# Table of Contents

**PROGRAM OVERVIEW**

1. MISSION ........................................................................................................... 4
2. INTRODUCTION ................................................................................................ 4
3. PRINCIPLES AND ATTRIBUTES OF THE PROGRAM .................................. 5

**MDP PROGRAM EXPECTATIONS FROM THE PERSPECTIVE OF STUDENT LEARNING OUTCOMES** ........................................................................................................... 7

**CURRICULUM** ........................................................................................................... 11

1. CORE CURRICULUM .......................................................................................... 11
2. COMPETENCIES ............................................................................................... 13
3. SPECIALIZATIONS ............................................................................................. 14
4. SUSTAINABLE DEVELOPMENT PRACTICE GRADUATE CERTIFICATE ....... 19

**ADMISSIONS** ........................................................................................................... 20

1. ADMISSION DEADLINES ................................................................................ 20
2. ENTRY REQUIREMENTS .................................................................................. 20
3. APPLICATION ................................................................................................... 20
4. ADDITIONAL MATERIALS ............................................................................... 21
5. ADMISSION COMMITTEE DECISIONS ............................................................ 21

**KEY STEPS AND DATES IN THE MDP PROGRAM** ........................................... 22

1. ORIENTATION ................................................................................................ 22
2. INITIAL MEETING WITH MDP GRADUATE COORDINATOR ....................... 23
3. APPOINTMENT OF SUPERVISORY COMMITTEE CHAIR ............................... 23
4. APPOINTMENT OF OTHER SUPERVISORY COMMITTEE MEMBERS ........ 23
5. SUBMISSION OF PROGRAM STUDY PLAN .................................................... 23
6. FIELD PRACTICUM PROPOSAL AND FIELD PRACTICUM PAPERWORK .... 24
7. IMPLEMENTATION OF SUMMER FIELD PRACTICUM .................................. 24
8. POSTER SESSION, FINAL REPORT, PRESENTATION & DEFENSE .......... 24
9. GRADUATION ................................................................................................... 24

**GUIDELINES FOR STUDENT ADVISING** ................................................................ 25
### Field Practicum of the UF MDP Program

1. An Overview: So What Does Constitute a Field Practicum? ................................................. 27
2. Field Practicum Opportunities ......................................................................................... 30
3. MDP Field Practicum Funding ....................................................................................... 30
4. Field Considerations, Safety and Evaluations ................................................................. 34

### Graduation Requirements

36

### Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities

38

### Program Administration

40

### Program Evaluation

42

### Appendices

43

**Appendix A:** Core and Affiliate MDP Faculty ................................................................. 43

**Appendix B:** Core Competencies of the UF MDP Program ........................................... 48

**Appendix C:** Student Learning Outcomes Assessment: MDP Degree and SDP Certificate ........................................................................................................... 57

**Appendix D:** Core MDP Course Descriptions ................................................................. 62

**Appendix E:** Request for a Course Substitution .............................................................. 64

**Appendix F:** Request for a Course Deferral .................................................................... 66

**Appendix G:** MDP Program Study Plan Form ................................................................. 68

**Appendix H:** Student Supervisory Committee Meeting Form ......................................... 71

**Appendix I:** Indications for the Preparation of the Field Practicum Final Report .......... 72

1. The Quality of the FP Begins with the FP Proposal ........................................................ 72
2. The Preparation of Your Final Report .......................................................................... 74
3. Final Report Formatting Guidelines ............................................................................. 76

**Appendix J:** MDP Field Practicum Budget Form .............................................................. 79

**Appendix K:** MDP Field Practicum Travel Information Checklist ............................... 81

**Appendix L:** Steering & Curriculum Committee Members ............................................. 83

**Appendix M:** MDP Student Exit Survey ......................................................................... 88
PROGRAM OVERVIEW

1. MISSION

The MDP Program at the University of Florida provides an interdisciplinary curriculum in the 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. This practicum field 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.

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 in Africa, Latin America and other regions of the world. 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.

