



Graduate Program in
Sustainable International Development

The Heller School
for Social Policy and Management

MA/SID Handbook

Guidelines, Requirements & Information for the Second Year 2017–2018

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TABLE OF CONTENTS

2017–2018 MA/SID Information	1
2017–2018 Requirements and Important Dates	1
Important Dates for Students Graduating in August 2017 or February 2018	2
The MA/SID Second Year	3
Introduction	3
Summary of MA/SID Degree Requirements	3
Planning the Second Year	4
Second-Year Options	4
Six-Month Practicum	4
Practicum Requirements	4
Enrollment Status and Health Insurance for Practicum Students	5
Visas, Permits, and/or Other Required Documentation for the Practicum	5
Vaccinations	6
Preparation for the Practicum and Living Abroad	6
The Practicum Experience	6
The Host Organization and the Master’s Paper	7
Staying Connected to the SID Community	7
Being Prepared for the Unexpected	8
Evaluations	9
Advanced Study In Residence.....	9
Advance Study Requirements	9
The Summer Advantage: Preparation for the Second Year	9
Making the Most of the Second Year In Residence	10
The Role of the Master’s Paper in the Advanced Study Experience	11
SID Concentration.....	11
SID Concentration Requirements	11
The SID Concentration Curriculum	12
The Typical Sequence for the Concentration	12
The Concentration, Practicum, Development Problem, and Master’s Paper	12
Advanced Study with a Concentration	13
The Capstone Seminar and Graduation	13
The MA/SID Master’s Paper	14
Choosing the Paper Topic	14
Feedback from the Student’s Academic Advisor	14
The Significance of the Literature Review	14
The Number of Resources for the Literature Review	15
General Timeframe for the Master’s Paper	15
The Approval Process for the Master’s Papers	15
Late Submissions of the Master’s Paper	16
The Master’s Paper After Graduation	16
Guidelines for the MA/SID Paper	17
Option 1: Consultant’s Report	17
Option 2: Research-based Paper	17

Dual Degrees	17
Summary of Master’s Paper Options	18
MA Paper Options 1 and 2	19
Option 1—Guidelines for the Consultant’s Report	19
Option 2—Guidelines for the Research Paper	22
Formatting for the Master’s Paper (for all options)	24
Appendix A: Resources to Support SID Students	25
Appendix B: 2016–2017 Contact Information for Practicum Students	28
Appendix C: MA/SID Practicum Checklist	29
Appendix D: CHUBB Travel Assistance Program	30
Appendix E: Practicum Performance Evaluations	31
Appendix F: Practicum Learning Outcomes	33

2017–2018 MA/SID INFORMATION FOR SECOND-YEAR STUDENTS

2017–2018 Requirements and Important Dates

These deadlines are meant to help students to produce a quality master’s paper. Forms and documents needed to comply with these dates can be found in the handbook’s Annex section and on the [Resources](#) page of the Heller website.

July 1, 2017	Deadline to submit the second-year proposal and other required documents for practicum and concentration students to the SID practicum coordinator*
August 30, 2017	In-residence students: First day of instruction
Fall 2017–Spring 2018	Advanced study coursework; minimum 12 credits per semester Dual degree coursework; please follow program guidelines for specific dual degree requirements
Fall 2017–Spring 2018	Practicum from September to March; minimum six months/full-time (for international students doing an international practicum, one month can be off-site from the practicum organization) International students on an F-1 visa who are doing practicums in the US or with a US organization cannot begin the practicum until they have met all International Student and Scholars Office (ISSO) requirements, including an approved CPT form . Practicum students should contact their academic advisors monthly to provide them with updates on their practicum. Faculty advisors and their students will work out a reasonable timeframe to review sections of the master’s paper.
February 15, 2018	Practicum students: Final practicum evaluation form sent directly to field supervisor.
March 30, 2018	Complete quality final draft of the master’s paper due to faculty advisor
April 13, 2018	Deadline to submit final master’s paper as approved by faculty advisor to the SID Program Committee for review and final approval
May TBD, 2018	SID Capstone presentation (required)
May 13, 2018	The Heller School and Brandeis commencement ceremonies

*Note that students may not start the second year unless all financial obligations (tuition and fees) have been fulfilled. Additionally, all international students must ensure that they are in compliance with regulations set forth by the US government via Brandeis’ ISSO.

Important Dates for Students Graduating in August 2017 or February 2018

As required	Successful completion of all coursework and program requirements, including a minimum of 32 credits during the year in residence
By May 12–13, 2017	Presentation at SID Capstone (SIDCO dual degree students have the option of completing the SID Capstone by December 2017 for a February 2018 graduation.)
July 26, 2017	For August 2017 graduates: Full quality draft of the master’s paper submitted for academic advisor’s review and approval
August 10, 2017	For August 2017 graduates: Deadline to submit final master’s paper (approved by academic advisor) for SID program review and approval.
December 19, 2017	For February 2018 graduates: Full quality draft of the master’s paper submitted for academic advisor’s review and approval
January 5, 2018	For February 2018 graduates: Deadline to submit final master’s paper (approved by academic advisor) for SID program review and approval

Additional information related to the academic calendar can be found on the [Academic Calendar](#) page of the Brandeis website.

