



MASTER OF SUSTAINABLE DEVELOPMENT PRACTICE PROGRAM

Center for Latin American Studies & Center for African Studies
University of Florida
Gainesville, FL

PROGRAM MANUAL 2023-2024

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PROGRAM OVERVIEW

1. MISSION

The MDP Program at the University of Florida provides an interdisciplinary curriculum spanning health, natural, social and management sciences through integrated academic, practice and skills training. The curriculum is complemented by the opportunity to specialize in a particular field of interest from the university's diverse departments. The MDP Program is supported by more than 40 core and affiliate faculty from over 7 schools and 20 different departments, centers and research institutes at the University of Florida, drawing in this way on the University of Florida's considerable depth. The program is committed to helping students understand the multidimensional nature of development, to gain the analytical capacity and tools applicable to development challenges, as well as to become critical thinkers concerning development processes and their implications.

The UF MDP Program trains students to become skilled practitioners who are able to:

- Intellectually and culturally address complex sustainable development processes by working across disciplinary boundaries and bridge scholarship and practice.
- Analyze and communicate multi-dimensional development challenges (such as poverty, weak governance, natural resource degradation and climate vulnerability) at the interface of the environment, health and development.
- Plan, manage and monitor development interventions.
- Acquire the knowledge and skills for assessing and/or managing organizations, staff and teams.

In addition to on-campus instruction, students carry out a capstone field-based training in collaboration with partners in regions of Africa, Latin America or other part of the world, including the United States. This field practicum and research experience is designed to help students build strong networks with practitioners and to apply their skills to real development challenges spearheaded by partner host organizations. The COVID-19 pandemic has required adaptations in how field practicums are conducted until effective prevention and treatment options are widely available.

Utilizing the approaches indicated, the UF MDP program prepares graduates to undertake integrated approaches to advancing economic opportunities, public health, political empowerment and environmental conservation. Graduates assume positions that require development professionals in international nonprofits, private enterprises, governments, policy think tanks, NGOs and grassroots organizations, depending on their professional interests and aspirations. A significant portion of MDP graduates opt to further their academic development in doctoral programs.

With its institutional home in the Center for African Studies and the Center for Latin American Studies, and its collaborative links to faculty representing diverse departments, the UF MDP Program fully aligns with the Mission and Institutional Purpose of the University of Florida and the Mission of the College of Liberal Arts and Sciences.

2. INTRODUCTION

In 2007 a group of 20 leading scholars and practitioners were commissioned to conduct a year-long study of development education programs across the globe. The [International Commission on Education for Sustainable Development Practice](#) found that existing development programs lacked the critical linkages between the natural, social, and health sciences, and management required to address urgent problems in the developing world. They concluded that “generalist practitioners” were needed to bridge the gaps

between specialized disciplines and “develop integrated policy solutions that are scientifically, politically and contextually grounded”.

[The MacArthur Foundation](#) devoted \$15 Million to implement the recommendations of the International Commission by developing a [global network](#) of educational institutions offering a Master’s degree in Sustainable Development Practice (MDPs). In June 2009, UF was selected as one of the two universities in the US to receive this prestigious award in the first round of funding. The MDP Program at the University of Florida accepted its first cohort of students in the Fall Semester of 2010.

In late 2015, the United Nations General Assembly adopted the 17-goal Sustainable Development Agenda for eradicating poverty, protecting the planet and advancing prosperity by 2030 (<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>). The new sustainable development agenda builds on the success of the Millennium Development Goals (MDGs), which helped more than 700 million people escape poverty. The eight MDGs, adopted in 2000, aimed at an array of issues that included slashing poverty, hunger, disease, gender inequality, and access to water and sanitation by 2015.

The new Sustainable Development Goals (SDGs), and the broader sustainability agenda, go much further, addressing the root causes of poverty and the universal need for development that works for all people. For the full document, see <https://daccess-ods.un.org/tmp/2823445.79696655.html>. The new agenda is people-centered, universal, transformative and integrated. It calls for action by all countries for all people over the current 15 years in five areas of critical importance: people, planet, prosperity, peace and partnership. The agenda recognizes that ending poverty must go hand-in-hand with a plan that fosters economic growth and addresses a range of social needs, while tackling climate change. The implementation of the SDGs should provide important opportunities for MDP students and alumni from and in all countries—with government institutions, non-governmental organizations, and the private sector.

The MDP Program at the University of Florida is a professional, interdisciplinary program designed for individuals aspiring to work in sustainable development, often in international contexts. Coursework is combined with hands-on field experience to provide the fundamental knowledge and skills necessary for a career in a wide range of development organizations and institutions. The overall MDP Program curriculum integrates the social sciences, health sciences, natural sciences, and management to encourage the implementation of holistic approaches to sustainable development.

Applicants to the program may possess a degree in any discipline that can, in some way, contribute to development processes directly or indirectly. The program is taught in English. Students from all regions of the world are encouraged to apply.

Full-time enrollment spans four academic semesters and a summer field practicum. Most students take seven core classes and one elective during their first two semesters. Next, students undertake an intensive 10-12 week field practicum over the summer, during which they apply the knowledge and skills acquired during the first academic year to address specific development challenges identified by governments, communities, businesses and/or organizations in different parts of the world. Students are often required to produce a deliverable that will be developed with input from partners to which they are linked during the field practicum. In these cases, the deliverable constitutes a part of the student’s final field practicum report. The presentation and defense of this report are essential last steps in earning the MDP degree. Following the field practicum, students generally take three additional core courses and four elective courses. Elective courses can be applied towards an individually tailored specialization and/or to meet the requirements of an existing certificate, concentration or minor. Many students earn more than one specialization.

UF's MDP program is administered jointly through the [Center for Latin American Studies](#) and the [Center for African Studies](#). The two centers attract faculty from numerous academic units and departments who cover a wide array of disciplines, and share a passion and commitment to development and conservation work with communities, governments and private companies throughout Africa and Latin America and other parts of the world. Core and affiliate faculty members of the program represent several departments and centers at UF. They contribute their development expertise, teaching and advising with invaluable impacts on the success of the MDP Program. A comprehensive list of core and affiliate MDP faculty is found in **Appendix A**. MDP students interact with these faculty members and begin building a professional network in their areas of interest.

Students who complete the program will be awarded a Master of Sustainable Development Practice degree. The MDP degree may also be completed as part of a combination degree program with another approved graduate or professional program at the University of Florida. For example, we have had students earn combined MDP-PhD and combined MDP-Law degrees.

The MDP Program also offers a Graduate Certificate in Sustainable Development Practice (SDP) to Master and PhD students who are not enrolled in the MDP graduate program. The certificate provides training in interdisciplinary knowledge and skills in sustainable development practice for researchers and practitioners. To obtain the certificate, UF students at the Master's level are required to take 12 credits, while PhD students must complete 15 credits, which include core coursework requirements from the four pillars of learning that characterize the MDP curriculum.

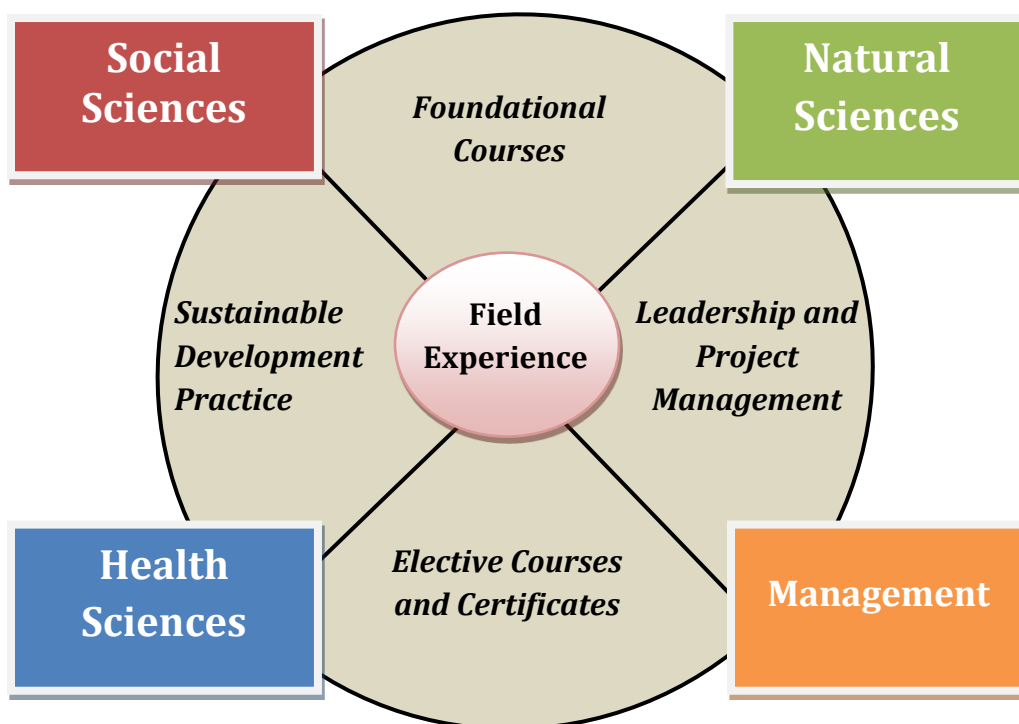
3. PRINCIPLES AND ATTRIBUTES OF THE PROGRAM

The MDP at the University of Florida represents a natural progression from the Tropical Conservation and Development (TCD) Program. TCD has amassed a strong record in training development practitioners from around the world over the past three decades. The core principles of the TCD program strongly influenced the orientation of the UF MDP. They include:

- ❖ Involvement of faculty and graduate students across the UF campus, representing seven colleges and academic units—and over twenty different departments, centers, and research institutes.
- ❖ Implementation of innovative, experiential and non-traditional approaches to student learning that bridge theory and practice.
- ❖ Strong support for the program from a network of core faculty, affiliated faculty and development practitioners in order to provide an exciting and rewarding experience for students as well as ensure desirable outcomes for local governments, communities and organizations that collaborate with the program.
- ❖ Field practice carried out with local, regional and international partner organizations and communities in Africa, Latin America and elsewhere using bottom-up, and in some cases, community-driven development approaches.
- ❖ A vibrant mix of early and mid-career professionals comprised of international and US students.

Figure 1 below illustrates the UF MDP program framework with the aforementioned integration of natural sciences, social sciences, health sciences and management, taking into account the practice-based field experience and the specialization focus each student pursues.

Figure 1. UF MDP Framework



A common thread permeating this graphic rendition of the MDP program is the importance of networking opportunities that every MDP student should pursue and capitalize on during the program. MDP students develop networks with fellow students, faculty, practitioners and representatives of their host organizations, among others. In addition, the [Global MDP Student and Alumni Advisory Council \(SAAC\)](#) includes representatives from each MDP institution and works to:

- Represent student and alumni opinions and interests within the Global MDP Association.
- Provide professional platform(s) for job opportunities, networking, and the promotion of the MDP brand to employers.
- Create platforms for MDP students and alumni for discussion, global projects, and ideas sharing.

MDP PROGRAM EXPECTATIONS FROM THE PERSPECTIVE OF STUDENT LEARNING OUTCOMES

The University of Florida Master of Sustainable Development Practice Program (UF MDP) has a number of attributes that make it unique and complex. It attracts students from diverse academic and professional backgrounds with marked differences with regards to their career aspirations. Its explicit interdisciplinary focus requires students to forge connections across departments and areas of study that are not commonly pursued in disciplinary degrees. Since the MDP Program was developed to train a new generation of development practitioners, it generates on-going discussions about what competencies a “development practitioner” should possess: a question with important implications for the evolving curriculum and the manner in which the program is conducted.

The curriculum of the UF MDP Program was developed to foster the development of the core competencies alluded to in the previous paragraph. These are summarized here in the Program Manual and on the [UF MDP Website](#). A broader overview of Core Competencies was developed in a document prepared by the Global Association of the MDP Program, outlining underlying assumptions of the MDP Program to help guide member universities in the development of their respective programs. Content Areas in the four pillars of the program – Health Sciences, Natural Sciences and Engineering, Social Sciences and Management – are also described, as are core competencies related to skills. The “living” document in the following section complements these official reports, as a means to ensure that UF students and faculty share an understanding of MDP program goals and expectations.

The UF office for Institutional Assessment requires graduate degree and certificate programs to develop Student Learning Outcomes (SLOs) assessment measures. In the case of the UF MDP, the assessment measures focus on three types of outcomes: Knowledge, Skills and Professional Behavior, all vital for development practitioners. After the final presentation and defense of the field practicum report carried out by each MDP student, members of the supervisory committee, in the presence of the student, indicate on an assessment form (**Appendix B**) whether or not the student has met (fully or partially) the SLOs established for the program. These measures are used to carry out the final assessment of each student, and provide a logical framework for describing and explaining the expectations of the program.

Knowledge outcome: Thorough understanding of complex interdisciplinary dimensions of sustainable development, and the capacity to communicate in a clear manner the challenges associated with this endeavor.

Skills Outcome: Competence in the tasks related to the planning, implementation, monitoring and evaluation of development initiatives, and the planning and utilization of participatory methods.

Professional Behavior Outcome: Interaction with professional peers, partners and participants in development initiatives with honesty, ethical behavior, cultural sensitivity, empathy, teamwork, and effective communication.

These SLOs were developed carefully taking into account the qualities/attributes that characterize an effective development practitioner. Here, each of these SLOs will be explored further to describe the considerations behind them.

Considerations relating to the *Knowledge Outcome*

The core courses of the MDP Program introduce students to a considerable number of concepts and principles related to the four pillars of learning. Students are expected to understand these concepts and principles by attending class, being judicious with assigned readings, and reflecting on how these tie into their past experiences and upcoming field work. In this SLO, explicit efforts are made to integrate

knowledge across disciplines, since an underlying premise of the MDP is that sustainable development processes are interdisciplinary in nature and require practitioners to be cognizant of complex linkages among different realms of knowledge. Several MDP graduates have commented that one of the primary benefits of having participated in the program relates to having gained this broader, interdisciplinary understanding of development challenges.

Beyond the specific course content that students are expected to learn and understand, MDP faculty challenge students to hone their cognitive skills. Depending on the course, students are required to carry out a number of tasks and exercises to enhance their knowledge and comprehension:

- Interpret and prepare charts and graphs utilizing important metrics and indices.
- Apply and integrate information in the preparation of literature reviews and the field practicum proposal.
- Carry out analyses of qualitative and quantitative information using different tools and methodologies, and derive results and conclusions from these analyses.
- Carry out syntheses of information and knowledge from diverse sources in class assignments and in the field practicum final report.

The program requires that students be proactive in the exploration of the literature, especially with regards to the subject and region to which they will devote their field practicum. Students should be aware of and understand current issues, trends and debates surrounding different topics. The complementary specialization students pursue through their elective courses will provide them with an opportunity to explore these aspects in greater depth in a subject area and region that especially interest them.

Students are also expected to recognize the importance of exploring both peer-reviewed academic sources and alternative sources of information, for example, gray literature and “local knowledge”.

This SLO also states that students should have “the capacity to communicate in a clear manner the challenges associated with sustainable development”. For example, a student might explain how social, cultural and environmental concerns impact outcomes of health interventions and how these programs are encouraged or constrained by policy, capacity building and institutional strengths or weaknesses. A student’s explanation would reflect his/her understanding of the importance of intersectionality, context and historical precedents, and the linkages across scales and sectors. If the UF MDP is effective, a student’s understanding of this paragraph will evolve as a consequence of their enrollment in the program.

Finally, participation in the UF MDP Program should be both empowering and humbling. It is important for students to recognize that the knowledge available to them is vast and evolving, and that approaches to integrating knowledge across disciplines continue to be works in progress. Clearly, a commitment to lifelong learning is an essential attribute of the development practitioner, and we expect our graduates to continue enhancing their knowledge in the years to come.

Considerations relating to the *Skills Outcome*

The SLO relating to skills emphasizes the capacity to plan, implement, monitor and evaluate development initiatives. The planning and utilization of participatory methods and other important skills will also be nurtured during the MDP program. Pursuing a degree in development practice, MDP students understandably harbor a special interest in developing skills they will require as practitioners. At the same time, the appropriate use of skills requires that practitioners base their use on a firm foundation of knowledge, as outlined in the previous SLO. In other words, the SLOs relating to knowledge and skills are complementary: to apply knowledge, the development practitioner must be competent in the utilization of

a number of skills; at the same time, the development practitioner must be knowledgeable in order to make appropriate and effective use of skills.

During the MDP program, students have considerable opportunities to develop important skills. In MDP core courses, students are exposed to and practice a number of skills for planning and implementing participatory methods. A number of these methods are applied during the field practicum, while others are enacted in classroom sessions and activities. The exact methods to be utilized in the field practicum will depend on the focus and objectives of the project the student undertakes. In like manner, all students gain experience in the development of proposals for a development project, oftentimes providing a service to an organization involved in development initiatives.

Beyond the skills emphasized in the SLO, the program seeks to foster the development of other essential skills. For example, written communication skills are vital to the development practitioner, and MDP students are expected to take full advantage of opportunities to enhance and sharpen these skills, for example in the preparation of class assignments/literature reviews and in the drafting of the field practicum final report. Students also have opportunities to practice oral communication skills in individual and group presentations in class and during their field practicums.

The program also introduces students to skills associated with team building, leadership and conflict management, and creates opportunities to apply them. Depending on their area of specialization a student may opt to strengthen skills in information management, geographical information systems (GIS) or rural enterprise development, to name a few. It will be important that students develop a list of the skills that most interest them, and make a concerted effort to develop/strengthen these skills during the MDP program.

Considerations relating to the *Professional Behavior Outcome*

The previous section indicated how the SLOs relating to knowledge and skills are complementary and interdependent. SLOs related to professional behavior are equally crucial to the success of development practitioners, and for that reason, much attention is devoted to them during the MDP Program. Being a development practitioner requires that work be carried out in institutional and international contexts with many different interpersonal and cultural challenges. Development practitioners are required to foster collaborative ties among persons and organizations with diverse and sometimes conflicting interests and worldviews, often with previous, and not always positive, interactions. These challenges have to be taken on while practitioners are cognizant of their own personal limitations and biases.

While enrolled in the UF MDP program, students are held to high ethical standards and are required to carry out academic work with honesty and with respect for fellow students and faculty. Issues of cultural sensitivity are discussed frequently, and opportunities are created to role play and observe insensitive behavior, and practice empathic listening skills. Students are encouraged to develop empathy and respect for others, and by doing so, enhance their intuitive understanding of appropriate behavior in diverse contexts. Finally, students are expected to take advantage of opportunities to strengthen their ability to work with others, contributing to group work when appropriate while valuing and being respectful of the opinions and contributions of others. The importance of “attitude” is also stressed, since it is of paramount importance for future effectiveness and success.