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 2009, the University of Florida was awarded a grant from the MacArthur Foundation to develop a Master’s program focused on training a new generation of development practitioners. The UF Master of Sustainable Development Practice (MDP) Program is now part of a global consortium of over 30
educational institutions offering a Master’s degree in Development Practice. The MDP Program at the University of Florida accepted its first cohort of students in the Fall Semester of 2010.

The MDP Program at the University of Florida is a professional, interdisciplinary program designed for individuals aspiring to work in international development. 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 sciences into a holistic approach to sustainable development.

Applicants to the program may possess a degree in any discipline participating in 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. Students take eight core classes 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 and/or organizations in different parts of the world. Students are required to produce a deliverable that will be developed with input from partners to which they are linked during the field practicum. This 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 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.

The program is administered jointly by the Center for African Studies and the Center for Latin American Studies. These 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 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 advisement 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 joint or concurrent degree program with another approved graduate or professional program at the University of Florida.

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 faculty, affiliated faculty and development practitioners in order to provide an exciting a 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 partner organizations and communities in Africa, Latin America and elsewhere using bottom-up and community-driven development approaches.

- A vibrant mix of early and mid-career professionals comprised of international and US citizens.

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

**Figure 1. UF MDP Framework**
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 among departments and areas of study that are not commonly pursued in disciplinary degrees. Finally, since the MDP Program was developed to train a new generation of development practitioners, it generates on-going discussion 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, in Appendix B, 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 Appendix B 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 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 methods 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 C) 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 methodologies

**Professional Behavior Outcome:** Interaction with professional peers, partners and participants in development initiatives with honesty, ethical behavior, cultural sensitivity, 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 related 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 expects students to be proactive in the exploration of the literature, especially with regards to the area 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 an area that especially interests 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 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 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 carry out the planning, implementation, monitoring and evaluation of development initiatives. The planning and utilization of participatory methodologies 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 the planning and implementation of participatory methodologies. 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 those 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 empathetic 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 MDP Graduate Coordinator 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 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, the Center for Latin American Studies, and Global Health, 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.

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 challenge 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 Appendix B, which focuses on the core competencies of the MDP Program and where in the program students have the opportunity to develop them.
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 sciences. The field practicum provides students with an opportunity to apply a wide range of skills while working with communities and in project teams within the context of sustainable development, including management techniques and participatory methodologies.

To complement the broad core curriculum, students complete 12 elective credits in the second year 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.
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 D.

| MDP Orientation and Follow up meeting (Semester One): In[coming 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. |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Semester One (Fall)             | Social Sciences                 | Natural Sciences                | Health Sciences                 |
|                                 | LAS 6943/AFS 6305               | AGR 5277C                       | PHC 6764                        |
|                                 | 3 Credits                       | 3 Credits                       | 3 Credits                       |
| Semester Two (Spring)           | Social Sciences                 | Natural Sciences                | Health Sciences                 |
|                                 | LAS 6938/AFS 6905               | EVR 5705                        | PHC 6445                        |
|                                 | 3 Credits                       | 3 Credits                       | 3 Credits                       |
| Evaluation: Individual performance (competencies, skills, group participation and leadership) will be evaluated throughout the educational process. |

| Summer Field Practicum          | Social Sciences                 | Natural Sciences                | Health Sciences                 |
|                                 | Field practicum in Africa, Latin America or other region of the world: Includes the application of competencies and skills in the context of a development process following the FP Guidelines. Students are required to prepare a poster and final report during the 2nd academic year. |

| Mid-point meeting: (Semester three): All students will schedule to meet with the Graduate Coordinator, Program Coordinator, and MDP Director in early Fall semester. 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 share any feedback on their program experience thus far. |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Semester Three (Fall)           | Social Sciences                 | Natural Sciences                | Health Sciences                 |
|                                 | LAS 6938/AFS 6905               | AGR 5277C                       | PHC 6764                        |
|                                 | 3 Credits                       | 3 Credits                       | 3 Credits                       |
| Semester Four (Spring)          | Social Sciences                 | Natural Sciences                | Health Sciences                 |
|                                 | LAS 6938/AFS 6905               | AGR 5277C                       | PHC 6764                        |
|                                 | 3 Credits                       | 3 Credits                       | 3 Credits                       |
| Final Evaluation (Semester four): Each student will be required to 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. Students will have the opportunity to take part in a final participatory evaluation of the overall program. |