THE MA/SID SECOND YEAR

1. Introduction

After completing the first year in-residence requirements, students can select one of four options listed below for the second year:

1. Six-month practicum (one month can be off-site from the practicum organization)
2. Advanced study in residence
3. Second-year concentration
4. Classroom study at an international partner university with an associated field placement

MA/SID Program: Second-Year Track Options

Option	Year 1: 2016-2017 (All students)	Year 2: 2017-2018 (Each student must complete one of the following options.)	Conclusion (All students)
1	MA/SID year in-residence: Integrated sustainable development core curriculum of required courses and electives (minimum 32 credits, 16 credits per semester)	Practicum: Six months from September–February (24 credits)	Master’s paper, Capstone Seminar, and graduation
2		Advanced Study: In residence (minimum 24 credits)	
3		Second-Year Concentration: Three-month practicum (16 credits in concentration) <ul style="list-style-type: none"> • Coexistence and Conflict • Gender and Development • Environmental Conservation and Development • Management and Development 	
4		Alternative Practicum (24 credits): <ul style="list-style-type: none"> • Beijing Normal University-BNU, China • University of Development Studies-UDS, Ghana • Asian Institute of Technology-AIT, Thailand, or TERI, India • São Paulo State University, São Paulo, Brazil 	

2. Summary of MA/SID Degree Requirements

- Complete 32 credits and all required courses during the first year in residence (16 required credits and 16 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
 - HS241f Climate Change & Livelihoods
 - 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
- Complete a program-approved track option in the second year, as defined above (Options 1-4)
 - Complete a master’s paper and Capstone presentation (May 2018) focused on a sustainable development problem or issue

3. Planning the Second Year

After completing first-year in-residence requirements, students can select one of the following options for their second year:

- Six-month practicum
- Second-year concentration
- Advanced study in residence
- Classroom study at an international partner university with an associated field placement

Students identify an important development problem or issue to analyze that has implications for the world of sustainable development. They present their findings and recommendations in a master's paper and panel at the Capstone Seminar in May 2018.

Students who select the practicum option will base their master's paper on the work of their practicum organization. The paper is written under the supervision of their SID academic advisor, and must be written outside of their working hours.

Students who pursue a concentration in their second-year may base their master's papers on the work of their practicum organization and draw on resources and coursework during their spring term in residence.

Students who do advanced study will draw on resources at the university or their previous professional experiences for their master's papers.

Students who choose to study at an international partner university will draw on their specific experience and the resources at the university to inform their master's papers. For information related to this option, students should contact the practicum coordinator (mpoor@brandeis.edu) for guidelines.

4. Second-Year Options

Six-Month Practicum

The practicum experience is meant to inform the student's master's paper and to align closely with the SID curriculum frameworks. The practicum allows students to examine a significant problem or issue within the broader field of sustainable development through experiential learning. Students will use their practicum experience to develop a consultant's report (i.e., master's paper) in which they identify the development problem or problems the organization tries to address and how its programs or projects could be improved. (See page 19 for specific guidelines related to the consultant's report.) Practicum students may also write a research-based paper with permission of their advisor.

Planning for the Practicum

Practicum Requirements

Like all MA/SID students, practicum students write a second-year proposal in which they identify a development problem. The proposal must be approved and signed by the program director and practicum coordinator prior to the start of the second year. Students must also meet the following requirements for the practicum track:

- Submit a Release & Waiver form and a signed Terms of Reference (TOR) on the organization’s letterhead for SID program review and approval
- Enroll as a full-time student in the practicum course HS230a for fall and spring semesters (24 credits)
- Complete a full-time practicum (35–40 hours per week) with a development organization for a minimum of six consecutive months (for international students doing an international practicum, one month can be off-site from the practicum organization). The practicum’s start date is typically during the first week of September.
- Meet all required deadlines and milestones during the fall and spring semesters related to writing and submitting the master’s paper
- Present at the SID Capstone Seminar and participate in all Capstone events (May 2018)

Practicum	
Term	Credits
Year 1—Fall	16 min; 20 max
Year 2—Spring	16 min; 20 max
Year 2—Fall (practicum)	12
Year 2—Spring (practicum)	12
TOTAL	56–64 CREDITS

Enrollment Status and Health Insurance for Practicum Students

SID practicum students maintain Brandeis student status by paying a [continuation fee](#) during the fall and spring semesters of their second year. Students are required to maintain their Brandeis [health insurance](#) policy, regardless of their practicum location. Students must register for the field practicum course (HS230a) as full-time students through the Heller School’s Office of Student Records and Enrollment. The practicum course counts for 12 credits each semester and is graded as credit (CR) or no credit (NC).