Final considerations

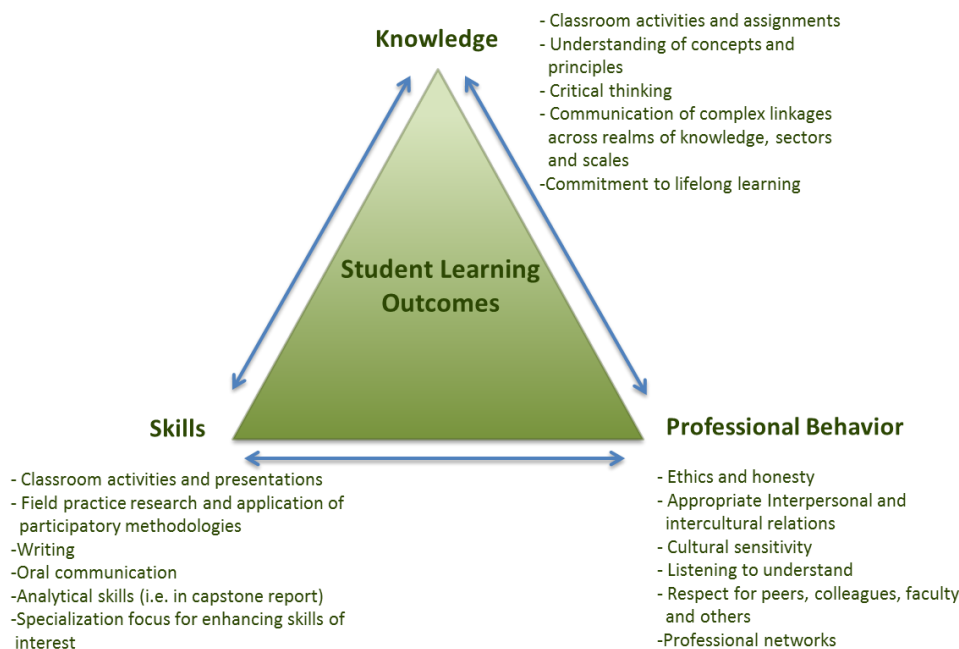
The UF MDP recognizes that the effective development practitioner integrates knowledge and skills with appropriate professional behavior. The challenge for the aspiring development practitioner is to devote time and effort to each of these dimensions. By doing so, not only will development practitioners enhance their effectiveness and success, they will also experience a more rewarding professional career. Students have

many options available to develop their knowledge and skills while enrolled in the MDP program. Each student should take time to carefully consider her/his professional interests and goals to map out a study plan that caters to her/his specific needs. Taking a proactive approach, students will develop their study plans with the advising and support of the following: MDP Graduate Coordinator, MDP Coordinator and MDP Director, and their supervisory committees, especially their committee chair/major advisor.

During their time at the University of Florida, students are afforded numerous opportunities to meet practitioners, become directly involved in extra-curricular activities and community service, and begin or continue establishing a network of personal and professional contacts. These opportunities are created by the MDP program, for example through the Practitioner Forum, the TCD Program, the Center for African Studies, and the Center for Latin American Studies, just to name a few. Students are expected to attend and actively participate in all MDP Practitioner Forum seminars, and attend at least four final capstone MDP student final presentations. All students are required to attend the annual MDP Poster Session. Students are also highly encouraged to take advantage of other relevant opportunities to enhance their academic experience. In the coming year, the MDP program will be committed to creating these important opportunities with appropriate adaptations in how they are carried out.

The capstone field practicum of the MDP program is conceptualized to provide students with an opportunity to apply their knowledge and skills, while challenging their ability to contribute to a development initiative with exemplary professional behavior. With a concerted effort, students not only strengthen and hone their knowledge and skills; they also gain confidence for meeting new challenges in the future in an effective manner.

The following figure illustrates the interconnected and complementary nature of the SLOs, providing a brief summary of important elements in each area.



The interconnectedness of skills, knowledge of key content areas, and professional behavior is further explored in the following section, which focuses on the core competencies of the MDP Program and where in the program students have the opportunity to develop them.

CORE COMPETENCIES OF THE UF MDP PROGRAM THEIR RELATION TO KNOWLEDGE OF KEY CONTENT AREAS AND TO PROFESSIONAL BEHAVIOR

The purpose of this section is to provide an overview of the core competencies that the UF MDP Program seeks to foster in students enrolled in the program. The development of this section drew on a number of sources, feedback and suggestions provided by students, alumni and visiting practitioners as described below. Additions, suggestions and recommendations will be utilized to update and improve this document over time.

Prior efforts to articulate core competencies of the UF MDP Program and associated processes

During the first year of the UF MDP program, considerable effort was made to compile a comprehensive list of learning outcomes/skills that students should possess once they have earned the MDP degree. These outcomes/skills were distributed among the four pillars of the MDP program — Social Sciences; Biological/Natural Sciences; Health Sciences and Management (rather than Management, this pillar was termed “*Integrated skills and sustainable development practice competencies*”) — in accordance with the final report prepared by the International Commission on Education for Sustainable Development Practice.

Later, a task force of the Global Association of MDP programs drafted the document “*Master of Development Practice (MDP) Core Competencies*” detailing underlying assumptions of the MDP program; core competencies: content areas; and core competencies: skills. This set of competencies and associated skills under the four learning pillars of social sciences, natural sciences, health sciences, and management may serve as a useful reference for students to define their academic focus and interests.

Social sciences

- A comprehensive understanding of the interaction between social, economic and political processes in shaping access to services and resources.
- The ability to apply principles of economics to understand how institutional and political structures influence policies at various levels and ultimately impact developmental outcomes.
- Recognition of the potential unintended consequences of relief and development activities.

Natural sciences

- Recognition of the drivers of resource utilization and environmental degradation, as well as an outlook on the implications of future environmental change and resource dilemmas.
- Skills to analyze the sustainability of complex social-ecological systems.
- The application of policy, market and community-based approaches to sustainable resource management.

Health sciences

- A scientific and cultural understanding of the management of healthcare resources, with particular focus on the complex interactions among individual, community, sub-national, national, regional and global health actors.
- The role that these interactions have on effective assessment of outcomes, formulation of health policy, and delivery of services.
- An understanding of the intersection of social, cultural and environmental factors in determining health challenges and solutions.

Management (cross-cutting with the other pillars)

- An understanding of program administration and the processes of conceptualization, design, implementation, monitoring and evaluation.

- The development of a toolset for collecting, organizing, analyzing and applying data to address challenges.
- An ability to apply communication, leadership, social learning, adaptive management, and administration skills across cultural contexts and at local, national and regional levels.

Early on it was recognized that effective development practitioners must possess a combination of complementary attributes: **knowledge and understanding of essential content areas**; capacity to carry out specific **skills (competencies)**; and ability to **conduct themselves in a professional way**, reflecting among other aspects an awareness of issues of ethics and appropriate attitude. Student Learning Outcomes (SLOs) assessment measures were developed for the UF MPD and SDP certificate, conveying in a concise way program expectations regarding outcomes related to knowledge, skills and professional behavior (see above). A later document, “MDP Program Expectations from the Perspective of Student Learning Outcomes” (incorporated above), discusses considerations behind the SLOs and the importance of their overall integration in the development practitioner. Since 2014 this document has been discussed with incoming students to foster a shared understanding of program expectations.

Since the inception of the MDP program, core faculty and the Curriculum Committee (including student representatives) have deliberated on numerous occasions on the importance of better articulating the core competencies that MDP graduates should possess. The importance of differentiating competency (synonymous with skill) – the ability to do something successfully or efficiently – from knowledge of content areas has been recognized and is further explored in this document.

In December 2014, an MDP alumni survey was conducted recognizing that alumni can provide invaluable perspectives to improve the program. In the survey, alumni were asked which skills developed during their academic program are the ones most utilized in their current positions and which skills/abilities are most sought out by their employers or similar organizations. They were also asked to indicate the most important benefits obtained by participating in the MDP program. The answers to these questions provided additional inputs for the preparation of this document.¹

In 2018, MDP alumni in North America were consulted once more to explore key knowledge areas and skills for development practitioners, as well as opportunities for lifelong learning. This consultation was complemented with a revision of selected literature on these topics. The final report was jointly prepared by three MDP alumni from different MDP programs.

MDP students have provided invaluable feedback in course evaluations, during special workshops carried out with core faculty, and in meetings of the Curriculum Committee. Representatives from an array of development organizations who have participated in the Practitioner Forum Series have also indicated the attributes they seek in professionals embarking on a career in development.

Core competencies MDP students should cultivate to become effective development practitioners

As reflected in its title, this document focuses on the topic of “core competencies” or skills MDP graduates should possess. Comprehensive listings of “content areas” will not be discussed in depth here, except in their relation to competencies. When reviewing a listing of core competencies, it is important to note a number of considerations pointed out by Dr. Ignacio Porzecanski in an idea piece prepared in January 2015:

- The appropriate application or use of competencies varies by context. In other words, development practitioners often face the challenge of adapting skills to quite distinct contexts.
- The mastery of competencies/skills takes time. Although a student may be introduced to a number of skills during his/her academic program, skills can only be strengthened through accumulated experience and practice.

¹ The full results of the UF MDP Alumni Survey is available to faculty, alumni and students.

- The effective utilization of competencies requires that development practitioners possess vital relational skills that enable them to work in a constructive way with others, whether they be professionals, decision-makers or community members.

The following list of core competencies of the UF MDP program draws on all the sources referenced above:

- Early document prepared by the UF MDP program drawing on the final report of the International Commission on Education for SDP.
- “Master’s in Development Practice (MDP) Core Competencies” prepared by the Global Association.
- SLO Assessment Measures for the MDP.
- “MDP Program Expectations from the Perspective of Student Learning Outcomes” (2014).
- MDP alumni survey carried out in 2014.
- MDP alumni study conducted in 2018.
- Feedback from students in course evaluations, in special workshops and in meetings of the Curriculum Committee.
- Information provided by visiting practitioners from an array of organizations.

The collective use of these documents makes it possible to identify core competencies through a process similar to triangulation. The core competencies are grouped under skill areas or categories, consistent with the document prepared by the MDP Global Association. After the following listing of core competencies, important interconnections between knowledge, skills and attitude are explored.

Core Competency: Communication skills
<p>Examples of important communication skills:</p> <ul style="list-style-type: none"> • Written communication: reports, case studies, project proposals, plans and communication applied to management, peer review. • Oral communication: meetings (one-on-one and larger), presentations in diverse settings. • Communication involved in conducting meetings. • Ability to listen to others in an attentive way. • Information technology, including social media.
<p>Opportunities to develop communication skills in MDP program (partial listing)</p> <ul style="list-style-type: none"> • Preparation of reports and literature reviews for class assignments (i.e. <i>Development Theory & Practice</i>). • Peer review of documents prepared by fellow students. • Preparation of project proposals. • In-class oral presentations and leadership in class sessions. Alumni stressed the usefulness of communication and facilitation skills developed in <i>Communication & Leadership</i> class. • Presentations in conferences and poster session(s). • Use of social media to collaborate and share experiences with other MDP students and practitioners. • Presentation of field practicum report as part of the final defense.

<p align="center">Core Competency: Program and project design and management</p>
<p>Examples of program and project design and management skills:</p> <ul style="list-style-type: none"> • Identification of opportunities. • Development of contextual/conceptual frameworks. • Logical frameworks, Logic models and Theory of Change. • Preparation of project proposals. • Preparation of a budget for a project. • Operational planning. • Development of a monitoring and evaluation (M&E) plan.² • Project and program evaluation.
<p>Opportunities to develop program and project design and management skills in MDP program (partial listing)</p> <ul style="list-style-type: none"> • Identification of an opportunity for a project, according to each student's interest (may be based on a Request For Proposal = RFP or an opportunity identified proactively by a student). • Development of contextual/conceptual frameworks in <i>Development Administration</i> (DA) and in field practicum proposals. • Development of logical frameworks, logic models and theories of change in <i>Global Health I</i> and <i>Development Administration</i>. • Students have several opportunities to develop project proposals, for example in DA and in the preparation of Field Practicum (FP) proposals. Proposals include a budget outlining costs and a budget narrative. • Development of M&E plans in courses, and in some cases, as an integral part of field practicums.
<p align="center">Core Competency: Design and application of participatory methods</p>
<p>Examples of skills related to the design and application of participatory methods</p> <ul style="list-style-type: none"> • Planning and conducting the follow methods: <ul style="list-style-type: none"> ○ Stakeholder analysis. ○ Needs assessment. ○ Historical timeline construction. ○ Visioning and scenario planning and building. ○ Strategic planning using SWOT analysis. ○ Participatory mapping. ○ Facilitating workshops involving diverse stakeholders. ○ Appreciative inquiry approaches.
<p>Opportunity to develop skills related to the design and application of participatory methods</p> <ul style="list-style-type: none"> • In class exercises, particularly in <i>Communication & Leadership Skills</i> class but also in other classes. • In the planning and execution of the capstone field practicum. All of the aforementioned methods have been applied by a variable number of MDP students in past cohorts. • In occasional workshops such as the TCD-funded <i>Training-of-Trainers</i> Workshop of Spring 2015 (in which many MDP students participate). <p>Note: there is a degree of overlap between this skill area and the one related to research skills.</p>

² Students will also be introduced to concepts of “scaling up” and adaptive management.

Core Competency: Research skills for development practice
<p>Examples of research skills for development practice</p> <ul style="list-style-type: none"> • Planning and implementation of qualitative research methods, for example, semi-structured interviews, focus groups, participant observation, ethnoecology techniques, time-use diaries and calendars, ranking and sorting exercises, among others. • Planning and implementation of quantitative research methods such as individual and household surveys, spatial measurement and mapping (GIS), social network analysis, among others. • Analysis, integration and synthesis of data generated from the application of quantitative and qualitative methods. • Presentation of research results.
<p>Opportunity to develop research skills for development practice</p> <ul style="list-style-type: none"> • Primarily in the planning and execution of the capstone field practicum. All of the aforementioned research methods have been applied by a subset of MDP students in the past, depending on their specific interests. • <i>Global Health</i> and <i>Foundations of Economics</i> courses have guided students in the analysis and interpretation of research data. Several alumni commented on the importance of this portion of their program. • Students have gained experience in the analysis of data from their respective field practicums. Support and guidance in these analyses have been provided by specialists in the course <i>Conservation & Development Practicum</i>, by supervisory committee members and by fellow students. <p>Note: It has been recognized that more attention is needed in the process leading up to the planning and execution of research methods, for example, in enhancing understanding issues of culture and power and as comparability in knowledge and practice (different knowledge paradigms and the integration of different types of knowledge in transdisciplinary approaches), as well as the complementary role of quantitative and qualitative methods in mixed methods approaches. With regards to statistical analysis, students and graduates have suggested that more emphasis should be placed on developing analytical skills. Some students have taken elective courses in order to develop these skills.</p>

Core Competency: Collaboration, partnering (networking) skills
Examples of collaboration and partnering skills: <ul style="list-style-type: none"> • Team-building. • Group work. • Conflict management. • Facilitation of multi-stakeholder platforms (networks).
Opportunities to develop collaboration and partnering skills <ul style="list-style-type: none"> • Participation in group exercises in MDP courses. • Involvement in initiatives and programs that bring students together across departments, like those promoted by TCD and within various Working Groups on (e.g. Gender & Development, Natural Resource Management, Social Change / Development, among others). • Elective courses such as <i>Conflict Management</i>. • Many MDP students have coordinated activities with multiple partners in the framework of their field practicums • The course <i>Communication and Facilitation Skills</i> also provides students with useful tools for facilitating multi-stakeholder processes. <i>Development Administration</i> focuses considerable attention on multi-stakeholder platforms, their development and coordination.

Other competencies being pursued by MDP students – often as a part of chosen specializations
IT skills applicable to development practice: <ul style="list-style-type: none"> • Organizational management software development and use. • Social media. • IT options for field work (use of tablets, for example).
Entrepreneurial and business skills: <ul style="list-style-type: none"> • Supply and value chain analysis. • Institutional and policy analysis: Enabling environment. • Monitoring and evaluation of sustainability practices.
Fundraising: <ul style="list-style-type: none"> • Bette Loiselle and Emilio Bruna began offering a course on fundraising in Spring 2014 which students found quite useful. • Dr. Kumaran offers a course on non-profits covering in detail the topic of fundraising.
Opportunities to develop skills related to the above competencies <ul style="list-style-type: none"> • Students have developed the above competencies through their chosen specializations (elective courses), supervisory committee support and through the planning and implementation of their field practicums.

Several MDP alumni stressed that students should carefully select a “specialization” that will enable them to develop skills applicable to their desired career path.

The relationship between knowledge of key content areas and core competencies

As indicated above, during the first year of the UF MDP, core faculty of the program prepared a comprehensive list of learning outcomes and skills MDP students should possess once they have earned their degree. Many of the outcomes listed correspond to **knowledge of content areas** relating to specific topics and themes. A draft assessment instrument was prepared to evaluate to what degree a student had “mastered” the use of knowledge in the content areas listed. A closer look at the scoring criteria to assess student progress reveals an early, important understanding of the relationship between **knowledge** of key content areas and core competencies (**skills**). The assessment instrument indicates that there are progressive stages of knowledge, identified as follows: “The student should be able to...”

1. *Recall information*: Indicates that the student **possesses knowledge**, but not necessarily the skills (competencies) to utilize it in a productive way.
2. *Discuss issue competently*: Indicates an ability to **communicate** in a meaningful way issues related to a specific content area. **Communication skills** are included in the list of core competencies.
3. *Analyze situation such as a case study with this information*: Indicates that the student possesses important **analytical skills** needed, for example, to establish a baseline in **project planning**.
4. *Make judgments based on the criteria, or apply them to new areas*: Again, indicates that the student possesses **analytical skills** and the ability to use knowledge for **evaluation** purposes and adapt its use to different contexts.
5. *Apply this knowledge to a field situation*: Indicates the ability to utilize knowledge in the **planning and implementation of projects/programs** in different contexts.
6. *Able to do this with others*: Finally, this criterion indicates an ability to apply knowledge in **collaboration with others**.

As can be appreciated in this list, a development practitioner must gain knowledge of a considerable number of concepts and principles, and develop competencies/skills to put this knowledge to work. In the above list, advancing from level 1 to level 6 implies increasing mastery of knowledge resulting in an enhanced ability to put knowledge to use in different contexts and in collaboration with others. This is made possible precisely in the nexus between knowledge and skills.

In this reflection on the relationship between knowledge and skills, the importance of being diligent in learning becomes apparent. As stated in the Program Manual (pp. 9-10), *“to apply knowledge, the development practitioner must be competent in the utilization of a number of skills; at the same time, the development practitioner must be knowledgeable to make appropriate and effective use of skills”*. For this reason, MDP students are highly encouraged to devote time to assigned readings and take advantage of opportunities offered by the program, such as the Practitioner Forum seminars, to expand their knowledge base. As one alumnus advised incoming students in the recent graduate survey:

“... do extra readings that you’re interested in (I know it sounds crazy), meet with professors outside of class, attend talks and extra events, etc. You will come out well-prepared for a career in development.”

An interesting finding of the Alumni Survey is that while graduates stressed the importance of the **skills** they had learned, they equally emphasized the importance of the **knowledge** they had gained. In response to questions exploring which skills/training have been most useful to them, which skills/abilities are most sought out by their employers, and in general, what have been the most important benefits obtained from participating in the program, the following answers were received:

- An interdisciplinary ideology and approach to development.
- Interdisciplinary thinking (in the later alumni consultation, this was articulated as abstract and cross-disciplinary and cross-sectoral thought).
- Ability to see both the macro and micro side of projects.

