The Heller School for Social Policy and Management

Master of Arts
Sustainable International Development
Academic Policies and Procedures
2018-2019

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 the students' responsibility to confirm that they are using the most recent version. The Heller School reserves the right to correct or revise any information or policies and procedures that are not consistent or current with Brandeis University policy, regulations, and law.

Public Notice Designating Directory Information

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

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

Category II: Full-time/part-time status, class (year of study), dates of attendance and field of concentration at Brandeis, previous institution(s) attended and major fields of study, awards and honors, degree(s) conferred and date(s) conferred.

Category III: Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes)

Students should refer to the University Bulletin for further information related to Brandeis University's Education Records Policy.

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

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

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

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

- A core curriculum based on 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, ethnicity, class, gender, caste, ability/disability, citizenship, migration, and other particular identities but also tries to forge a cohesive community informed by tolerance and respect for diverse values and beliefs

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, environment and ecology, human rights and ethics, gender, and development management. First-year students complete their required courses by selecting from a wide array of electives that deepen their knowledge and skills. In their second year, students continue to achieve the required competencies through advanced academic study, experiential learning through a field practicum, or a combination of those options.

Statement of Program Core Values

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

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

- Human rights that extend from political and civil rights to social, economic and cultural rights and that promote social and environmental justice and inclusion regardless of gender, ethnicity, race, religion, sexual orientation, age, ability/disability, or socioeconomic class

- Transparent governance systems based on participation and universal protection of rights

- The necessity of enhancing the capabilities of all peoples to shape their own development

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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 2018–2019 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, Senior Academic Adviser
- Victoria Felson, BS, Program Administrator

Ravi Lakshmikanthan, Assistant Dean for Academic and Student Services, serves as the Heller School registrar and works with and supports all SID students. The Student Services team, led by Ravi Lakshmikanthan, comprises Janie Marsan, the Assistant Director for Student Enrollment and Records, and Victoria Corpian, Senior Program Coordinator. If students are unsure about whom to approach for a particular concern, they should check with the SID Program Administrator.

Both the Program Administrator and Senior Academic Adviser are available to guide students through course selection and to develop their two-year Individual Learning Plan (ILP). The Program Administrator and Senior Academic Adviser help students to solve administrative issues related to courses, program requirements, advisor choice, and academic policies and procedures.

MA/SID Program Overview

The Master of Arts in Sustainable International Development has four tracks: Practicum, Alternative Practicum, Advanced Study, and Concentration. There is also a one-year 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. One-year degree students are expected to complete the year in residence, deliver a Capstone presentation, and use the following summer to write a master's paper. Requirements for dual and joint degrees vary according to program.

First Year in Residence

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

Required 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 or HS210f Comparative Approaches to Global Injustice & Social Inequality
- HS278f Monitoring & Evaluation
- HS258f Strategic Planning and Project Management
- HS264f Environment and Development
- Environment 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 SID curriculum is designed to give students solid grounding in concepts and skills related to sustainable development, including topics such as the global political economy of poverty and inequality, natural and human ecology, climate change and livelihoods, and gender and human rights frameworks. The program also provides students with training in professional skills related to development policy and management. To accomplish this, certain courses are designated as required and others as electives. The program reviews and updates the SID curriculum annually. The latest information on SID course requirements and electives is distributed to all students and faculty prior to the start of the Fall semester. Most courses are 2-credit module courses, which last for seven weeks (or half a semester). Not all courses are offered each year, so students should check the latest listing.

Exemptions from certain required courses may be granted based on previous graduate-level study or professional experience. All requests for exemptions must be submitted to the SID 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

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

Proseminars

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

Directed Reading/Independent Study

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

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

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

The student and faculty supervisor will review and revise the syllabus. After approval by the faculty

member, the Program Director will review the syllabus. If approved, the program will forward the syllabus to the Assistant Director for Student Records and Enrollment, 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, regardless of whether the student is pursuing a practicum, advanced study, or concentration track.

The Second Year

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

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

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 (see Appendix B) and Capstone event. The practicum cannot begin without a second-year proposal approved by the SID program. The following guidelines for the practicum apply:

- Students who undertake a practicum must register for the SID Field Practicum Course (HS230a) and pay the 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 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 secure their own practicums and negotiate their Terms of Reference (TOR) with their host organization, with the support and guidance of the SID Practicum Coordinator. The TOR will identify a qualified person who agrees to be the student's field supervisor.
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- The practicum begins after the SID practicum coordinator has reviewed the TOR and 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 completing 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.