Visas, Permits, and/or Other Required Documentation for the Practicum

Students are responsible for obtaining required visas, permits, and other documentation, with guidance from the host organization. The host organization must provide any documentation needed to confirm their role. Some host organizations require students to provide proof of enrollment at Brandeis University. See the [Office of the University Registrar](#) page of the Brandeis website for instructions on how to obtain a proof of enrollment letter. Contact Ravi Lakshmikanthan (kanthan@brandeis.edu) at the Heller’s Office of Student Records and Enrollment with any questions.

International students on an F-1 visa who are doing practicums in the US or with a US organization cannot begin the practicum until they have met all International Student and Scholars Office (ISSO) requirements, including an approved [CPT form](#). Students should review the visa guidelines on the [Employment/Academic Internships](#) page of the ISSO website and reference the [CPT Application Check List](#). Contact Bonnie Ryle (bryle@brandeis.edu) with any questions related to F-1 visa requirements.

Vaccinations (if applicable for international practicums)

To determine if any health precautions are recommended for travel to the locale of the host organization, students may want to consult the following websites: [Massachusetts General Hospital: Heading Home Healthy](#) or [Centers for Disease Control and Prevention](#)

Preparation for the Practicum and Living Abroad

Students may want to invest time in the library and on-line before they depart for their practicums. They can refer to the [Research Guides](#) page of the Brandeis Library website for SID research resources. Reading as much background material as possible on their development problem will result in a better paper and make them a more valuable member of the team at their host organization. Students may also want to research local customs, habits, and etiquette, and reach out to alumni and others who could provide helpful insight to living and working in their practicum location.

Banking and travel documents

Students may want to contact their financial institutions to notify them of their travel plans. This will help to ensure that they have continued access to their accounts. If possible, they should have a back-up credit card and/or emergency cash in case they have any banking issues or lose their credit or debit card.

It's also a good idea for students to prepare their PIN before traveling abroad. Many international ATMs only support four-digit PINs. Students should ensure that their PINs do not begin with a zero, and they should know their PIN by the numbers, as some foreign ATMs do not have letters on the keypads.

As a precaution, students should also make copies of their important documents, including two copies of their passport, credit cards, and other travel documents. It's recommended that they leave one copy with a family member or friend and bring the other copy with them.

The Practicum Experience

Students should begin their practicum during the first week of September 2017. Upon arrival at their practicum location, students may want to take time to learn about the language, culture, and workplace norms. It is always helpful if students can find mentors and peers to help them understand the local traditions and organizational culture. Students may also want to consider the following:

- **Apply what was learned in the classroom.** Students should explore ways to use theories studied and skills developed through coursework.
- **Review academic sources,** including available “gray literature” (e.g., in-house project reports and publications, documents/files) to better understand the institutional mandate, achievements, and constraints of the host organization.

Tips for Getting the Most out of Your Practicum Experience

- Prepare—review background material on your development issue
- Understand workplace expectations
- Engage—build relationships with your colleagues
- Learn about the language & culture
- Apply what you learned in the classroom
- Take initiative and solicit feedback
- Learn from mistakes (they're inevitable and part of the learning process)
- Keep a journal—compile observations, gather evidence, and write your reflections

- **Establish rapport with colleagues.** This helps to open doors for support and access to information. Experience of previous students shows that “interrogating” (extracting or pushing for information) does not work, while informal “interviewing” (engaging, dialoging, and exchanging information) is often highly successful.
- **Volunteer to help colleagues.** Besides being generally helpful, students will learn a lot and this may allow them to take on more responsibility.
- **Adopt standards of professionalism.** As in all work, professional behavior is foundational. Organizations are complex, with webs of relationships and unspoken alliances. Understand and respect internal hierarchies. In case of difficult issues related to institutional politics, students should avoid personalization; rather, they should focus on their work, avoiding gossip and personal confrontation. They should try to maintain neutrality, objectivity, and discretion and to keep cordial relationships with everyone. It’s important to be transparent, flexible, respectful, and a team player, eager to learn about institutional and local culture.

Students should also dress appropriately for the workplace, be punctual and dependable, and produce quality deliverables. They should never hesitate to ask questions. If they don’t know or are unsure of something, they should ask their supervisor. Students should remember that they not only are representing SID, the Heller School, and Brandeis University, but also the host organization when they are in the field. The quality of their work and, ultimately, of their master’s paper will demonstrate their capacity as a practitioner with a specialty in sustainable international development.