- Understanding of development theories and discourses.
- Better understanding of conservation and development issues (sustainability and environmental topics).
- Learning related to the field of Global Public Health.
- Climate change is a principal theme that has emerged, as have entrepreneurship / innovation for development and technology for development.

Clearly, to take full advantage of the program it is necessary to focus both on acquiring knowledge in key content areas and in integrating this knowledge across disciplines and scales in an interdisciplinary way.

Alumni also mentioned attributes related to professional behavior. When asked “From your perspective, what skills/abilities are most sought by your organization or similar organizations”, the following responses were provided:

- Being on time and reliable
- The ability to “do it all” and wear many hats
- Independent ability to work and professional presence
- Passion for humanitarianism
- Work ethic
- Willingness to learn

To finalize this document, the following paragraph was extracted from an idea piece prepared by Ignacio Porzecanski in which he reflects on the value of preparing a list of core competencies.

*The list will prove its worth if it works as a wish list, or, in other words, if it operates as an awareness-raising strategy for the program as a whole, including its faculty. Students and faculty should look at it periodically and honestly measure how they are doing--the former evaluating whether they are making tangible progress and the latter incorporating the maximum number of defined skills into their respective syllabi. The other reason for having a reasonable, minimal list of skills is one that comes with the job as practitioners: **self-reliance and critical self-appraisal**. We keep reminding ourselves that we live in an age of information (digital, communal), that good information is available quickly, that it can be accessed easily, and that given sufficient time for study, discussion, and judicious sifting, anyone can learn the basic stuff of almost any subject. For these reasons, there is, in the end, one fundamental core competency (related to professional behavior), and that is the **willingness to learn**, learn more, and always learn. If that is internalized and practiced, the other competencies will follow.*

CURRICULUM

1. CORE CURRICULUM

The curriculum is designed to link theory and practice and to strengthen skills needed by development practitioners across different fields. Core faculty members and affiliate faculty are practitioners with a long history of working with local communities, non-governmental organizations, multilateral and government institutions, and the private sector in Latin America, Africa and elsewhere, often employing grassroots and participatory development approaches.

MDP core classes are designed to integrate the four core pillars outlined above: health sciences, natural sciences, social sciences and management. The field practicum provides students with an opportunity to apply a wide range of skills, including management techniques and participatory methodologies, while working with partner organizations and in project teams within the context of sustainable development.

To complement the broad core curriculum, students complete 15 elective credits to add depth and specialize in a particular area of interest.

The MDP is a non-thesis degree; however, students are required to complete a comprehensive final report based on the outcomes of their field practicum. While the final report must meet established criteria, its primary focus may vary depending on the objectives of the practicum. For example, a student may carry out a needs assessment, put in place a monitoring and evaluation system, contribute to the development of a funding proposal or generate a report related to specific policy questions, among other activities. Many examples of past field practicums are found on the Institutional Repository found [here](#):

The following table provides a summary of the current MDP program curriculum, and may undergo modifications over time to respond to students' evolving interests and needs. A summary of each core course is found in **Appendix C**.

In special cases students may request a course substitution following procedures outlined in **Appendix D**.

MDP Orientation and Follow up meeting (Semester One): <i>All incoming students are expected to participate in these activities. The meetings will familiarize students with the MDP Program and its philosophy, including cohort-building activities, discussion of expectations, learning objectives, competencies and field practicum (FP) planning.</i>				
Pillar	Social Sciences	Health Sciences	Natural Sciences	Management Sciences
Semester				
Semester One (Fall) 12 Credits	LAS 6943/AFS 6305 Global Classroom: Development Theory and Practice [Odera] 3 Credits	PHC 6764 Global Health and Development I [McKune] 3 Credits	AGR 5277C Tropical Cropping Systems [MacDonald] or AFS 6905 People and Parks [Child] 3 Credits (*)	LAS 6291 Communication and Leadership Skills [Dain] 3 Credits
Semester Two (Spring) 12 Credits	INR 6708/AFS 6307 Foundations of Econ. Analysis for Sust. Dev. [Serra] or AEB 6933 Econ. Dev. in Lat. America [Useche] 3 Credits	Select from short list of approved Health Sciences Pillar courses (now or during year 2) 3 Credits	Elective Course (from any pillar – not just Natural Sciences) 3 Credits	LAS 6049/AFS 6062 Design and Methods for Sustainable Development Practice [Galloway] 3 Credits
Evaluation: <i>Individual performance (competencies-skills, knowledge, group participation and leadership) will be evaluated throughout the educational process.</i>				
Summer Field Practicum	Field practicum in Africa, Latin America or other region of the world, including the U.S.: Includes the application of knowledge and skills in the context of a development process, following the FP Guidelines. Students will be required to prepare a poster and final report on their field practicum project during the second academic year.			
Mid-point meeting: (Semester three): <i>All students will schedule to meet with the Program Director, Graduate Coordinator, and Program Coordinator in early Fall. The student’s supervisory chair will also be invited to attend. Topics covered in the meeting include finalization the program study plan, graduation requirements, and student learning outcomes. The student will also have an opportunity to offer any feedback on their program experience thus far.</i>				
Semester Three (Fall) 12 Credits	Two Elective Courses (Any Pillar) 6 credits			LAS 6046/AFS 6303 Development Administration [Galloway] 3 Credits
	LAS 6047/AFS 6346 Conservation and Development Practicum (for preparation of field practicum final report) [Galloway] 3 Credits			
Semester Four (Spring) 9 Credits	Two Elective Courses (Any Pillar) 6 credits		EVR 5705 Natural Resource Management and Innovation Systems [Porzecanski] 3 Cr	<i>Most students take only 9 credits in their last semester.</i>
Final Evaluation (Semester four): <i>Each student will present the results of their field practicum in a public seminar followed by a defense with their supervisory committee. During the defense, the supervisory committee will also apply a “Learning Objectives Assessment” that focuses on outcomes related to knowledge, skills and professional behavior.</i>				

(*) People and Parks will not be offered in Fall 2023 (Brian Child on sabbatical). A substitute is Community Forestry Management with Karen Kainer.

2. SPECIALIZATIONS

In consultation with their supervisory committee, each MDP student is encouraged to pursue at least one specialization (here, in the broad sense of the term – refer to definitions below for a better understanding of the options available) in a specific field of interest. The pursuit of a specialization is instrumental in providing the student with an area of expertise within which to focus, and position them strategically for a future career in development. To ensure appropriate guidance, at least one member of the student's committee will possess demonstrated disciplinary strengths in the specialization of interest. In some cases, students opt to pursue an existing certificate, concentration or minor; in other cases, students choose to design their own specialization, with guidance and approval from their supervisory committee.

Graduate School Definitions

Program is the student's primary field of study (such as the MDP program). This is the student's major. Programs offered at UF are approved by the Graduate Council, Faculty Senate, Board of Trustees, and Florida Board of Governors (specialist and doctoral degrees). The degree and program name appear on a student's transcript. Available programs are identified under the degree name in the list of graduate degrees and programs.

Specialization is an informal designation used by academic units to indicate areas of research or scholarly strength, such as the specialization required with the MDP program, but has no formal recognition. Track and emphasis are similar unofficial terms. No tracks, emphases, or specializations appear in official, university lists or on students' transcripts.

Certificates are offered by academic units and programs that also offer graduate degrees. The certificate indicates that the student took a required number of courses in a specific area, generally 12-15 credits. It requires Graduate Council approval and is listed on the student transcript. Students can pursue more than one certificate.

Concentration is a subprogram in a major. The Graduate Council approves concentrations offered at UF. The concentration appears on a student's transcript.

Minor is a block of coursework completed in any academic unit outside the major, if approved for master's programs listed in the graduate catalog. If a minor is chosen, the supervisory committee must include a representative from the minor field. A minor requires 6 to 15 credits depending on the program. The minor appears on the student's transcript.

A **Combination Degree program** is one in which the University of Florida awards more than one degree from an overlapping course of study. Combination degrees often allow a shorter time for completion due to the sharing of some coursework between the degree programs (these result in double-counted credits; see Item 3 in this policy). At the University of Florida, this type of program includes any combination of undergraduate, graduate, and professional degree programs. MDP students have completed combined MDP-PhD and MDP-Law degrees.

Specialization Options for MDP students

To pursue a certificate, minor or concentration, students must meet the requirements established by the certifying department. Students should contact the coordinator for the appropriate department to ensure they meet the requirements and apply through the designated procedures. Students include the focus of their

electives in the MDP Study Plan. With a carefully thought-out study plan, students can complete more than one certificate or minor.

The following table includes a partial list of possible certificate, concentration, and minor options for MDP students, however a more expansive list of certificate programs is also available online in the UF Graduate School catalog: <http://graduateschool.ufl.edu/academics/graduate-certificates/>.

Specialization	Contact Person(s)
Graduate Certificate Tropical Conservation and Development (TCD) http://www.uftcd.org/certificate/ MDP students can qualify to earn the TCD Certificate through the MDP curriculum. However, MDP students must apply online to formally register for the certificate, and notify Patricia Sampaio when they have done so. Also, they should participate in TCD activities.	Patricia Sampaio, TCD Coordinator: psampaio@latam.ufl.edu Karen Kainer, TCD Graduate Coordinator: kkainer@ufl.edu
Graduate Certificate in Latin American Studies http://www.latam.ufl.edu/academics/graduate-programs/las-graduate-certificate/ The Graduate Certificate in Latin American Studies requires 12 credit hours of Latin American Area Studies courses. Students may be required to demonstrate proficiency in a Latin American language, and should complete a project (MA or PhD) that is at least partially related to Latin America/Caribbean/Latinx content. Students may also pursue the following Specializations in Latin American Studies : Andean Studies; Arts, Literature and Culture; Brazilian Studies; Caribbean Studies; Crime, Law, and Governance in the Americas; Development Studies and Economic Analysis; Education in the Americas; Indigenous Studies; International Communications; Latin American Business Environment; Latin American Politics; Latinx Studies, Migration & Transnational Studies; Race, Diaspora, Gender and Sexuality	Clate Korsant, Assistant Director of Academic Affairs, Center for Latin American Studies: ckorsant@latam.ufl.edu
Graduate Certificate in African Studies http://africa.ufl.edu/academics-programs/graduate-studies/graduate-minor-certificate/ Students take at least 12 credits of course work relating to Africa in at least two departments or academic units. These include a one-credit bibliography course (AFS 5061), if this course is offered by the Africana collection librarians introducing students to printed and electronic resources on Africa.	Todd Leedy, Associate Director, Center for African Studies: tleeedy@ufl.edu
Minor in Entrepreneurship https://warrington.ufl.edu/academics/certificates-and-minors/graduate-minor-in-entrepreneurship/ Offered through the College of Business: Required Courses : ENT6006 or ENT6008 and (2) ENT-based Courses. Course options include Entrepreneurship, The Entrepreneurial Opportunity, Social Entrepreneurship, Global Entrepreneurship, Venture Analysis.	Jamie Kraft, MDP Affiliate Faculty: jamie.kraft@warrington.ufl.edu or Kristin Joys, MDP Affiliate Faculty: kristin.joys@warrington.ufl.edu

<p>Graduate Certificate(s) in Public Health http://certificate.mph.ufl.edu/ This 15-credit Graduate Certificate in Public Health is an exciting way to build a foundation in public health, expand your job opportunities or enhance your current degree program. Four courses--Statistical Methods for Health Sciences, Principles of Epidemiology, and Psychological, Behavioral, and Social Issues in Public Health, and UF Health Care Systems--are generally offered in the Fall semester. Environmental Health Concepts in Public Health is generally offered in the Spring semester.</p>	<p>General Certificate Information and Applications: Aubrey Bonsal alkastner@phhp.ufl.edu</p>
<p>Graduate Certificate in Tropical Agriculture or Agroecology https://agroecology.ifas.ufl.edu/graduate-certificates/tropical-agriculture-certificate/ https://agroecology.ifas.ufl.edu/graduate-certificates/global-agroecology-certificate/ The first certificate is designed to address the unique challenges faced with integrating production, environment, and society in tropical agroecosystems. The second certificate was developed to provide students with a basic foundation in agroecological principles along with a unique hands-on experience at an international partner institution. ALS 5155 Global Agroecosystems is required. 9-14 credits.</p>	<p>Romain Gloaguen, Tropical Research and Education Center Agroecology: romain.gloaguen@ufl.edu Greg MacDonald, MDP Faculty and Coordinator, IFAS: pineacre@ufl.edu</p>
<p>Graduate Certificate in Gender and Development http://wst.ufl.edu/graduate-studies/graduate-certificates/graduate-certificate-in-gender-and-development/ The certificate in Gender and Development (GAD) is designed for graduate students from any discipline who wish to focus on issues related to gender and development. Applications for the certificate must be submitted to the Graduate Coordinator in Women's Studies. The GAD Committee will review each student's application to the certificate. The committee includes Dr. Anita Anantharam, Dr. Florence Babb, and Dr. Sandra Russo.</p>	<p>Anita Anantharam, Graduate Coordinator: aanita@ufl.edu</p>
<p>Interdisciplinary Concentration in Geographic Information Systems (GIS) https://icgis.uflib.ufl.edu/ The Interdisciplinary Concentration in Geographic Information Systems (ICGIS) offers students the opportunity to take a variety of GIS courses in five related categories: Fundamentals of GIS, Geomatics (Measurements, Data Organization & Reliability); Geostatistics; Remote Sensing and Image Processing Fundamentals; Spatial Analysis, Modelling and Decision Support.</p>	<p>Scot E. Smith: sesmith@ifas.ufl.edu,</p>

<p>Interdisciplinary Concentration in Climate Science http://climateconcentration.program.ufl.edu/ The interdisciplinary concentration in climate science is for students seeking to better understand climate and climate change, as well as resulting impacts and societal responses. This concentration emphasizes (1) an understanding of the interactions and feedbacks between the atmosphere, hydrosphere, biosphere, geosphere and cryosphere that comprise the climate system; (2) system specific responses to variations in climate; (3) quantitative methods for studying and understanding climate science; and (4) human dimensions of climate science, particularly as related to economic and environmental sustainability. 12 credit hours with at least one approved course in each of four categories above.</p>	<p>Carolyn Cox, Coordinator, Florida Climate Institute: crcox@ufl.edu</p>
<p>Specialization in School of Forest, Fisheries & Geomatics Sciences coourses (SFFGC) https://ffgs.ifas.ufl.edu/#FNRFOR The SFRC offers a number of courses taken by MDP students which focus on forest & natural resource conservation and geomatics. MDP affiliate faculty teaches several courses. The link above provides a list of courses offered. Courses taken by MDP students have included: Agroforestry, Community Forest Management, Landscape planning for Ecotourism, Field Skills for Conservation, Land Tenure and Administration, GIS Land Resource Management, Digital Mapping, Remote Sensing Application, GIS Analysis, and Water Sustainability.</p>	<p>Cynthia Hight, Academic Coordinator: chight@ufl.edu</p> <p>Tim White, Professor & Director, SFRC: tlwhite@ufl.edu</p>
<p>Minor in Family, Youth and Community Sciences https://fyics.ifas.ufl.edu/graduate-programs/# Offered through the department of Family, Youth and Community Sciences (FYCS): A graduate minor that provides students from other disciplines with knowledge about the theories and body of research that explain how families, youth, and communities develop and interact. The programs emphasize an ecological model in which the interactions and relationship among the individual, the family, and the community form the framework for addressing the issues, problems, and policies that affect youths, families, and communities in the United States and globally.</p> <p>Minor in Organizational Leadership for Nonprofits Offered through the department of Family, Youth and Community Sciences (FYCS): The minor in nonprofits provides students from other disciplines with an understanding of how to develop organizations to address problems facing families, youth, and communities. The minor consists of six hours of study. Students are encouraged to complete course work outside the department in relevant areas, selecting appropriate courses in close consultation with their supervisory committee.</p>	<p>Nicole Sloan Distance Education Coordinator Department of Family, Youth and Community Sciences nlsloan@ufl.edu</p> <p>Michael Gutter, Graduate Coordinator Department of Family, Youth and Community Sciences msgutter@ufl.edu</p>

Examples of past MDP Student Specializations
Certificate in Tropical Conservation and Development (TCD) (Requirements fulfilled automatically by all MDP students through MDP curriculum, but students must register formally by applying online)
Certificate in Latin American Studies
Certificate in African Studies
Certificate in Gender and Development
Certificate in Tropical Agriculture
Certificate in Public Health
Minor in Entrepreneurship
Minor in Organizational Leadership for Nonprofits
Specialization in Advanced Research Methods in Family, Youth and Community Sciences
Specialization in Maternal and Child Health
Specialization in GIS
Specialization in Advanced Research Methods in Information Systems and Operations Management
Specialization in Agroforestry
Specialization in Ecotourism
Specialization in Value Chain Analysis
Specialization in Business
Specialization in Environmental Education
Specialization in Community Forest Management
Specialization in Community Conservation and Development
Specialization in Water Resource Management
Specialization in Monitoring and Evaluation
Specialization in Program Design and Project Management
Specialization in Environmental and Land Use Law

Students potentially interested in any one of these specializations may inquire about the courses students from past cohorts have taken to earn the “specialization”. MDP graduates earning PhD’s in UF can also be an invaluable source of information on specializations they earned while enrolled in the program.

3. SUSTAINABLE DEVELOPMENT PRACTICE (SDP) GRADUATE CERTIFICATE

In 2012, the MDP Program was approved by the UF to offer a certificate in Sustainable Development Practice (SDP) for UF graduate students not enrolled in the MDP program. The certificate provides training in interdisciplinary knowledge and skills in sustainable development practice for researchers and practitioners. It provides a platform for students to enrich their graduate education and future professional experience through interdisciplinary coursework, and a focus on the practical application of skills and knowledge related to sustainable development. Students who enroll in the SDP graduate certificate often forge strong ties with MDP students.

To obtain the certificate, students at the Master's level are required to take 12 credits while PhD students must complete 15 credits. Students must achieve a GPA of 3.00 or higher in certificate courses.

Required credit hours include the following courses:

- 3 credit hours of AFS 6305 / LAS 6943 Development Theory and Practice in Africa and Latin America (cross-cutting overview course that focuses on relevant aspects in each of the four MDP pillars).
- 3 MDP required courses (9 additional credit hours), or equivalents, one each in three of the four MDP pillars: social sciences, natural sciences, health sciences, and management (the latter may include up to 3 credits of a supervised practicum in development practice, taken as LAS 6940 Tropical Conservation and Development Practicum).
- At the PhD level, one additional MDP required course, or equivalent, in the fourth pillar.

To fulfill these requirements, students will select from existing MDP courses or appropriate substitutes approved by the MDP Graduate Coordinator. Substitute courses may be counted from the student's major.

Prerequisites: Admission to the graduate school in a participating academic unit.

The SDP Certificate is administered by the Center for African Studies and Center for Latin American Studies. The MDP Program oversees policies, admission and course requirements for the SDP Certificate.

Non-MDP Master and PhD students may apply for the Certificate program through the Master of Sustainable Development Practice (MDP) office.

Application Instructions

Step one: Download and review the [SDP Certificate Enrollment form](#). Apply online to the Certificate program as directed in <http://admissions.ufl.edu/start.html>.

Step two: Schedule and meet with a representative of the MDP Office.

Step three: Complete and submit the enrolment form. You will be added to the certificate database and the MDP Listserv. Welcome to the UF MDP Community!