| Management Sciences             | Social Sciences                 | Natural Sciences                | Health Sciences                 |
|                                 | LAS 6291 Communication and Leadership Skills [Dain] | 3 Credits                       | 3 Credits                       |
|                                 | LAS 6938/AFS 6905               | Design & Methods in Sustainable Development Practice [Galloway/Paulson] | 3 Credits                       |
|                                 | LAS 6938/AFS 6905               | 3 Credits                       | 3 Credits                       |

| Semester Four (Spring)          | Two Elective Courses (6 credits) | Two Elective Courses (6 credits) | Management Skills Course [course options provided to meet this requirement] |
|                                 | Management Skills               | Management Skills               | 3 credits                       |
|                                 | Course [course options provided to meet this requirement] | | 3 credits                       |
In special cases students may request a course substitution or course deferral following procedures outlined in Appendices E and F.

2. COMPETENCIES

To guide the development of the curriculum, the MDP program focuses on learning competencies in the four pillars of this global initiative. Competencies in each of the pillars are designed to make complementary linkages to the other areas, consistent with the interdisciplinary nature of the program.

Students graduating from the program are expected to meet UF approved program learning outcomes related to knowledge, skills and professional behavior. The student learning outcomes assessment and rubric are included in Appendix C. The following are competencies within each pillar of learning.

The Global MDP Association has developed a set of competencies and associated skills under the four learning pillars of social sciences, health sciences, natural sciences & engineering and management, which students will find as a useful reference in defining 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 sciences**
- 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.
3. SPECIALIZATIONS

In consultation with the MDP graduate coordinator and the supervisory committee, each MDP student is encouraged to pursue a 12-credit 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 may opt to pursue an existing certificate, concentration or minor; and in other cases may 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 significance. 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, degree, and program appear on a student’s transcript.

**Minor** is a block of coursework completed in any academic unit outside the major, if approved for master’s or doctoral programs listed in the graduate catalog. If a student earns more than one course from an academic unit contributing to the major of another, the student is not eligible to earn a minor from the contributing academic unit. 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 along with the program name and the degree awarded.

**Joint degree program** is a course of study that leads simultaneously to a graduate degree and a professional degree (i.e., D.M.D., D.V.M., J.D., M.D., Ph.D.). Normally 12 credits of professional courses are counted toward the graduate degree and 12 credits of graduate courses are counted toward the professional degree. Individual academic units determine whether a joint degree program is appropriate. Joint programs established before January 1, 2003, may have other requirements.

**Concurrent degree program** is simultaneous study on an individualized basis that leads to two master's degrees in two different graduate programs or two master's degrees in the same major. Such a program is initiated by the student and requires prior approval of each academic unit and the Graduate School. If the student is approved to pursue two master's degrees, no more than 9 credits of course work from one
degree program may be applied toward the second master’s degree. This option would also have to be approved by a student’s supervisory committee.

**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 list of possible certificates options for MDP students, however a more expansive list of certificate programs is also available online in the UF Graduate School catalog: [http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=992](http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=992)

