The Heller School for Social Policy and Management

Master of Arts
Sustainable International Development
Academic Policies and Procedures
2019-2020

It is the policy of Brandeis University not to discriminate against any applicant on the basis of race, color, religion, sex, sexual or affectional preference, age, national origin, veteran, or disability status. The University operates under an affirmative action plan and encourages minorities and women to apply, both in terms of employment and to all the rights, privileges, programs and activities generally accorded or made available to its students.

SID Diversity Statement

SID is committed to creating greater awareness and sensitivity towards how exclusion, oppression, and marginalization of individuals and groups take place inside as well as outside the classroom. We are committed to creating safe spaces throughout our program for the expression of diverse, even conflicting viewpoints and values. We are committed to creating an inclusive curriculum and pedagogy that allow different voices to be heard, representing the varied experience of peoples and cultures throughout the world. Finally, we are committed to creating a diverse faculty and student body.

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A Note to the Reader: Corrections and Updates to Policies and Procedures

Every effort is made to regularly update the Master of Arts in Sustainable International Development (SID) Academic Policies and Procedures. Updates and corrections may be published at any time. It is the students' responsibility to confirm that they are using the most recent version. The Heller School reserves the right to correct or revise any information or policies and procedures that are not consistent or current with Brandeis University policy, regulations, and law.

Public Notice Designating Directory Information

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

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

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

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

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

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

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

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

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

- A core curriculum based on core concepts and skills that are essential to understand and take an active role in the international development field

- A range of additional course offerings that foster deeper understanding of the economic, political, social and environmental factors that affect global poverty and inequality in today's world. Courses explore the history and theories of diverse development models and the role of education, governance and social policy, environmental processes, ethics, and organizational management capacities on programs and projects that affect the livelihoods of poor and vulnerable communities in rural and urban settings. Gender and international human rights are stressed as cross-cutting analytical frameworks through which all sectors can be viewed and assessed. The curriculum also includes a strong skills building component through courses in quantitative and qualitative research methods, development practice, including planning, implementation, monitoring and evaluation, critical writing and policy analysis, and communications and presentation skills.

- Varied educational experiences inside and outside the classroom that respect diversity, equity, and inclusion

- Individual mentoring through the educational and practicum/fieldwork processes

- A year-in-residence that encourages students' self-reflection on the purpose and impact of their professional lives and values on development

- A second year that nurtures new ideas, experiences, self-confidence, and professional growth through a practicum, advanced study, or mix of a practicum and an academic concentration

- A multicultural and multinational environment that recognizes differences of nation-state, religion, race, ethnicity, class, gender, caste, ability/disability, citizenship, migration, and other particular identities but also tries to forge a cohesive community informed by tolerance and respect for diverse values and beliefs

SID Program Core Competencies

The Master of Arts Program in Sustainable International Development prepares development experts in economic, environmental, and social fields who want to sharpen their technical skills and broaden their conceptual grounding in development theory and practice. The program provides an integrated, multidisciplinary approach to international development, in keeping with global policies, platforms, frameworks and perspectives on sustainable international development.

Sustainable development implies economic growth together with social and political development and environmental protection, each reinforcing the other. It has been described as linking the three pillars of economic, social, and environmental development. There are many definitions of sustainable development. SID encourages and helps each student to come to their own priorities within the general consensus that sustainable development must promote greater economic, social and environmental justice, and inclusion for the world's poorest and most vulnerable communities. These goals form the core mandate of most international policy and development organizations, including the United Nations, and are reflected in widely adopted international human rights covenants.

The SID Program Core Competencies describe the overall concepts and skills that students should have mastered to earn a master's degree in Sustainable International Development. During their first year in the SID program, students develop these competencies through their studies in the required academic areas of the Master of Arts program, which include required courses in economics, environment and ecology, human rights and ethics, gender, and development management. First-year students complete their required courses by selecting from a wide array of electives that deepen their knowledge and skills. In their second year, students continue to achieve the required competencies through advanced academic study, experiential learning through a field practicum, or a combination of those options.

Statement of Program Core Values

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

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

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

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

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

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[1] Mission Statement, Brandeis University

- Sustainability as an ideal that integrates physical, social, and ethical concerns and that is informed by the natural and social sciences and the humanities

- Learning as an on-going process that requires continued reflection on concepts, evidence, and values, including one's own

Teaching and learning in the SID Program are grounded on human capabilities and liberation approaches, which are reflected in global initiatives like the United Nations Millennium and Sustainable Development Goals. SID students are trained to become active participants in helping to transform the conditions that give rise to persistent poverty and in aiming for a global society that is free of stark inequality, poverty, preventable disease, and environmental degradation.

SID graduates will be prepared to engage in life-long learning, having acquired greater capacity to reflect on their personal experience, to question their assumptions, to recognize and analyze new approaches, and to use evidence to inform methods and practice. They will be able to reflect on their personal roles and on the roles of their institutions as outsiders or insiders in sustainable development, to confront contradictions inherent in these roles, and to use an awareness of their own ethical values and assumptions to understand how they can make the best contributions possible to the development process.

Statement of Program Core Competencies

1. **Knowledge:** Fluency in the history, concepts, and goals of sustainable development, including theories of what development is, how it occurs, and how it affects economic, social, and environmental sustainability.

2. **Interdependence:** Awareness of the interdependence of ecological, social, political, and economic systems and of the reciprocal impacts of human and environmental conditions (e.g. health, poverty, hunger, migration, conflict).

3. **Systems, structures, and institutions:** Understanding of economic systems (market and non-market), governance institutions, social welfare policies, and environmental management approaches and their relation to desired development outcomes, including the links among the market system, the role of the state, macroeconomic policies, international financial institutions, and development outcomes.

4. **Contextual analysis and application:** Ability to analyze socio-economic, political, institutional, cultural, and environmental contexts at the global and local levels; to examine situations from the perspectives of human rights, gender, and marginalization; and to apply the analysis to the design, implementation and evaluation of policies and interventions in order to create positive change.

