

MA/SID Handbook

Guidelines, Requirements & Information for the Second Year 2019–2020

Contacts

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

Sandra Jones, PhD
Deputy Director, Sustainable International Development
and Conflict Resolution & Coexistence Programs
jones@brandeis.edu

Mary Poor, MA
Senior Academic Adviser
Sustainable International Development Program
mpoor@brandeis.edu

Victoria Felson, BS
Program Administrator
Sustainable International Development Program
vfelson@brandeis.edu

TABLE OF CONTENTS

2019-2020 MA/SID Information	1
2019-2020 Requirements and Important Dates	1
Important Dates for Students Graduating in August 2019 or February 2020	3
The MA/SID Second Year	4
Introduction	4
Summary of MA/SID Degree Requirements	4
Planning the Second Year	5
Planning for the Practicum	6
Practicum Requirements	6
The Host Organization and the Master’s Paper	6
Enrollment Status and Health Insurance for Practicum Students	6
Visas, Permits, and/or Other Required Documentation for the Practicum	7
Emergency Medical & Travel Insurance.....	7
Practicum Performance Evaluations	7
Practicum Checklist	8
Advanced Study In Residence	8
Advance Study Requirements	8
The Role of the Master’s Paper in the Advanced Study Experience	8
Making the Most of the Second Year In Residence	9
SID Concentration	9
SID Concentration Requirements	9
The SID Concentration Curriculum	10
The Typical Sequence for the Concentration	10
The Concentration, Practicum, Development Problem, and Master’s Paper	10
Advanced Study with a Concentration	11
The MA/SID Master’s Paper	11
Choosing the Paper Topic	11
Feedback from the Student’s Faculty Adviser	11
Professional Standards	12
The Significance of the Literature Review	12
The Number of Resources for the Literature Review	12
The Approval Process for the Master’s Papers	12
Late Submissions of the Master’s Paper	13
The Master’s Paper after Graduation	13
Guidelines for the MA/SID Paper	14
Option 1: Consultant’s Memorandum	15
Option 2: Policy Briefs	17
Option 3: Research Paper	19
Formatting for the Master’s Paper (for all options)	21
Capstone and Graduation	22
Appendices	
Appendix A: Practicum Learning Objectives	
Appendix B: Practicum Terms of Reference Template	
Appendix C: Practicum Release & Waiver Form	
Appendix D: SID Practicum Checklist	
Appendix E: Master’s Paper Cover Sheet	
Appendix F: Strategies for an Effective Capstone Presentation	
Appendix G: Resources to Support SID Student	
Appendix H: URLs for Hyperlinks Used in Handbook	

2019–2020 MA/SID INFORMATION FOR SECOND-YEAR STUDENTS

2019-2020 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, 2019 Deadline to submit the **second-year proposal** and other **required documents for practicum and concentration** students to the SID academic adviser. (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 28, 2019 Students are notified of their faculty advisers.

August 28, 2019 In-residence students: First day of instruction

Fall 2019–Spring 2020 **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 (concentration students will complete a three-month (not six-month) practicum; otherwise, the requirements for completing a practicum are the same.

Practicum from September to the end of February; minimum six months/full-time

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 Students 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 [Faculty/Staff Recommendation for F-1 Curricular Practical Training](#) 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:
 - 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 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 advisers with monthly updates on their practicum.

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

November 19	Overview and Q&A on the master’s paper with Professor Dassin (practicum students can join via Zoom)
February 10, 2020	Practicum students: Final practicum evaluation form sent directly to field supervisor.
April 6, 2020	Complete quality draft of the master’s paper due to faculty adviser
April 20, 2020	Deadline to submit faculty approved master’s paper to the SID program for review and final approval
May 8-9, 2020	SID Capstone presentations
May 17, 2020	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 28	Program notifies students of their faculty advisers
August 28	First day of instruction for in-residence students
November 19	Overview and Q&A on the master’s paper with Professor Dassin
February 10	Final performance evaluations are sent to practicum students’ field supervisors
April 6	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
May 1	Deadline for practicum students to complete practicum exit survey
May 8-9	SID Capstone presentations
May 17	The Heller School and Brandeis commencement ceremonies

Important Dates for Students Graduating in August 2019 or February 2020

As required Successful completion of all coursework and program requirements.