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

- Register for HS230a SID Field Practicum for the Fall and Spring semesters of their second year and remain active in Sage

- Complete an ISSO check-in each semester while on practicum

- Apply for OPT 90 days prior to the program end date. **Students must be in the United States to apply for this benefit. They cannot apply while on practicum abroad.**

Advanced Study

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

- Advanced study students must enroll for a minimum of twelve credits of coursework for both the Fall and Spring semesters, including the 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

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

credits). The summer practicum must be completed between the student's first and second year in residence.

Students can choose concentrations in management, gender, environment, or coexistence and conflict (COEX). Students usually complete the coursework for the management, gender, and environment concentrations in the Fall, followed by a three-month practicum in the Spring. The COEX concentration requires students to take courses in the Fall and to complete a three-month practicum in the Spring semester. Concentration students may write a consultant's report or a research paper for their master's paper requirement. They present their research at the Capstone event in May of the second year.

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

- Students must complete a minimum of 16 credits in the topic of the concentration. Note that for the COEX 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 SID program, with the coursework for each student selected from the list of approved concentration courses.

- Students must register for the SID Field Practicum course (HS230a) for the term in which they are completing their practicum.

- The student must be registered as a full-time student at Brandeis but may take courses at any of the consortium universities within the maximum permitted.

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

The One-Year MA/SID Degree

One-year degree students must have at least three to four years of professional experience in development or a related field and sufficient academic preparation to complete the degree program in 12 months. They enter with all incoming students in late August and fulfill all first-year in-residence requirements for the program in the Fall and Spring semesters. Students present their research at the SID Capstone in May or August of their year in residence, and they write a master's paper over the summer that applies development theory and skills to solving a development problem encountered in their work in the field. One-year students may also complete a three-month internship independent of the program and write a consultant's report for their master's paper requirement.

Students must pay a continuation fee during the summer to maintain their student status and to access the Brandeis libraries and other university resources. Graduation is at the end of the summer term in late August. Students who matriculate in the MA/SID one-year degree program have the option of transferring to any two-year degree track, including SID dual or joint degrees.

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 should consult with the SID program before leaving the post (or as soon as it is safe to do so); otherwise, the experience may not fulfill the requirements for the second year.

Final Requirements

Master's Paper

The end product of the second year is the master's paper, 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 draft 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 present their research project at the SID Capstone event held at the Heller School in May. The Capstone represents the culmination of the students' academic and professional work in the SID program. Students participate in either panel discussions or poster sessions. All students are required to attend the entire Capstone event, which generally occurs over two days. Presentations done remotely will be accepted from students for whom physical return to campus would pose an undue hardship.

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

Course Selection and Registration

The program will assign students 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 SID curriculum introduction and to meet with the program team to discuss their course selection and ILP.

Students register for SID courses 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. Typically, no more than 20 credits per semester are allowed. Requests to go beyond 20 credits will be reviewed by program management on case-by-case basis.**

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

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

The "Shopping" Period

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

- The "shopping" period is the first session of each course.

- If students are considering registering for a course (module or full semester), **they must attend the first session**. They may choose not to take the course after attending that first session; in that case, they do not register for it.

- Students **must** prepare any required readings prior to attending the first session of a course. Readings can be found in the course syllabus, which is posted on 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 [Course Change Form (Add/Drop)](#) is required along with that of the instructor.

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

Request for Waiver of an Academic Requirement

The student must contact the course instructor to request a waiver. If the instructor recommends a waiver, the SID 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. Students should request permission to take courses outside of SID to meet SID elective requirements by sending a written request to the SID Program Administrator or Academic Advisor. If approved, students will then need to seek approval from the instructor of the course. To register for these courses, students note it on their ILP and then sign up for any such courses through the normal registration process for each school.

Graduate Courses Outside of Brandeis at Consortium Universities

Brandeis University is part of a consortium consisting of Babson College, Bentley University School of Business Administration, Boston College, Boston University, Massachusetts Institute of Technology (Urban Studies), Regis College, and Tufts University (excluding the Fletcher School).The consortium

allows Heller students to take courses for credit at these schools. Students may take any graduate-level course that fits into their educational goals, with the following provisos:

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

- Students need the permission of the instructor to register.

- Outside courses may not be used to substitute for similar courses offered at the Heller School. If a student seeks an exception to this policy, they should first consult with the 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.

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

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

1. 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. Students will be responsible for paying tuition for the course to the non-consortium university.

Summer Courses

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

Dropping and Adding Courses

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

Late Withdrawal from Courses

Students may withdraw from SID courses only for serious cause and with permission of the instructor and review by the SID program management team. If permission is granted, it is the responsibility of the student to adhere to all procedures for course withdrawal and follow up with the Assistant Director for Student Records and Enrollment 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 Director of Student Records and Enrollment 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. Further information on how to order official transcripts can be found at: https://www.brandeis.edu/registrar/transcript/ptranscript.html

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

Leaves of Absence and Withdrawals

Program Time Limit

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

Voluntary Withdrawal

Students who wish to withdraw voluntarily from the Heller School during a semester must request so in writing to the Program Director, copied to the 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 regards to graduation, students should note the following:

- Students must complete all academic requirements prior to SID Program and University deadlines in order to graduate.

- Students are responsible to discharge all financial obligations to the University. The Assistant Dean for Academic and Student Services will announce the specific date by which this must be done. Financial obligations include: Tuition and fees, course materials, library fines, parking fees and fines, and diploma fee.

- Students are not permitted to march in commencement exercises unless they are being awarded their degree.

- Prior to commencement, students must return materials on loan from Goldfarb Library, the Science Library, Heller's Health Policy Library, the SID Library, faculty, and others.

- Lockers should be cleaned out soon after graduation. Belongings left in lockers will be discarded. Mailboxes should be cleaned out during graduation week

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

2018-2019 MA SID Second-Year Proposal Guidelines

All SID students must develop a second-year proposal in which they identify a development problem or issue to examine in depth in their master's paper.

Writing the second-year proposal should enable students to think through the goals of their second year and make concrete plans, whether they are doing advanced study, a practicum, a concentration, or a dual or joint degree.

For students completing a practicum, their proposals will not be approved until they have secured a practicum organization for their second-year work.

Submission Deadline: Students should submit their second-year proposals to the program via LATTE (Second-Year Proposal link) by **August 1, 2018.**

The MA/SID second-year proposal should include the following items:

1. **Student's Name, Working Title of the Master's Paper, and Summary** (1/2 page). Students should include a working title and brief summary of their proposed master's paper.

2. **Program Track**. Students should identify which program track they will pursue in their second year (e.g., practicum, advanced study, concentration, advanced study with a concentration).

3. **Paper Option**. Students should indicate which paper option they plan to write – consultant's report or research paper – and respond to the items listed below that are relevant to their paper option.

   Consultant's Report
   - **Development Problem or Issue** (1/2 page). Students should define the development problem they will be examining in their second year, providing sufficient information so that the reader understands the importance of the problem and its relevance to sustainable development.

   - **Methods** (1/2 page). Students should list the methods they will use (e.g., application of learning from their year-in-residence studies and past experience; desk studies, learning from related courses during their second year; field responsibilities and observations).

     Students completing a practicum should refer to the responsibilities outlined in their terms of reference (TOR).

     Students completing a concentration should reference both their courses and TOR and explain how the practicum and courses fit with the field of concentration.

   - **Development Problem Context** (1 page). Students should describe the relationships or events that may affect the problem and its solutions and include key authors or lines of work that they expect to consult.

   - **References.** Any source cited in the proposal should be included in a References section at the end of the proposal. References should adhere to APA style guidelines.

   Research Paper
   - **Development Problem or Issue** (1/2 page). Students should define the development problem they will be examining in their second year, providing sufficient information so that the reader understands the importance of the problem and its relevance to sustainable development.

- **Methods** (1/2 page). Students should list the methods they will use (e.g., literature review, application of learning from their year-in-residence studies and past experience; desk studies, learning from related courses during their second year; field responsibilities and observations).

  Students doing advanced study, dual or joint degree should list relevant courses they plan to take in their second year.

- **Preliminary Literature Review** (1 page). Students should read a minimum of three scholarly sources and summarize current ideas on the proposed problem or issue. Sources should be cited in APA format and be included in the list of references at the end of the proposal.

- **References.** Any source cited in the proposal should be included in a References section at the end of the proposal. References should adhere to APA style guidelines.

4. **For Students Completing a Practicum (6-month practicum track or 3 months for a concentration or MASID/MSGHPM dual degree; consultant's report or research paper)**

- **Learning Objectives** (length as needed). Identifying goals and learning objectives for the practicum helps students to build a framework for their practicum learning experience. They provide a standard against which progress can be measured. Students completing a practicum should list their learning objectives and goals (personal, academic, and professional) for their practicum.

- **Cultural Awareness** (1/2 page). Students should be mindful of the organization and community in which they are working and how their behavior, attitude, and actions may impact the organization's culture, as well as the organization's perception within the community, and the trust created between the community and the organization. Students completing a practicum should briefly describe their understanding of the organizational culture and the community in which they are entering.

- **Reflection during the Practicum** (paragraph). Students completing a practicum should list some strategies that will help them to reflect on their practicum experience (e.g., keeping a journal, documenting key conversations, blogging, photography).

- **Risk Assessment** (1/2 page). Students should describe any risks (physical, emotional, social, political) that they may face while doing their second year and the precautions that they will take. They should include names and contact information of individuals to contact in the case of an emergency. Students may want to reference the US State Department's travel alerts and travel warnings at https://travel.state.gov/content/travel/en/traveladvisories/traveladvisories.html

5. **Budget** (1 page). All students must provide a budget for nine months (their second academic year) that shows anticipated income and expenses. They should be realistic about their finances and not budget for unneeded equipment expenses or high per diems. Students may want to consider cost figures available on the Heller website and look at other sites such as Numbeo (http://www.numbeo.com/cost-of-living/). Practicum students can ask their host institution for assistance in estimating living costs.

The budget should include:

Expenses		
Item	**Cost per Unit**	**Total**
Brandeis University post-residence fees		
SID program fee		
Health insurance		
Living expenses, including for Capstone & graduation week		
Travel and local transportation, including returning for Capstone		
Books, supplies, equipment		
Other/miscellaneous		
Total		

Income		
Item	**Cost per Unit**	**Total**
Salary or stipend		
Savings		
Summer earnings		
Loans		
Other		
Total		

Formatting and other requirements

- 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.

- Citations and references should be in the APA style. Please reference this source for APA style guidelines: https://owl.english.purdue.edu/owl/resource/560/02/

Summary of Second-Year Proposal Requirements

SID Second-Year Proposal Requirements								
Students' Program Track	**Question 1: Provide Name, Working Title & Summary**	**Question 2: Indicate Program Track**	**Question 3: Paper Option(s)**	**Question 4: Practicum Learning Objectives**	**Question 4: Cultural Awareness**	**Question 4: Practicum Reflection**	**Question 4: Risk Assessment**	**Question 5: Budget**
Practicum	X	X	Consultant's Report or Research Paper	X	X	X	X	X
Concentration	X	X	Consultant's Report or Research Paper	X	X	X	X	X
Advanced Study	X	X	Research Paper	N/A	N/A	N/A	N/A	X
Advanced Study with Concentration	X	X	Consultant's Report or Research Paper	X	X	X	X	X
MASID/MSGHPM*	X	X	SID Consultant's Report, SID Research Paper	X	X	X	X	X
MASID/MBA (with 3-month internship independent of program)	X	X	Consultant's Report or Research Paper	X	X	X	X	X
MASID/MBA (no internship)	X	X	Research Paper	N/A	N/A	N/A	N/A	X
MASID/WGS Joint Degree	X	X	Research Paper	N/A	N/A	N/A	N/A	X

* Only MASID/MSGHPM students writing an SID consultant's report or SID research paper (not the MS paper) must submit an SID second-year proposal. If they are writing an MS paper, they do not need to submit an SID second-year proposal.

APPENDIX B: The MA/SID Master's Paper Guidelines

Overview

Students completing 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 faculty 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 faculty advisor.

Students pursuing advanced study write 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 faculty 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 faculty advisors to narrow the topic of their master's paper.

Guidelines for the MA/SID Paper

The second-year MA/SID master's 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 for practicum and concentration students and dual degree students who complete 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 faculty 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 faculty advisor), may also write a research-based paper.

Dual Degrees. Students working on MASID/MBA, MASID/MS, SIDCO, 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 SIDCO 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 MASID/MBA dual degree, the SID master's 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

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 faculty advisor)	SID research paper (with approval of faculty advisor)		SID research paper (with approval of faculty advisor)	SID research paper	SID research paper			
				MS paper				

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 to 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 Table of contents
  o List of tables and figures
  o Acknowledgements
  o List of acronyms and abbreviations

- **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

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**. Students should use the cover sheet template for their master's paper (see Appendix D). In addition to including the title and their name on the cover sheet, students should indicate whether or not they would like their master's paper to be made public on the SID website.
- **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.

- **Acknowledgments**
  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 adhere to APA style guidelines. 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, references, and appendices. The paper should be single-spaced, with spaces between paragraphs.

- 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 adhere to APA style guidelines. 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

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

The Graduate Programs in Sustainable International Development
The Heller School for Social Policy and Management
Brandeis University

[Title]

Submitted by
[Name]

A paper submitted in partial fulfillment of the requirements for the

Master of Arts Degree
in
Sustainable International Development

_____

Academic Advisor   Date

_____

Director, Program in Sustainable International Development   Date

In signing this form, I hereby DO ( ) or DO NOT ( ) authorize the Graduate Program in SID to make this paper available to the public, in both hard copy and electronically via web.

_____

Student Signature   Date