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Contact Person(s)</th>
</tr>
</thead>
</table>
| **Graduate Certificate Tropical Conservation and Development (TCD)** [http://www.tcd.ufl.edu/certificate.shtml](http://www.tcd.ufl.edu/certificate.shtml) | Patricia Sampaio, TCD Coordinator: psampaio@latam.ufl.edu  
Karen Kainer, TCD Graduate Coordinator: kkainer@ufl.edu |
| MDP students automatically 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. |
| **Graduate Certificate in Latin American Studies** [http://www.latam.ufl.edu/Academic/gradlas.stm](http://www.latam.ufl.edu/Academic/gradlas.stm) | Richmond Brown, Associate Director,Latin American Studies: rfbrown@latam.ufl.edu |
| The Graduate Certificate in Latin American Studies requires 15 credit hours of Latin American Area Studies courses. Students are required to take LAS 6938 (variable topics) and demonstrate proficiency in a Latin American language. |
| **Graduate Certificate in African Studies** [http://web.africa.ufl.edu/graduatesstudies/graduateminor.html](http://web.africa.ufl.edu/graduatesstudies/graduateminor.html) | Todd Leedy, Associate Director, Center for African Studies: tleedy@ufl.edu |
| 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) offered by the Africana collection librarians introducing students to printed and electronic resources on Africa. |
| **Graduate Certificate(s) in Public Health** [http://certificate.mph.ufl.edu/](http://certificate.mph.ufl.edu/) | General certificate  
Information: ph@phhp.ufl.edu, 1-866-62-UFMPH  
Academic advisor: martints@phhp.ufl.edu, 352-273-6444  
Registration/Applications: chrisser@phhp.ufl.edu, 352-273-6443 or 1-866-62-UFMPH |
<p>| 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, <em>Statistical Methods for Health Sciences, Principles of Epidemiology, and Psychological, Behavioral, and Social Issues in Public Health, and UF Health Care Systems</em> are generally offered in the Fall semester. <em>Environmental Health Concepts in Public Health</em> is generally offered in the Spring semester. |</p>
<table>
<thead>
<tr>
<th><strong>Graduate Certificate and Minor in Tropical Agriculture</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://cta.ufl.edu/assistantship.shtml#cert">http://cta.ufl.edu/assistantship.shtml#cert</a></td>
<td></td>
</tr>
<tr>
<td>The certificate curriculum is designed to prepare graduate students for work in situations requiring knowledge of both the biological and social aspects of tropical agriculture. A Steering Committee advises students on course work appropriate for careers in international agricultural development. The certificate requires a minimum of 12 credit hours, and up to 24. These credit hours may, with approval of supervisory committees, also count toward the M.S. and Ph.D. Foreign language abilities and work experience in a foreign country are strongly encouraged.</td>
<td>Dr. Richard E. Litz, Director, Center for Tropical Agriculture, University of Florida, e-mail <a href="mailto:relitz@ufl.edu">relitz@ufl.edu</a></td>
</tr>
<tr>
<td>Dr. Nicholas B. Comerford, Soil and Water Science Department, Email: <a href="mailto:nbc@ufl.edu">nbc@ufl.edu</a></td>
<td></td>
</tr>
<tr>
<td>The minor seeks to promote the educational and research goals of the CTA through increased involvement of graduate students from disciplines across the University of Florida, while providing enrolled graduate students with a credentialed focus in Tropical Agriculture. The curriculum is designed to provide graduate students with a focused preparation for careers in Tropical Agriculture, including agricultural production, food systems, environmental issues, natural resources, and agribusiness in the tropics.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Graduate Certificate in Gender and Development</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://web.wst.ufl.edu/wst/graduate/cert_GAD.php">http://web.wst.ufl.edu/wst/graduate/cert_GAD.php</a></td>
<td></td>
</tr>
<tr>