During the practicum, many students find that they want to adapt their plan or modify the focus of their paper. Students should communicate any proposed changes with their academic advisor. Any unauthorized changes in terms of practicum location, duration, or topical focus may invalidate approval of the student’s practicum.

The Host Organization and the Master’s Paper

At their host organization, students will professionally fulfill a TOR under the direction of a field supervisor. The focus of their master’s paper will be related to this work but will be directed by their SID academic advisor. Although their paper is expected to be of use to their organization, the paper is solely the students’ responsibility, is produced on their own time, and should not burden or rely on the support of anyone at the host organization. (The student’s field supervisor and others are welcome to help, if they wish, but their support is voluntary.) The practicum student-field supervisor relationship is a professional employee-employer relationship that includes a mentorship component. This means that, with the exception of the master’s paper, all work described in the TOR is under the guidance of the student’s field supervisor or their designee.

Staying Connected to the SID Community

Students are expected to contact their academic advisors monthly via email or Skype to provide them with updates on their practicum and to communicate expectations related to the development of the master’s paper. It’s important to establish a timeline for the development of their paper early in the academic year.

Students should also communicate every five to six weeks with the practicum coordinator (via email, Skype, or WhatsApp), providing a brief update on their practicum experience including the following information:

- Describe current assignments and responsibilities
- Share experiences that were particularly rewarding
- Describe experiences that were disappointing or frustrating
- Highlight skills that were learned or applied
- Describe expectations for the following reporting period (i.e., the next four to six weeks)
- Share any professional or personal successes, concerns, and/or challenges

Practicum students may also reach out (via email, phone, Skype, or WhatsApp) to the practicum coordinator at any time and as needed. The practicum coordinator will also have designated office hours one evening per week (TBD).

Students may also want to initiate a Facebook group or other method to stay in touch with each other while working in the field. The program will also offer opportunities over the course of the practicum period for students to engage in online small group discussions.

Four webinars will also be held during the 2017–2018 academic year (dates/times TBD) on topics that include:

- Research, Resources, and Citations
- Master's Paper Tutorial
- Critical Thinking
- Q&A on the Master's Paper

Being Prepared for the Unexpected

In the case of an emergency or other event that needs immediate attention, students should contact the SID practicum coordinator (mpoor@brandeis.edu). An emergency phone number will be provided to students prior to the start of their practicum

Emergency medical and travel insurance

If there is no time to contact the practicum coordinator due to the nature of the emergency, students should contact the 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. Their email address is OPS@europassistance-usa-com.

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). Students should contact the SID program coordinator with any questions or concerns, and include this benefit when composing the risk assessment and analysis section for their second-year proposal. Information about ACE can also be found on the website: <http://heller.brandeis.edu/students/academics/ma-sid/second-year/index.html>.

Registering with Home Embassy

Students may also want to register with their home Embassies upon arrival in their practicum countries to receive updates about local safety conditions.

Evaluations

Midterm and final online evaluation forms will be sent directly to the student's supervisor for their feedback on the student's job performance and professional growth. Students will also be asked to complete a brief online assessment of their practicum experience at the end of their practicum.

Advanced Study In Residence

Advanced study for MA/SID students is a second-year in academic residence. Students focus their year's coursework on expanding their knowledge and skills in accordance with their intellectual and professional interests. Working closely with their academic advisor, they produce a master's paper on a significant development problem or issue.

Advanced Study Requirements

Like all MA/SID students, advanced study students write a second-year proposal in which they identify a development problem or issue. The proposal must be approved and signed by the program prior to the start of the second year. During the second year, students must:

- Enroll in SID Advanced Study Seminar (HS338a) in the fall semester
- Take a minimum of 12 credits per semester
- Meet all required deadlines and milestones during fall and spring semesters related to writing and submitting the master's paper
- Present at the SID Capstone Seminar and participate in all Capstone events

Advanced Study	
Term	Credits
Year 1—Fall	16 min; 20 max
Year 1—Spring	16 min; 20 max
Year 2—Fall	12 min; 20 max
Year 2—Spring	12 min; 20 max
TOTAL	56–80 CREDITS

The Summer Advantage: Preparation for the Second Year

Advanced study students may want to take advantage of the summer break to get a head start on their research for their master's paper. If students visit their home country or the area on which their master's paper will focus, they can gather information, visit sites, and informally interview individuals from relevant ministries, NGOs, donors, community leaders, university researchers, and other experts.

Students may also want to create a time management plan. Although the reduced 12-credit requirement is designed to create space and time for students to work on their papers, it can still be a challenge to balance coursework with the demands of the master's paper, especially at the end of the year. Students should build their schedules around the required submission dates for their proposal and paper.

