literature review generally covers a minimum of 12 sources, at least half of which are peer-reviewed books or articles from academic scholarship. (The typical expectation is that students will have collected a minimum of 16 sources total for the entire paper, including Internet sources, public media, government reports, policy briefs, and multilateral instruments such as human rights frameworks.

  Students will refer to these sources, throughout the paper starting with the introduction, but at least 12 sources should be treated in the literature review. The literature review presents what scholars, researchers, practitioners and policy analysts say about the topic of their paper and how they debate both the framing of the problem and solutions to it. Cluster the opinions of the authors into schools of thought about the topic rather than summarizing the ideas or conclusions of each author. For a good primer on how to write literature reviews see the following resource: http://writingcenter.unc.edu/handouts/literature-reviews/.

- **Discussion** (target length: 4,000–4,500 words)
  This is the major section of the paper. Students provide their own analysis of the problem as it relates to conceptual frameworks discussed in the literature review. They can use their experiential learning but highlight their particular insights and contributions. They should discuss why their findings are important and any interesting results they found that were different from what they expected or what is known on this topic. Students should propose further lines of research based on their findings. For example, if they find there is no downward accountability to recipients of development aid in a certain country due to factors such as conflict or corruption, then they can draw out the implications of that finding for development study and practice.

- **Findings and Recommendations** (target length: 750–1,000 words)
  Based on their findings, students should present specific recommendations they have for addressing the problem studied. This could include additional research or specific practices, programs or projects or broader policy changes. They should discuss the necessary conditions for these recommendations to be implemented.

- **Conclusion** (target length: 500–750 words)
  Students should summarize the overall analysis, findings, and recommendations. They can reflect on the gaps they found in investigating their development problem and what would be required in the future to address it. After investigating their problem in depth, students should provide a final assessment of its significance for sustainable development in general.

- **Appendices**

- **References**—References should be in APA style. For an excellent guide to APA style, see https://owl.english.purdue.edu/owl/resource/560/01/

Formatting for the Master's Paper (for both options)

- The recommended length for the consultant's report is 4,000–5,000 words, excluding cover page, front matter and bibliography. The paper should be single-spaced.

- The recommended length for the research paper is 8,000–10,000 words, excluding cover page, table of contents, abstract, acknowledgements, acronyms, references and appendices. The paper should be single-spaced.

- Use 12-point font Times New Roman

- Use 1-inch margins on each side.

- References should be in the APA style. For an excellent resource on APA style, see this link: https://owl.english.purdue.edu/owl/resource/560/01/https://owl.english.purdue.edu/owl/resource/560/01/

- Students are encouraged to use visual presentations of data that could include tables, figures, charts, maps and graphs. Make sure that each table or figure has a number and title and is integrated into the text. Students can also present testimonies from the field, (which are not formal research interviews,) and add them as boxes within the general narrative. **Figures, charts, etc., are included in the total page count.**

APPENDIX C: Resources to Support SID Students

Faculty Support

The academic faculty advisor is the student's principal resource for the second year. Faculty advisors will be assigned in the spring of the first year, based on the student's academic and professional interests.

SID Practicum Coordinator

The SID practicum coordinator provides:

- Guidance to help students understand and complete the process of securing a practicum and drafting a quality proposal, preparing students to meet the requirements of the second year.

- Individual advising and group training to help students identify and refine the focus of their second year, identify opportunities, evaluate choices for the practicum, learn how to approach potential host organizations, negotiate the Terms of Reference, and write a sound proposal.

- Monitoring of student progress both in the first year (obtaining a practicum and writing a proposal) and in the field during the second year (problem solving).

- Review, feedback, and approval of proposals (Note: Proposals are forwarded to the MA/SID Program for final approval.)

Career Development Center

The Career Development Center is available to help students as they plan for their professional future. This includes searching for a practicum, identifying organizations and placements that might be of particular interest post-graduation, crafting effective resumes and cover letters, coaching for initial contact and interviews, networking, negotiation strategies, and related services.