5. **Problem solving**: Ability to use problem-solving methodologies in seeking sustainable development solutions and in assessing the effectiveness of development interventions. This includes the ability to identify problems; to analyze and track causality and consequences; to distinguish multiple alternatives and competing interests; to plan and implement appropriate and innovative policy, program, and project responses; and to monitor and evaluate implementation strategy and results. Problem-solving approaches imply the ability to consider innovative approaches and to question whether conventional wisdom and existing systems, structures, and models are effective.

6. **Evidenc**e: Ability to understand, evaluate, and use quantitative and qualitative evidence, including traditional knowledge, to support policy, program, and project design, implementation, and evaluation to inform management and to support community capabilities.

7. **Scarcity and distribution:** Ability to understand concepts of socio-economic and natural resource scarcity and how to judge the alternatives used to deal with scarcity as well as their impacts on the objectives of sustainable development. This requires an understanding of concepts and methods of distribution and/or redistribution of assets and benefits and their relation to equity, efficiency and significance.

8. **Relativity:** Ability to understand the function of time in the dynamics of economic, social, and environmental sustainability: understanding the differences between radical, comprehensive reforms and incremental economic, social, and political changes and recognize that a cautious approach may be needed where environmental impacts unfold over a long period or uncertainties exist in scientific knowledge.

9. **Management:** Ability to apply conceptual knowledge and skills in management and organizational behavior to analysis of development organizations and to leading, managing, and supporting organizations, implementation processes, and projects that contribute to sustainable change.

10. **Communication:** Communication and language skills that allow graduates to function as leaders in organizations, to produce well-written and well-argued documents, to make persuasive oral presentations, to engage in advocacy for change, and to work with a range of stakeholders from marginalized communities to global actors.

SID Program Directors and Staff

For the 2019–2020 academic year, the following individuals comprise the SID management team:

- Joan Dassin, PhD, Program Director
- Sandra Jones, PhD, Deputy Director
- Mary Poor, MA, Senior Academic Adviser
- Victoria Felson, BS, Program Administrator

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

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

SID Program Overview

The Master of Arts in Sustainable International Development has five tracks: Practicum, Advanced Study, Concentration, Advanced Study with a Concentration, and Alternative Practicum. There is also an accelerated SID degree and several dual and joint degrees. All students in the SID program must successfully complete a year in residence. For practicum students, the second year consists of a six-month field practicum in a development organization, while advanced study students complete a second year in residence. Concentration students combine a three-month practicum with in-depth study in a critical field of development. Advanced Study with a Concentration students complete a three-month practicum during the summer after their year in residence and a second year in residence with in-depth study in a critical field of development. Students completing the alternative practicum will do field and course work at an international partner university. Accelerated degree students are expected to complete the year in residence, write their master's paper, and deliver a Capstone presentation in May 2020. Requirements for dual and joint degrees vary according to program.

First Year in Residence

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

Required Courses (2 credits each, excepted where noted)

- HS279a Planning & Implementation (full semester, 4 credits)
- HS266a Introduction to Economics for Development Practitioners
- HS319f Ethics, Rights, and Development or HS210f Comparative Approaches to Global Injustice & Social Inequality or HS250f Dynamics of Intercultural Communication
- HS278f Monitoring & Evaluation
- HS264f Environment and Development (2 credits) or HS-new Climate Change, Biodiversity and Development (4 credits)
- Environment course from the list of required options
- Applied economics course from the list of required options
- Gender course from the list of required options

SID Curriculum

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

Exemptions from certain required courses may be granted based on previous graduate-level study or professional experience. All requests for exemptions must be submitted to the SID Academic Adviser, who will consult with program leadership and relevant faculty for a determination. Students who request an exemption from a required course must be evaluated to determine whether their prior educational

background, as documented on transcripts or professional training and experience, warrant the exemption. Students who waive a course requirement must replace the waived course with one or more SID electives of total credit equal to the waived course.

In addition to regular courses, SID students may attend non-credit workshops and guest lectures, including training in professional and career development, team-building, academic integrity, professional writing, and computer, communications, and presentation skills, among other offerings. Non-credit sessions are open to all SID students.

Courses Outside of SID

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

Proseminars

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

Directed Reading/Independent Study

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

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

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

The student and faculty supervisor will review and revise the syllabus. After the faculty supervisor grants approval, the Program Director will review the syllabus. If approved, the program will forward the syllabus to the Assistant Director for Student Records and Enrollment, who will register the directed reading and place it on the student's record. A student may receive credit for no more than one directed reading for the MA/SID degree.

The First Year

Each student will design an Individual Learning Plan, combining required courses and electives. An approved ILP is required for each semester that an SID student is in residence, regardless of whether the student is pursuing a practicum, advanced study, concentration, or advanced study with a concentration track.

The Accelerated SID Degree

Accelerated degree students must have at least three to four years of professional experience in development or a related field and sufficient academic preparation to complete the degree program in a regular academic year (September-May). They enter with all incoming students in late August and fulfill all first-year in-residence requirements for the program in the Fall and Spring semesters. Students write a master's paper that applies development theory and skills to solving a development problem encountered in their work in the field. They present their research at the SID Capstone in May

The Second Year

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

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

The Practicum

The practicum is an experiential learning opportunity that takes the form of a professional level paid or unpaid position in a development organization. It is designed to give students supervised practical application of subjects covered in the first year curriculum. As with the other second-year options, students in a practicum will choose a topic for their second year and present their analysis and conclusions in a master's paper (see Appendix B) and Capstone event. The practicum cannot begin without a second-year proposal approved by the SID program. The following guidelines for the practicum apply:

- Students who undertake a practicum must register for the SID Field Practicum Course (HS230a) and pay the continuation fee in the Fall and Spring semesters (12 credits each semester). There is no option for practicum students to enroll in a summer practicum course.

- The official practicum period starts September 1. Students must be actively engaged in a practicum at one organization full-time (35–40 hours a week) for a minimum of six consecutive months. Students are expected to secure their own practicums and negotiate their Terms of Reference (TOR) with their host organization, with the support and guidance of the SID Academic Adviser. The TOR will also identify the student's field supervisor.