Step four: During the mid-point of your degree program, check in with the MDP Program office to ensure you are on track to complete the certificate.

Step five: Early in your final semester prior to your graduation, download and complete the [SDP Certificate Credit Verification form](#). You are required to have a final consultation with MDP Program office in order to finalize completion of the certificate requirements and assess the SDP Certificate student learning outcomes (SLOs) (**Appendix B**).

ADMISSIONS

1. ADMISSION DEADLINES

The MDP Program admits a new Cohort of students each Fall semester. Although there is no application deadline, we strongly suggest applicants meet the priority deadline of February 1st. After this date, applications are reviewed on a case-by-case basis, depending on availability of enrollment spaces remaining. In addition, by applying for admission early, it is more likely that you will be able to meet application deadlines for diverse funding sources, and international students should allow additional time to process visas. We strongly encourage you to apply to funding opportunities, [internal to UF as well as external](#), at the same time as you apply to the MDP program. We will gladly support your funding applications with recommendation letters.

2. ENTRY REQUIREMENTS

Applicants must meet the following requirements for admission into the MDP program:

- Have a background and interest in development and conservation issues. This interest can be demonstrated through undergraduate course work, study abroad, work, internships and/or volunteer experience.
- A recognized bachelor's, graduate or professional degree in a related field from a regionally accredited college/university, or an international equivalent based on a four-year curriculum.
- 3 letters of recommendation. At least one letter must come from an academic source.
- A 3.0 GPA or higher in all upper-division undergraduate coursework.
- Passing scores for the Test of English as a Foreign Language (TOEFL) or IELTS (International English Language Testing System) for non-exempt international students.

Students are required to show proof of immunization for measles and rubella, and a tuberculosis skin test, if required, prior to registering for classes at UF. Vaccination for COVID-19 is strongly encouraged.

3. APPLICATION

- **Complete the [Online Application](#):**
On your graduate school online application please indicate that you are applying to the Master of Sustainable Development Practice (SDP) program. The application should include a statement of purpose and 3 recommendation letters. You also have the option to upload a copy of your CV or resume, and copies of your transcripts and other documents. Official transcripts must also be sent from all prior post-secondary academic institutions to the UF Office of Admissions.
- **Statement of purpose:** Your statement of purpose should demonstrate your interest and understanding of sustainable development issues, taking into consideration your personal perspective and background, and highlighting the set of skills and experience you bring, both academic and practice-based. It should provide a thoughtful articulation of the potential field practicum project/research you aspire to carry out, and include your regional, disciplinary and topical interests. The statement of purpose should reflect the commitment and passion you will bring to the MDP Program and to your future career as a development practitioner.
- **3 letters of recommendation:** *At least one letter of recommendation must come from an academic source.* If references are unable to submit letters online, they may send hard copies to the MDP office or e-mail them as an attachment.
- After submitting the online application, the applicant is instructed to email the program coordinator his/her UFID number and indicate that they have submitted an online application.

4. ADDITIONAL MATERIALS

In addition to the online application, applicants are required to submit other materials to both the Office of Admissions and the MDP Program Office.

The following materials should be submitted directly to the Office of Admissions:

- **Official transcripts** from all postsecondary institutions attended (with official English translations, when necessary)
- **Official English Language Test scores** (international students from non-English speaking countries only). A list of countries exempt is available here:
<https://admissions.ufl.edu/apply/graduate/international>

International applications should consult the [UF International Center](#) and the [UF Graduate School International Admissions](#) for additional help and resources regarding admissions.

Once officially admitted into the program, international applicants are required to document proof of financial support for the first year. The International Student Advisors at the University of Florida International Center (UFIC) will contact admitted students via email to request this information, and electronic copies of the documents should be submitted when requested.

Additional information about the I-20/DS-2019 Process as well as further admissions process resources and visa information can be found at the [UFIC website](#).

Materials submitted by mail to the Office of Admissions should be sent to the following address:

Mail/Post

Office of Graduate Admissions
University of Florida
PO Box 114000
Gainesville, Florida 32611-4000, USA

Courier/Overnight

Office of Graduate Admissions
University of Florida
201 Criser Hall
Gainesville, Florida 32611-4000, USA

Applicants should submit the following materials to the MDP Program Office by email or at the address below:

- **Copy of transcripts** from all postsecondary institutions attended and copy of English translation of transcripts and diplomas (if applicable)
- **Copy of English Language test scores (if applicable)**
- **Letters of Recommendation:** if referees are unable to submit letters online
- **Supplemental materials:** Applicants may submit a CV, a hard copy of their statement of purpose and other materials they wish to be considered by the admissions committee.

Mail/Post

MDP Program Admissions
University of Florida
PO Box 115560
Gainesville, Florida 32611-5560, USA

Courier/Overnight

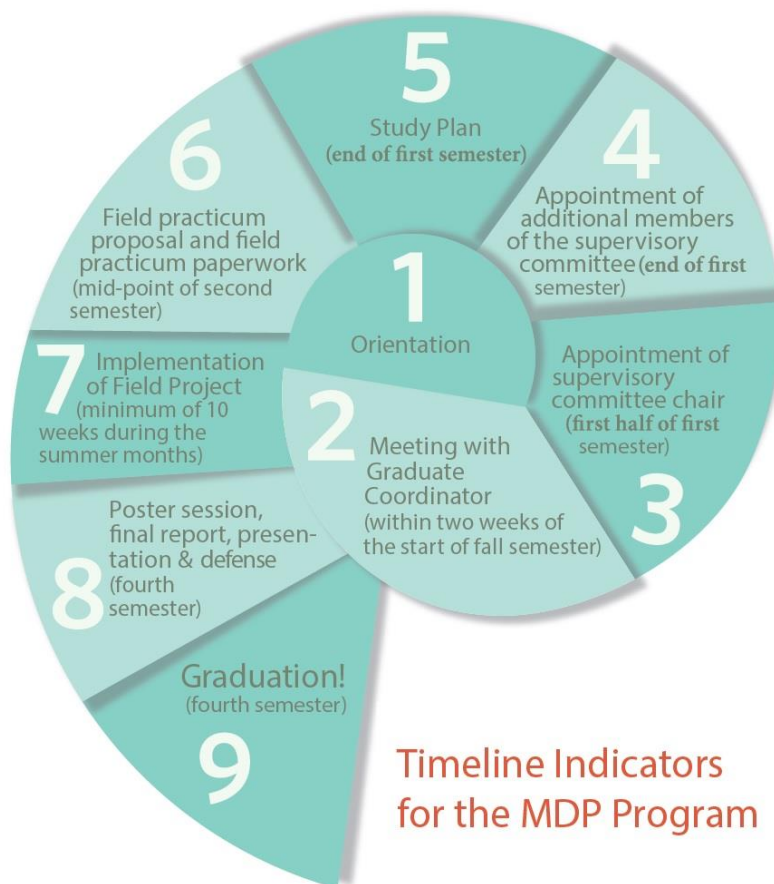
MDP Program Admissions
University of Florida
470 Grinter Hall
Gainesville, Florida 32611-5560, USA

5. ADMISSIONS COMMITTEE DECISIONS

The admissions committee will only review an applicant's file once all application materials have been received and the applicant's file is complete. The MDP Admissions Committee typically meets once in mid-February to review applications and make admissions decisions. After this date, admission decisions are made on a rolling basis into early summer for the upcoming academic year. As indicated before, prospective students are encouraged to apply as early as possible.

KEY STEPS AND DATES IN THE MDP PROGRAM

The MDP Program requires students to complete 45 credits: 30 credit hours of core MDP coursework and 15 credit hours of elective courses. Students are strongly encouraged to complete their program within 2 years; however, flexibility in study plans exists. Below are timeline indicators as an aid to help students keep their academic program on track throughout their time as an MDP student.



1. ORIENTATION

An MDP orientation will be given during the first week of classes. The orientation will provide incoming students a comprehensive overview of the program's vision, guidelines, requirements and expectations. All incoming students are expected to attend MDP Orientation. Faculty and 2nd year MDP students are also invited to attend the orientation. The orientation will provide an opportunity for students to introduce themselves, engage with peers and faculty, understand program expectations, and articulate their own expectations.

A follow-up meeting to orientation is scheduled in late September, which all students are required to attend.

MDP students are invited and strongly encouraged to attend the TCD orientation, which is normally held after a couple weeks of classes.

In addition, students are encouraged to attend the in-person and/or online UF Graduate School Orientation before the start of classes. Orientation dates are e-mailed to incoming students.

2. INITIAL MEETING WITH GRADUATE COORDINATOR

Within the first two weeks of classes, students are required to schedule a meeting with Dr. Renata Serra, MDP Graduate Coordinator. The purpose of this meeting is to discuss the study plan, the student's specific interests for the practicum, the makeup of the supervisory committee, and the opportunities for earning a certificate or specialization during the MDP Program.

3. APPOINTMENT OF SUPERVISORY COMMITTEE CHAIR

The chair of the supervisory committee should be appointed as early as possible in the program. Since students must begin planning their field practicums during the first semester, **the chair should be selected in the first half of the Fall semester** so he/she can participate in this important process. The chair will provide invaluable advice during the development of the Study Plan.

The chair of the supervisory committee is often a core or affiliate faculty member of the MDP Program, but this is not a requirement. An extensive group of MDP affiliate faculty has committed to supporting the program and represents an important resource for MDP students. A list of core and affiliate faculty is available on the MDP Website and in **Appendix A**. On many occasions, proactive MDP students have identified UF faculty willing to serve on supervisory committees, and after doing so, these faculty have often agreed or expressed interest in becoming affiliates of the program.

4. APPOINTMENT OF ADDITIONAL MEMBERS OF THE SUPERVISORY COMMITTEE

In addition to the chair of the supervisory committee, at least one additional committee member is required, and **should be confirmed by the end of the Fall (first) semester**. Selection of the second committee member should be done in consultation with the chair of the supervisory committee, and often the choice relates to the student's specialization pursued through a carefully selected group of elective courses.

Professionals representing development or other academic organizations and institutions can also be invited to participate on your supervisory committee as a third member. The committee chair and graduate coordinator must approve their inclusion in the committee. These committee members must commit to participating in the student's final presentation and defense of the field practicum report, either in person or utilizing online videoconferencing.

5. SUBMISSION OF THE PROGRAM STUDY PLAN

Students will complete a program study plan by the end of first semester, which includes a list of the courses students take during the program, including the 15 credit hours of electives to satisfy the requirements of the specialization, which often represents a certificate, concentration, and/or minor. It must also list the supervisory committee members, the intended practicum site and other background information.

The study plan must be completed, submitted, and signed by the end of the Fall (first) semester with guidance from the Graduate Coordinator and the chair of the supervisory committee. Modifications to a student's study plan must be approved by the student's committee. The approved changes should be communicated to the MDP Program coordinator. A template of the study plan is provided to students at orientation and is included as **Appendix E**.

Once completed and signed, the student must provide a copy to the Program Coordinator and keep a copy for their records.

6. FIELD PRACTICUM PROPOSAL AND FIELD PRACTICUM PAPERWORK

Students should carefully review the field practicum guidelines provided during orientation, which detail the requirements of the practicum, the development of the proposal, and the deadlines to apply for practicum funding. During the Spring course, *Design and Methods in Sustainable Development Practice*, students will

review Field Practicum and Institutional Review Board guidelines, prepare the funding application, and develop their field practicum proposals as a key deliverable for the course.

Input from the student's supervisory committee members is required and critical during the development and approval of the field practicum proposal, and the chair of the supervisory committee must approve the final version before the student departs on his/her practicum.

7. INSTITUTIONAL REVIEW BOARD (IRB) APPROVAL

Students should determine by early January (second / Spring semester), or preferably even before that, their Field Practicum host organization and tentative project. Their supervisory committee will then determine whether Institutional Review Board (IRB) approval will be required for the Field Practicum, and if so, students should apply for UFIRB02 (social, behavioral, and educational research and other studies that involve survey research). **Protocols should be submitted to IRB online (<http://irb.ufl.edu/myirb.html>) during the month of February (second semester)**, after completing the required online training. The IRB office will respond by mid-March, and in some cases, will require specific changes to your protocol. Please make those changes as soon as possible and resubmit.

8. IMPLEMENTATION OF THE FIELD PRACTICUM

During the implementation of the field practicum (summer), students are strongly encouraged to organize on a continuous basis the information collected as the work progresses and take meticulous notes while in the field, including insights, reflections, and important observations each day.

Students are required to present the preliminary results and findings of their work to the communities and organizations that participated in the project, while still in country (when the field practicum is carried out in an international location). Please refer to the field practicum guidelines for specific indications and requirements of the field practicum. How this requirement is met will differ during the COVID-19 pandemic.

9. POSTER SESSION, FINAL REPORT, PRESENTATION & DEFENSE

Within the course *Conservation and Development Practicum*, students will develop a poster and the first draft of their final field practicum report as course deliverables, with complementary guidance from their respective supervisory committees.

In the **fourth and final (Spring) semester, MDP students present their posters** in an annual public poster session, and schedule **and complete their practicum report presentation and defense**. If necessary, poster and practicum report presentations and defense can be conducted via Zoom.

10. GRADUATION

Students finalize and submit their final field practicum report in the fourth semester, and are encouraged to place it in the UF Institutional Repository.

Students are required to complete an online application in <https://student.ufl.edu/> as instructed by the UF Graduate School in Spring semester, and are ultimately responsible for ensuring that they have met all MDP Program and Graduate School requirements and deadlines to successfully graduate.

GUIDELINES FOR STUDENT ADVISING

Each student will have a supervisory committee comprised of at least two members: a committee chair, and a second member. A third committee member is optional. In general, the committee chair will be selected based on the student's regional interest, proposed fieldwork and the specialization he/she intends to pursue. Committee chairs are often MDP core and affiliate faculty. Any student earning a minor must include a faculty member from the minor department on her/his supervisory committee.

The supervisory committee will guide students by:

- Providing direction on the development of competencies/skills needed to successfully meet the program learning outcomes and as a development practitioner.
- Advising students during the development of a comprehensive proposal for the field practicum following MDP guidelines, signing the IRB Protocol Application, and providing oversight during the field practicum.
- Designating the committee chair as the Principal Investigator (PI) who will sign the IRB protocol prepared and submitted by the student.
- Providing conceptual, technical and sometimes editorial support during the preparation of the field practicum final report.
- Evaluating the student's field practicum final report in writing and during the final presentation and oral defense.

To ensure timely and effective follow-up of decisions and recommendations made during meetings with members of their supervisory committees, students are strongly encouraged to use the form provided in **Appendix F** for tracking these meetings, and provide the completed form to their committee members following any meeting.

Supervisory Committee Guidelines (this section is for faculty)

MDP Supervisory Committees

Committees are generally composed of core and affiliate MDP Program faculty. In some cases, however, faculty members who are not yet affiliated with MDP agree to serve on MDP student committees. In the latter circumstance, given their important contribution to the program, the MDP Program seeks to invite these faculty members to become MDP affiliate faculty, adding to a growing list of UF faculty from diverse academic units who support the program.

The MDP Program Director, Graduate Coordinator, and Coordinator offer initial advisory support to incoming students. However, MDP students are expected to form a Supervisory Committee by the end of the first academic term. Students are required to select a chair and a second member. A third member is optional. Committee members generally have expertise in the subject area of the student's specialization (including graduate minors and/or certificates), region/country, practicum and/or development interests. Students are responsible for scheduling regular meetings with their chair and committee members, whether consulting on an individual basis or as a group. Students are expected to honor agreed-upon advising expectations, guidelines and deadlines as determined by their committee chair and other member(s).

To supervisory committee members: When you agree to participate on an MDP student's committee, you offer support and guidance in the following areas:

1. Development of the Student's Academic MDP Study Plan, which includes:

- **The courses the student will take during the program:** A large proportion of these credits are core courses required of all MDP students. Other coursework, however, includes the 15 additional

credit hours that satisfy the requirements of one or more “specializations” that the student will pursue – *this latter area is where guidance is especially invaluable.*

- **Information and guidance regarding the field practicum project:** Some students have a strong idea of what they want to do in their field practicum when they enter the program, while others may require more guidance. In some cases, committee members help MDP students identify a field practicum host organization, site and project topic. The degree of support required varies case by case. Through their field practicum, many MDP students have made meaningful contributions to the ongoing work of their committee members.
- **Sign the student’s study plan** at the close of the first academic term. These signatures indicate acceptance to serve as the chair or member of the student’s committee.
- **A short mid-program meeting** (approximately 30 minutes) is scheduled at the beginning of the fall semester of year two after the field practicum to ensure that a student is on track to complete his/her program for graduation. Participants in this meeting include the student, his/her major advisor, the MDP Director, the MDP Graduate Coordinator, and the MDP Coordinator. Many student supervisory committees meet the student on a couple of occasions, normally to discuss the planning of the field practicum, and after the field practicum to deliberate on results and associated implications prior to the defense.
- Some committee chairs schedule regular meetings to mentor their students during this formative process.

2. Support Planning, Realization and Reporting of the Field Practicum

The **committee chair** reviews and approves the summer field practicum proposal that is developed by the student during the *Design and Methods in Sustainable Development Practice* course taken in the Spring Semester prior to their fieldwork. For all Field Practicums, the chair is required to serve as Principal Investigator and sign the UF IRB application. Committees maintain a degree of communication with the student while they are conducting their field practicum. However, the MDP Office manages all administrative concerns during their field practicum period.

3. Support Students in Development of their Field Practicum Final Report

When students return from their fieldwork, they enroll in the *Conservation and Development Practicum* course offered in the Fall Semester. During this course, students develop the first draft of their field practicum final reports. It is anticipated that committee members will provide some conceptual, technical and editorial support in this process to help ensure that the student progresses in the right direction.

4. Review Field Practicum Final Report and Participate in Final Presentation and Private Defense

In fulfillment of the requirements for the MDP degree, students carry out a final presentation and private defense in their final term. The chair and committee members will review the final version of the field practicum report. They will ultimately approve the final report and presentation, as well as the achievement of UF-approved student learning outcomes (SLOs) in the areas of knowledge, skills and professional behavior. The student is responsible for scheduling a presentation and defense date that is acceptable to all members of their committee. Committee members sign the finalized MDP Study Plan again in the student’s final term. They will also sign the UF MDP Student Learning Outcomes Assessment form at the end of the private defense. These signatures can be secured electronically, if necessary.

A final note of appreciation

MDP Supervisory Committee members play an essential advisory role in the MDP Program. Your acceptance to serve on an MDP student’s committee enriches not only their experience and success, but the program as well. We are grateful to you for this important contribution.

THE FIELD PRACTICUM OF THE UF MDP PROGRAM

The field practicum is the formative development practice experience for you, our MDP students. It will provide you with an opportunity to apply interdisciplinary and cross-cultural problem-solving skills outside the classroom in international or domestic contexts in association with experienced practitioners, working for diverse agencies and organizations involved in addressing important development challenges.

It is important to understand that the field practicum is not an internship in which you simply carry out tasks identified by a host organization seeking student support. Although providing this type of service would be personally enriching and of value to a host organization, it does not meet the requirements of the field practicum of the UF MDP program.