Resources include:

- Individual career counseling – Students should contact the Career Development Center to set up an appointment to discuss practicum and career exploration and planning, resume/CVs, cover letters, professional resources and network leads. Appointments are made via Career Connect (see description below). Once logged in, click on "Request an Appointment" in the Career Tools and Advising Shortcut button. If a student is already on practicum and unable to meet in-person, a telephone session or email communication are alternative options.

- Career Connect—Heller's online database for *professional opportunities* (jobs, practicum, fellowships, grants, etc.), *employer information* (includes information on past practicum locations and student capstones), *upcoming events* (Heller, Brandeis, local, national and global) and *alumni networking*.

- Electronic Resources—*Weekly E-Newsletter:* timely information on announcements; new resources; recent job, internship and fellowship listings; as well as a summary of events both on- and off-campus of interest to our students; *Career Connections*: links to industry-specific job boards, professional organizations, social networking and e-newsletters; *Career Briefs*: career-related topics including resumes, CVs, cover letters, informational interviewing and networking;

Career Development Center's Library: Professional/Career-oriented publications and books; *Optimal Resume*: Draft resumes and cover letters, practice interview skills and access additional resources at heller.OptimalResume.com; *LinkedIn Group:* Heller has a LinkedIn group and subgroups by graduate program and geographic area.

University Librarian and Online Library Resources

Maric Kramer is the SID Research and Instruction Librarian. She is available as a resource to MA/SID students for research needs. Students should direct inquiries to maric@brandeis.edu.

The Sustainable International Development LibGuide is an online portal to Brandeis library resources. It provides an overview of key resources for research in sustainable international development. The guide provides easy access to both scholarly and professional resources. Resources include:
- Background materials
- Citation management
- Interlibrary loans
- Journals and books
- Indexes and abstracts
- Reports and statistics
- Relevant web sites
- Government documents
- Subscription databases

Additionally, on-line tutorials for EndNote and Zotero (citation management systems) can be found at: http://brandeis.libguides.com/content.php?pid=10580&sid=606366http://brandeis.libguides.com/content.php?pid=10580&sid=606366

Master's Paper Archive

Past SID master's papers are available on the Heller website. Students can search for specific master's papers by year and student name.

Writing Resources

The Brandeis Writing Center offers peer-review services designed for the graduate student community. The tutors are graduate students who provide assistance with all forms of advanced academic writing and offer strategies for working through writing challenges.

Other resources that can support the writing process include:

- *The Writer's Reference* (8th edition) by Diana Hacker. This great handbook covers grammar, punctuation, basic sentence structure, word choice, and more.

- *The Elements of Style* by Strunk & White. A classic guide to addressing common grammar and writing issues.

- APA Style Blog: http://blog.apapstyle.org

- Grammar Girl's Quick & Dirty Tips: http://www.quickanddirtytips.com/grammar-girl

- Daily Writing Tips: http://writing.dailywritingtips.com

- Refresher on active versus passive voice: https://owl.english.purdue.edu/owl/resource/539/02/

Literature Review

- Literature Reviews, The Writing Center at University of North Carolina (UNC)-Chapel Hill: http://writingcenter.unc.edu/handouts/literature-reviews/

- Guidelines for Writing a Literature Review, Education Department, University of Minnesota: http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html

American Psychological Association (APA) References and Citations

- References and citation rules vary depending on the source. It is important to follow the APA reference and citation style guides to ensure accuracy. A good resource for APA style is https://owl.english.purdue.edu/owl/resource/560/02/

Resources for Making Presentations

- Creating an Effective Poster Presentation (UNC): http://gradschool.unc.edu/pdf/PosterPresentation.pdf

- Poster Making and Printing (Cornell University Library): http://guides.library.cornell.edu/poster

- How to Create an Effective Poster Presentation (Ithaca College): https://library.ithaca.edu/sp/subjects/PosterSession

- Designing an Effective PowerPoint Presentation: Quick Guide (Owl Online Writing Lab): https://owl.english.purdue.edu/owl/resource/686/01/

- Using Visuals to Support a Presentation: PowerPoint (Cornell University): http://www.cornell.edu/video/using-visuals-2