For August 2019 Graduates

July 22, 2019 Full quality draft of the master's paper submitted for faculty adviser's review and approval

August 5, 2019 All revisions are completed and faculty adviser approves paper. Student submits paper via LATTE for program review.

August 12, 2019 Deadline for students to submit a video Capstone presentation to the SID program.

For February 2020 Graduates

December 2, 2019 Full quality draft of the master's paper submitted for faculty adviser's review and approval

December 16, 2019 All revisions are completed and faculty adviser approves paper. Student submits paper via LATTE for program review.

December 20, 2019 Deadline for students to submit a video 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 five 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. Concentration
4. Advanced study with a concentration
5. Classroom study at an international partner university with an associated field placement

MA/SID Program: Second-Year Track Options

Option	Year 1: 2018-2019 (All students)	Year 2: 2019-2020 (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		Concentration: Three-month practicum; semester in residence (12 credits for practicum; 16 credits in concentration) <ul style="list-style-type: none"> • Coexistence and Conflict • Gender and Development • Environmental Conservation and Development • Management and Development 	
4		Advanced Study with a Concentration: Three-month summer practicum, year in residence (12 credits for practicum; 16 credits in concentration; 12 additional credits)	
5		Alternative Practicum (24 credits): <ul style="list-style-type: none"> • 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, housing information, Excel and LATTE 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 Courses (2 credits each)

- HS277f Introduction to Planning & Implementation for Development Practitioners
- HS258f Strategic Planning & Project Management
- HS266f Introduction to Economics for Development Practitioners
- HS319f Ethics, Rights, and Development **or** HS250f Dynamics of Intercultural Communications **or** HS210f Comparative Approaches to Global Injustice and Social Inequality
- HS278f Monitoring & Evaluation

- HS264f Environment & Development **or** HS-new Climate Change, Biodiversity 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
- Complete a program-approved track option in the second year, as defined above (Options 1-5)
- Complete a master's paper and Capstone presentation (May 2020) focused on a sustainable development problem or issue

3. Planning the Second Year

After completing the 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
- Advanced study with a concentration
- 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 field of sustainable development. They present their findings and recommendations in a master's paper and Capstone event in May 2020.

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 adviser, and must be written outside of their working hours.

Students who pursue a concentration in their second year may base their master's paper 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 select the advanced student with a concentration may base their master's paper on the work of their practicum organization and draw on resources and coursework during their year in residence.

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 SID academic adviser (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 memorandum (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 15 for the

[guidelines for the consultant’s memorandum.](#)) Practicum students also have the option to write a research paper or two short policy briefs or one longer brief.

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 academic adviser prior to the start of the second year. The deadline for submitting the second-year proposal (via LATTE) is **August 1, 2019**.

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. 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 2020.

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 adviser. 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 or its equivalent, regardless of their practicum location. Students must register for the field practicum

course (HS230a) for both the fall and spring semesters to maintain their status as full-time students and to receive credit for their practicum. 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 completing practicums in the US or with a US organization cannot begin their practicums 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 completing international practicums. 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 2019-2020 SID 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.

Practicum Checklist

An SID practicum checklist can be found in [Appendix D](#).

Advanced Study In Residence

Advanced study for 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 adviser, they produce a research paper on a significant development problem or issue (see page 19 for the [guidelines for the research paper](#)).

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.

Advanced Study Requirements

Like all 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 Master’s Paper Writing Seminar (HS338a) in the fall semester
- Enroll in 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 adviser**. Before meeting with their adviser, 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 adviser. 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 Concentrations

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 program track, 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
- Conflict Resolution and Coexistence (COEX)

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). 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. Like all 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 SID academic adviser 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 in May 2020.

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 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 memorandum (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 15 for [guidelines for the consultant's memorandum](#)). Concentration students may also write a research paper, or two policy briefs or one longer brief (see pages 17-20 for the [guidelines for the research paper and policy briefs](#)).

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 their second year, students must complete a minimum of 16 credits in either the fall or spring semester and a minimum of 12 credits in the other semester. Students must take the Master's Paper Writing Seminar (HS338a) in the fall semester of their second year.

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.*

5. The SID Master's Paper

Students completing a practicum typically write a consultant's memorandum 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 also have the option to write a research paper, or two policy briefs or one longer brief.

Second-year concentration students typically write a consultant's memorandum 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 also have the option to write a research paper, or two policy briefs or one longer brief.