1. AN OVERVIEW: SO, WHAT CONSTITUTES A FIELD PRACTICUM?

The field practicum integrates several important attributes and criteria. Like the internship mentioned above, you will be required to work with a host organization on a topic/theme of mutual interest. In the case of the field practicum, however, you will be required to: i) select a development issue or problem which you will contribute to address; ii) identify a coherent set of ultimate goals and intermediate objectives; and iii) design and implement the strategies and methods that will allow you to pursue such goals. In other words, while providing a service to your host organization and working on a development issue or problem that is relevant to the organization, you will be a main actor in establishing the intellectual design and purpose of your field practicum. Through this process you should demonstrate that you have developed and applied a wide set of expertise in development practice in a real-world setting.

You need to identify and plan the goals and activities to be implemented, in a written proposal to be prepared during the Fall and Spring semesters prior to the field practicum. The development of your field practicum proposal will be strengthened with guidance from your supervisory committee and must be endorsed by your host organization. The proposal will be the main deliverable of *Design and Methods in Sustainable Development Practice*, a course offered in the Spring semester to support students during the preparation of their field practicum proposals.

Data collection

An important attribute of the field practicum is that you will be required to gather and analyze quantitative and/or qualitative data/information utilizing different methods to address objectives of your practicum. Skills required for effective data collection and analysis (ethnographic observation, focus groups; semi-structured interviews, participatory assessments; surveys, etc.) must figure in the practitioner toolbox of any professional aspiring to pursue a career in sustainable development. The field practicum will provide you with an opportunity to gain experience in the collection, analysis and evaluation of information from different sources, utilizing appropriate methods. It is important to indicate here, however, that considerable flexibility exists in the program to adapt the capstone field practicum to your interests.

Project objectives

The duration of the field practicum, being only 10 to 12 weeks, will require that you identify clearly, with input from your host organization, the objectives you hope to accomplish. Commonly, UF MDP students have provided services to ongoing development initiatives being carried out by their respective host organizations. The type of services provided, however, has varied widely among students depending on where in the project cycle they focus their work (visit [MDP Field Practicum Placements](#)). Within the project cycle, a preliminary phase of all projects involves gathering essential information for project planning. Once a project is approved and enters into the execution phase, monitoring is required to track project performance and to verify that the project is progressing towards the attainment of specific objectives.

Projects also undergo periodic evaluations to determine to what degree the outcomes envisioned in the project document are being accomplished, and to extract lessons learned for future initiatives.

You, as an MDP student, can provide an invaluable service to a host organization at any point in the project cycle. For example, a host organization may be in the process of planning a new initiative or a new phase of an ongoing initiative, and your contribution might involve carrying out a needs assessment or generating information on important aspects of the sociocultural, economic and environmental context in which the initiative will be carried out. In other cases, an organization may recognize a need to complement the information that was available during project planning, to enhance the quality and effectiveness of their ongoing efforts. This situation is quite common, considering the complexity of sustainable development processes and the rather limited time typically available for the preparation of project proposals.

Several UF MDP students have collaborated with host organizations in the development of a monitoring plan in close consultation with project staff and beneficiaries. In other cases, students have developed and applied survey instruments to assess project impact and shed light on aspects that should be addressed as the project moves forward. Whether a student generates baseline data, develops and implements a monitoring plan, or contributes to the realization of a project evaluation, he/she will be involved in the collection, analysis and interpretation of quantitative and/or qualitative information (data) as required by the field practicum including, in some cases, policy analysis.

A few UF MDP students have opted to carry out youth leadership training to fulfill the field practicum requirement. These students delved into the literature to develop the curriculum of their respective courses, taking into account contextual realities where the training was carried out. In these particular cases, the students essentially completed the entire project cycle from planning to evaluation.

Regional and Thematic Interests in your Field Practicum

Students are encouraged to pursue regional and thematic interests in the identification of placement opportunities for their field practicum. In addition, they are also encouraged to integrate into their field practicums the application of skills and methods in which they are particularly interested, to better position themselves for future employment opportunities. For example, some students have pursued an interest in developing knowledge and skills in the important area of monitoring and evaluation (M&E). These students included courses on M&E in their study plans and integrated M&E into their field practicums. Additional examples of thematic interests include the role of gender in the adaptation of agricultural practices to climate change; the role of local governance in the effectiveness of community-based, natural resource management; or the ability of rural producers to tap into more attractive value chains for their products. With respect to skills, students may be interested in the development of rigorous quantitative or qualitative evaluation methods, the application of participatory methods, the collection and analysis of spatial data or the collection of data for social networking analysis, to name a few. MDP students carry out a field practicum that caters to their specific interests.

Context and Deliverables

The realization of a high-quality field practicum will require that you *make a concerted effort to inform yourself to the degree possible about the context in which you will be working and to explore the literature on the topics to which you will devote your field practicum*. Taking into account the interdisciplinary focus of the MDP program, you will be expected to seek a broad understanding (across disciplines, sectors and scales) of the context and topic(s) on which you will be concentrating, including current debates and controversies, as well as local, regional and country-level historical information with implications for international development. By being well-informed before embarking on your field practicum, you will enhance your ability to contribute to the topics/processes of interest once in country, whether abroad or in the U.S.

In some cases, MDP students have committed to generating a specific deliverable for the host organization. A few illustrative examples include:

- Needs assessment.
- Monitoring and evaluation plan.
- Preliminary project proposal.
- Program evaluation report.
- Curriculum for a training program.
- Business plan.
- Promotional and targeted health campaign materials.
- Documentary to inform the public of development challenges being addressed by the host organization.
- Fundraising plan

In these cases, the students have generally annexed the specific deliverable to the final report of their field practicum. Indications for the preparation of the final report are included in the following section.

In all cases, students are expected to *present* preliminary results to the appropriate community and stakeholders of the host organization before leaving the field, as well as *share* their final FP report with all partners. During the COVID-19 pandemic, it may be necessary to apply methods remotely, in which case preliminary findings would often be shared digitally, rather than in person.

Your field practicum should be viewed as a professional opportunity to apply and enhance your skills and knowledge, much like you would do in a 10-week consultancy. The tasks involved – problem identification, project design and planning, literature review, application of field methods, analysis of information, interpretation of results, derivation of conclusions and recommendations, preparation of specific deliverables and presentation of final report – are directly aligned with the types of activities you will be expected to carry out as professional development practitioners. Taken together, the tasks indicated comprise an ideal opportunity to practice experiential which integrates the planning and implementation of the practicum and the analysis/reflection on the experience to determine what was learned/concluded.

Other learning components: building networks, self-reflection and collaboration

The field practicum has several other important learning components. It is an invaluable opportunity to network with individuals and organizations with whom you may work in the future. During your placement, you will apply techniques of self-reflection, interpersonal and intercultural skills, often working in teams while remaining cognizant of personal attitudes, perceptions and biases. You will identify crosscutting issues in development and further develop an understanding of their interconnectedness. You will gain a greater understanding of the role of community participation in development project activities. You will be collaborating and building relationships with practitioners including government officials, business people, NGOs, communities, donors and project personnel. To keep a record of important insights and experiences, we strongly recommend that you keep a journal of your personal reflections and observations. The main lessons from these self-reflective exercises should be included in the final report.

It is important to note that the field practicum can be carried out individually or as part of a student team. In some cases, students from in-country universities have joined with UF MDP students to collaborate with the field practicum, and offer language support when required. These types of collaborative arrangements are not only permitted, but are actively encouraged by the program.

Finally, the planning and conduction of the field practicum should be realized with professionalism and enthusiasm.

2. FIELD PRACTICUM OPPORTUNITIES

Field Practicum options include placements with organizations devoted to the broad field of sustainable development in different parts of the world. Practicum opportunities will be discussed with students each Fall semester. It will be important to **identify the host organization and country of placement during the Fall Semester, which again may be the United States**. Although every effort will be made to support each student in the identification of an excellent field practicum opportunity, the ultimate responsibility rests with the student, who must be focused and proactive in securing a field practicum placement. Many MDP students have been successful in linking with programs and projects being implemented by UF faculty / researchers.

Students work with their supervisory committee and an identified counterpart in the host institution to develop an appropriate project in the Spring semester prior to the field practicum. Again, the MDP Program encourages individual initiative to identify appropriate field practicum opportunities, and will support students who pursue an opportunity that caters to their professional interests and needs, as long as all field practicum criteria are met.

3. MDP FIELD PRACTICUM FUNDING

Limited funding is available to support MDP students to travel to field sites and to offset, at least in part, major expenses including airfare, lodging, and food. Students will be awarded variable amounts, according to their particular regional focus and budget needs, and depending on the availability of resources. We strongly encourage students to apply to other sources of field practicum funding listed on our website or announced in spring semester, as well as to seek support from their host organization. In the past, MDP students have received support from the Center for Latin American Studies, the Center for African Studies, the Tropical Conservation and Development Program, the College of Liberal Arts and Sciences, the Graduate Student Council, and from a variety of UF-administered projects. In summer 2023, students who embark on international travel will be the first recipients of support from the recently created Jacqueline Friel & Jonathan Friel International Travel Fund.

To apply for field practicum funding from MDP, students should submit the following materials to the MDP office (470 Grinter Hall) by the deadlines provided.

1st half of February: Submit initial proposal to Supervisory Committee

20th February: Funding Application to include:

1. An **abstract** of no more than 250 words explaining the project in non-technical language.
2. An **initial proposal** of no more than 4 single-spaced pages. A bibliography may be appended to the proposal. The proposal should include:
 - Brief context and background
 - Proposed placement and description of host institution(s)
 - In-country supervisor
 - How the practicum criteria listed above will be met
 - The proposed development problem/s to be addressed or the task to be carried out in support of the host organization
 - Objectives and methods
 - Proposed activities and anticipated products

- Proposed timetable

Note: The proposal should be as specific as possible, recognizing that modifications may be required later in the planning and/or implementation process. Furthermore, building on this initial proposal, a much more comprehensive final proposal will be developed prior to embarking on the field practicum.

3. Proposed Budget (Budget Form provided in **Appendix G**): Please note that airfare will be purchased according to UF travel guidelines, based on lowest itinerary costs of round-trip travel to practicum destination and back to Gainesville, FL or nearby international airports.

4. Proposed itinerary: Please search for and provide an actual itinerary that includes all flight information. There is no guarantee this will be the exact itinerary purchased, but every effort will be made to purchase flights on the communicated departure and arrival dates. All students will have an opportunity to confirm their approval of the reserved itinerary prior to purchase.

5. Copy of submitted Institutional Review Board (IRB) application, or confirmation from student's committee chair that IRB approval is not required. The IRB application requires the student's committee chair to review and sign as Principal Investigator.

In the Spring semester course, *Design and Methods of Sustainable Development Practice*, guidance will be provided on initiating and completing the IRB process. Upon online submission, IRB approval typically takes up to 10 business days. In some cases, applications receive approval pending minor changes or questions, utilizing the online IRB review and approval portal. International projects require ancillary IRB approval as part of this process, in countries with their own IRB requirements, it will be necessary to secure local approval as well. If IRB submission occurs by February 20th, students should be able to receive IRB approval by March 14th. Every effort should be made to quickly address any questions or pending changes to the IRB office. A copy of the IRB approval letter (or confirmation that IRB approval is not required) is obligatory in order to facilitate the release of any approved budget funds for the field practicum.

Field Practicum Proposal Target Dates

Students should aim to submit the initial proposal to their supervisory committee in advance of February 20th deadline in order to incorporate important feedback. If resources are available, the MDP Funding Applications committee will evaluate and make funding decisions based on the quality of the initial proposal. The committee may ask the student to clarify or improve some sections of the proposal. Students who have been asked to revise their initial proposal are strongly encouraged to do so within one week.

1st March: MDP Field Practicum Letter of Award (when funding is available)

An award letter will be prepared for students to sign, indicating the amount of the award as well as terms and conditions for funding, including required forms. Funding will be disbursed no earlier than 10 days before the departure date, as a cash advance if you are already on UF payroll or reimbursement post-travel if you are not.

30th March: Submit Traveler Information Checklist (Appendix H) with the documents requested below. Depending on the status of the COVID-19 pandemic, applicable line items may vary.

- **UFIC Travel Registration:** All students must register with UFIC, enrolling in the *TeamAssist Emergency Assistance Program* <http://internationalcenter.ufl.edu/travel/online-travel-registration>

- **International Insurance or Gator Grad Care:** Students who have Gator Grad Care will be covered internationally, and must provide a copy of their card. Students without this coverage must provide a copy of their insurance card to confirm they are covered during the Field Practicum.
- [UFIC Checklist for International Travel](#)
- **MDP Emergency Contact Information Form (Appendix I)**
- **IRB approval** communicated by email
- **Chair approval:** Final approval by the student's committee chair indicating that the proposal meets MDP Field Practicum guidelines (**Appendix J**)
- A letter indicating **that the host organization(s)** endorses the proposed field practicum is required. A template will be provided, however the content of this letter will vary depending on the agreed upon deliverables with the practicum host organization. In many cases, it may be helpful to draft an endorsement letter yourself for the host organization, which they will be able to review, edit and approve.

Beginning May: Proposal, travel and funding all finalized. Students depart on field practicums.

Students are strongly encouraged to follow the above timeline leading up to the start of their field practicums.

July-August: If received, MDP / UF funding must be reconciled WITHIN 10 DAYS of completing your field practicum. This requires the review and signing of an expense report provided by the fiscal department through the MDP office.

Summary Timeline of Field Practicum Requirements

January - May	Students will use all of Spring semester to develop their field practicum proposal in the <i>Design and Methods in Sustainable Development Practice</i> course and present their proposal to their peers. This proposal will be used as the final product for the class and as a guide for the student's field practicum project.
1st half of March	Students should aim to submit draft proposals to their supervisory committees by or the first week of March. This will provide students adequate time to incorporate feedback and improve the proposal before submission to the MDP Funding Applications Committee on March 20 th , if funding is available.
20th March	Students should aim to submit their funding application (initial proposal, budget, itinerary) to the MDP office for review by the MDP Funding Applications Committee. In making funding decisions, the Committee will evaluate whether the proposed project meets the MDP field practicum criteria and will analyze the feasibility of the proposed project. Students should have initiated application for IRB approval by this date , and confirm they have done so. To apply for IRB approval, you will be required to take an online training course on the IRB process and its purpose.
1st April	MDP Letter of Award to students, sign and return as soon as possible. Purchase air tickets, if travelling to the site of the field practicum.

10th April	Submit MDP Traveler Information, IRB Approval, UFIC Travel Registration, UFIC Checklist, Emergency Contact Information, Proof of Health Insurance, Chair Approval form, Host Approval letter, and other fiscal forms as required to the MDP Office.
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Submit an emailed complete funding application packet by March 20th to the MDP Program Office.

4. FIELD CONSIDERATIONS, SAFETY AND EVALUATIONS

Supervision of Students in the Field

While overall supervision will typically be the responsibility of the student's supervisory committee, students should ideally be supported by a combination of local practitioners, community members, and in some cases, local faculty members while in the field. Regular communication between the in-country supervisor and each student will be important, even essential, for the student's safety and security as well as for his/her overall learning experience. Fluid communication will also be essential with the host organization during the planning and realization of the field practicum.

Safety and Health of Students in the Field

Site placements should be in locations that have been identified as reasonably safe and secure by local partners and government officials. National and local authorities and Embassies of the student's country of citizenship (if present) as well as the US embassy should be made aware of the students' presence at the site, the objectives of the Field Practicum, and should provide their guidelines for safety, security, and emergency situations. Health services must be available within the community, and students will be provided by UF with international health insurance. A class or special session will address how to mitigate diverse risks during the Field Practicum. Students must be accompanied at all times by a fellow student or assistant during field work and carry a list of important contacts and phone numbers, in the host country and in Florida, to solicit support while abroad. If mandated, in-country safety protocols to avoid transmission of COVID-19 and associated variants must be strictly adhered to.

Unforeseen Circumstances

In cases where unforeseen problems beyond the student's control make it impossible to carry out the field practicum or result in only a partial completion of the work envisaged, the student's supervisory committee and the MDP director will evaluate the situation on a case-by-case basis and decide on appropriate measures. If students leave the program for personal, medical or security reasons, without completing at least 60% of the expected time, they will be required to complete a similar field training program before graduating from the MDP or complement work accomplished through remote engagement or through applicable, in-depth research of the literature.

Student Evaluations

Student work during the field practicum may be assessed on the basis of feedback from local practitioners, completion of specific tasks, and project outputs including the final report. Students will be required to provide host institutions and collaborators with reports detailing the results of the study and important implications of the findings. A first report should be provided to indicate preliminary results while in country – this also applies to students who conduct their field practicum in the U.S.

Counterpart Evaluations

Local counterparts may also be requested to provide an evaluation of the work carried out by the student (or group of students) to ensure that the field practicum experience is continually improved and updated. When possible, community members may also be asked to reflect on the work of the MDP students, and how their field practicum might have been improved. Apart from informing the adaptive redesign of individual field practicum projects, the evaluations will also serve as a valuable resource to the student and to the MDP Program. Positive assessments, of which we have received many, are welcome.

Final Important Reflections

Students should recognize that they represent UF and the MDP Program while abroad, and the highest standards of professionalism, responsibility and cultural sensitivity should be pursued. Students should arrange their practicum timeline in a realistic way that ensures the successful completion of the project. A substantive break/vacation should only occur before or after the practicum, not during, in order to ensure that the relationships developed and the work are not interrupted.

Above all, your safety is our greatest concern. We will encourage you to exercise your best judgment, taking into careful consideration measures to anticipate and mitigate risk while conducting your field practicums.

INDICATIONS FOR THE PREPARATION OF THE FIELD PRACTICUM FINAL REPORT

Please review these indications carefully prior to embarking on your field practicum to gain clarity with regards to the final product you will be generating to fulfill the requirements of the MDP degree. This section also contains important formatting guidelines to facilitate the style and structure of your final report. Depending on the objectives of your FP, the organization of your final report will vary and its definitive structure and content will have to be agreed upon with your supervisory committee.

The field practicum of the MDP: an opportunity to contribute and learn

A unique attribute of the Field Practicum (FP) of the MDP program relates to its dual purpose. On the one hand, it is an important requirement of the MDP program, and in many regards, can be considered a capstone experience of the degree. On the other hand, as a development practitioner, your FP is more than an academic exercise. It is hoped that your FP will provide you with an opportunity to contribute, in a meaningful way, to a development process. Examples of the types of contributions you may make include the following:

- Working with an organization to develop a proposal applying participatory methods.
- Carrying out a needs assessment.
- Helping to develop a practical and effective monitoring and evaluation system.
- Carrying out an evaluation of an ongoing initiative.
- Contributing to the preparation of a training/educational program related to development and development practice.
- Conducting other types of analysis to provide useful information to ongoing initiatives.

This dual nature of the FP has important implications during the development of your FP proposal and during the preparation of the final report. Beyond indicating “what” you intend(ed) to do, you should also convey the “why” behind your field practicum and how it might potentially contribute to a development process or a need of your host organization. Furthermore, because the final product of the FPs will vary among students, it is not possible to provide rigid guidelines with regards to their definitive structure and content. In other words, depending on your FP, you will have a certain degree of flexibility in the preparation of the final report.