Students use this time to:

- Contact organizations and establish relationships with experts and practitioners knowledgeable about their area of interest.
- Take an ESL course or an on-line course. (There are many options for on-line ESL coursework. Santa Fe College is one example of an excellent service—please see Santa Fe College's website for details: <http://www.ed2go.com/santafecce/index.html>. On this website, type “ESL” in the Search Courses field. Explore *Grammar for ESL* and *Writing for ESL*.)
- Think about their learning goals for their second year and make a plan for the year
- Complete a summer internship: Gain skills, journal experiences and record findings, network, and access gray literature
- Read widely about their development problem or issue

Making the Most of the Second Year In Residence

To make the most of their second year in residence, students can:

- **Identify and clearly define the development problem or issue** that they will focus on for the year. Then **limit the scope of their topic and identify relevant sources**. This will provide the context, structure, and focus they need for a successful second year in residence and a strong master's paper.
- **Take classes that are relevant to their topic** and that increase specific skills they will need for their studies and profession.
- **Hone library research skills in the fall semester**. Learn to use [EndNote](#) or [Zotero](#) to track their sources. Find learning opportunities in the area: Attend lectures, workshops, and other extracurricular events at Brandeis and in Cambridge, Boston, and other places.
- **Value the opportunity to work with their academic advisor**. Before meeting with their advisor, they should think through their questions so they are well prepared. They should share their progress as well as the challenges of their work to maximize the time with their advisor. Students should pay careful attention to feedback on their drafts. If they do not feel they have enough feedback to guide them, they should ask for it.

Development problems have multiple components, so students may wish to meet with other faculty members who also have relevant expertise related to their development problem. Even if they have not fully decided on their topic, they should make an appointment; many people need to talk things out in order to gain clarity.

The Role of the Master's Paper in the Advanced Study Experience

The master's paper is the core of the advanced study students' second year. The paper should:

- emerge from a problem or issue of they would like to explore in more depth;
- focus on a development problem or issue they care deeply about and would like to study for a year;
- strengthen their professional purpose and goals;
- build on their coursework during their two years at Heller;
- contribute to the advancement of the field of sustainable development;
- allow them to build a strong intellectual, academic and practical basis for their future career; and
- align with their practicum (as applicable for advanced study with concentration students)

While writing their master's paper, students should remember their larger purpose. Producing a scholarly professional paper of this complexity and significance is not just an exercise or requirement. If students approach their paper professionally with an eye toward making practical recommendations and a real contribution to solve the issues related to a development problem, researching and writing their paper is development work in and of itself. Quality work on the master's paper increases students' capacity, establishes their expertise, advances their career, and allows them to serve the values of sustainable development with a solid contribution.

SID Concentration

SID concentrations begin in the second year. Students must complete the SID first year in residence to receive a solid grounding in the program's holistic, integrated approach to development. Under this alternative, their second year is a concentration within a significant field of development. Second-year concentrations are offered in the following areas:

- Management and Development
- Gender and Development
- Environmental Conservation and Development
- Coexistence and Conflict Resolution (COEX)

Note that courses for the COEX concentration must be taken in the fall semester of the second year, while all other concentration courses are taken in the spring semester of the second year.

The SID Concentration Requirements

Students must complete a three-month field practicum in the fall semester of the second year (12 credits) and one semester of coursework in residence in the spring semester (a minimum of 16 credits). Like all MA/SID students, concentration students write a second-year proposal, in which they identify a development problem or issue within the area of the chosen concentration. The proposal must be signed and approved by both the SID program director and the practicum coordinator prior to the start of the second year. For the concentration, students must:

- Enroll as a full-time student in the practicum course (HS230a)
- Complete a three-month field practicum in the fall of their second year (or spring of their second year for COEX concentration students)
- Complete a minimum of 16 credits in their concentration. All courses must be selected from the [approved course list](#). This list is updated annually.
- Produce a master’s paper focused on the concentration and situated within the broader goals of sustainable international development.
- Present at the SID Capstone Seminar and participate in all Capstone events.

Upon successful completion of all requirements for the concentration, students will be awarded a certificate of concentration and the concentration will be noted on their transcript.

SID Concentration	
Term	Credits
Year 1—Fall	16 min; 20 max
Year 1—Spring	16 min; 20 max
Year 2—Fall (practicum)	12
Year 2—Spring	16 min; 20 max
TOTAL	60–72 CREDITS

(For COEX concentration, coursework is in the fall and the practicum is in the spring. Sixteen credits must be in the student’s concentration.)

The SID Concentration Curriculum

Each concentration has its own [approved list of courses](#) that is updated every year. Each course list includes a range of existing Heller courses, as well as options within other schools and programs at Brandeis. Consortium courses are also available that can be identified and taken as approved, with a limit of one course per semester. The concentrations are flexible and will be individually tailored for each student from a list of approved courses. The program must approve the students’ individualized schedule for their concentration at the beginning of the fall or spring semester, depending on when courses are taken.