- The practicum begins after the SID Academic Adviser has reviewed the TOR and approved the practicum.

- During the practicum, students must send monthly updates to their faculty adviser and keep in regular contact with the SID Academic Adviser.

- All international students who are completing a practicum in the United States are required to have work authorization; this is done by obtaining Curricula Practical Training (CPT) through the Brandeis University International Student Scholars Office (ISSO). CPT is issued in conjunction with the enrollment in the Fall/Spring SID Field Practicum course.

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

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

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

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

Advanced Study

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

- Advanced study students must enroll for a minimum of twelve credits of coursework for both the Fall and Spring semesters, including the SID Master's Paper Seminar (HS338a) during the Fall semester.

- Courses may be taken in any graduate school at Brandeis University.

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

calendars among the colleges in the consortium, it's not advisable for students to enroll in a cross-registered course in their final semester.)

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

- The student may not pursue a second simultaneous degree.

Concentration

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

Students can choose concentrations in management, gender, environment, or coexistence and conflict resolution (COEX). Students usually complete the coursework for the management, gender, and environment concentrations in the Fall, followed by a three-month practicum in the Spring. The COEX concentration requires students to take courses in the Fall and to complete a three-month practicum in the Spring semester. Concentration students must complete 16 credits in their concentration by the end of their second year in residence. Concentration students also write a master's paper and present their research at the Capstone event in May of the second year.

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

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

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

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

- The student must be registered as a full-time student at Brandeis but may take courses at any of the consortium universities within the maximum permitted. (Due to differences in academic calendars among the colleges in the consortium, it's not advisable for students to enroll in a cross-registered course in their final semester.)

- The student must pay tuition to Brandeis University for any additional semesters in residence and the continuation fee during practicum terms.

- Students must produce a master's paper and Capstone presentation, focused on a problem within their concentration situated within the broader goals of sustainable international development.

- The student may not pursue a second simultaneous degree.

- Exceptions to this sequence will be considered on a case-by-case basis.

Advanced Study with a Concentration

Advanced study students who choose to complete a concentration will, in their second year, complete both the Fall semester (minimum of 12 credits) and Spring semester (minimum of 16 credits) in residence, in addition to a three-month summer practicum (12 credits). The summer practicum must be completed between the student's first and second year in residence.

- Students must register for the SID Field Practicum course (HS230a) for the term in when they are completing their practicum (i.e., the summer after completing the first year in residence).

- Students must complete a minimum of 16 credits in the topic of the concentration by the end of their second year in residence.

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

- The student must be registered as a full-time student at Brandeis but may take courses at any of the consortium universities within the maximum permitted. (Due to differences in academic calendars among the colleges in the consortium, it's not advisable for students to enroll in a cross-registered course in their final semester.)

- The student must pay tuition to Brandeis University for any additional semesters in residence and the continuation fee during practicum term.

- Students must produce a master's paper and Capstone presentation, focused on a problem within their concentration situated within the broader goals of sustainable international development.

- The student may not pursue a second simultaneous degree.

Alternative Practicum

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

Second-Year Proposal

All SID students who are writing an SID master's paper must develop a second-year proposal in which they identify a development problem or issue to examine in depth during their second year. Depending on their program track, they can choose from up to three paper formats (consultant's memorandum, research paper, or policy briefs) to develop their topic.

The proposal serves as a preliminary basis for the student's paper as well as a starting point for the faculty adviser relationship.

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

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

Modification of the Second-Year Proposal

It is the responsibility of the student, regardless of their second-year track, to notify the SID Academic Adviser of any circumstances that will substantially alter the activities conducted under their second-year proposal. For practicum students, such circumstances may include changes to the student's involvement with the host organization or failure to fulfill the approved Terms of Reference for the practicum.

The SID program must be notified if the student is at risk due to conflict, public health threats, or natural disaster. The student must then leave the area of risk. Students should consult with the SID program before leaving the post (or as soon as it is safe to do so); otherwise, the experience may not fulfill the requirements for the second year.

Final Requirements

Master's Paper

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

Students begin drafting this paper in the Fall of their second year and send draft sections of the paper to their faculty adviser for feedback. Students who do not meet the Spring deadlines for submission of the completed master's paper will not graduate in May. The SID program will defer review of papers submitted after the deadline for a possible August graduation.

Capstone

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. All students are required to return to campus at the end of the second year to share the results of their master's papers at the two-day Capstone event. Presentations done remotely will be accepted from students for whom physical return to campus would pose an undue hardship. The dates of the Capstone event will be announced well in advance.

Course Selection and Registration

The program will assign students to specific sections for certain required classes. The registration and course enrollment period is long enough to allow students to "shop" for non-assigned courses and to sit in on the first session of as many courses as they wish before making a final decision. During Fall

Orientation, all incoming students are required to attend the SID curriculum introduction and to meet with the program team to discuss their course selection and ILP.

Students register for SID courses on the [Brandeis University website](). Prior to the beginning of their first semester in residence at the Heller School, students will receive curriculum materials, instructions on how to use the online registration system, a Personal Identification Number (SAGE ID number) needed to access the system, and notification of the deadlines by which all students must register or be administratively withdrawn from the University. First-year **SID students must register for a minimum of 16 credits per semester. Typically, no more than 20 credits per semester are allowed. Requests to go beyond 20 credits will be reviewed by program management on case-by-case basis.**

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

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

The "Shopping" Period

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

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

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

- Students **must** prepare any required readings prior to attending the first session of a course. Readings can be found in the course syllabus, which is posted on the Heller website.

- Graduate students must register for courses by the end of the second week of classes. Students should check the academic calendar for the exact date each year. As of the third session of a course, students may drop the course with reason by petitioning the Assistant Dean for Academic and Student Services, whose signature on the [Course Change Form (Add/Drop)]() is required along with that of the instructor.

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

Request for Waiver of an Academic Requirement

The student must contact the course instructor to request a waiver. If the instructor recommends a waiver, the SID Academic Adviser will confirm in writing that the waiver has been granted, place a copy of the waiver in the student's file, and give a copy to the student. If the student does **not** receive a written copy, they are advised not to assume that the waiver was granted. The student must replace any waived course with another course for equal credit.