1. THE QUALITY OF THE FP BEGINS WITH THE FP PROPOSAL

An important step in the FP process begins with the preparation of a good FP proposal. *Design and Methods in Sustainable Development Practice*, a required course of the MDP curriculum, has been designed to help guide you in the development of your FP proposal. The process is designed to encourage supervisory committee involvement during the development of your FP proposal and to secure a written endorsement of the work to be undertaken by the host organization with which you will be working.

With regards to content, your FP proposal should integrate a number of sections that clearly set the stage for the work envisioned, including the following:

- **Abstract** providing a brief overview of the proposed field practicum
- **Introduction and contextual information**
Here you will indicate how you arrived at the topic of the FP and “why” it is potentially important. You will also provide information on the strategic context of the work, including an overview of the site/region where you will be working and the organization(s) with which you will be linked. Contextual aspects you may consider in your introduction include, among others, the following:

- Country where you will be working
- Geographical location within the country
- Historical considerations
- Demographic situation
- Socioeconomic data
- Considerations relating to gender and development
- Environmental concerns and major environmental issues
- Primary sources of employment and production
- Market linkages or lack thereof
- Important aspects of the policy and regulatory framework, including tenure
- Major stakeholders
- Background information on the host organization

To gather quality information on these and other topics, you will need to conduct a thorough literature review, a process that will be discussed in detail in the course Design and Methods of Sustainable Development Practice.

- **Conceptual framework of your FP**

The development of a clear conceptual framework (often termed contextual-conceptual framework) will help you integrate different elements and considerations of your FP in an illustrative fashion. A good conceptual framework will help you visualize and explain how your FP fits into the overall context in which you will be working. To develop a good conceptual framework, it will be necessary to carry out a comprehensive, analytical review of the best available information from the literature and non-conventional sources (gray literature). Your proposal should reflect that you are well-informed about the topic(s) on which you will be working, including recent developments of particular relevance to your work and ongoing debates. As you become more informed about the context in which you will be working, you will most likely need to adjust your original conceptual framework. Nearly all students continue to revise their conceptual framework during the preparation of their field practicum final reports.

- **Matrix providing a concise summary of your FP proposal**

A useful exercise and invaluable tool to include in your field practicum proposal is a matrix that provides a concise, overall summary of the proposal linking objectives and projected results of the exercise. This matrix is constructed utilizing the following columns: the **General and Specific Objectives** of your FP; the **Problems and/or Questions** you intend to address or the **Task** you intend to carry out; the **Methods** you intend to utilize; a preliminary explanation of how you intend to carry out an **Analysis** of the information gathered, and the experiences gained; and finally the **Projected Results** of your efforts. The matrix should make evident the logical relationship between the anticipated results and the objectives of your FP articulated in the first column. It should be clear when reviewing your FP proposal that you are well informed about the methodological and analytical approaches to be utilized. Taken together, the Specific Objectives should enable you to achieve the General or Overall Objective of your field practicum.

Objectives	Problems and / or questions to address / or task to carry out	Methods to employ	Analysis to be carried out	Projected results
General or Overall Objective indicated in this cell				
Specific Objective 1 articulated in this cell				
Specific Objective 2 articulated in this cell				
Etc.				

- **Timeline for your field practicum**

Although your FP may not progress like clockwork, you should include in your FP proposal a didactic timeline indicating how you intend to utilize your time and meet your objectives during the weeks you will be engaged in the field. This will help you to realistically assess what can be accomplished in the time available.

- **Presentation of preliminary results**

A requirement stipulated in the FP guidelines is that while still in-country, MDP students must make an effort to present the preliminary results of their work to stakeholders who took part in the effort; and the intention to fulfill this requirement should be included in the FP proposal.

- **Potential problems**

Finally, a section should be incorporated that describes possible problems that might affect the timely completion of your FP, and what measures you would take to mitigate these disruptions should they arise.

- **Bibliography and other sources of information**

- **Annexes**, including preliminary questionnaires and other instruments to be utilized in the field practicum

Recommendations to consider while undertaking your fieldwork

The quality of the information you compile during your FP will have a large influence on the quality of your final report. You will want to register and manage the information in a careful fashion and, if possible, devote a short period each day to organize the information collected. If done in a disciplined fashion, this extra effort will greatly facilitate the future analysis of the information, freeing time for the interpretation of results and the preparation of the final report. Also, in the FP Guidelines, one of the requirements is to “keep a daily diary of events, observations and reflections during the FP”. Rather than view this task as a requirement to fulfill, you should realize that many of your insights and perceptions when in country will be lost, should you neglect writing them down while they are fresh in your mind.

The importance of conveying/discussing preliminary findings while in country (including the U.S.)

Whatever the format of the FP, you should discuss the lessons learned with the organization for which you are preparing the report/deliverable, and if possible, with the community/communities with which you have worked. Even when your FP implies the production of a technical product (e.g. needs assessment), you should be able to have a critical/reflective eye at this point, in which the lessons from the successes, as well as from possible failures and mistakes, can be part of public knowledge, i.e. become input into the development process to which you contributed.

2. THE PREPARATION OF YOUR FINAL REPORT

The definitive structure of your final report will vary depending on its overall purpose and the preferences of your supervisory committee. Here, an example of the content often found in a field practicum final report.

Title Page

The title page will include the title of the field practicum, your name, your supervisory committee members, and logos. Many students embellish the title page with a photo or figure.

Acknowledgements

Table of contents

Lists of figures and tables

Abstract

The abstract represents a brief summary of your report's contents. It is limited to a maximum of one page. Please include the title "Abstract" centered at the top of the page. Use the passive voice. Prepare the abstract after your paper is complete.

Introduction

Begin your report with a good, thorough introduction. The introduction will make clear the purpose of your project, its nature and scope. It will provide an overview of the content of the report in a concise way and include brief references to your host organization and sources of support that made your project possible. You may finalize your Introduction alluding to the important results and conclusions of your work. If you finalize the drafting of your introduction after you develop the other sections of your report, you will ensure a clear alignment between your Introduction and the remainder of the report.

Literature review on contextual and conceptual Information

Although a portion of your field practicum (FP) proposal will form part of your final report, you should expand and update your literature review, especially with information that will enrich the interpretation and discussion of your results. During your FP, you should take advantage of opportunities to access information locally that may not be available to you at the University of Florida, for example internal documents from your host organization and government agencies or local news items.

Modified conceptual framework, objectives and underlying questions/problems to address in your FP

As your understanding of the topic you have chosen and the context in which you will be working grows and evolves, you will want to revisit the conceptual framework of your FP in the final report as highlighted above. Decisions to make significant changes to your FP should be understood and supported by your major advisor, committee members and host organization.

Methods utilized in the realization of the FP

Include a thorough discussion on the methods utilized in your FP: how did you conduct your FP from a methodological point of view? If you applied a combination of methods, describe how they were linked in your FP.

Analyses utilized to process quantitative and qualitative information obtained during the FP

Explain the methods and approaches taken and tools utilized to analyze the information obtained during the realization of your FP.

Results

You may present your results in the form of tables, graphs, frequency of responses, maps, diagrammatic representation of social networks, written descriptions, among other formats, depending on the methods utilized. The results generated should link clearly to the specific objectives of the FP as well as to the general objective or underlying purpose of your FP.

Utilization and discussion of results

In a classic research paper, the researcher would include here a Discussion section, sometimes separating the presentation of results from the discussion, and in other cases, integrating the results and discussion in the same section, drawing on the literature to compare, contrast and complement the results with those obtained in similar research efforts. In the case of the final report of the FP, the type(s) of final product(s)/deliverable(s) envisioned will largely dictate the way the results are utilized and how the document is structured. Many students have found it useful to separate the main body of the FP final report from the deliverable(s) provided to the host organization. For example, a student who devotes his/her field practicum to the development of a curriculum for a course might choose to relate in the main body of the report the entire process required to plan and develop the curriculum. The deliverable, the curriculum itself, would be placed in an annex of the final report as a standalone product that would be made available to the host organization. A similar approach could be used in the development of other deliverables such as a “needs assessment”, a project proposal, a monitoring and evaluation protocol or documentary.

Cross-scale, cross-discipline and policy considerations

Devote a section of your final report to visualizing how your work fits into the bigger picture. Make reference to relationships between your work and development processes occurring at different scales with the involvement of different stakeholders. Indicate also how your work cuts across and/or integrates different disciplines and sectors. Important considerations for policy makers should also be indicated when possible. This important section will force you to view your efforts from a broader, more holistic perspective, and in that sense, will represent an important learning experience in the MDP program. Students in recent years have often used the Sustainable Development Goals (SDGs) to explore potential cross-disciplinary considerations and interactions in your findings.

Conclusions and recommendations stemming from your efforts

End your paper with a synthesis of the most important conclusions of your FP. Also, point out aspects you would have done differently, had you known during the planning stage of your FP what you know upon completing your work. Finally, provide recommendations for future efforts devoted to similar topics and processes or for work that will be carried out within the same region and with the same stakeholders.

Bibliography

Prepare a complete bibliography of the literature cited in your final report following standard APA guidelines. A recommendable practice is to keep your bibliography updated from the moment you begin preparing your FP proposal using EndNote or another bibliography program, otherwise, you will be faced with the time-consuming task of having to secure once again the publications to extract the citation information. These programs both organize and format your bibliography.

Appendices

Appendices are materials deemed relevant to the paper but suited for inclusion outside the primary body of text, for example data tables, survey information, forms, pictures, important contacts, etc. They should be labeled “Appendix A” and so on. Each appendix should be referenced in the paper text. For example: (See Appendix B). As indicated previously, many students include deliverables committed to with their host organization in the appendices. In these cases, the main body of the report focuses on reporting on the process employed to develop these agreed upon deliverables.

3. FINAL REPORT FORMATTING GUIDELINES

You are required to submit a pdf version of your final Field Practicum (FP) report to the MDP Office on a communicated deadline prior to final degree certification in the term when you present and defend. The final report must not require any further revisions and must have confirmed approval by the student's supervisory committee. The MDP Office retains a final electronic version.

APA

The FP report should be formatted, including all citations, following the American Psychological Association (APA) 6th edition standards. Helpful APA resources online include:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Length

FP reports are generally expected to be 30 – 50 pages in length, but may be longer depending on the agreed upon deliverables.

Font Size and Style

12-point typeface should be used throughout the report, including page number. 14-point font may be used for the paper title and major headings. For tables, figures and footnotes, a smaller font size, such as 10, may be used. Common font styles for such a paper include Times, Times New Roman, and Palatino.

Tables & Figures

All tables and figures must be numbered and titled (ex: Table 1; Figure 1:). A table is typically a presentation of data or information, while a figure is usually illustrative. They should always be near the text in which they are referenced.

Boldface and Italics

Boldface may be used for the report title, section titles, subheadings and tables and figure captions when appropriate. Italics should be used at a minimum.

Margins and Spacing

All margins should be one inch. Align text-left (not right-justified). The report text should be double-spaced. Only quotations containing several lines, otherwise known as block quotations, may be single-spaced.

Recommended Pagination

Title page (required)	not numbered
Dedication/Acknowledgements (optional)	“ ”
Table of Contents (required)	“ ”
List of Tables (optional)	“ ”
List of Figures (optional)	“ ”
List of Abbreviations (optional)	“ ”
One-page Abstract (required)	1
Body of Paper	2 (and so on through to the end, including bibliography and appendices)

Title Page

All text on your title page should be centered. You are permitted to include a FP photograph on your title page (with a caption) if you so choose. Use the following format on your title page:

TITLE OF PAPER

Your Name

A Field Practicum Report submitted in partial fulfillment of the requirements for a
Master of Sustainable Development Practice Degree at the University of Florida,
in Gainesville, FL USA

Month and Year (ex: May 2021)

Supervisory Committee:

First Name Last Name, Chair

First Name Last Name, Member

First Name Last Name, Member (3rd member optional)

Submission of your final report to the Institutional Repository of the University of Florida

<https://original-ufdc.uflib.ufl.edu/>

You are the sole copyrighter of your final FP report. MDP students have the invaluable opportunity to place their final report in a UF digital archival system (IR @ UF). Your final FP report will be accessible online, with its own permanent independent URL link and citation information, available to prospective employers and others who may have an interest in your particular project, research and focus. In your final term, we will ask you to complete the copyright form (**Appendix K**), and submit it to the MDP Office. After graduation, the MDP office will send the completed form together with your final pdf report to the archival system. Submitting to the IR @ UF is voluntary.

GRADUATION REQUIREMENTS

In partial fulfillment of the requirements for the MDP degree, students must accomplish the following:

- (a) Carry out an approved **field practicum**.
- (b) Develop and present a poster based on the field practicum at the MDP **poster session**.
- (c) Prepare a **final practicum report**.
- (d) Give a public **presentation** of the results of their field practicum, followed by a private **defense** with supervisory committee members.

Each of these tasks is now described:

- (a) **Field practicum:** Each student is required to carry out a field practicum following the FP guidelines document. Students will prepare for their field project and develop a comprehensive proposal in the Spring course *Design and Methods in Sustainable Development Practice*. During the Fall semester of their first academic year, students should identify the site (country, host organization) where and with whom they aspire to carry out their field practicum.
- (b) **Poster session:** Students will prepare and present a poster at the MDP Student Poster Session during the Spring semester in their 2nd academic year. The poster will be a deliverable in the Fall course, *Conservation and Development Practicum*.
- (c) **Final practicum report:** The first draft of this report will be developed during the Fall semester of the second academic year following the student's field practicum. This will be the central exercise of the course *Conservation and Development Practicum*. It will be important that supervisory committee members of each student provide guidance during the preparation of these final reports. Please follow the detailed indications in the preceding section, including issues of formatting and style. Although students will be required to have a strong draft of their final reports by the end of the Fall semester, additional revisions of the report in the final term (Spring semester) will likely be necessary. Students will be encouraged to make these final revisions early in the Spring semester.
- (d) **Presentation and Defense:** Students are required to present and defend their field practicum project by the graduate school final exam deadline in their graduation term. By the mid-point of the final term, students must schedule a date and time in collaboration with their supervisory committee for the presentation and defense. Each presentation will be announced through the MDP Program listserv, and other avenues such as the TCD, Center for African Studies, Center for Latin American Studies, and UFIC listservs. Core and affiliate faculty and MDP Committee members will be encouraged to attend. After the presentation, which should not exceed 30 minutes, the public may engage in questions and discussion during a 10 to 15 minute period. After this public portion of the presentation, the student will meet with the supervisory committee to carry out the final private defense, which includes the completion of the MDP Student Learning Outcomes Assessment form (**Appendix B**). The student should distribute the practicum report to supervisory committee members at least one week in advance of the defense date, and come to the defense prepared to discuss and defend the ideas and results presented in the report. Since the Spring-Summer of 2021, presentations and defenses have been carried out successfully combining an in-person audience and Zoom. Digital access to the public presentation has increased attendance, often including family members and participants from abroad.

The MDP Program Office, in advance of the presentation and defense date, will compile a complete file with the student's records (approved study plan, meeting reports, unofficial transcripts, statement of purpose, etc.), which will be available for review by the student's committee during the private defense. An electronic version of the field practicum report must be submitted to the MDP Program Office by email at least one week prior to the student's presentation and defense date. Final reports, which undergo revisions after the presentation and defense, must be provided to the MDP Program Office with the necessary

revisions incorporated, and approved by the supervisory committee, by the communicated academic semester deadline.

UF Graduate School Graduation Requirements

Students are responsible for completing all graduate school requirements during their graduating term and should pay close attention to emails from the UF Graduate School to their UFL email account. The Graduate School provides a Final Term Graduate School Checklist to students during their final term. The MDP Program is beholden to all Graduate School policies including admissions, graduation, financial and other general regulations. A current Graduate School Catalog is found at the following link: <http://gradcatalog.ufl.edu/>. The 2023-24 Graduate School Academic Calendar is found here: <https://gradcatalog.ufl.edu/graduate/calendar/>

Below is a summary of MDP Program and UF Graduate School graduation deadlines for Spring 2023—these will be adjusted slightly each year:

MDP Program & UF Graduate School Final Term Deadlines for Graduation Spring 2023	
February 3rd, 5:00pm Exact deadline varies by year and is provided in the UF Graduate School academic calendar	Degree application deadline for degree award, completed by students in https://student.ufl.edu/
February 22nd, 5:00pm Exact deadline varies by year and is provided in the UF Graduate School academic calendar	Final date to schedule presentation and defense with committee members and notify MDP Program Office. Deadline to finalize all data (except Final Exam*) in GIMS for all degree and certificate applicants. Mid-point of final term.
April 7th, 5:00pm Exact deadline varies by year and is provided in the UF Graduate School academic calendar.	Final date to complete presentation and defense. Deadline for final exam forms to be posted to GIMS by MDP Program Coordinator. Students will receive an email notification from the Graduate School to verify this in GIMS.
April 26th Last day of class	Deadline to submit final approved report to MDP Office. Deadline for certificate candidates to complete final consultation with SDP Graduate Coordinator. <u>This definitive final report must not require further revisions and must be approved by the supervisory committee.</u>
May 5th -7th	Commencement Ceremony
May 9th Degree and certificate certification	Degree and certificate certifications finalized

* The UF Graduate School uses the term ‘final exam’ to represent the final culminating experience a graduate school student must undertake in his/her degree program to fulfill their degree requirements. In the case of the MDP, this is represented by successful completion of deliverables c and d described on the previous page.

ACADEMIC HONESTY, SOFTWARE USE, UF COUNSELING SERVICES, SERVICES FOR STUDENTS WITH DISABILITIES

In 1995 the UF student body enacted an honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students. In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

UF students are bound by The Honor Pledge which states, **“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.”**

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: **“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions for students, faculty, staff and administrators who practice dishonest or demeaning behavior. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with your instructors and advisors.

With respect to plagiarism, the honor code states the following: “A student shall not represent as the student's own work all or any portion of the work of another.” Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

See examples at <https://www.princeton.edu/pr/pub/integrity/pages/plagiarism/>. If you would like to read more about the UF honor code as well as student rights and responsibilities please visit <https://sccr.dso.ufl.edu/students/student-conduct-code/>.

Counseling and Wellness Center

The Counseling and Wellness Center (CWC) offers services to currently enrolled graduate students for personal and educational concerns.

Professional counselors offer short-term individual, couples, and group counseling. There is no charge for the Center's confidential services. Topics of services for graduate students often include help with concerns related to academic success, time and stress management skills, anxiety and depression, personal and family relationships, adjustment to the culture, and other issues associated with transition.

Counseling and Wellness Center clinicians also provide a range of consultation and outreach programs to the campus community. Phone or in-person consultation is available for students, parents, faculty, and staff

regarding any issues related to student development. The CWC clinicians serve as program resources for a wide variety of student organizations and academic departments. The Center has an extensive training program for selected graduate students. The clinical staff teaches undergraduate and graduate courses in the Departments of Psychology and Counselor Education and guest lecture on a variety of psychological and wellness topics.

All CWC activities are conducted with sensitivity to the diversity of the students on a large, multicultural campus. For more information, phone (352) 392-1575, or visit <http://www.counseling.ufl.edu>. The CWC has offices at 3190 Radio Road (down the street from Lakeside and SW Rec Center) and at 401 Peabody Hall.

Disability Resource Center

The Disability Resource Center strives to provide quality services to students with physical, learning, sensory or psychological disabilities; to educate them about their legal rights and responsibilities so that they can make informed decisions; and to foster a sense of empowerment so that they can engage in critical thinking and self-determination.