The Typical Sequence for the Concentration

Most concentration students complete the field practicum during the fall semester, from September to December. During the spring semester, students return to Heller and take a minimum of 16 credits. The COEX concentration requires that students take 16 required credits in the fall semester. COEX concentration students typically complete the field practicum and their master’s paper in the spring semester of their second year.

The Concentration, Practicum, Development Problem, and Master’s Paper

The three-month practicum experience is meant to inform the student’s master’s paper and to align closely with the SID curriculum frameworks. The practicum allows students to examine a significant problem or issue within the broader field of sustainable development through experiential learning. Students will use their practicum experience to develop a consultant’s report (i.e., master’s paper) in which they identify the

development problem or problems the organization tries to address and how its programs or projects could be improved. (See page 20 for specific guidelines related to the consultant’s report.) Concentration students may also write a research-based paper with permission of their advisor.

Advanced Study with a Concentration

Advanced study students can do a concentration by completing the three-month practicum in the summer after the first year in residence and **16 credits in their concentration by the end of their second year**. In the fall semester of their second year, they must take a minimum of 12 credits, including taking the Advanced Study Seminar (HS338a). In the spring of their second year, they must take a minimum of 12 credits.

Advanced Study with a Concentration	
Term	Credits
Year 1—Fall	16 min; 20 max
Year 1—Spring	16 min; 20 max
Three-Month Summer Practicum	12
Year 2—Fall	12 or 16 min; 20 max*
Year 2—Spring	12 or 16 min; 20 max*
TOTAL	72–92 CREDITS

**Sixteen credits must be in student’s concentration. Students with a COEX concentration take 16 credits in the Fall and 12 credits in the Spring, while students with a concentration in Gender, Environment, or Management will take 12 credits in the Fall and 16 credits in the Spring.*

5. The Capstone Seminar and Graduation

All students are required to present at the Capstone Seminar and participate in all Capstone events (May 2018). The Capstone Seminar 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 Seminar.

Upon successful completion of all requirements, students will receive their appropriate degree from Brandeis University. Heller and Brandeis commencement ceremonies will be held on May 13, 2018. However, students who wish to spend more time developing their master’s paper will have the option of graduating in August without paying additional fees. Note that students who choose an August graduation will not be formally registered at the university after the end of the spring semester and will not be able to walk in commencement ceremonies in May.

6. The MA/SID Master's Paper

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.

Feedback from the Student's Academic Advisor

The various elements of the second-year paper are submitted in stages throughout the year, with students receiving successive feedback from their academic advisors. Students in practicums generally stay in touch with their academic advisors via email, but occasionally either the student or the advisor will suggest a phone or Skype meeting as a more efficient means of communication. Students must submit a brief report to their academic advisor at least once a month while in the field.

Academic advisors will work with students on developing content but not on writing style, editing, or grammar. The final paper must meet professional writing standards and follow APA guidelines. If students need help in writing, editing, proofreading, or ESL support, they must seek out assistance on their own through individual consultants or the [Brandeis Writing Center](#). Students are welcome to use writing support including an editor—they should recognize anyone who helps them in the acknowledgment section of their master's paper.

In the end, quality work on the master's paper increases students' capacity, establishes their expertise, advances their career, and allows them to serve the values of sustainable development with a solid contribution to the field of their concentration.

The Significance of the Literature Review

A literature review examines and synthesizes the principal writings on issues relevant to the main topic of the master's paper. The purpose is to make sure that students and their readers arrive at the discussion section of the paper with a solid understanding of the central ideas, debates, and schools of thought about the paper's

topic. The literature review is a narrative that shows the different conceptual approaches taken by scholars, researchers, and practitioners about a topic or subtopics. Students may consult with their academic advisor to determine the principal subtopics that are most appropriate for a literature review of their development problem or issue.

The literature review for the master’s paper must be considerably longer and deeper than the one done for the second-year proposal. However, it is acceptable to incorporate some or all of the literature review from the proposal into the paper itself.

The Number of Resources for the Literature Review

A general rule is for students to keep reading until they find that they are familiar with the basic concepts, vocabulary, and major arguments that frame the topic. SID’s general guidelines for reviewing scholarly and organizational publications for the **practicum consultant’s report is 6–8 sources**. SID’s general guidelines for the **research paper’s literature review is 12 sources**, including a minimum of 10 sources, at least five of which should be peer-reviewed articles or books from reputable publishers. It is likely, and recommended, that students will read much more extensively.