Students undertaking advanced study typically write a desk study research paper that takes advantage of the library and resources at the University. They also have the option of writing either two policy briefs or one longer brief.

Students undertaking advanced study with a concentration typically write a consultant's memorandum 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 also have the option to write a research paper, or two policy briefs or one longer brief.

Choosing the Paper Topic

Students continue to develop their paper topics after submitting their proposals in August 2019 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 advisers to narrow the topic of their master's paper.

Feedback from the Student's Faculty Adviser

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

Professional Standards

Faculty advisers 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 adviser 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 memorandum and policy briefs are 6–8 sources**. SID's general guidelines for the **research paper's literature review are 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 advisers, 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 advisers will read and provide students with comments. Students must submit a complete quality draft to their faculty advisers by **April 6, 2020**, and make all revisions and receive advisor approval by **April 20, 2020**.

After the faculty adviser 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 adviser-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 authority to approve or reject second-year papers.

General Timeframe for the SID Master’s Paper	
August 1, 2019	Students submit second-year proposal for SID program review and approval.
August 28, 2019	Faculty adviser assigned to work with students on their master’s paper during the second year. (Please note that the working relationship with the adviser does not begin until the fall semester when students begin their practicum or coursework. Most advisers are not available during the summer for consultation.)
Fall 2019	Students develop timeline with faculty adviser to schedule check-ins to review paper topics and to schedule interim deadlines for submitting drafts and receiving feedback.
November 19, 2019	Overview and Q&A on the master’s paper with Professor Dassin
April 6, 2020	Complete quality final draft of the master’s paper due to faculty adviser
April 20, 2020	Deadline for faculty adviser approval of the master’s paper; papers must be submitted for SID program review and approval

Late Submissions of the Master’s Paper

Faculty advisers 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 adviser, 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 SID Paper

The second-year MA/SID master’s paper should analyze a significant development problem in one of the three formats listed below (depending on program track).

Option 1: Consultant’s Memorandum. This option is only for practicum, concentration, advanced study with a concentration, and MASID/MSGHPM students who complete a practicum as a requirement of their program. These students also have the option of writing a policy brief or research paper.

Option 2: Policy Brief. With the exception of MASID/WGS,* all students have the option of writing a policy brief.

Option 3: Research-based Paper. All students have the option of writing a research-based paper, using their 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).

*Students pursuing the joint MASID/WGS degree write a research paper and are assigned two readers – one from SID and one from WGS.

Summary of Master’s Paper Options

Students must choose to write their master’s papers from one of the options listed under their program track.

SID Master’s Paper Options							
Practicum	Concentration	Advanced Study	Advanced Study with Concentration	MA/MS	SID/WGS	SID/MBA	SIDCO
Consultant’s Memorandum	Consultant’s Memorandum		Consultant’s Memorandum	Consultant’s Memorandum		MBA TCP (no SID paper required)	COEX Paper (no SID paper required)
Policy Brief	Policy Brief	Policy Brief	Policy Brief	Policy Brief			
Research Paper	Research Paper	Research Paper	Research Paper	Research Paper	Research Paper (SID & WGS faculty readers)		
				MS Paper (managed by MS)			

Option 1—Consultant’s Memorandum – Quality Draft Due April 6, 2020

Program Track: Practicum, Concentration, Advanced Study with Concentration, or MASID/MSGHPM

Purpose: To have students analyze the challenges posed to them by the development organization and, based on the analysis, propose specific recommendations and steps to implement the recommendations.

Overview of guidelines: Students who choose this option will have been posed a problem by the development organization in which they carry out their practicum. Sometimes the organization will not have a clear idea of the problem they want solved, so the first task of the student will be to help the organization define with clarity the challenge they need solved.

Some recent examples include:

- What was the impact of a program to enhance the capacity of youth to find employment?
- How can an organization improve its monitoring and evaluation capacity?
- How can organization improve its use of data for decision making?

Recommended length of the consultant’s memorandum: No more than 10 pages, or 4,000–5,000 words, *excluding* cover page, front matter and references.