Auditing Courses

Students may audit Heller School classes with the permission of the instructor. To have an audited course noted on their permanent record, the student must sign up for it as an audited course during the registration period and notify the professor, who will be asked at the end of the semester to certify that the student has attended class on a regular basis. A student wishing to audit a course must clarify with the instructor the terms under which the audit is approved. Students must complete an Add/Drop/Audit form and submit it to the Assistant Director of Student Records and Enrollment.

Graduate Courses in Other Schools at Brandeis

Students may avail themselves of offerings at the Graduate School of Arts and Sciences and the International Business School. Graduate-level courses in anthropology, sociology, economics, history, and politics may be of particular interest. Students should request permission to take courses outside of SID to meet SID elective requirements by sending a written request to the SID Program Administrator or Academic Adviser. If approved, students will then need to seek approval from the instructor of the course. To register for these courses, students note it on their ILP and then sign up for any such courses through the normal registration process for each school.

Graduate Courses at Consortium Universities

Brandeis University is part of a consortium consisting of Babson College, Bentley University School of Business Administration, Boston College, Boston University, Massachusetts Institute of Technology (Urban Studies), Regis College, and Tufts University (excluding the Fletcher School). The consortium allows Heller students to take courses for credit at these schools. Students may take any graduate-level course that fits into their educational goals, with the following provisos:

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

- Students need the permission of the instructor to register.

- Outside courses may not be used to substitute for similar courses offered at the Heller School. If a student seeks an exception to this policy, they should first consult with the SID Academic, Adviser who will refer the case as appropriate to program leadership. If approved, the student must have a written approval placed in their official file.

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

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

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

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

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

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

3. The student must then bring the completed signed form and a copy of the syllabus to the Brandeis University Registrar who will register them for the course. They should also bring a copy of the form to the Assistant Dean for Academic and Student Services.

4. At the end of the course, the grade will be sent directly from the consortium university to the Brandeis University Registrar.

Graduate Courses in Accredited Programs at Non-Consortium Schools

If a student wishes to take a graduate-level course outside of Brandeis in an accredited graduate program other than those in the consortium, they must request permission from the SID Academic Adviser. Such courses would be included in the maximum limit of one non-Brandeis course each semester. Please note that there is no guarantee that a student will be able to take a course at a non-consortium university, and such decisions and the appropriate procedures will be determined on a case-by-case basis. Students will be responsible for paying tuition for the course to the non-consortium university.

Summer Courses

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

Dropping and Adding Courses

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

Late Withdrawal from Courses

Students may withdraw from SID courses only for serious cause and with permission of the instructor and review by the SID program management team. If permission is granted, it is the responsibility of the student to adhere to all procedures for course withdrawal and follow up with the Assistant Director for Student Records and Enrollment to ensure that the withdrawal appears on their record. The withdrawal policy for courses taken outside Brandeis University may not be similar to Brandeis; it is the responsibility of the student to find out and conform to that policy.

Course Attendance and Evaluation

Regular attendance is required in all courses and required non-credit training sessions and workshops. Students must come to class having prepared all readings and assignments and be ready to share their questions and thoughts and to participate in the learning process. Students who miss class sessions may fail or be required to repeat the course at the discretion of the instructor. Students are expected to behave professionally in all Heller School classes. Instructors can establish professional guidelines and attendance policies for their courses and must include this information in the course syllabus.

Course Performance Evaluation

Students have the right to timely, meaningful feedback regarding their performance in a course. This might include written comments on papers and exams, and personal meetings. All instructors have office hours (or are available by appointment only).

Students with Disabilities

Students with a disability who have documentation on file at the Heller School should speak with the professor before the course begins to request an accommodation. Questions about the required documentation should be addressed to the Assistant Dean for Academic and Student Services.

Laptop Use in Classrooms

Laptops may be used in Heller classrooms at the discretion of the course instructor. The instructor may ban them or restrict their use. In no case shall students use laptops for purposes other than taking notes or other instructor approved tasks. Surfing the web, email, and text messaging are not permitted under any circumstances and are a breach of professional conduct.

Students are not permitted to use laptops during exams unless the instructor deems them integral to the taking of the exam. Cell phones and personal digital assistants (PDAs) must be silenced during all classes and may not be used during exams.

Academic Performance and Integrity

Course Grades

Graduate students are expected to maintain records of distinction in all courses. Letter grades are used for most graduate-level courses. Student can retrieve their course grades via the web site. The student's SAGE ID number is required.

Any letter grade below B minus (B-) is considered unsatisfactory and will not be counted toward credit for degree requirement. However, for master's programs in which students are in residence for four semesters or more, students may receive a grade of C plus (C+) in two courses throughout their program and still earn graduate degree credit for such courses. Only one C+ may be in a required course. If students are in residence for two or three semesters, a student may receive only one grade of C+ in a non-required course throughout their program and still earn graduate degree credit.

A student who receives an unsatisfactory grade may repeat the same course at the discretion of the instructor.

Grading Grievance Procedure/Grade Appeal Process

All Heller course instructors will make independent decisions about their grading process in accordance with academic standards and norms as established by the Heller School. However, any student who feels they have been graded incorrectly or unfairly in a course taken for credit may take the following steps:

1. The student should contact the instructor to set up a meeting within 10 business days after the grade in question is made available.

2. If such a meeting results in a mutually acceptable solution, the grade will be maintained or adjusted accordingly.

3. If the meeting does not result in a mutually acceptable solution and the student wishes to appeal further, the student should submit a written statement, specifying the nature of the complaint and the remedy desired, to the Program Director within 10 business days of the meeting.

4. The Program Director or her designee will take into account all evidence presented by the student and will seek to resolve the matter as soon as possible, normally within 10 business days, from submission of the complaint.

5. Final disposition of the appeal will be in writing to all parties involved. The decision of the Program Director or her designee is final.

At each level, the agreed upon resolution or decision should be in writing. Each party should retain a copy and the original decision should be forwarded to the Assistant Dean for Academic and Student Services, for placement in the student's academic record.