General Timeframe for the SID Master’s Paper	
Spring of the first year	Academic advisor assigned to work with students on their master’s paper during the second year. (Please note that the working relationship with the advisor does not begin until the fall semester when students begin their practicum or coursework. Most advisors are not available during the summer for consultation.)
July 1, 2017	Students submit second-year proposal for SID program review and approval.
Fall 2017	Students develop timeline with academic advisor to schedule check ins to review paper topics and to schedule interim deadlines for submitting drafts and receiving feedback.
October or November (TBD)	Webinar: Research, Resources, and Citations
Fall 2017–Spring 2018	Work on the paper begins in the fall of the second year and continues with regular draft submissions to the academic advisor.
January 2018 (TBD)	Webinar: Master’s Paper Tutorial
February 2018 (TBD)	Webinar: Critical Thinking
March 2018 (TBD)	Webinar: Q&A on the Master’s Paper
March 30, 2018	Full quality draft is due to academic advisor for review and approval
April 13, 2018	Master’s paper (approved by academic advisor) submitted for SID program review and approval

The Approval Process for the Master’s Papers

First, all students submit a quality draft to their academic advisor for review and approval. Upon receiving final approval from their academic advisors, students then submit their papers to the SID Program for review and program-level approval.

Note: Although students who are doing a practicum have a field supervisor at their host organization, it is not the role of the field supervisor to be involved in any way with the student's paper (some field supervisors are interested and enjoy being consulted). The practicum is a full-time professional work commitment and the master's paper must be written on the student's own time. Students can choose whether or not to share their master's paper with their host organizations. The field supervisor has no power to approve or reject second-year papers.

Late Submissions of the Master's Paper

Academic advisors generally require substantial time to read and comment on submitted drafts. Students who miss interim deadlines for drafts of sections may not get feedback in time to submit an acceptable final paper by the SID Program deadline. Students should work closely with their advisor, respect their time, and be sure to meet all stipulated deadlines.

To ensure timely approval by advisors, students send them "submission-quality" drafts that have been properly edited and exhibit their best work. Students should aim for the highest level of professionalism in submitting any written work.

After the academic advisor approves the paper, the student must send it to the SID Program for a final program-level review. This step requires additional time, and for this reason, students must submit their advisor-approved paper to the program by the stipulated deadline or risk that it will not be approved at the program level for May graduation. In such cases, students must wait until August to graduate, assuming that their papers have been submitted by that time.

The Master's Paper After Graduation

[Completed MA/SID master's papers](#) are generally made available to the Heller community through the Heller website. Note that access is granted only by permission of the author. Occasionally, students prefer not to grant public access to their papers (e.g., in cases when the paper contains information that is private to their host organization or could put the student or anyone else at risk).

7. 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				

7A. MA Paper Options 1 and 2

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**
 - Title Page
 - Acknowledgements
 - Table of contents
 - List of acronyms and abbreviations
 - 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:

 - Mission and values
 - History
 - Governance and management structure
 - Finances and funding sources
 - Stakeholder involvement
 - 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

Option 2—Guidelines for the Research Paper

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/>

7B. Formatting for the Master’s Paper (for all 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/>
- 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 A: 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](http://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=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.apastyle.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>

APPENDIX B: 2016–2017 Contact Information for Practicum Students

2016-2017 SID Practicums				
Name	Email Address	Practicum Organization	Position	Location
Krystal Burnett	kburnett@brandeis.edu	Mercy Corps	Learning and Behavior Change Intern	Bamako, Mali
Quinn Curcio	qcurcio@brandeis.edu	Toledo Institute of Development and Environment (TIDE)	Program Assistant	Punta Gordo, Belize
Alex Curtiss	acurtiss86@brandeis.edu	Sarvodaya	Educational Development Intern	Sri Lanka
Sunita Das	drs@brandeis.edu	Disability Policy Consortium	Assistant Policy Analyst	Malden, MA
Allyson Ferry	anferry07@brandeis.edu	Catholic Charities	Practicum Student with the Kentucky Offices for Refugees	Louisville, KY
Allison Goforth	agoforth@brandeis.edu	TATU Project	Project, Fundraising Communications Intern	Moshi, Tanzania
Peter Hulbert	phulbert@brandeis.edu	Rural Education Institute of Mexico	Programming Intern	San Miguel de Allende, Gto., Mexico
Eric Mcheka	ericmcheka@brandeis.edu	WATCH CDC	Development Assistant	Waltham, MA
Tasbeeha Mirza	tasbeeha@brandeis.edu	The Hunger Project	Monitoring, Evaluation and Learning Intern	New York, NY
Angela Murray	amurray@brandeis.edu	John Snow Inc	Strengthening Ethiopia's Urban Health Program Intern	Boston, MA
Godfrey Muyomba	gmuyomba@brandeis.edu	Tunaweza Children Center	Program Associate	Kampala, Uganda
Adiba Nasser	anasser@brandeis.edu	Oxfam America	WISE Fellow	Boston, MA
Donn Quin-Jacobs	donaldqj@brandeis.edu	Peace Corps Response Peru	PCR Volunteer Forestry Specialist	Matucana, Peru
Lakshmi Rajagopalan	luxguru@brandeis.edu	Sustainability Office, City of Newton	Transportation and Climate Change Policy Associate	Newton, MA
Allie Schlafer	aschlafes@gmail.com	Catholic Relief Services	Program Quality and Gender Development Fellow	Quito, Ecuador
Sohani Sirdeshmukh	sohani@brandeis.edu	Save the Children	Public Policy and Advocacy Intern	Washington, DC
Dhruba Shrestha	draburhd@bradeis.edu	UNDP	Programme Assistant Intern, Forest-People's Initiative/Equator Initiative	New York, NY
Stefanie Tye	snty@brandeis.edu	World Resources Institute	Climate Resilience Practice Intern, Governance Center	Washington, DC
Leah Varsano	leahvarsano@gmail.com	Oxfam America	Brandeis Research Fellow	Boston, MA