Whether visiting our webpages as a prospective student, a current student, a family member, or a faculty member supporting a student with a disability, the Disability Resource Center hopes that the information contained on our webpages provides insight about our dedication to provide the best services and support possible. Please contact our office at 352-392-8565, fax us at 352-392-8570, contact us via e-mail at DRC@ufsa.ufl.edu stop by our office at 0001 Building 0020 (Reid Hall), or check out our website at <https://disability.ufl.edu/> if you have any questions or concerns.

Students with disabilities requesting accommodations should first register with the [UF Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

PROGRAM ADMINISTRATION

The program is administered jointly by the Center for African Studies and the Center for Latin American Studies. Both are internationally recognized centers of excellence in area studies and are federally funded Title VI centers. This institutional home is a great attribute of the UF MDP program, and contributes in a profound way to its attractiveness for students. The directors for the Centers for African Studies and Latin American Studies serve on the MDP Steering Committee. The committees described below make key decisions about the management of the program and deliberate on its academic and strategic orientation. For a list of members in the Steering and Curriculum committees please refer to **Appendix L**.

Steering Committee

This is composed of faculty members from seven colleges across UF. The Steering Committee meets once each year and acts as the overall advisory board to the MDP program. While important programmatic decisions will be discussed by the steering committee, the MDP director is responsible for definitive policy decisions.

Curriculum Committee

The Curriculum Committee designs, reviews and revises learning competencies and the structure of the curriculum. It ensures that individual coursework meets the program's learning outcomes. The committee is composed of faculty teaching in the program, the Associate Director of the Center for African Studies and the Associate Director for Academic Programs and Student Affairs of the Center for Latin American Studies. Two current MDP students from each cohort also form part of this committee (four in total).

Management Committee

The Management Committee, composed of the MDP Director, MDP Program Coordinator and core faculty members, administers the day-to-day advisement of the program. When important executive or budgetary decisions are being made, the directors of the Centers for African Studies and Latin American Studies will join the management committee. With the addition of the centers' directors, the Management Committee becomes the Executive Committee.

Admissions Committee

The Admissions Committee, composed of the Director and core faculty, reviews applications, and makes decisions on acceptance into the program. The program coordinator serves as an ex-officio member of the committee.

Student Supervisory Committees

Students are required to have at least two members on their supervisory committees. The MDP Graduate Coordinator advises students during the first semester and will help provide follow-up support at critical junctures in each student's program (for example, mid-program meetings). The student is responsible for forming a supervisory committee during her/his first semester. At least one member of the Supervisory Committee should be a person who is familiar with the MDP program. The second committee member, in many cases, represents the student's specialization or area of interest. The role of the Supervisory Committee is to advise students on coursework, specializations, the field practicum proposal and implementation, and the final report. All supervisory committee members must evaluate the student's final report, presentation and defense.

Cross listing MDP Courses

Some courses created specifically for the MDP will be cross-listed in Latin American Studies and African Studies. Students with clear regional preferences should register in the section that represents their regional

interests while the remaining students will be registered in whichever section is under-represented in the class.

Annual Evaluation for MDP Program Director and Coordinator

Each year an evaluation of the MDP Director will be jointly prepared by the Directors of the Centers for African Studies and Latin American Studies. The MDP Director will conduct an end-of-year evaluation of the MDP Coordinator.

Budget

The MDP Director and Program Coordinator are responsible for tracking and oversight of the budget. The Center for African Studies and the Center for Latin American Studies process expenditures.

Both centers provide the necessary information to prepare a budget for indirect costs related to running the MDP such as printing, the use of phone lines and other costs.

PROGRAM EVALUATION

A critical aspect of building a strong and vibrant program involves systematic program evaluation to iteratively assess the appropriateness of learning competencies, as well as to draw lessons and promote best practices. Program evaluation will involve both participatory mechanisms and surveys. Regular core faculty meetings will provide the opportunity to strengthen linkages among teaching faculty who come from different disciplines and departments at UF. A growing pool of affiliate faculty enhances the quality of the program and makes evident the institutional support available to MDP students. Faculty meetings and surveys will be critical for curriculum development and improvement as well as in the promotion of the interdisciplinary approach.

In 2013, a pilot version of an instrument for self-evaluation was developed by an MDP Global Association task force, and a first exercise applying this instrument was carried out, assessing the following categories:

- Student learning outcomes
- Program evaluation and review process
- Faculty support
- Field practicum
- Partnership arrangements with other organizations
- Student support services
- Support to graduates or alumni

Student meetings and surveys have been important for evaluating student perceptions of the applicability of learning competencies and class content in linking knowledge and skills learnt in the program to real development challenges. Student participation in course evaluations at the end of each semester is an important facet of program evaluation, and all students are expected to take part in this process. A considerable portion of the Curriculum Committee meetings is devoted to discussing student perceptions, suggestions and concerns. Following the field practicum, individual student meetings are convened to assess the summer field practicum experience and to assess the effectiveness of the program in preparing students for this formative experience.

Overall, systematic evaluation is critical for improving the curriculum as well as strengthening the relationship of the alumni to the program.

APPENDIX A: CORE AND AFFILIATE MDP FACULTY

MDP Core Faculty

Glenn Galloway, MDP Director, Latin American Studies; Tropical Forestry, multi-stakeholder cooperation, sustainable development (Latin America)

Renata Serra, MDP Graduate Coordinator, Center for African Studies; Development economics, micro-finance, health economics and social capital (Africa)

Jon Dain, Tropical Conservation and Development Program; Conflict and collaboration management, communication, mediation, facilitation (Latin America)

Greg MacDonald, Agronomy / Institute of Food and Agricultural Sciences; Weed science; Herbicide physiology and biochemistry; Invasive plant management; Crop production – focus heavily on peanut; Tropical cropping systems (USA, Latin America)

Brian Child, Department of Geography, Center for African Studies; Community-based conservation, parks management, environmental/resource economics (Africa)

Ignacio Porzecanski, School of Natural Resources and Environment; Natural resource management (Latin America)

Sarah McKune, Environmental and Global Health, Center for African Studies; Global health, nutrition, food security, gender, pastoralism, livelihoods, social and ecological resilience, climate change, health outcomes associated with climate change, maternal and child health, health in the African Sahel, HIV/AIDS (Africa)

Susan Paulson, Latin American Studies, Tropical Conservation & Development Program; Social / cultural anthropology, gender, political ecology (Latin America)

Pilar Useche, Food and Resource Economics; Development economics, innovation and technology adoption (Latin America)

Leandra Merz, African Studies; Human-wildlife coexistence, coupled human and natural systems, community based natural resource management, natural resource conservation and governance, spatial analysis, NGO management (East and Southern Africa)

MDP Core Faculty - Emerita

Marianne Schmink, Latin American Studies, Anthropology, Tropical Conservation and Development Program; Gender and Development (Latin America)

MDP Affiliate Faculty

The list of MDP Affiliate Faculty is growing and evolving. The MDP Program seeks the inclusion of faculty who have a strong interest in issues of sustainable development and who aspire to contribute to the program.

Affiliate Department	Name	Specialization(s)	Geographic Expertise
AEC, Center for Landscape Conservation and Ecology	Paul Monaghan	Natural resource protection and landscape management	Latin America, Haiti, US
	Laura Warner	Program evaluation, extension / professional development, social marketing, behavioral change, landscape / horticultural conservation practices	US
Agricultural Education and Communication	Sebastian Galindo	Collaborative project evaluation	Latin America, US
Agricultural and Biological Engineering, Institute for Sustainable Food Systems	Gerrit Hoogenboom	Crop modeling, decision support systems, food security, natural resource management, climate change and climate variability	US, Africa, Southeast Asia, China
Anthropology	Augusto Oyuela-Caycedo	Historical ecology, archaeology	Colombia, Peru and Brazil
	John Richard Stepp	Environmental anthropology, ethnoecology, conservation, GIS, medical anthropology, research methods, visual anthropology	Mexico and Central America, China, Southeast Asia, Southern Africa
Biology / School of Forest Resources and Conservation	Claudia Romero	Tropical forest policy and economics, conservation and development tradeoffs, impact evaluation, REDD+, PES	Central and South America, Southern Africa, Indonesia
Center for African Studies	Agnes Leslie	African politics focus on women and politics, social movements, human rights, policy and development, regional Integration in southern Africa, African Union, China and Africa relations	Zambia, Botswana, South Africa, Malawi, Zimbabwe, Rwanda
Center for African Studies Anthropology	Marit Østebø	Cultural anthropology, development studies, global health	Ethiopia

Center for African Studies Geography (Emeritus)	Abraham Goldman	Food and agriculture in Africa, resources and conservation, geography of world agriculture, human geography, environmental impact of pesticides, foreign policy issues linking developed and developing countries	Ethiopia, Kenya, Nigeria, Tanzania, Uganda
Center for Entrepreneurship and Innovation (CEI), Director	Jamie Kraft	Entrepreneurship, experiential learning	US, South Africa
CEI Sociology	Kristin E. Joys	Social entrepreneurship, sustainability, corporate social responsibility, impact investing, experiential learning, civic engagement, gender and entrepreneurship, youth development	US
CEI (Emeritus)	Michael M. Morris	Entrepreneurship, economic development, small business consulting, marketing, emergence	South Africa, US
Center for Latin American Studies Anthropology	Catherine Tucker	Environmental governance, community-based resource management, conservation, sustainability, transdisciplinary research, value chains & markets, traditional and indigenous knowledge, belief systems, mountain social-ecological systems, commons	Latin America
Center for Latin American Studies Sociology, Criminology & Law	Rebecca Hanson	Crime and citizen security, political sociology, human rights, global studies, urban sociology, social movements and citizen participation, gender, Latin America, qualitative methods	Venezuela, Colombia
College of Liberal Arts & Sciences: Associate Dean Anthropology Bureau of Economic & Business Research: Director	Christopher McCarty	Social networks, personal networks, survey research, migration, disasters, substance abuse, health	Mexico, Ghana, Cameroon, Florida
Design, Construction & Planning, Dept. of Urban and Regional Planning	Christopher Silver	Urban development and planning in megacities, sustainable community development, urban water management	Indonesia

Design, Construction & Planning, Director, UF Green Building Learning Collaborative	Bahar Armaghani	Sustainability and the built environment, green building codes, LEED, project management	US, Iraq, Jordan, Republic of Georgia
Economics	Hector Hugo Sandoval Gutierrez	Social interactions, applied microeconomics, education, poverty and development economics, and program evaluation	Mexico, Florida
Environmental Engineering Sciences, Engineering School of Sustainable Infrastructure and Environment	Timothy Townsend	Solid waste management	Latin America, Caribbean, Asia
Family, Youth & Community Sciences	Muthusami Kumaran	Fundraising for nonprofit organizations, risk Management in NPOs, Non Governmental Organizations (NGOs), community development, program planning & evaluation	India, South Korea & The Bahamas, US
	Randy Cantrell	Innovation, community development and leadership, housing and decision-making	US, West Africa
	David Diehl	Youth development and public policy, planning, and evaluation	Extension, Southeast US
	Dale Pracht	4-H, volunteer involvement, youth life skill development, community improvement	US, Europe, Cuba
	Mickie Swisher	Research design and methods, theory of community structure and development, sustainable and organic food systems, sustainable agriculture research and education	US, Central and East Africa, Central America, Haiti
IFAS Global Agronomy	Rosalie Koenig	Agriculture, farming and cropping systems	Latin America, US
Landscape Architecture, Chair	Maria C. “Tina” Gurucharri	Low impact development, nature- and culture-based tourism, urban design	Costa Rica, Honduras, Belize, Guatemala
African Studies Political Science	Leonardo A. Villalón	African politics, Islam and politics, democratization	Senegal, Mali, Niger, Mauritania, Burkina Faso, Chad

School of Forest Resources and Conservation (SFRC); Amazon Conservation Leadership Initiative, Coordinator	Robert Buschbacher	Tropical forestry	Amazon-Andes region
SFRC	Martha C. Monroe	Environmental education and extension	US
	Taylor Stein	Ecotourism	Costa Rica, Central America
Sociology, Criminology & Law	Christine Overdevest	Environmental and natural resource, and economic sociology	Latin America, US
	Stephen Perz	Demography, environmental sociology, sociology of development	Brazil
Soil, Water & Ecosystem Sciences	James Jawitz	Water resource sustainability	Florida, US
	Ann Wilkie	Bioenergy, bioremediation, sustainable technology	US
	Masanori Fujimoto	Aquatic microbial ecology, water resource management, waste management, soil health, sustainable agriculture	Asia, East Africa
Tropical Conservation and Development (TCD), Director	Bette Loiselle	Tropical ecology and conservation, seed dispersal mutualisms, ecological niche modeling and applications of Geographic Information Systems technology for biodiversity research and conservation	Ecuador, Costa Rica, Brazil
Wildlife Ecology & Conservation / TCD	Emilio Bruna	Habitat fragmentation, anthropogenic landscape alterations, science policy in Latin America	Brazil
	Vanessa Hull	Coupled human and natural systems, wildlife management, conservation policies, protected areas	Asia

APPENDIX B: STUDENT LEARNING OUTCOMES ASSESSMENTS – MDP DEGREE AND SDP CERTIFICATE

MDP Degree

The Student Learning Outcomes (SLOs) and SLO Assessment Measures of the University of Florida, Master of Sustainable Development Practice Program were submitted to and approved by the UF Institutional Assessment System (May 2012). A form has been prepared that is used by each student's supervisory committee during the final defense to assess whether each outcome has been achieved at a level commensurate with the degree. The assessment focuses on three types of outcomes: Knowledge, Skills and Professional Behavior, all vital for development practitioners. The outline and content of the form is provided here, followed by the Assessment Rubric that is used to carry out the assessment:

MDP Student Learning Outcomes Assessment – Evaluation by the Supervisory Committee

Student: _____

Date: _____

Degree: Master of Sustainable Development Practice

Milestone:

☐ **Non-Thesis Master's Project Defense**

Knowledge Outcome:

Thorough understanding of complex interdisciplinary dimensions of sustainable development and the capacity to communicate in a clear manner the challenges associated with this endeavor.

Has the student achieved this outcome at a level commensurate with the degree?

- ☐ Yes Basis: Evaluation by the Supervisory Committee of (1) the student's Program of Study and (2) the student's performance during the non-thesis project.
- ☐ No
- ☐ Partially

Comment _____

Skills Outcome:

Competence in the tasks related to the planning, implementation, monitoring and evaluation of development initiatives, and the planning and utilization of participatory methodologies.

Has the student achieved this outcome at a level commensurate with the degree?

- ☐ Yes Basis: Evaluation by the Supervisory Committee of (1) the student's Study Plan and (2) the student's performance during the realization of the field practicum and the non-thesis project defense.
- ☐ No
- ☐ Partially

Comment _____

Professional Behavior Outcome:

Interacting with professional peers, partners and participants in development initiatives with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication.

Has the student achieved this outcome at a level commensurate with the degree?

- ☐ Yes Basis: Consistent adherence during the degree program to the University of
Florida's Honor Code, based on observation over the duration of the student's
☐ No degree program by the Supervisory Committee members of the student's
professional behavior during class activities, seminars, the field practicum and the
☐ Partially non-thesis project defense.

Comment _____

Signatures of Supervisory Committee Members:

Committee Chair (Type or print name legibly) (Sign) (Date)

Committee Member (Type or print name legibly) (Sign) (Date)

Committee Member (Type or print name legibly) (Sign) (Date)

	Student Learning Outcome	Method of Assessment
Knowledge Outcome	Students will identify, describe and explain complex interdisciplinary dimensions of sustainable development, and the capacity to communicate in a clear manner the challenges associated with this endeavor.	<p>MDP students complete a non-thesis project report demonstrating knowledge of sustainable development related to their particular focus and field practicum.</p> <p>MDP students give a formal oral public presentation and attend a private defense of their report. The final report and presentation are evaluated and approved by a committee composed of a committee chair and at least one other committee member who complete and sign the learning objectives assessment form as part of the defense.</p>
Skills Outcome	Students will identify and define tasks related to the planning, implementation, monitoring and evaluation of development initiatives, and the planning and utilization of participatory methodologies.	<p>MDP students complete a field practicum proposal and receive approval of it from their committee chair prior to summer field work/research.</p> <p>MDP students complete a field practicum of a minimum of 10 weeks to carry out their approved practicum project, utilizing appropriate methodologies.</p> <p>MDP students present their research and participate in a poster session, sponsored by the MDP Program, and/or CAS/LAS, as well as completing a non-thesis project report.</p>
Professional Behavior Outcome	Students will interact with professional peers, partners and participants in development initiatives with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication.	<p>MDP students participate and display professional behavior, and teamwork skills in class activities, program-related workshops, seminars and development practitioner events, based on observation by their supervisory committee members.</p> <p>MDP students effectively communicate their report and field practicum research and findings in a formal and professional event open to UF faculty, staff, and students, evaluated by their supervisory committee members.</p> <p>MDP students complete their field practicum working successfully alongside local partners, in accordance with the terms of reference defined by the host institution/organization.</p>

Certificate: Sustainable Development Practice (SDP)
Student Learning Outcomes Assessment Rubric

Student: _____ **Date:** _____ **UFID:** _____

SDP Certificate Checklist:

- ☐ Admitted into SDP Certificate Program
- ☐ Enrollment form submitted and approved
- ☐ Certificate course assignments completed
- ☐ Certificate verification form submitted and approved
- ☐ Final consultation successfully completed

Knowledge Outcome:

During consultation meetings, student discusses complex interdisciplinary dimensions of sustainable development

Has the student achieved this outcome at a level commensurate with the certificate?

- ☐ Exceeds
- ☐ Satisfactory
- ☐ Unsatisfactory

Comment _____

Skills Outcome:

During consultation meetings, student identifies tasks related to the planning, implementation, and monitoring and evaluation of development initiatives

Has the student achieved this outcome at a level commensurate with the certificate?

- ☐ Exceeds
- ☐ Satisfactory
- ☐ Unsatisfactory

Comment _____

Professional Behavior Outcome:

During consultation meetings, student interacts ethically and professionally

Has the student achieved this outcome at a level commensurate with the certificate?

- ☐ Exceeds
- ☐ Satisfactory
- ☐ Unsatisfactory

Comment _____

Signature of MDP Graduate Coordinator:

MDP Graduate Coordinator (Name) (Sign) (Date)

APPENDIX C: CORE MDP COURSE DESCRIPTIONS

1st Semester

Development Theory and Practice in Africa and Latin America (3 credits)

This course introduces students to development for a “generalist” development practitioner, and serves as the foundation course for the Master of Sustainable Development Practice (MDP) curriculum. Course topics are grounded in a practical, multi-disciplinary approach that focuses on the inter-relationship among the following core fields of study, drawing on experiences in Latin America and Africa:

- Context of development: Theories, History, Culture
- Health Sciences - Primary Health, Nutrition, Water and Sanitation
- Natural Sciences - Agriculture, Climate Change, Technology, Energy, Engineering, Biodiversity & Ecosystem Functioning,
- Social Sciences - Economics, Business, Education, Ethics, Gender
- Governance and Management – Governance, Project Management, Foreign Aid, SDGs

Global Health and Development (3 credits)

This course covers fundamental public health and anthropological principles, methods, and study designs. Case studies demonstrate how development practitioners can incorporate the use of these methods to investigate patterns of disease, the role of culture, risk factors, broad causes, and the need for integrated interventions to reduce risk of disease and death. The case studies also illustrate major global health challenges, such as malaria, HIV/AIDS, COVID-19, and maternal morbidity and mortality.