Incompletes

Students are expected to complete all requirements for a course by the end of the semester in which it is offered. If a student encounters exceptional circumstances during a semester that prevent the completion of coursework, they may ask an instructor to give an Excused Incomplete (EI). Instructors are not

required to give incompletes, so students should check in advance to determine if their reason for not completing requirements on time is acceptable. If an instructor agrees to give an EI, the student must work out an agreement with the instructor as to when the remaining work needed to pass the course will be submitted. The instructor may also set a date for completion of the work earlier than the maximum time allowed by the University (see below). The instructor will change the Incomplete to a letter upon the student's satisfactory completion of all requirements.

Students are urged to complete courses on time. Students who fail to submit any course assignment and who do not request and obtain an EI from the instructor are not automatically entitled to an incomplete and may fail the course. Students should note that having an incomplete may prevent them from starting the second year or from graduating.

If a student is granted an excused incomplete, they are subject to the following:

- The Assistant Director of Student Records and Enrollment will notify the SID Academic Adviser of all incomplete coursework. The student must **initiate and maintain contact with the instructor(s) about the incomplete(s).**

- In order for students to finish all excused incompletes by the deadlines for the submission of grades established by Brandeis University, it is the responsibility of the student to work out a timeline with the instructor. The timeline must allow the instructor sufficient time to review the outstanding assignments and submit a grade.

- Extensions for incompletes may be granted only for exceptional circumstances, such as serious illness or a documented disability.

- If a student has an incomplete after the regular or extended university deadline, the EI will automatically become a Permanent Incomplete (I) on the student's transcript.

- A student who takes three or more excused incompletes and fails to complete them within the stipulated deadlines may be asked to leave the program.

Evaluation of Courses by Students

Students evaluate every course taken at Brandeis University by filling out a standard online evaluation form with questions about the instructor and the course content. Evaluations are submitted anonymously. Instructors are not shown the students' course evaluations until after all grades have been posted.

Review of Student's Academic Performance

Brandeis University reserves the right to sever ties with students whose academic performance does not meet the program's academic requirements. If the SID program determines that the student is not making sufficient progress toward the degree, the Program Director will appoint a faculty Academic Review Committee (ARC). Once the ARC has been established, it will review relevant information, including transcripts and communications with the student's professors, adviser(s), and others. The student will be informed in writing that the ARC has been formed and that the review is taking place. Early in the process, the student will be asked to meet with the committee. Upon review of information, the ARC will make a written recommendation to the program director for remedial action or withdrawal. If the program director accepts an ARC recommendation for withdrawal from the degree program, the program director will forward that decision to the dean. The student will be notified of the decision in writing in a timely

manner and will have the opportunity to submit a written appeal within 10 business days. The student may also request to meet with the Program Director to present their case in person after submitting the written appeal. The Program Director, Dean, and others, as appropriate, will review the appeal for merit and determine if the decision will remain in force or be adjusted.

Academic Integrity

Academic integrity is central to the mission of Brandeis University and The Heller School. Every member of the University community is expected to maintain the highest standards of academic honesty. All syllabi have clear Heller template statements of the course's academic integrity policy. As part of being a Heller student, students are expected to maintain proper professional relationships with faculty, staff, and other students at all times. Unprofessional conduct may result in disciplinary action.

A student shall not receive credit for work that is not the product of the student's own effort. Students should carefully review the proper use of quotations when drafting any paper to avoid even inadvertent plagiarism, since an unintentional offense is not an excuse for plagiarism
(see https://www.brandeis.edu/studentlife/srcs/academicintegrity/index.html for more information).

Professors and Program Directors are responsible for managing academic integrity in their classes and within a program. The Faculty, as student advisers, are responsible for emphasizing the importance of academic integrity with their advisees at the start of each course and through the semester, as appropriate. Suspected breech of the policies and procedures are reviewed and adjudicated as follows:

I.   The Professor investigates whether this is a first occurrence for each student (within and across programs), by informing:
   a.   The Program Director (who documents and confirms frequency for the program)
   b.   The Program Director in turn informs The Assistant Dean for Academic and Student Services (AD), who confirms frequency across programs for Heller and provides this information to the Program Director. The AD coordinates the Heller School's academic integrity practice and enters and maintains a central file of reported cases, which is available for review by Heller Deans, Program Directors, and Associate/Assistant Program Directors.
II. If the report is a first allegation of plagiarism:
   a.   It may be treated as an educational opportunity.
   b.   Once confirmed that this is a first occurrence, the Professor informs the student to understand the case, and jointly reviews this policy, then
      • Informs the student of subsequent required actions, including for example resubmitting relevant assignments or tests by defined time point.
      • Discusses the consequences of missing the deadline for resubmissions, including the option to report the case to the Program Director, which may result in informing the Brandeis University Department of Student Rights and Community Standards.
      • Explains the consequences if there are any additional cases (see below)
   c.   The Program Director also meets with the student and reinforces the guidance provided by the faculty member.
   d.   The Professor or Program Director informs the AD and summarizes the case and required actions.
III. If the report is a subsequent allegation within a given Program:
   a.   The Professor or Program Director informs the student that the case is being formally reported.

b. The AD is informed and updated to assure that all cases are treated equitably and consistently across programs. The AD determines if this is a subsequent allegation across different programs.

- The AD completes the relevant form in the Brandeis University Department of Student Rights and Community Standards. The AD refers the case to the [Brandeis University Department of Student Rights and Community Standards](#) and informs the Professor and Program Director of its status.
- Any decision by the AD not to refer the case to the Brandeis University Department of Student Rights and Community Standards should be done after consultation with the Program Director. If there is a disagreement between the Program Director and the AD on the appropriate course of action, then a report outlining the facts will be submitted to the Associate Dean for Academics who will make the final determination on how to proceed

NOTE: Student Judicial System

The University establishes standards of student behavior and reserves the right to suspend or permanently dismiss students whose conduct warrants such action. These standards apply to all Heller students. The University will give due notice and, if requested, a hearing before the appropriate body. The Department of Student Development and Judicial Education administers the student judicial system. Standards, policies, and procedures are published in the Student Rights and Responsibilities Handbook, published by the Division of Student Life.

Course Records

Course Records and Enrollment

The Assistant Dean for Academic and Student Services will maintain complete records of courses taken, evaluations, special arrangements, exceptions, and permissions. If a student receives any academic exceptions, permissions, or waivers, it is the student's responsibility to ensure that a written copy goes into their official file. The SID program audits each student's official file on a regular basis to determine eligibility to move to the second year and to graduate.

Brandeis University Records Policy

Brandeis University informs students annually of the [Family Educational Rights and Privacy Act](#) (FERPA) of 1974, as amended. This act, with which the University fully complies, was designed to protect the privacy of educational records and provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the FERPA Office concerning alleged failures by the University to comply with the Act. University policy explains in detail the procedures it uses for compliance with the provisions of the Act. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the University Registrar. More information, including the detailed policy, can be found at: http://www.brandeis.edu/registrar/bulletin/EducRecordsPolicy.html

Transcripts

Current and former students who have a valid UNet ID and password can order their official transcript using the transcript-ordering page in Sage. Further information on how to order official transcripts can be found at: https://www.brandeis.edu/registrar/transcript/ptranscript.html

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

Leaves of Absence and Withdrawals

Program Time Limit

A student must complete all the requirements for the SID degree within five years of matriculation (i.e. the year they start the program).

Leave of Absence

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

Voluntary Withdrawal

Students who wish to withdraw voluntarily from the Heller School during a semester must request so in writing to the Program Director, copied to the Deputy Director and the Assistant Dean for Academic and Student Services, on or before the last day of instruction in the term. Failure to comply may subject the student to involuntary withdrawal, refusal of readmission, cancellation of eligibility to receive an official transcript, and loss of eligibility for refunds.

Administrative Withdrawal

Students who do not comply with registration procedures, medical documentation requirements, and financial obligations are subject to administrative withdrawal from the University. Any SID student receiving notification of impending administrative withdrawal should immediately contact the Assistant Dean for Academic and Student Services, who will inform the SID program.

Student Conduct

Student Conduct and Student Judicial System

As part of their training in the field of development, students are expected to maintain proper professional relationships with faculty, staff, and other students at all times. Unprofessional conduct may result in disciplinary action.

The University establishes standards of student behavior and reserves the right to suspend or permanently dismiss students whose conduct warrants such action. The University will give due notice and, if requested, a hearing before the appropriate body. The Department of Student Rights and Community Standards administers the Student Conduct Process. Standards, policies, and procedures are described in the document on Rights and Responsibilities.

Policy on Sexual Harassment

The University will not tolerate the following behaviors that endanger the health, safety, or welfare of any person, on or off campus. Owing to the seriousness of any integrity or personal rights accusations and accompanying issues that may impact the Brandeis community, any student accused of being involved in such an incident may be subject to campus restriction, emergency suspension, or other University Action as soon as the accusation is known to University administrators and pending the outcome of any formal or informal adjudication.

Sexual Harassment: Sexual harassment may be sex or gender based and occurs when the behavior is directed at someone because of their actual or perceived sex or gender or the behavior is sexual in nature. Sexual harassment creates a hostile environment when conduct is severe, pervasive or persistent so as to cause a discriminatory effect. Depending on the circumstances, conduct which may constitute sexual harassment includes, but is not limited to:

- Unwelcome sexual conduct toward an individual, including offensive comments, touching, or sexual propositions.
- Threats or insinuations that a person's employment, academic standing, grade, assignments, or other conditions of employment or academic life may be adversely affected by not submitting to sexual advances.
- Leering, making sexual gestures, touching, patting, pinching, rubbing, or impeding or blocking movements, or displaying sexually suggestive objects, pictures, cartoons, or posters or sending suggestive or obscene letters, emails, notes, invitations, or gifts.
- Making or using derogatory comments, epithets, slurs, or jokes with sexual content.
- Persistent unsolicited and unwelcome invitations, of an implied or explicit nature, for dates or other encounters, or pressure to engage in sexual activity.
- Persistent inappropriate and unwelcome questions asked about another's personal life.
- Comments to, or about, any individual or about their appearance that are sexually graphic or would otherwise tend to be considered degrading.
- Displaying, sending, forwarding, downloading, or otherwise distributing sexual materials via technology, including but not limited to email and the Internet, is allowed only with both the explicit consent of any person whose image, voice, or name may appear therein *and* the explicit consent of the recipient.

(This section is an excerpt from 2018-2019 Rights and Responsibilities document. For an extensive review of the University's sexual misconduct policy, please see: http://www.brandeis.edu/studentlife/srcs/rightsresponsibilities/2018-2019-rr.pdf)

Tuition Bills and Payments

Students, who have not paid the semester tuition and fees, whether or not they have been billed, may not register for courses. If a student has not received a bill or has a problem, they should speak to the Office of Student Financial Services. It is the student's responsibility to pay their tuition in a timely manner, even if no bill has been received. Students should refer to tuition payment guidelines, deadlines for fall and spring semester payments, and other information as issued by the university's Office of the Registrar.

If a full-time student is receiving a full or partial Brandeis tuition scholarship, this scholarship will be divided in half and deducted from the tuition and fees for the Fall and Spring semesters. This will be reflected on the tuition bill. If a student is receiving third party sponsorship (e.g., Fulbright or Open Society Foundation), it is the student's responsibility to make sure the sponsor will meet the payment

deadlines. The student is responsible for any outstanding balances. All stipends are considered to be taxable income under U.S. Internal Revenue Code and it is the obligation of Brandeis University to deduct these taxes from the students' stipend checks. It is the responsibility of the student to complete a tax treaty form, if applicable, and file U.S. tax forms. Students should check with the Office of Student Financial Services, the International Students and Scholars Office (ISSO), and Heller Student Services for information on tax requirements.