Structure of consultant’s memorandum:

- **Front Material**
 - Title Page (please use cover sheet template, see [Appendix E](#))
 - Table of contents
 - Tables and figures (same page as TOC)
- **Executive summary** (250-500 words)
The executive summary summarizes the main challenges faced by the organization and the student’s recommendations and steps to implement the organization.
- **Introduction** (250-500 words)
This section introduces the goals and purpose of the memorandum:
- **Problem, recommendation, and implementation** (3,500-4,000 words)
This section is the main part of the memorandum and should contain three parts: 1) a section where you identify the challenge, 2) your recommendation, and 3) the steps the organization could follow to implement the recommendation. How you divide the three parts is your call. Here are two possible approaches (A and B):

A: Challenge 1 → recommendations to address challenge 1 → implementing recommendations to address challenge 1. In this version, challenge-recommendation-implementation are grouped together by challenge. Advantage: the reader can easily link the challenge, the recommendation, and the implementation of the recommendation to address the challenge. Disadvantage: the reader will find it harder to link different challenge, recommendations, and implementation steps. This piecemeal approach might make it harder to spot the sequence in which the organization might implement the recommendations.

B: All challenges → all recommendation → all implementation steps. In this version, all challenges are discussed together, then all recommendations are discussed together, and you end with an implementation strategy to carry out the recommendations. Advantage: makes it easier for the reader to see links between challenges, recommendation, and implementation steps. This version makes it

easier to provide a rationale about how the organization might implement the recommendations. Disadvantage: The link between a challenge, recommendation, and implementation becomes harder to spot.

The litmus test of either version is whether you told the organization something new and what they can do to tackle the problem for which they asked your help.

- **References**

Here list the sources used for the memorandum. Information from academic literature, reports, websites, etc., should be cited in the text and in the reference section of the memo. **Only sources cited in the memo should go in this section.** 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 and acronyms
- Graphs, charts, tables, maps

Considerations for a Successful Consultant's Memorandum

A successful consultant's memorandum should include or consider the following:

- A sharp sense of problem to be solved
- Analysis of the causes of the problem which the organization can address
- A specific recommendation for each bottleneck identified, and steps that the organization could take to carry out the recommendation, such as:
 - *Challenge #1*: the organization does not have software to track the performance of programs
 - *Recommendation #1*: the organization should buy software xxxx as it will allow it to track the performance of many organizations. If the organization decided to buy software xxxx, they should assign two employees to learn xxx by attending the monthly workshops offered by the makers of xxxx.
- Avoid generic recommendations without bite (e.g., “the organization should avoid a top-down perspective and encourage a grassroots approach”).
- Avoid recommendation fatigue: providing so many recommendations that you confuse the reader about what to do. Three is a safe number for challenges, one-two recommendations for each challenge, and a couple of concrete steps to carry out the recommendations
- A well-defined audience, such as a person or a team in the organization that could implement the recommendations proposed
- A concise, one-page summary at the beginning that tells busy administrators what they should do – the details can go in the body of the memorandum
- Avoid providing too much background since the audience already knows the background
- Although the report is written with specific people in the organization as your main audience, the report is submitted to SID and, unless you agree to it, does not need to be shared with the organization.
- Write a short report: busy people don't have time to read too much, so be concise. If the main body of the memorandum is over 10 pages long, you are doing something wrong.

In sum, a consultant's memorandum should be smart, concise, and useful to the organization.

Option 2—Policy Briefs (Two briefs required: first quality draft due December 2, 2019, and second quality draft due April 6, 2020; briefs may also be combined into one longer policy analysis paper, due on April 6, 2020.)

Program Track: Practicum, Advanced Study, Concentration, Advanced Study with a Concentration, or MASID/MSGHPM

Purpose: To have students analyze a development problem that can be addressed at the policy level and, based on their research, devise specific policy recommendations to address the problem and evaluate the implications of their policy recommendations.

Overview of guidelines: A policy brief explains an issue, its context, stakeholders, scope and impact; it explores any known causes, links or relationships involved in the issue; and it identifies the implications of these findings for the intended audience. Its purpose is to convince the target audience of the urgency of the problem and the need to adopt the recommended action or policy. The intended audience of the brief can vary, but typically it's targeted at individuals who have a stake in the issue (e.g., decision-makers, government officials, NGO leaders).

Students who choose this option will write either two policy briefs (4-5 pages each), with the first brief due in December 2019 and the second brief due in April 2020, or one longer brief (8-10 pages) due in April 2020. Each policy brief should focus on a particular problem or issue and convey enough information for its significance to be understood and the need for a different course of action to be recognized.

Recommended length: 4-5 pages (2,000-2,500 words) for each policy brief (total of 2 briefs) or 8-10 pages (4,000-5,000 words) for one brief.

Structure of the policy brief

- **Title Page** (please use template, see [Appendix E](#))
The title begins the process of communicating the message contained in your policy brief. An effective title should clearly convey the problem addressed in the paper and the policy or course of action recommended.
- **Executive Summary** (125-250 words)
The executive summary is typically not more than a paragraph and conveys the significance of the problem addressed, a statement on why the current policy option needs to be changed, and the recommendations for action.
- **Scope of the Problem** (400-500 words)
This section provides context for understanding the extent of the problem or issue that is addressed in the policy brief. It demonstrates the significance and urgency of the issue and why action is required. This section may include:
 - Stakeholders and actors involved
 - Scale of the problem (e.g., numbers of people, costs)
 - Root causes of the problem
 - Why the issue is important
 - Evidence that demonstrates the magnitude of the problem
- **Policy Alternatives** (600-750 words)
This section discusses the current policy approach and outlines, evaluates, and compares the possible policy alternatives. The discussion should be objective. This section may include:
 - Findings related to the issue

- Why and how current approaches are succeeding or failing
 - Impact of these policies on the stakeholders and development outcomes
- **Policy Recommendations** (875-1,000 words)
This section identifies one to three specific policy recommendations that will most effectively address the problem or issue. You should provide a concise synthesis of major findings, and discuss the feasibility of your recommendations and their anticipated outcomes. Each recommendation should include practical steps or measures for implementation.
 - **Appendices** (if applicable)
This section includes additional information, as needed.
 - **Works Consulted**
These sources should be the ones that you used to inform your policy recommendations and referenced in the paper. They should be in the [APA](#) format.

Considerations for a Successful Policy Brief

Some recommendations for writing a policy brief include:

- Write succinctly, clearly, and free of jargon
- Choose a development problem or issue that is topical and urgent
- Identify the relevant stakeholders and analyze their interests to help you shape viable policy recommendations
- Offer clear, strong and coordinated recommendations and ensure they are actionable
- Remain objective and base your recommendations on evidence from credible sources
- You may use photographs, tables, figures and maps to emphasize the key messages of your policy brief

Some key questions to ask:

- What purpose does the policy brief serve?
- Who is your audience and what do they know about the issue?
- What problem is the policy addressing? Why is it important?
- Who is impacted?
- What alternative policies exist? What are the benefits and shortcomings of these policies?
- What evidence supports your policy recommendations?
- What limitations or barriers exist (e.g., implementation costs, resources, timing, political context)?

Option 3—Guidelines for the Research Paper—Quality Draft Due April 6, 2020

Program Track: Practicum, Advanced Study, Concentration, Advanced Study with a Concentration, MASID/MSGHPM, or MASID/WGS

Purpose: To have students examine a particular development problem in depth by analyzing its historical, political and/or 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.

Recommended length: 15-20 pages or 7,500–10,000 words, excluding cover sheet, table of contents, abstract, acknowledgments, acronyms and abbreviations, and references

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
 - Tables and figures listed on same page as TOC
- **Abstract** (target: 250 words)
Students should summarize the substance of the 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 in the development of their paper.
- **Acronyms and abbreviations**
Acronyms and abbreviations should be listed in alphabetical order (e.g., United Nations Development Programme [UNDP], World Health Organization [WHO]). Within the body of the paper, 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 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. Here is a good primer on how to write literature reviews: <http://writingcenter.unc.edu/handouts/literature-reviews/>.

- **Discussion** (target length: 4,000–5,000 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: 500–750 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.

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

- **Appendices**

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

- The recommended length for the **consultant's memorandum** is 4,000–5,000 words, excluding cover page, front matter, and references. The paper should be single-spaced.
- The recommended length for the **policy briefs** is 4-5 pages (2,000-2,500 words) for each policy brief (total of 2 briefs) or 8-10 pages (4,000-5,000 words) for one brief.
- 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.**

7. Capstone and Graduation

All students who write an SID master's paper or an MS paper are required to present at the SID Capstone event in May 2020. 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 (Friday, May 8)

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 (Saturday, May 9)

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 (e.g., some previous panel themes included youth and development; religion, spirituality, and development; public health, policy, and development). Given the complexity of scheduling the panels and the expectation that all graduating SID students participate in the entire day's events, requests for specific time slots for panel presentations may not be accommodated.
- Each panel session comprises approximately four to five students and a faculty moderator.
- Students develop a PowerPoint (or Vimeo, Prezi, etc.) and spend approximately 10-15 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 F](#).

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 17, 2020.

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

On organization's letterhead

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.

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 the SID academic adviser	
Submit Release & Waiver form to the SID academic adviser	
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 the SID academic adviser	
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	
Obtain SID academic adviser's cell phone #	
Send SID academic adviser your cell phone # (WhatsApp #), emergency contacts (name, relationship, phone #, email address)	
Submit second-year proposal by August 1, 2019	
During Practicum	
Activity	✓
Check in regularly with faculty adviser during the practicum via email, phone, or Skype	
Check in regularly with SID academic adviser 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	

APPENDIX E: Master's Paper Cover Sheet

**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 Adviser

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: 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 memorandum. 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.
 - Sometimes less is more, especially when it comes to the amount of text on each PowerPoint slide.
 - 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.
 - 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:
 - Use of similar visual or color theme throughout the presentation
 - Same type and font size for each slide's title/heading
 - 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.
 - 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.
 - 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.
 - A single background color often can unify a poster
 - If used consistently, color accents can highlight, separate, or define information.
 - 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 G: Resources to Support SID Students

Faculty Support

The faculty adviser is the student's principal resource for the second year. Faculty advisers 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 Academic Adviser

The SID academic adviser 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 [Heller 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 Heller Handshake (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.
- [Heller Handshake](#)—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.apastyle.org>
- Grammar Girl's Quick & Dirty Tips: <http://www.quickanddirtytips.com/grammar-girl>
- Daily Writing Tips: <http://writing.dailywritingtips.com>
- Refresher on active versus passive voice: <https://owl.english.purdue.edu/owl/resource/539/02/>

Literature Review

- Literature Reviews, The Writing Center at University of North Carolina (UNC)-Chapel Hill: <http://writingcenter.unc.edu/handouts/literature-reviews/>
- Guidelines for Writing a Literature Review, Education Department, University of Minnesota: <http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html>

American Psychological Association (APA) References and Citations

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

APPENDIX H: URLs for Hyperlinks Used in the Handbook

Academic Calendar

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

APA

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_for_mat.html

Brandeis Writing Center

<https://www.brandeis.edu/writingprogram/writingcenter/>

Brandeis English Language Program

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

Brandeis English Language Program – Individual Tutorial Sessions

<https://www.brandeis.edu/elp/tutorials/index.html>

Brandeis English Language Program – Intensive English Classes and Workshops

<https://www.brandeis.edu/elp/gsas.html>

CHUBB Travel Assistance Program and Europ Assistance

<https://www.brandeis.edu/risk-management/pdfs/chubbstravelassistanceprogrambrochure.pdf>

Continuation Fee

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

CPT Application Checklist

<https://www.brandeis.edu/isso/documents/current/employment/curricular-practical-training/application-checklist.pdf>

Curricular Practical Training

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

Employment/Academic Internships

<https://www.brandeis.edu/isso/current/employment/index.html>

EndNote

<https://guides.library.brandeis.edu/EndNote>

Faculty/Staff Recommendation for F-1 Curricular Practical Training

<https://www.brandeis.edu/isso/documents/current/employment/curricular-practical-training/advisor-recommendation.pdf>

Health Insurance

https://www.universityhealthplans.com/letters/letter.cgi?group_id=299

Heller Career Development

<https://heller.brandeis.edu/careers/>

Heller Handshake

<https://brandeis.joinhandshake.com/login>

Heller Summer Institute

<https://heller.brandeis.edu/admissions/admitted-students/summer-institute.html>

International Students and Scholars Officer (ISSO)

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

ISSO Check-in

<https://www.brandeis.edu/isso/current/check-in.html>

Maric Kramer

<https://guides.library.brandeis.edu/sid>

Office of the University Registrar

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

Optional Practical Training

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

Past SID Master's Papers

<https://www.brandeis.edu/heller/heller/students/academics/sid/masters-papers/index.html>

Resources

<http://heller.brandeis.edu/students/>

Sustainable International Development LibGuide

<https://guides.library.brandeis.edu/sid>

Zotero

<https://guides.library.brandeis.edu/sid/zotero>