Communication and Leadership Skills (3 credits)

This course creates spaces where participants can strengthen core communication and leadership skills for supporting collaborative approaches to Development and Conservation practice.

Tropical Cropping Systems (3 credits)

This course prepares students with specific competencies needed for a fundamental understanding of tropical cropping systems. The course provides the student with basic knowledge of the tropical environment, ecology, cropping system limitations, and management practices. Students learn about social and food security issues in tropical regions. Upon completion of this course, the student will be able to analyze tropical cropping systems and to help design agricultural development projects that address crop production across a broad range of tropical areas.

People and Parks (3 credits) *(not offered in Fall 2023, a substitute is Community Forestry Management)

This course uses the example of the divergent pathways of the wildlife economy in southern Africa, North America, and other regions to describe the principles of institutional economics, common property theory and natural resource economics. It uses practical examples to discuss the management and economics of protected areas, but also has a significant focus on community conservation given the co-dependence of wildlife and people on agriculturally marginal environments.

2nd Semester

Foundations of Economic Development in Africa and Latin America (3 credits) or Economic Development in Latin America (3 credits)

This course provides students with key analytical tools from economics, and applies them to enhance understanding of issues related to sustainable development, with particular attention to Latin America in the case of the second course. The emphasis of the courses is on applications to sustainable development contexts and associated policy implications, not on economic theory per se. Each weekly session is

structured around a specific set of questions, and economic concepts and techniques are introduced as needed. Case studies are used to connect to real development issues.

Second Global Health and Development course (3 credits) - Refer to a short list of approved courses that will be made available each semester

Approved substitute courses (in Spring or Fall semester) allow students to focus greater attention on particular global health issues (nutrition, infectious disease, public health planning and evaluation, for example) that interests them, and from a particular disciplinary perspective (anthropology, public health, soil science for example).

Design and Methods in Sustainable Development Practice (3 credits)

The purpose of this course is to build practical skills and critical perspectives that empower participants to engage constructively in the planning, implementation and evaluation of sustainable development practice. This course is designed for students in the Master of Sustainable Development Practice (MDP) Program and also for students in other programs whose academic work and future plans include addressing sustainable development challenges. A combination of approaches is used to encourage student participation and collaborative learning.

3rd Semester

Conservation and Development Practicum (3 credits)

This course will help MDP students gain competence in applied, professional work in development practice. Students will carry out an analysis of the information generated during their 2022 summer field practicum projects, gaining experience in the analysis of information and in the interpretation of results, linking findings across disciplines and scales. Based on feedback received on the course, a major emphasis will be placed on discussing progress on different sections of the field practicum final reports in small groups and sharing a sampling of the results of these group discussions with the overall class. Space will also be created for individual work – including planning -- in consultation with the course instructor and course facilitator and invited faculty and students who support specific class sessions. Finally, class presentations and discussions will focus on aspects relating to the development of key sections of the field practicum final reports.

Development Administration (3 credits)

This course is offered for students taking part in the Master of Sustainable Development Practice (MDP) Program and for other students who aspire to pursue a career related to development practice. Professionals who become involved in development practice are often required to assume responsibilities and even provide leadership to processes for which they were not well prepared during their academic formation, including the broad area of Development Administration. Development Administration per se is a recognized sub-field supported by a considerable body of scientific literature, and this course will make periodic references to this important literature, related primarily to public administration. However, most attention will be focused on specific tools, processes and concepts linked to the praxis of Development Administration that MDP graduates should be familiar with before embarking on their careers.

4th Semester

Natural Resource Management and Innovation Systems (3 credits)

This MDP Capstone course focuses on how society perceives and reacts to environmental conservation issues, the principles and dynamics of conservation ecology, and trends in community and economic development. It emphasizes the influence of context, including the relationship between humankind and nature, the social aspects of environmental perceptions, and the roles of institutions in the emerging concept and practice of sustainable natural resource management.

APPENDIX D: REQUEST FOR A COURSE SUBSTITUTION

Guidelines

The MDP Curriculum was collaboratively designed by the Curriculum Committee and Core Faculty to facilitate the development of interdisciplinary competencies in the Social Sciences, Health Sciences, Natural Sciences and Management Skills for sustainable development practice. A student who wishes to satisfy a core course requirement with a course that has not been pre-approved for the MDP Program Curriculum must submit a **course substitution request**.

In addition to the **completed request form**, the following documents must be submitted:

- The most current version of the **syllabus of the course they desire to take**
- An **updated study plan** incorporating the intended substitution
- A **concise narrative** explaining your rationale for taking this course in lieu of the core course forming part of the MDP curriculum. The student must indicate how the course will enable them to strengthen the particular learning pillar in which the desired substitution would take place (i.e. Natural Sciences, Management Skills, etc.), and an indication of communication with the course professors: both from the course you are requesting to substitute and the MDP course.

Again, the proposed course must reside within the same pillar of learning as the course being substituted. Course substitution requests can take from 10 days to two weeks to review. Requests require consultation with the Management Committee, core faculty, and in many cases, the department offering the course. Students are notified of the decision by email.

Students should not assume the course substitution request will be approved. Students are strongly advised to submit course substitution requests well in advance of registration for the corresponding semester. Students are also encouraged to discuss their intended substitution request with Dr. Renata Serra, MDP Graduate Coordinator. Consultations with their supervisory committee chair are mandatory.

Please submit course substitution requests by email, preferably as a single pdf document, to:

Dr. Renata Serra
rserra@ufl.edu
421 Grinter Hall
352-846-0473

Course Substitution Request Form

Name: _____ UFID: _____

UF email: _____ MDP Cohort: _____

Anticipated graduation date (semester/year): _____

Course substitution request information**MDP core course requirement:**

<i>Prefix & Course #</i>	<i>Section #</i>	<i>Course Title</i>	<i>Semester/Year</i>
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Proposed course substitute:

<i>Prefix & Course #</i>	<i>Section #</i>	<i>Course Title</i>	<i>Semester/Year</i>
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Included (required):

- ☐ Course Syllabus
- ☐ Updated Study plan
- ☐ Concise narrative

Student Signature: _____ Date: _____

Office Use Only

MDP Graduate Coordinator Signature: _____ Date: _____

- ☐ APPROVED
 - ☐ DENIED (*explanation provided*)
-

APPENDIX E: MDP PROGRAM STUDY PLAN FORM 2023

MDP Program Study Plan

One of the key required steps during the first semester of the MDP Program is the completion and submission of an initial study plan, and the identification of a supervisory committee chair and one additional committee member. The study plan should be reviewed and revised as necessary, and serves as an important roadmap for the student, their committee and the MDP Program. The final study plan must be approved and signed by the committee chair and student prior to the field practicum presentation and defense carried out in the final semester.

Name:			UFID:			Possible Specialization(s) (Include certificate or minor):			
Briefly list your development background and interests:									
Core MDP Classes					Elective Classes				
Prefix	Title	Term	Grade	Cred	Prefix	Title	Term	Grade	Cred
LAS 6943/ AFS 6305	Global Classroom: Dev. Theory & Practice in Africa & Latin America	<i>Ex: Fall, 2023</i>		3					
AGR 5277C or AFS 6905	Tropical Cropping Systems / or / People and Parks / or / Community Forestry Management			3					
PHC 6764	Global Health & Development I			3					
LAS 6291	Communication and Leadership Skills			3					
LAS 6049/ AFS 6062	Design & Methods for Sustainable Development Practice			3					
INR 6708/ AFS 6307 or AEB 6933	Foundations of Economic Analysis for Sustainable Development / or / Economic Development in Latin America			3					
2 nd Health Course	Choose among options made available each year			3	Total Credits: 15				

LAS 6046/ AFS 6303	Development Administration			3	Language(s): Fluency level:
LAS 6047/ AFS 6346	Conservation and Development Practicum			3	
EVR 5705	Natural Resource Management and Innovation Systems			3	
Total credits: 30					
Initial Advisor:					Extracurricular activities (working groups, seminars, workshops/events/conferences):
Supervisory Committee:					
1. Chair:					
2. Member:					
3. Member (Optional)*:					
<i>* Individuals from development organizations can serve on the student supervisory committee. The supervisory committee chair and the graduate coordinator must approve outside committee members.</i>					
					Field Practicum host organization and location: Field Practicum project title:
Signature, Committee Chair:					Signature, Student:
Date:					Date:
Observations (Initial Advisor):					
Background areas to be strengthened:					
Expected graduate date (semester/year):					

APPENDIX F: STUDENT SUPERVISORY COMMITTEE MEETING TRACKING FORM

Date: _____

Student: _____

Supervisory Committee Members:

Chair: _____

Member: _____

3rd Member (Optional): _____

Topics addressed:

Notes:

Date of next scheduled meeting: _____

Follow up items:

APPENDIX G: MDP FIELD PRACTICUM BUDGET FORM

MDP Field Practicum - 2024 Budget Form				
<p>Students must prepare a budget and budget justification for their field practicum funding application. We encourage you to explore opportunities to cost-share and/or use funds from complementary sources. In light of this, students are asked to inquire from their practicum organization what type and amount of support, monetary and/or logistic (for ex: equipment, lodging, and/or in-country travel), will be provided. <i>Other sources of funding must be included and defined within the overall budget, as indicated below.</i></p> <p>Please provide details for each budgeted expense below. Note that airfare will be purchased according to UF travel authorization guidelines, and preference will be given to the lowest round-trip itinerary costs from the US to the practicum destination on the requested dates of travel. Cost differences that exist between round-trip airfare, and airfare that is not round-trip and/or includes other destinations, will be subtracted from the overall budget. If round-trip airfare is secured for an amount <i>less</i> than that estimated below, the resultant savings will be subtracted from the overall budget. In some cases, the funding committee may request additional documentation of cost estimates. No funds will be released without IRB approval or exemption.</p>				
Student Name:			UFID:	
Expenses	Total Budget	Funding Confirmed by Source	Details	Amount Needed
Airfare	\$	\$		
In country travel (local transport, airport taxi, etc.)	\$	\$		
Lodging (per day x total days of travel)	\$	\$		
Meals (per day x total days of travel)	\$	\$		
Equipment (please be specific)	\$	\$		
International visa and/or permit fees	\$	\$		
Other (please be very specific)	\$	\$		
Total Budget	\$	Total Amount Needed		\$

Please list any non-monetary support provided by host institution/organization (housing, meals, equipment, transportation, etc.):

Budget Justification (please provide a narrative below of the cost estimation methods used in preparing your budget, and also explain why the expenses you have listed in your budget are required for your field practicum):

APPENDIX H: MDP FIELD PRACTICUM TRAVEL INFORMATION CHECKLIST

Travel Information deadline: Submit important travel, health insurance and identification information to the MDP Office. *Please complete and submit this document, and attach all other requested documents.*

1. Proposed itinerary: Please search for and attach an actual proposed itinerary that includes all flight information. This itinerary will represent your intended departure and arrival dates and times. There is no guarantee this will be the exact itinerary purchased, but efforts will be made to purchase flights on the requested departure and arrival dates. All students will have an opportunity to confirm their approval of the reserved itinerary prior to purchase.

☐ My proposed itinerary is attached

2. UFIC Travel Registration: All students must register with UFIC, enrolling in the TeamAssist Emergency Assistance Program (this is not health insurance, it is emergency assistance)
<https://internationalcenter.ufl.edu/travel/online-travel-registration>

☐ I have completed the UFIC travel registration

3. International Health Coverage:

☐ I have signed up for CISI through UFIC, and I have included a copy of my insurance card.

4. UFIC Checklist for International Travel: Please find attached to the email or in the MDP Office

☐ I have completed and included the UFIC checklist

5. IRB submission status

- ☐ Pending (no response yet)
- ☐ Approved
- ☐ In revision

6. Passport/Travel Information (please complete):

Full name as it appears on passport: _____
Passport number: _____
Place of birth: _____
Date of birth: _____
Gender: _____
Nationality: _____
Place where passport was issued: _____
Issuing authority of passport: _____
Date of issue of passport: _____
Expiration date of passport: _____
Current local/home address: _____

APPENDIX I: EMERGENCY MEDICAL CONTACT INFORMATION

UF Master of Sustainable Development Practice Program

Your name: _____ UFID: _____ Date: _____

The Master of Sustainable Development Practice program is requesting the following information that will enable us to contact you and /or appropriate persons should a medical emergency situation arise during your summer Field Practicum.

This information will be kept strictly confidential and will only be referenced or used in the unlikely event of a medical emergency requiring contact with you and/or the person (s) you have identified and authorized to be contacted on your behalf.

Your Personal Contact Information:

Phone nos.: Cell: _____ Work: _____ Home: _____

Other Persons as Emergency Medical Contacts:

(1) Name: _____

Relationship: _____

Location: _____

Phone nos.: Cell: _____ Work: _____ Home: _____

(2) Name: _____

Relationship: _____

Location: _____

Phone nos.: Cell: _____ Work: _____ Home: _____

By signing this document I agree to allow a representative from the Master of Sustainable Development Practice program to share details of my emergency situation in the field with the person (s) named above:

Signature

Date

APPENDIX J: FIELD PRACTICUM PROPOSAL APPROVAL FORM



University of Florida, Master of Sustainable Development Practice Program

Field Practicum Proposal Approval

(This form should be accompanied with an electronic or hard copy of the proposal)

Student name: _____ Date: _____

Country where FP will be carried out: _____

Host organization/institution: _____

Title of field practicum: _____

Approval signatures:

Student: _____ Signature: _____ Date: _____

Committee Chair: _____ Signature: _____ Date: _____

Proposal Comments: _____

APPENDIX K: GRANT OF PERMISSIONS:

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APPENDIX L: STEERING AND CURRICULUM COMMITTEE MEMBERS

MDP Steering Committee Members

Name	Department	Specialization	Region(s) of Expertise	Contact
Brian Child	Center for African Studies / Geography	Protected area management, conservation of natural resources in Africa	Africa	bchild@ufl.edu
Jamie Kraft	College of Business Admin, Director, CEI	Business entrepreneurship and innovation	US	kraftjj@ufl.edu
Ignacio Porzecanski	IFAS / SNRE	Natural resource management	Latin America	igna@ufl.edu
Sarah McKune	Department of Environmental and Global Health, Center for African Studies	Global health, nutrition, food security, gender, pastoralism, livelihoods, social and ecological resilience, climate change, health outcomes associated with climate change, maternal and child health, health in the African Sahel, HIV/AIDS	Africa – Sahel Region	smckune@ufl.edu
Muthusami Kumaran	Family, Youth and Community Sciences	Fundraising for nonprofit organizations, risk management in NPOs, non-governmental organizations (NGOs), community development, program planning and evaluation	Asia, US	kumaran@ufl.edu
Alioune Sow	Center for African Studies, Interim Director / Languages, Literatures & Cultures	Francophone African literature and film, children and childhood in African cultural production	Mali, Africa	sow@ufl.edu
Miles Larmer	Center for African Studies, Director			
Carlos de la Torre	Center for Latin American Studies, Director	Latin American populism, democracy, racism, citizenship	Latin America	delatorre.carlos@latam.ufl.edu
Bette Loiselle	TCD, Director	Tropical ecology and conservation, seed dispersal mutualisms, biodiversity research and conservation	Latin America	bloiselle@lata.m.ufl.edu
Renata Serra	MDP Graduate Coordinator / Center for African Studies / Women's Studies	Household economics and gender issues, child fostering and child work, social capital and rural informal institutions, the political economy of agriculture	Africa	rserra@ufl.edu

Name	Department	Specialization	Region(s) of Expertise	Contact
Glenn Galloway	MDP Director, Center for Latin American Studies	International forestry and agroforestry, project planning and management, development policy, development administration, higher education administration	Latin America	ggalloway@latam.ufl.edu
Andrew Noss	MDP Coordinator	Protected areas and indigenous territories management, community conservation	Africa, Latin America	anoss@ufl.edu

MDP Curriculum Committee Members

Name	Department	Specialization	Region(s) of Expertise	Contact
*Brian Child	Geography	Protected area management, conservation of natural resources	Africa	bchild@ufl.edu
*Jon Dain	TCD, Center for Latin American Studies	Facilitation, conflict and collaboration management communication, mediation	Latin America	jdain@latam.ufl.edu
Sebastian Galindo	IFAS/AEC	Project evaluation	Latin America/US	sgalindo@ufl.edu
*Glenn Galloway	MDP, Director, Center for Latin American Studies	Forestry, development policy, program management, development administration, higher education administration	Latin America	ggalloway@latam.ufl.edu
*Greg MacDonald	Agronomy, IFAS	Weed science, herbicide physiology and biochemistry, invasive plant management, drop production, peanuts, tropical cropping systems	US, Guyana, Haiti	pineacre@ufl.edu
Todd Leedy	Center for African Studies	Agrarian history and missions in Southern Africa; migration, urban environments and infrastructure	Africa	tleedy@ufl.edu
Clate Korsant	Center for Latin American Studies	Environmental and cultural anthropology; visual anthropology; documentary film and photography; political ecology; conflict; history and power; social, political, economic justice; ethnographic practice and writing; urban anthropology and the US; eco-pedagogy; politics of environmentalism	Central America, Costa Rica	ckorsant@ufl.edu
*Ignacio Porzecanski	SNRE	Natural resource management	Latin America	igna@ufl.edu
*Renata Serra	MDP, Center for African Studies	African development, political economy, economic reforms and aid, gender issues and	Francophone West Africa, Mali	rserra@africa.ufl.edu

		women's empowerment, agricultural development and cotton sectors, social capital and collective action, microfinance		
*Sarah McKune	Environmental and Public Health, UFIC	Pastoralism, livelihoods, human and environmental interactions, social and ecological resilience, vulnerability/resilience, climate change, health outcomes associated with climate change, maternal and child health, food security, health in the African Sahel HIV/AIDS	Sahel Region, Niger, Sudan, Guinea Bissau, Cote D'ivoire	smckune@ufl.edu
*Pilar Useche	Food and Resource Economics	Development economics, innovation & technology adoption	Colombia, Central America	useche@ufl.edu
*Leandra Merz	African Studies	Human-wildlife coexistence, coupled human and natural systems, community based natural resource management, natural resource conservation and governance, spatial analysis, NGO management	East and Southern Africa	leandra6@ufl.edu
Carla Lissa Nelson	MDP Cohort 13	Non-communicable diseases, health policy, assessment and research, public health research	Small Island Developing States, Asia-Pacific region	carla.nelson@ufl.edu
Catalina Baracatt	MDP Cohort 13	Indigenous community conservation, women's studies, political development, public policy	Latin America	cbaracatt@ufl.edu
Raymond Hopkins	MDP Cohort 13	Herpetology, community conservation, ecology	Latin America	raymond.hopkins@ufl.edu
1 st Year MDP student	MDP			
1 st Year MDP student	MDP			

Andrew Noss	MDP Coordinator	Protected areas and indigenous territories management, community conservation	Africa, Latin America	anoss@ufl.edu
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*Faculty teaching in the program