Any student with outstanding financial obligations will be denied the privileges of attending classes and using university facilities. Every student must satisfy their financial obligations in full to the university in order to receive certification of graduation. Official transcripts and certifications will be withheld until financial obligations to the university have been discharged.

Failure to discharge financial obligations includes, but is not limited to, an overdue balance with the university or the delinquency of a borrower in repaying a loan administered by the Office of Student Financial Services.

A student who defaults in the payment of indebtedness to the university shall be subject to suspension, dismissal, and refusal of a transfer of credits or issuance of an official transcript. In addition, the university may refer the debt to an outside collection agency. The student is responsible for costs associated with the collection of the debt.

Graduation

A student who has completed all requirements for the Degree of Master of Arts in Sustainable International Development and who has met all other obligations, financial and otherwise, to Brandeis University, is approved by the SID Program Committee and recommended to the Dean and faculty of the Heller School for the award of the degree. Following approval by the Heller School faculty, the recommendation is submitted to the University faculty and to Brandeis University's Board of Trustees for final approval.

Each May, Brandeis University holds its commencement exercises. The May commencement includes all students who were awarded degrees the previous August or February, or who will be awarded their degrees in May. Students who have graduated any of these times are eligible to march in the Heller commencement and the University commencement. Students who have not completed all requirements for the SID degree are welcome to attend commencement but are not permitted to walk in either the Heller or Brandeis commencement ceremonies. The Heller School commencement starts at 8:00 AM and is followed by the Brandeis University commencement at 10:30 AM.

It is University policy that all graduate students participating in commencement exercises must wear regalia (cap and gown), as provided by the University. At the present time, there is no charge for regalia. In February, students intending to graduate in May must submit an Intent to Graduate form and will indicate on the form if they are planning to march in the ceremony.

In regards to graduation, students should note the following:

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

- Students are responsible to discharge all financial obligations to the University. The Assistant Dean for Academic and Student Services will announce the specific date by which this must be

done. Financial obligations include: Tuition and fees, course materials, library fines, parking fees and fines, and diploma fee.

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

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

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

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

2019-2020 SID Second-Year Proposal Guidelines

Purpose: All SID students who are writing an SID master's paper must develop a second-year proposal in which they identify a development problem or issue to examine in depth during their second year. Depending on their program track, they can choose from up to three paper formats (consultant's memorandum, research paper, or policy briefs) to develop their topic.

The proposal serves as a preliminary basis for the student's paper as well as a starting point for the faculty adviser relationship.

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

Recommended Length: 2-3 pages

Submission Deadline: The deadline for submitting the second-year proposal is **August 1, 2019.** Students should submit their second-year proposals to the program via LATTE (Special Courses -> 2018-2020 SID Practicum/Master's Paper -> Submissions for First-Year Students -> Proposal Submissions)

- Please note that students completing a **practicum** must have secured a practicum before their proposals can be approved. Any student who has not secured a practicum in time to meet the August 1 deadline for submitting their proposal should contact Mary Poor.

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

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

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All students should complete sections I-III. Students who are completing a practicum (6-month or 3 months for a concentration, advanced study with a concentration, or the MA/MS dual degree) must also complete section IV.

I. Student's Name:

II. Program Track:

III. Paper Option. Students should identify which paper option they will write (consultant's memorandum, research paper, or policy briefs) and develop their proposal based on the sections listed under the relevant paper option listed below. For an overview of each paper option, please see the 2019-2020 master's paper guidelines.

Consultant's Memorandum (suggested length: 8-10 pages or 4,000-5,000 words)

Students who are pursuing the practicum, concentration, and advanced study with a concentration track or the MASID/MSGHPM dual degree have the option of writing a consultant's memorandum.

1. **Practicum Organization.** Students should provide the name, location, and mission of their practicum organization.

2. **Problem or Issue.** Students should identify the problem, challenge, or opportunity facing the organization and provide a brief summary of the significance of their topic.

3. **Background and Scope.** Students should provide context for understanding the extent of the problem, challenge, or opportunity that will be addressed in the consultant's memorandum. Students may want to consider both internal and external factors that may impact the problem, challenge, or opportunity as well as the methods that may be used to evaluate the situation.

4. **Preliminary Sources** (minimum of 3 sources)**.** Students should review the relevant literature and describe the relationships or events that may impact the problem, challenge or opportunity examined in the paper. They should include key authors or lines of work that they expect to consult.

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

6. **Proposed Timeline.** Students should propose a timeline for meeting with their faculty advisers, submitting draft sections of their paper, and receiving and incorporating feedback from their advisers. This timeline can be adjusted after the initial conversation with the student's faculty adviser.

Research Paper (suggested length: 15-20 pages or 7,500-10,000 words)

All students have the option of writing a research paper.

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

2. **Methods**. Students should list the methods they will use (e.g., literature review, application of learning from their year-in-residence studies and past experience; desk studies, learning from related courses during their second year; field responsibilities and observations). Students doing advanced study, dual or joint degree should list relevant courses they plan to take in their second year.

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

4. **References.** Any source cited in the proposal should be included in a References section at the end of the proposal. References should adhere to [APA style guidelines](#).

5. **Proposed Timeline.** Students should develop a draft timeline for meeting with their faculty advisers, submitting draft sections of their paper, and receiving and incorporating feedback from their advisers. This timeline can be adjusted after the initial conversation with the student's faculty adviser.

Policy Briefs (suggested length: 4-5 pages or 2,000-2,500 words for each brief [total of two briefs] or 8-10 pages or 4,000-5,000 words for one brief**)**

Students who are pursuing the practicum, advanced study, concentration, and advanced study with a concentration track or the MASID/MSGHPM dual degree have the option of writing policy briefs.

1. **Number of Policy Briefs.** Students should indicate whether they will write two short policy briefs (one due in December 2019 and the other in April 2020) or one longer brief due in April 2020.

2. **Development Problems or Issues**. Students should define the development problem or challenge they will be examine in their policy brief(s), providing sufficient information so that the reader understands the importance of the problem(s) and its(their) relevance to sustainable development.

3. **Background and Scope.** Students should provide context for understanding the extent of the problem(s) that will be addressed in the policy brief(s). They may want to consider root causes of the problem(s), the significance of the problem(s), and stakeholders and actors.

4. **Sources** (minimum of 3 sources)**.** Students should review the relevant literature and describe the relationships or policies that may impact the problem or issue examined in each brief. They should include key authors or lines of work that they expect to consult.

IV. Practicum

All students who are completing a practicum (6-month practicum track or 3 months for a concentration or MASID/MSGHPM dual degree) **must** answer the following questions (regardless of their paper option)—(if you are not completing a practicum, you do not have to complete this section):

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

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

- **Reflection during the Practicum**. Students completing a practicum should list some strategies that will help them to reflect on their practicum experience. Students may want to consider maintaining a reflective journal where they include entries each week in order to extract learning from their experience. They can include an evolving work plan, meeting notes, key conversations, and findings. Other strategies include blogging and photo documentation.

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

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

The budget should include:

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

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

APPENDIX B: The SID Master's Paper Guidelines

1. Overview: The SID Master's Paper

Practicum, Concentration, Advanced Study with a Concentration, and MASID/MSGHPM Students*
Students completing a practicum can choose to write a consultant's memorandum on a topic that is relevant to their practicum 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.

*MASID/MSGHPM students can also choose to write an MS paper and work with an MS faculty adviser. The MS paper is managed by the MS program.

Advanced Study Students
Students pursuing the advanced study track complete a desk study research-based paper on a development topic that interests them. They can take advantage of the library and other resources at the University as well as incorporate information from their course work during their second year. They also have the option of writing either two policy briefs or one longer brief.

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 video 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 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 submit a complete quality draft to their faculty advisors by **April 6, 2020,** and make all revisions and receive advisor approval by **April 20, 2020**.

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.

Timeframe for the SID Master's Paper	
August 1, 2019	Students submit second-year proposal for SID program review and approval.
August 28, 2020	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 2020	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.
April 6, 2020	Complete quality final draft of the master's paper due to faculty advisor
April 20, 2020	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 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).

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 a writing a policy brief.

Option 3: Research 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 Report	Consultant's Report		Consultant's Report	Consultant's Report		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)			

3. Guidelines for the SID Master's Paper Options

<u>**Option 1—Consultant's Memorandum – Quality Draft Due April 6, 2020**</u>

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.

<u>**Structure of consultant's memorandum:**</u>

- **Front Material**
  - Title Page (please use cover sheet template)
  - 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.
    o Terms of reference
    o Tools (e.g., questionnaires, surveys)
    o Glossary of terms and acronyms
    o 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:
    o *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)
  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)?

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)

- **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**

4. 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 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/https://owl.english.purdue.edu/owl/resource/560/01/

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

APPENDIX C: Resources to Support SID Students

Faculty Support

The academic faculty 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.

SID Practicum Coordinator

The SID practicum coordinator provides:

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

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

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

- Review, feedback, and approval of proposals

Career Development Center

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

Resources include:

- Individual career counseling – Students should contact the Career Development Center to set up an appointment to discuss practicum and career exploration and planning, resume/CVs, cover letters, professional resources and network leads. Appointments are made via 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.

- 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=606366http://brandeis.libguides.com/content.php?pid=10580&sid=606366

Master's Paper Archive

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

Writing Resources

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

Other resources that can support the writing process include:

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

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

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

- Grammarly: https://www.grammarly.com/

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

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

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

Literature Review

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

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

American Psychological Association (APA) References and Citations

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

Resources for Making Presentations

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

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

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

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

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

APPENDIX D: Links Used in the Manual

Add/Drop/Audit Form
https://heller.brandeis.edu/students/courses/pdfs/Add-Drop-Audit-Form.pdf

APA Style Guidelines
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Boston-area Consortium of Universities
https://heller.brandeis.edu/students/courses/consortium.html

Brandeis English Language Program
https://www.brandeis.edu/elp/

Brandeis Student Rights and Responsibilities Handbook
https://www.brandeis.edu/studentlife/srcs/rightsresponsibilities/index.html

Brandeis University Academic Calendar
https://www.brandeis.edu/registrar/calendar/index.html

Brandeis University Department of Student Rights and Community Standards
https://www.brandeis.edu/studentlife/srcs/index.html

Brandeis Writing Center
https://www.brandeis.edu/writingprogram/writingcenter/

Career Development Center
https://heller.brandeis.edu/careers/

Completed SID Master's Papers
https://www.brandeis.edu/heller/heller/students/academics/sid/masters-papers/index.html

Continuation Fee
https://heller.brandeis.edu/admissions/financial-aid/cost.html

Course Change (Add/Drop) Form
https://www.brandeis.edu/registrar/forms/docs/forms/add_drop.pdf

Cross-Registration Requirements
https://heller.brandeis.edu/students/courses/index.html

Curricular Practical Training
https://www.brandeis.edu/isso/current/employment/curricular-practice-training.html

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

Family Educational Rights and Privacy Act
https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Handshake
https://heller.brandeis.edu/careers/employers.html
Intent to Graduate
https://www.brandeis.edu/registrar/forms/graddegree.html

International Student Scholars Office
https://www.brandeis.edu/isso/

List of Approved Concentration Courses
https://heller.brandeis.edu/sustainable-international-development/second-year/concentrations.html

Maric Kramer
https://guides.library.brandeis.edu/prf.php?account_id=113139

Office of Financial Services
https://www.brandeis.edu/student-financial-services/

Office of the Registrar
https://www.brandeis.edu/registrar/

Optional Practical Training
https://www.brandeis.edu/isso/current/employment/optional-practical-training/index.html

Student Conduct Process
https://www.brandeis.edu/studentlife/srcs/

Sustainable International Development LibGuide
https://guides.library.brandeis.edu/prf.php?account_id=113139

Tutorial/Directed Reading Request Form
https://www.brandeis.edu/heller/heller/students/courses/pdfs/MA-Directed-Readings.pdf

University Bulletin
https://www.brandeis.edu/registrar/bulletin/EducRecordsPolicy.html

Zotero
https://guides.library.brandeis.edu/zotero