APPENDIX C: SID Practicum Checklist

SID Practicum Checklist	
Activity	✓
Identify development question or issue for in-depth examination	
Research organizations actively working on development problem or issue	
Approach several organizations (via phone and/or email inquiries, formal application process, etc.)	
Secure host organization for practicum	
Negotiate a terms of reference (TOR) with host organization	
Obtain any required visa, permits, or other travel documents (including emergency travel & medical insurance)	
International students on an F-1 visa who are doing a practicum in the US or with a US organization have met all ISSO requirements, including an approved CPT form	
Develop proposal/description of practicum for SID program review (deadline for submission July 1, 2017)	
Complete release & waiver form	
Submit signed TOR, Release & Waiver form to practicum coordinator by May 15, 2017 (for a summer practicum) and July 1, 2017 (for a fall practicum)	
Register for practicum course through the Heller School's Office of Student Records and Enrollment	
Notify financial institutions of travel plans; ensure ATM has four-digit PIN; pack extra credit card and/or emergency cash	
Make extra copies of important documents (e.g., passport, credit cards, and other travel documents) — leave one copy with family member or friend and bring one copy with you	
Check in with academic advisor during the practicum via email, phone, or Skype	
Check in with practicum coordinator during the practicum via email, phone, or Skype	
Ensure practicum supervisor completes your online performance evaluation	

APPENDIX E: Practicum Performance Evaluations

Practicum Midterm Evaluation

Q1: Student Name

Q2: Your Name, Title and Organization

Q3: Please rate the student on the following six measurements using a scale of 1-5 1 = Poor 2 = Fair 3 = Average 4 = Superior 5 = Excellent

- Attendance at the organization
- Completing tasks as assigned
- Collaborating and working with other members of the organization
- Professional conduct and appearance
- Responsiveness to feedback or directions given by supervisor or other manager
- Skills needed to complete tasks

Q4: Strengths: Please share with us your general impressions of the student's particular academic, professional, personal, and/or other strengths. What improvements has the student made during their time with your organization?

Q5: Opportunities for growth: What areas reflect opportunities for the student to grow professionally?

Q6: How would you rate this student overall at this point in time?

Q7: Please include any other information you feel is necessary and relevant for the program to know at this mid-term evaluation.

Q8: Is your program willing or able to host a student for the 2017/18 academic year?

Practicum: Final Performance Evaluation

Q1: Student Name

Q2: Your Name, Title and Organization

Q3: Did the student work a minimum of 6 months and at least 35 hours per week for your organization?

Q4: Please rate the student on the following six measurements using a scale of 1-5 1 = Poor 2 = Fair 3 = Average 4 = Superior 5 = Excellent

- Attendance at the organization
- Completing tasks as assigned
- Collaborating and working with other members of the organization:
- Professional conduct and appearance:
- Responsiveness to feedback or directions given by supervisor or other manager:
- Skills needed to complete tasks:

Q5: Strengths: Please share with us your general impressions of the student's particular academic, professional, personal, and/or other strengths during their full practicum?

Q6: Opportunities for growth: What areas reflect opportunities for the student to grow professionally?

Q7: How would you rate this student overall for their practicum?

Q8: Please include any other information you feel is necessary and relevant for the program to know for this final evaluation.

Q9: Do you have any suggestions for the Practicum Process?

APPENDIX F: Practicum Learning Outcomes

Practicum Learning Outcomes

Students who do a practicum will develop a range of skills and varying levels of content knowledge and expertise, and they will have different overall experiences based on where their organization is located and the type of organization for whom they work. However, the value of the experiential learning and training opportunity extends to all students and includes the following learning objectives:

- The ability to translate into practice the concepts and principles learned in the classroom
- A broader and deeper understanding of the development problem or issue and the context in which it is situated
- Recognition of the challenges faced by the development organization and the capacity to develop recommendations for improvement
- Professional development through relationship building and applied knowledge, skills, and experience in the work place

Anticipated Outcomes: Practical Skills

- Inquiry and analysis
- Critical and creative thinking
- Written communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving