MA/SID Handbook

Guidelines, Requirements & Information
for the Second Year
2018–2019

Contacts

Joan Dassin, PhD
Professor of International Education and Development
Director, MA SID Program
jdassin@brandeis.edu

Rajesh Sampath, PhD
Associate Professor of Philosophy of Justice, Rights, and Social Change
Associate Director, MA SID Program
rsampath@brandeis.edu

Mary Poor, MA
Senior Academic Adviser
MA SID Program
mpoor@brandeis.edu

Victoria Felson, BS
Program Administrator
MA SID Program
vfelson@brandeis.edu

TABLE OF CONTENTS

2018–2019 MA/SID INFORMATION FOR SECOND-YEAR STUDENTS

2018–2019 Requirements and Important Dates

These deadlines are meant to help students to produce a quality master's paper. Forms and documents needed to comply with these dates can be found in the handbook's Appendices and on the Resources page of the Heller website.

August 1, 2018	Deadline to submit the second-year proposal and other required documents for practicum and concentration students to the SID practicum coordinator. (Please note that students may not start the second year unless all financial obligations (tuition and fees) have been fulfilled. Additionally, all international students must ensure that they are in compliance with regulations set forth by the US government via Brandeis' ISSO.
August 25, 2018	Students are notified of their faculty advisers.
August 29 2018	In-residence students: First day of instruction
Fall 2018–Spring 2019	**Advanced study** coursework: minimum 12 credits per semester

Dual degree: please follow program guidelines for specific dual degree requirements.

Concentration: please follow program guidelines for specific requirements and the guidelines for the practicum (concentrations students will complete a three-month (not six-month) practicum; otherwise the requirements for completing a practicum are the same.

Practicum from September to March; minimum six months/full-time (for international students doing an international practicum, one month can be off-site from the practicum organization)

- International students who are fulfilling the practicum requirement in the United States are required to have work authorization; this is done by obtaining Curricula Practical Training (CPT) through Brandeis University's International Student and Scholars Office (ISSO). CPT is issued in conjunction with enrollment in the Fall/Spring SID Field Practicum course. Students cannot begin their practicums until their CPT has been approved. They should allow at least two weeks for ISSO to process the CPT form.

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

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

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

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

Practicum students should provide their faculty advisors with monthly updates on their practicum.

Faculty advisors and their students will work out a reasonable **timeframe to review draft sections** of the master's paper.

October 2 (webinar) October 4 (in person)	*Tips and Tools to Avoid Plagiarism*, with SID librarian Maric Kramer (12:00-1:00 pm ET).
November 6 (in person) November 7 (webinar)	*Doing Research with Library Resources*, with SID librarian Maric Kramer (12:00-1:00 pm ET..
December 4 (webinar) December 5 (in person)	*Get Your References Right: The Nitty Gritty of APA Style*, with SID librarian Maric Kramer (12:00-1:00 pm ET).
December 11 (webinar & in person)	*Q&A on the Master's Paper*, with Professors Dassin and Sampath (12:00-1:00 pm ET).
February 18, 2019	**Practicum students:** Final practicum evaluation form sent directly to field supervisor.
April 5, 2019	Complete quality final draft of the master's paper due to faculty advisor
April 19, 2019	Deadline to submit faculty approved master's paper to the SID program for review and final approval
May 10-11, 2019	SID Capstone presentations
May 19, 2019	The Heller School and Brandeis commencement ceremonies

Summary of Important Dates for the MA/SID Second-Year

Date	Deliverable
August 1	Second-year proposal due to SID program (students submit proposal via LATTE)
August 25	Program notifies students of their faculty advisers
August 29	First day of instruction for in-residence students
October 2	Webinar for remote students: *Tips and Tools to Avoid Plagiarism* (12:00-1:00 pm)
October 4	Workshop for in-resident students: *Tips and Tools to Avoid Plagiarism* (12:00-1:00 pm)
November 6	Workshop for in-resident students: *Doing Research with Library Resources* (12:00-1:00 pm)
November 7	Webinar for remote students: *Doing Research with Library Resources* (12:00-1:00 pm)
December 4	Webinar for remote students: *Getting Your References Rights: The Nitty Gritty of APA Style* (12:00-1:00 pm)
December 5	Workshop for in-resident students: *Getting Your References Rights: The Nitty Gritty of APA Style* (12:00-1:00 pm)
December 11	Webinar & in-person presentation: *Q&A on the Master's Paper*
February 18	Final performance evaluations are sent to practicum students' field supervisors
April 5	Quality drafts of master's papers are due to faculty advisers
April 19	Deadline to submit faculty-approved master's paper to the SID program for review and final approval
April 20	Deadline for practicum students to complete practicum exit survey
May 10-11	SID Capstone presentations
May 19	The Heller School and Brandeis commencement ceremonies

Important Dates for Students Graduating in August 2018 or February 2019

As required   Successful completion of all coursework and program requirements, including a minimum of 32 credits during the year in residence

For August 2018 Graduates

July 20, 2018   Full quality draft of the master's paper submitted for faculty advisor's review and approval

August 3, 2018   Deadline to submit final master's paper (approved by faculty advisor) for SID program review and approval.

By August 10, 2018   Deadline for students to submit a video SID Capstone presentation to the SID program.

For February 2019 Graduates

December 3, 2018   Full quality draft of the master's paper submitted for faculty advisor's review and approval

December 17, 2018   Deadline to submit final master's paper (approved by faculty advisor) for SID program review and approval.

December 20, 2018   Deadline for students to submit a video SID Capstone presentation to the SID program.

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

THE MA/SID SECOND YEAR

1. Introduction

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

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

MA/SID Program: Second-Year Track Options

Option	Year 1: 2017-2018 (All students)	Year 2: 2018–2019 (Each student must complete one of the following options.)	Conclusion (All students)
1	Year in- residence SID required courses and electives (minimum 32 credits, 16 credits per semester)	Practicum: Six months from September–February (24 credits)	Master's paper, Capstone, and graduation
2		Advanced Study: In residence (minimum 24 credits)	
3		Second-Year Concentration: Three-month practicum (16 credits in concentration) - Coexistence and Conflict - Gender and Development - Environmental Conservation and Development - Management and Development	
4		Alternative Practicum (24 credits): - University of Development Studies-UDS, Ghana - São Paulo State University, São Paulo, Brazil Students may also explore alternative practicums at selective partner universities in Asia.	

Heller Summer Institute

The [Heller Summer Institute](#) provides information, tutorials, resources, and tools to help new students prepare for their graduate studies and life at Heller. The materials include an introduction to library resources for Heller, housing information, Excel and Latter tutorials, articles related to the development field, among others. The Summer Institute can be accessed via Latte.

2. Summary of MA/SID Degree Requirements

- Complete 32 credits and all required courses during the first year in residence (18 required credits and 14 elective credits)

Required Core Courses (2 credits each)

  o HS277f Introduction to Planning & Implementation for Development Practitioners
  o HS258f Strategic Planning & Project Management
  o HS266f Introduction to Economics for Development Practitioners
  o HS319f Ethics, Rights, and Development **or** HS210f Comparative Approaches to Global Injustice and Social Inequality

- o HS278f Monitoring & Evaluation
- o HS264f Environment & Development
- o Environment course from the list of required options
- o Applied economics course from the list of required options
- o Gender course from the list of required options

- Complete a program-approved track option in the second year, as defined above (Options 1-4)

- Complete a master's paper and Capstone presentation (May 2019) focused on a sustainable development problem or issue

3. Planning the Second Year

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

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

Students identify an important development problem or issue to analyze that has implications for the world of sustainable development. They present their findings and recommendations in a master's paper and Capstone event in May 2019.

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

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

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

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

4. Second-Year Options

Six-Month Practicum

The practicum experience is meant to inform the student's master's paper and to align closely with the SID curriculum frameworks. The practicum allows students to examine a significant problem or issue within the broader field of sustainable development through experiential learning. (For practicum learning objectives, students should reference Appendix A). Students will use their practicum experience to develop a consultant's report (i.e., master's paper) in which they identify the development problem(s) the organization tries to address and how its programs or projects could be improved. (See page 18 for guidelines for the

consultant's report.) Practicum students may also write a research-based paper with permission of their faculty advisor.

Planning for the Practicum

Practicum Requirements

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

- Submit a signed Terms of Reference (TOR) on the organization's letterhead for SID program review and approval (see Appendix B)

- Submit a Release & Waiver form (See Appendix C)

- Enroll as a full-time student in the practicum course HS230a for fall and spring semesters (24 credits)

- Complete a full-time practicum (35–40 hours per week) with a development organization for a minimum of six consecutive months (for international students doing an international practicum, one month can be off-site from the practicum organization). The practicum's start date is typically during the first week of September.

- Meet all required deadlines and milestones during the fall and spring semesters related to writing and submitting the master's paper

- Present at the SID Capstone event in May 2019.

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

The Host Organization and the Master's Paper

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

Enrollment Status and Health Insurance for Practicum Students

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

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

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

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

Emergency Medical and Travel Insurance

Brandeis University is contracted with CHUBB Travel Assistance Program and Europ Assistance to provide assistance to students doing international practicums or internships. In addition to the coverage provided by the student's own health insurance, CHUBB and Europ Assistance provide the following benefits (adapted from the Insurance and Travel Assistance Coverage webpage of the Brandeis Office of Study Abroad):

- Medical Assistance: referral to a doctor or medical specialist; medical monitoring while hospitalized; emergency medical evacuation to proper medical facilities (100% of covered expenses); and repatriation of remains (100% of covered expenses).

- Travel Assistance: emergency travel arrangements
- Personal Assistance: pre-trip medical referral information; emergency medication; embassy and consular information; lost document assistance; emergency cash advances; emergency referrals to legal assistance.

- Security Assistance: crisis hotline; on-the-ground security assistance; access to secure, web-based system for tracking global threats and health- or location-based risk intelligence; security evacuation due to political causes ($100,000 maximum); security evacuation due to natural disasters (services only—this service is billable).

The Brandeis policy and details for activating emergency services can be found by clicking here.

Preparation for the Practicum and Living Abroad & the Practicum Experience

For information related to preparing for the practicum and living abroad as well as the practicum experience itself, students should reference Sections II and III of the 2018-2019 Practicum Manual.

Evaluations

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

An SID practicum checklist can be found in Appendix D.

Advanced Study In Residence

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

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

Advanced Study Requirements

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

- Enroll in SID Advanced Study Seminar (HS338a) in the fall semester

- Take a minimum of 12 credits per semester

- Meet all required deadlines and milestones during fall and spring semesters related to writing and submitting the master's paper

- Present at the SID Capstone event

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

.

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

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

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

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

Making the Most of the Second Year In Residence

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

- **Identify and clearly define the development problem or issue** that they will focus on for the year. Then **limit the scope of their topic and identify relevant sources**. This will provide the context, structure, and focus they need for a successful second year in residence and a strong master's paper.

- **Take classes that are relevant to their topic** and that increase specific skills they will need for their studies and profession.

- **Hone library research skills in the fall semester**. Learn to use EndNote or Zotero to track their sources. Find learning opportunities in the area: Attend lectures, workshops, and other extracurricular events at Brandeis and in Cambridge, Boston, and other places.

- **Value the opportunity to work with their faculty advisor.** Before meeting with their advisor, they should think through their questions so they are well prepared. They should share their progress as well as the challenges of their work to maximize the time with their advisor. Students should pay careful attention to feedback on their drafts. If they do not feel they have enough feedback to guide them, they should ask for it.

SID Concentration

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

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

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

The SID Concentration Requirements

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

- Enroll as a full-time student in the practicum course (HS230a)

- Complete a three-month field practicum in the fall of their second year (or spring of their second year for COEX concentration students)

- Complete a minimum of 16 credits in their concentration. All courses must be selected from the approved course list. This list is updated annually.

- Produce a master's paper focused on the concentration and situated within the broader goals of sustainable international development.

- Present at the SID Capstone event.

Upon successful completion of all requirements for the concentration, students will be awarded a certificate of concentration.

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

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

The SID Concentration Curriculum

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

The Typical Sequence for the Concentration

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

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

The three-month practicum experience is meant to inform the student's master's paper and to align closely with the SID curriculum frameworks. The practicum allows students to examine a significant problem or issue within the broader field of sustainable development through experiential learning. Students will use their practicum experience to develop a consultant's report (i.e., master's paper) in which they identify the development problem or problems the organization tries to address and how its programs or projects could be improved. (See page 18 for guidelines for the consultant's report.) Concentration students may also write a research-based paper with permission of their advisor.

Advanced Study with a Concentration

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

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

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

5. The SID Master's Paper

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

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

Choosing the Paper Topic

Students continue to develop their paper topics after submitting their proposals in August 2018 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.

Feedback from the Student's Faculty Advisor

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

Professional Standards

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

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

The Significance of the Literature Review

A literature review examines and synthesizes the principal writings on issues relevant to the main topic of the master's paper. The purpose is to make sure that students and their readers arrive at the discussion section of the paper with a solid understanding of the central ideas, debates, and schools of thought about the paper's topic. The literature review is a narrative that shows the different conceptual approaches taken by scholars, researchers, and practitioners about a topic or subtopics. Students may consult with their faculty advisor to determine the principal subtopics that are most appropriate for a literature review of their development problem or issue.

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

The Number of Resources for the Literature Review

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

The Approval Process for the Master's Papers

To ensure timely approval by advisors, students send them "**submission-quality" drafts that have been properly edited and exhibit their best work**. Students should aim for the highest level of professionalism in submitting any written work. Faculty advisors will read and provide students with comments. Students must make all revisions and receive advisor approval by **April 19, 2019**.

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

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

General Timeframe for the SID Master's Paper	
August 1, 2018	Students submit second-year proposal for SID program review and approval.
August 25, 2018	Faculty advisor assigned to work with students on their master's paper during the second year. (Please note that the working relationship with the advisor does not begin until the fall semester when students begin their practicum or coursework. Most advisors are not available during the summer for consultation.)
Fall 2018	Students develop timeline with faculty advisor to schedule check-ins to review paper topics and to schedule interim deadlines for submitting drafts and receiving feedback.
October 2 (webinar) October 4 (in person)	Tips & Tools to Avoid Plagiarism, with SID librarian Maric Kramer
November 6 (in person) November 7 (webinar)	Doing Research with Library Resources, with SID librarian Maric Kramer D
December 4 (webinar) December 5 (in person)	Get Your References Right: The Nitty Gritty of APA Style, with SID librarian Maric Kramer
December 11 (webinar & in person)	Q&A on the Master's Paper, with Professors Dassin and Sampath
April 5, 2019	Complete quality final draft of the master's paper due to faculty advisor
April 19	Deadline for faculty advisor approval of the master's paper; papers must be submitted for SID program review and approval

Late Submissions of the Master's Paper

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

The Master's Paper After Graduation

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

6. Guidelines for the MA/SID Paper

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

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

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

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

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

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

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

Summary of Master's Paper Options

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

6A. MA Paper Options 1 and 2

Option 1—Guidelines for the Consultant's Report

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

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

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

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

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

Structure of MA/SID Consultant's Report:

- **Front Material**
  - Title Page (please use cover sheet template – see Appendix E)
  - Table of contents
  - List of tables and figures
  - Acknowledgments
  - 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:

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

- **Development Problem** (target: 750–1,000 words)
  This section focuses on the development problem addressed in the program or project that the student has selected. How is the development problem framed? What information is used? Based on the student's reading about the topic, does the program or project incorporate the most up-to-date and effective approaches to the development problem it addresses? Are any significant factors omitted (e.g. lack of a gender focus; too little attention to environmental factors; failure to address systemic discrimination and social exclusion)? Students should read a minimum of **6-8 sources,** including scholarly and organizational publications and materials, to answer these questions.

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

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

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

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

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

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

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

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

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

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

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

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

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** (please use template – see Appendix E)

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

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

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

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

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

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

Students should write about the types of methods they used to identify or generate relevant information for their study. They may rely on qualitative or quantitative methods, or a mixed methods approach. They should explain why the methods they have selected are the best approach to analyzing the development problem as they have framed it in their paper.

- **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 12 sources total for the entire paper, including Internet sources, public media, government reports, policy briefs, and multilateral instruments such as human rights frameworks.

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

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

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

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

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

6B. Formatting for the Master's Paper (for all options)

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

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

- Use 12-point font Times New Roman

- Use 1-inch margins on each side.

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

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

Formatting tips can be found in Appendix F.

7. Capstone and Graduation

All students are required to present at the Capstone event in May 2019. The Capstone represents the culmination of the student's academic and professional work in the MA SID Program. It provides an opportunity for students to share their research findings in either a panel discussion or poster session over a two-day event. The Heller community—students, faculty, and staff—as well as family and friends are invited to attend the Capstone event.

Poster or Panel Presentation?

Students can choose to present their work in either a poster or panel session. They determine which option works better for their topic as well as their preferred style of presentation.

This is an opportunity for students to showcase their work and demonstrate their expertise, as well as to share their interests, passions, and the journey they have taken over the past two years!

Option 1—Poster Session

The poster sessions provide an informal and interactive forum for students to present and discuss their work.

- Students design their own posters, translating one or two key aspects of their master's papers into a visual representation.

- Over the course of the session, students will present their posters in approximately 10-minute intervals to small audiences rotating through the event. Students engage with their audience and respond to questions.

Option 2 — Panel Presentation

The panel presentations provide a formal forum for students to present and discuss their work.

- The SID program develops the schedule and assigns students to panels based on their topics.
- Each panel session comprises approximately four to five students and a faculty moderator.

- Students develop a PowerPoint and spend approximately10 minutes discussing one or two key aspects of their work. After each presentation, the moderator and audience ask the panelist about their findings and experiences.

Strategies for an effective presentation can be found in Appendix G.

Commencement

Upon successful completion of all requirements, students will receive their appropriate degree from Brandeis University. Heller and Brandeis commencement ceremonies will be held on May 19, 2019. However, students who wish to spend more time developing their master's paper will have the option of graduating in August (students must pay a continuation fee for this option). Note that students who choose an August graduation will not be formally registered at the university after the end of the spring semester and will not be able to walk in commencement ceremonies in May.

APPENDIX A: Practicum Learning Outcomes

Practicum Learning Outcomes

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

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

Anticipated Outcomes: Practical Skills
- Inquiry and analysis
- Critical and creative thinking
- Written communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving
.

APPENDIX B: Practicum Terms of Reference Template

ADDRESS TO:
Student's name
The Heller School for Social Policy and Management
Brandeis University
Waltham, MA 02453

Date

Dear STUDENT'S NAME:

I am pleased to confirm our offer of the position of (NAME OF POSITION) with (NAME OF ORGANIZATION), located at (ADDRESS OF ORGANIZATION).

The practicum is (unpaid/paid – if paid, please provide the amount and/or type of compensation). You will be expected to work (#) of hours per week, beginning (DATE) and ending on (DATE). Our typical schedule is (e.g., Monday through Friday, from 8:30 a.m. to 5:00 p.m.). You will report to (NAME OF SUPERVISOR, TITLE). Their contact information is: (EMAIL ADDRESS & PHONE #). We will also be able to provide support through (e.g., mentors).

The purpose of this position is to [PROJECT DESCRIPTION].

Specific responsibilities of the position include the following: [Please list specific job duties and expectations]

IF APPLICABLE: You will conduct your work in (LANGUAGE[S]) and coordinate with (e.g., volunteers, staff, organization's board of directors, community stakeholders)

We are delighted that you have accepted this position, and we look forward to working with you.

Sincerely,

Supervisor's Signature

Title

APPENDIX C: Practicum Release & Waiver Form

Graduate Program in Sustainable International Development
The Heller School for Social Policy and Management

RELEASE AND WAIVER

Print Name: _____

This Release and Waiver is executed by the undersigned graduate student with respect to the Brandeis University Graduate Programs in Sustainable International Development at the Heller School for Social Policy and Management.

I hereby acknowledge and understand that the program and destination I have selected in order to fulfill the Second-Year Project Requirement ("the Project") is not sponsored by Brandeis University or the Heller School of Social Policy and Management, or the Graduate Programs in Sustainable International Development ("Brandeis"), and that Brandeis neither accepts nor assumes responsibility for my welfare or for any injuries, claims, or losses arising from my participation in, or travel to and from, the Project.

I hereby knowingly and willingly consent to participate in the Project. I acknowledge that an alternative course of study in the United States is available to me, and I elect nonetheless to attend the Project. I understand and acknowledge that there are inherent risks involved with study and living abroad, which are beyond the control of Brandeis, and that Brandeis cannot guarantee my safety or security. I understand that my choice of living accommodations, whether on-campus or off-campus and regardless of the use or non-use of assistance provided by Brandeis, is not and is not intended to be under the auspices of Brandeis.

I acknowledge that I am advised to monitor the United States Department of State web-site (http://travel.state.gov) for updates and information about travel to this particular destination and travel abroad generally.

In consideration of the Project being approved, I, the undersigned, do hereby agree to release and forever discharge Brandeis University, the Heller School of Social Policy and Management, and the Graduate Programs in Sustainable International Development, Trustees, officers, employees, agents and assigns ("Brandeis") of and from any and all loss or liability in connection with any personal injury, accident, damage, claims, costs, expenses or other loss suffered or incurred by me during, arising out of, or in any way associated with my study and/or participation in the Project, including, but not limited to, travel to and from this destination and any and all other travel incident to my study and/or participation in the Project. I agree not to raise any claims or to institute any legal action or proceeding against Brandeis for any cause of action that may result from or arise out of or in connection with my participation in the Project or any travel related to the Project, including, but not limited to, any loss or liability resulting from, arising out of, or occurring in connection with the acts or omissions of Brandeis. In addition, I hereby agree to release, indemnify and forever discharge Brandeis of and from contribution or indemnification with respect to any claim made against me by any person or entity in connection therewith. I further agree to indemnify and hold harmless Brandeis of and from any actions brought against it in connection with my acts or omissions.

27

I hereby acknowledge that I have read and understood the above statements, and I represent that I am of the specified legal age in my State of residence to bind myself to this Release. This Release and Waiver has been executed on behalf of myself, my heirs and assigns, and has been made with full knowledge of possible risks and hazards involved in travel and study abroad. This instrument has been executed in and shall be governed by the laws of the Commonwealth of Massachusetts.

_____

Student Signature   Date

_____

Witness Signature   Date

_____

Witness Name Printed   Date

APPENDIX D—SID Practicum Checklist

Practicum Search & Obtaining Practicum	
Activity	✓
Identify development question or issue for in-depth examination	
Research organizations actively working on development problem or issue	
Approach several organizations (e.g., via phone and/or email inquiries, formal application process)	
Secure host organization for practicum	
Submit Terms of Reference (TOR) to practicum coordinator	
Submit Release & Waiver form to practicum coordinator	

Pre-departure	
Activity	✓
Obtain any required visa, permits, or other travel documents (including emergency travel & medical insurance)	
Research practicum destination (e.g., local history, politics, culture, traditions, professional etiquette, climate, transportation options, quality health care options, safety concerns)	
Obtain any required visa, permits, or other travel documents (including emergency travel & medical insurance)	
International students on an F-1 visa who are doing a practicum in the US or with a US organization have met all ISSO requirements, including an approved CPT form.	
Obtain CHUBB emergency medical & travel insurance card (proof of coverage) from practicum coordinator	
Obtain Brandeis health insurance coverage or other health insurance policy that meets the standards set forth by the university, regardless of practicum location.	
Register for practicum course HS230a through the Heller School's Office of Student Records and Enrollment (for each term that you are doing a practicum)	
Notify financial institutions of travel plans; ensure ATM has four-digit PIN; pack extra credit card and/or emergency cash	
Make extra copies of important documents (e.g., passport, credit cards, and other travel documents) — leave one copy with family member or friend and bring one copy with you	
Register with home embassy; US students enrolled in STEP (Smart Traveler Enrollment Program)	
Know rules for packaging and traveling with prescription or over-the-counter medicines	
Know rules for bringing prescription or over-the-counter medicines into practicum country	
Obtain practicum coordinator's cell phone #	
Send practicum coordinator: your cell phone # (WhatsApp #), emergency contacts (name, relationship, phone #, email address)	
Submit second-year proposal	

During Practicum	
Activity	✓
Check in regularly with faculty advisor during the practicum via email, phone, or Skype	
Check in regularly with practicum coordinator during the practicum via email, phone, or Skype (contact anytime)	
Keep a journal (reflect on learning experience)	
Stay connected to the SID community	
Attend SID webinars focused on the master's paper	
Ensure practicum supervisor completes your online performance evaluation	
Complete student evaluation exit survey	

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

APPENDIX F: Formatting Tips for the Master's Paper
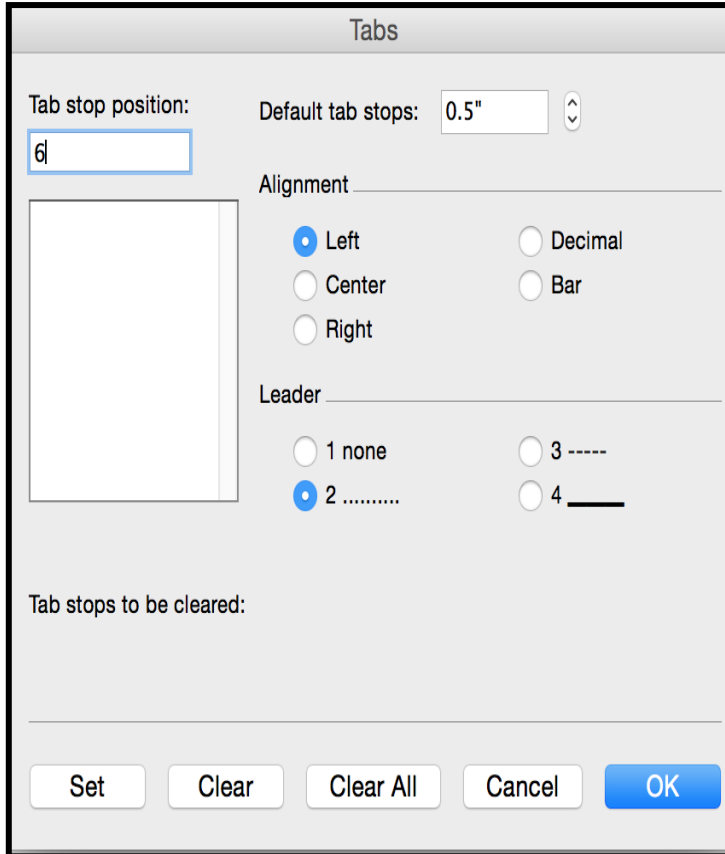
Table of Contents

1. Guidelines on how to create a manual table of contents on **Macs**

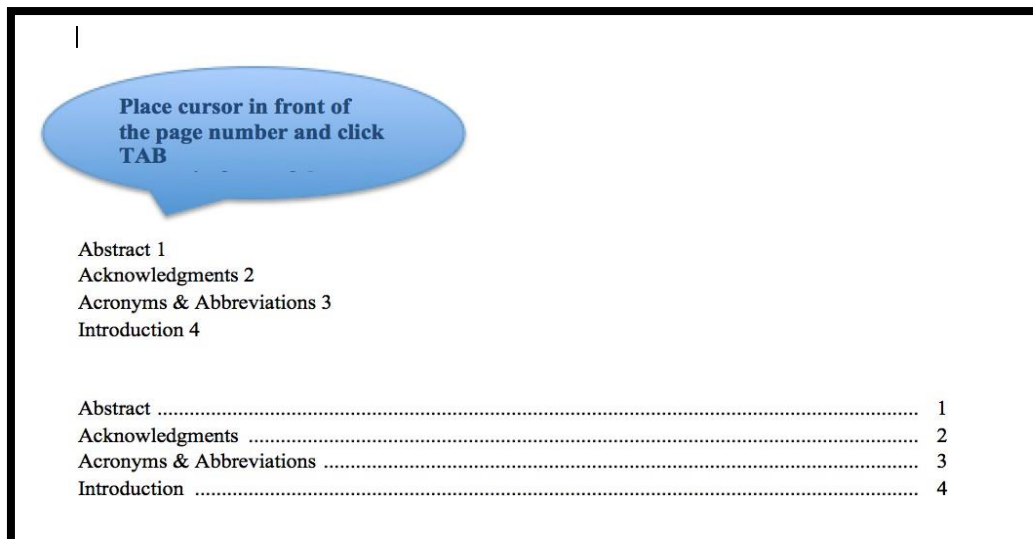Place your cursor before the page number
- Go to Format
- Click on Paragraphs
- Click Tabs (bottom left corner)

↑
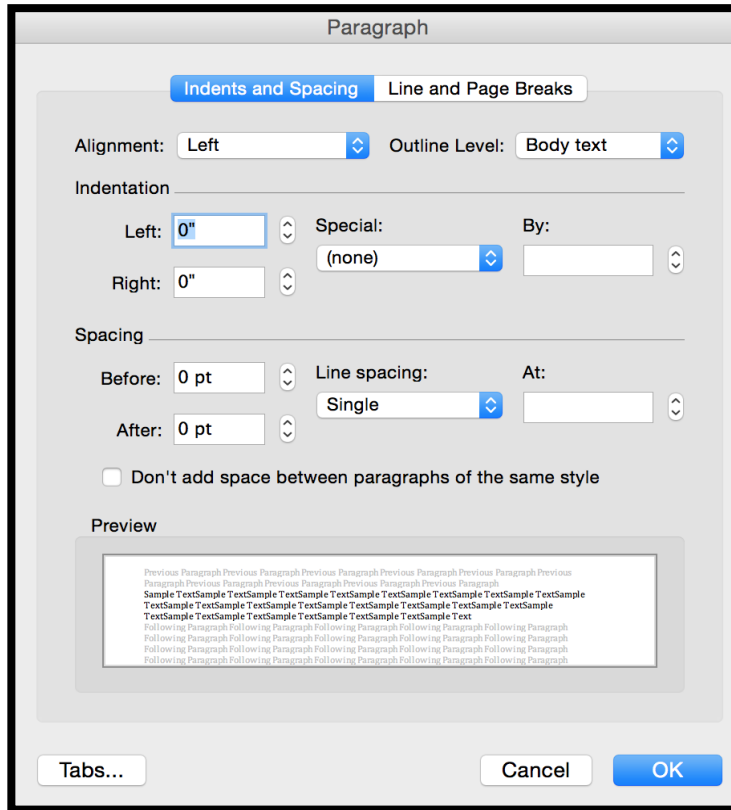
- In the **Tab stop position** field**, put** 6
- Under Leader, click **2**
- Click **Set**
- Click **OK**

In the Table of Contents, hit **Tab** before the page number, and the page number will flush right. Repeat

2. Guidelines on how to create a manual table of contents on a **PC** can be found in the link below:

https://wsnet2.colostate.edu/cwis6/ttcpdf/how_to/ETD/CreatingTableContentsNoStyles.pd

Page Numbers

How to start page numbering later in your document (from: https://bit.ly/2svfaCE)

To start page numbering later in your document, first divide the document into sections, unlink the sections, and then insert page numbers.

- Click in the document where you want to insert a section break.

- Click **Layout** > **Breaks** > **Next Page**.
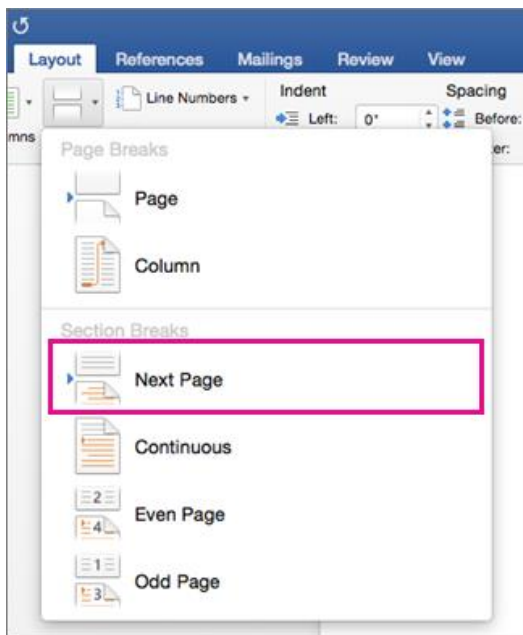
(Make sure you don't click **Page**; this will insert a new blank page in your document.)

- Double-click in the header or footer area where you want to display page numbers. This will open the **Header & Footer** tab.

- Click **Link to Previous** to turn it off and unlink the header or footer from the previous section.
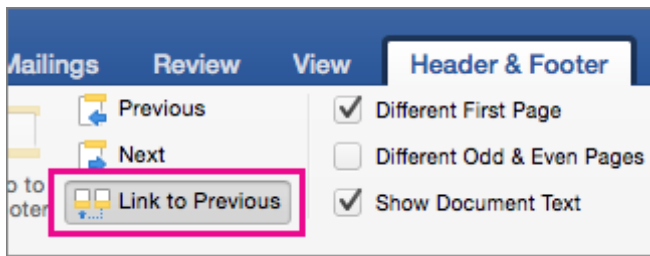
- Click **Page Number** > **Page Number** and then choose the alignment and position you want.

- Click **Page Number** > **Format Page Numbers** to open the **Page Number Format** dialog box.

- To start numbering with 1, click **Start at**, and type **1** (otherwise, Word will use the actual page number).
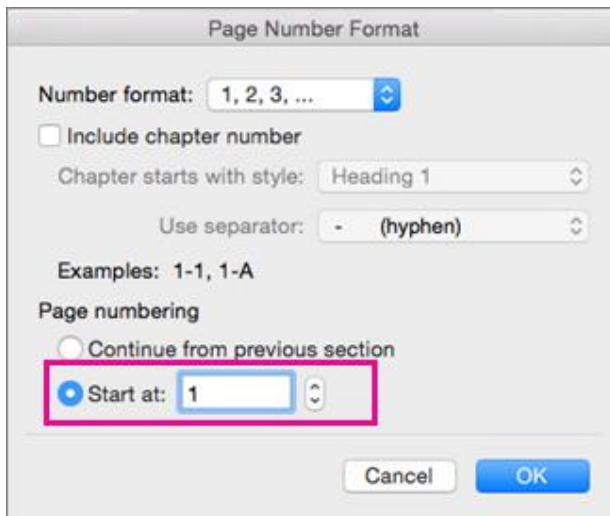
- Click **OK**

- When you're done, click **Close Header and Footer** or double-click anywhere outside the header or footer area.
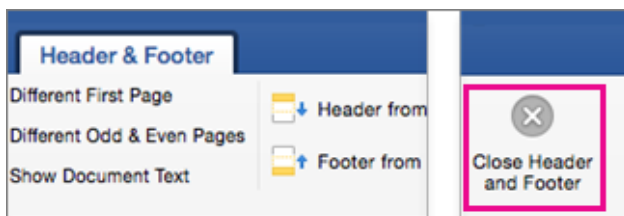
References

Guidelines for APA references

Please refer to Online Writing Lab (OWL)—Purdue for detailed guidelines:
https://owl.english.purdue.edu/owl/resource/560/01/

Here are the basic guidelines from OWL:

- All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work for up to and including seven authors. If the work has more than seven authors, list the first six authors and then use ellipses after the sixth author's name. After the ellipses, list the last author's name of the work.

- Reference list entries should be alphabetized by the last name of the first author of each work.

- For multiple articles by the same author, or authors listed in the same order, list the entries in chronological order, from earliest to most recent.

- Present the journal title in full.

- Maintain the punctuation and capitalization that is used by the journal in its title.
    - For example: *ReCALL* not *RECALL* or *Knowledge Management Research & Practice* not *Knowledge Management Research and Practice.*

- Capitalize all major words in journal titles.

- When referring to books, chapters, articles, or webpages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns.

- Italicize titles of longer works such as books and journals.

- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.

- The retrieval date of a sources is not included in the references unless the source is likely to change (e.g., Wikis).

- Here are a few examples (please note capitalization, typeface, etc):

Multiple Authors

Cohn, C., & Enloe, C. (2003). A conversation with Cynthia Enloe: Feminists look at masculinity and the men who wage war. *Signs, 28*(4), 1187–1207.

Book

Enloe, C. (2016). *Globalization & militarism: Feminists make the link* (2nd ed.). New York, NY: Rowan & Littlefield Publishing Group.

Article in Online Magazine

McKelle, E. (2014). 7 reasons why class is a feminist issue. *Everyday Feminism.* Retrieved from https://everydayfeminism.com/2014/09/class-is-a-feminist-issue/

Scholarly Article

Mohanty, C. T. (1984). Under western eyes: Feminist scholarship and colonial discourses. *boundary 2, 12*(3), 333–358. Retrieved from https://www.jstor.org/stable/302821?seq=1#page_scan_tab_contents

APPENDIX G: Strategies for an Effective Capstone Presentation

As students plan their Capstone presentations, they may want to consider some of the strategies listed below for shaping their presentations.

Introduction to Presentation

For both the poster and panel presentations, students should provide an introduction to their work. They may want to incorporate the following information either on the first PowerPoint slide or on the poster:

- Title of the Capstone presentation
- Student's name and email address
- Name of faculty adviser

Organization

One way for students to think about how to organize their presentation is for them to remember that they are really telling a story — a story about their research, the development problem or issue that they examined, the way in which they engaged with their topic, and what they discovered in the process.

Like any good story, they will want their audience to be engaged and to understand the presentation. Information can be conveyed in a linear way, following the structure of the research paper or consultant's report. Or students may want to take a different approach. Perhaps, the research took an unexpected direction or revealed something unanticipated; if so, the student could then focus on the process.

It's up to the students to determine how best to convey their story. But it's important for them to remember to synthesize their data (not everything can be shared)— panelists have only approximately 10 minutes to tell their story, while students presenting a poster have limited space. Therefore, students will need to focus on one or two key points for their presentation.

Design Strategies

Design features of the poster or PowerPoint are also important considerations for an effective presentation.

Design Tips for the Panel (PowerPoint) Presentation:

- Text and visuals should **enhance** the message.

    o Sometimes less is more, especially when it comes to the amount of text on each PowerPoint slide.

    o The use of images can be effective for engaging the audience, but they should be relevant to the material. Oftentimes, students' own photos provide a richer message than clip art or other online photos.

    o A combination of text, graphics, tables, charts, and other visuals can be effective in helping audiences to understand the significance of data and the story being told. However, its impact can be diminished if too much information is included in one graphic.

- A consistent style approach often unifies the presentation, including:

  o Use of similar visual or color theme throughout the presentation

  o Same type and font size for each slide's title/heading

  o Same font size for bulleted text

- The number of slides should be appropriate for the amount of time allotted to deliver the presentation.

If students prepare their slides well, using text, data, and images to enhance their presentation, they will also be less likely to read their slides and more likely to engage with their audience.

Design Tips for the Poster Presentation:

- A **balance** of text and visuals often engages the viewer more than a poster heavy with text or too many visuals.

  o A combination of text, graphics, tables, charts, and other visuals can be effective in helping audiences to understand the significance of data and story being told. However, its impact can be diminished if too much information is included in one graphic.

  o The use of images can be effective for engaging the audience, but they should be relevant to the material. Oftentimes, students' own photos provide a richer message than clip art or other online photos.

- Color can make an impact.

  o A single background color often can unify a poster

  o If used consistently, color accents can highlight, separate, or define information.

  o Black text is typically easier to read than colored text.

- Columns and the use of headings, fonts, color, and positioning can help create a logical flow of material.

Resources for Making Presentations

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

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

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

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

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

APPENDIX H: Resources to Support SID Students

Faculty Support

The 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.

Heller Summer Institute

The Heller Summer Institute provides information, tutorials, resources, and tools to help new students prepare for their graduate studies and life at Heller. The materials include an introduction to library resources for Heller, housing information, Excel and Latter tutorials, articles related to the development field, among others. The Summer Institute can be accessed via Latte.

SID Practicum Coordinator

The SID practicum coordinator provides:

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

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

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

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

Career Development Center

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

Resources include:

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

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

- Electronic Resources—*Weekly E-Newsletter:* timely information on announcements; new resources; recent job, internship and fellowship listings; as well as a summary of events both on- and off-campus of interest to our students; *Career Connections*: links to industry-specific job boards, professional organizations, social networking and e-newsletters; *Career Briefs*: career-related topics including resumes, CVs, cover letters, informational interviewing and networking; *Career Development Center's Library:* Professional/Career-oriented publications and books; *Optimal Resume*: Draft resumes and cover letters, practice interview skills and access additional resources at heller.OptimalResume.com; *LinkedIn Group:* Heller has a LinkedIn group and subgroups by graduate program and geographic area.

University Librarian and Online Library Resources

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

The Sustainable International Development LibGuide is an online portal to Brandeis library resources. It provides an overview of key resources for research in sustainable international development. The guide provides easy access to both scholarly and professional resources. Resources include:

- Background materials
- Citation management
- Interlibrary loans
- Journals and books
- Indexes and abstracts
- Reports and statistics
- Relevant web sites
- Government documents
- Subscription databases

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

The Brandeis English Language Program offers individual tutorial sessions in both written and oral skills as well as intensive English classes and workshops. These courses and workshops are designed to develop oral communication, analytical writing, and critical thinking skills.

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/