<td>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. Marta Hartmann, Dr. Florence Babb, and Dr. Sandra Russo.</td>
<td>Anita Anantharam, Graduate Coordinator: <a href="mailto:aanita@ufl.edu">aanita@ufl.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Interdisciplinary Concentration in Climate Science</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://climateconcentration.program.ufl.edu/">http://climateconcentration.program.ufl.edu/</a></td>
<td></td>
</tr>
<tr>
<td>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. Graduate students, either MS-level or PhD-Level, who elect to earn the concentration, must complete a minimum of 12 credit hours with at least one approved course in each of four categories above.</td>
<td>Carolyn Cox, Coordinator, Florida Climate Institute: <a href="mailto:crocx@ufl.edu">crocx@ufl.edu</a>, (352) 392-1864 x233</td>
</tr>
<tr>
<td>Dr. Thomas K. Frazer, Chair, Climate Science Faculty Committee, School of Natural Resources and Environment: <a href="mailto:frazer@ufl.edu">frazer@ufl.edu</a>, (352) 392-9230</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Concentration in Geographic Information Systems (GIS)</td>
<td>Dr. Scot E. Smith, University of Florida, Phone (352) 392-4990, Email <a href="mailto:sesmith@ifas.ufl.edu">sesmith@ifas.ufl.edu</a>, Or visit <a href="http://web.uflib.ufl.edu/icgis/courses.htm">http://web.uflib.ufl.edu/icgis/courses.htm</a> for more information.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><a href="http://www.decp.ufl.edu/urp/academics/certificates/icgis.aspx">http://www.decp.ufl.edu/urp/academics/certificates/icgis.aspx</a> 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 &amp; Reliability); Geostatistics; Remote Sensing and Image Processing Fundamentals; Spatial Analysis, Modelling and Decision Support.</td>
<td></td>
</tr>
<tr>
<td>Specialization in School of Forest Resources and Conservation courses (SFRC)</td>
<td>Cynthia Hight, Academic Coordinator: <a href="mailto:chight@ufl.edu">chight@ufl.edu</a> Grenville Barnes, MDP Faculty/SFRC faculty/Geomatics: <a href="mailto:gbarnes@uf.edu">gbarnes@uf.edu</a> Tim White, Professor &amp; Director, SFRC: <a href="mailto:tlwhite@ufl.edu">tlwhite@ufl.edu</a></td>
</tr>
<tr>
<td><a href="http://sfrc.ufl.edu/academics/courses/#FNRFOR">http://sfrc.ufl.edu/academics/courses/#FNRFOR</a> The SFRC offers a number of courses taken by MDP students, which focus on forest &amp; 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.</td>
<td></td>
</tr>
<tr>
<td>Minor in Entrepreneurship</td>
<td>Jamie Kraft, MDP Affiliate Faculty: <a href="mailto:jamie.kraft@warrington.ufl.edu">jamie.kraft@warrington.ufl.edu</a> or Kristen Joos, MDP Affiliate Faculty: <a href="mailto:kristin.joos@warrington.ufl.edu">kristin.joos@warrington.ufl.edu</a></td>
</tr>
<tr>
<td><a href="http://warrington.ufl.edu/centers/cei/minors.asp#graduate">http://warrington.ufl.edu/centers/cei/minors.asp#graduate</a> Offered through the College of Business: <strong>Required Courses:</strong> ENT6006 or ENT6008 and (2) ENT-based Courses. Course options include Entrepreneurship, The Entrepreneurial Opportunity, Social Entrepreneurship, Global Entrepreneurship, Venture Analysis</td>
<td></td>
</tr>
<tr>
<td>Minor in Family, Youth and Community Sciences</td>
<td>Gregg Henderscheidt Coordinator of Academic Programs Department of Family, Youth and Community Sciences <a href="mailto:ghenderschiedt@ufl.edu">ghenderschiedt@ufl.edu</a> Michael Gutter, Ph.D. Graduate Coordinator Department of Family, Youth and Community Sciences <a href="mailto:msgutter@ufl.edu">msgutter@ufl.edu</a></td>
</tr>
<tr>
<td><a href="http://fyacs.ifas.ufl.edu/Graduate/Minors/index.php">http://fyacs.ifas.ufl.edu/Graduate/Minors/index.php</a> 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.</td>
<td></td>
</tr>
<tr>
<td>Minor in Nonprofit Organizations</td>
<td>Gregg Henderscheidt Coordinator of Academic Programs Department of Family, Youth and Community Sciences <a href="mailto:ghenderschiedt@ufl.edu">ghenderschiedt@ufl.edu</a> Michael Gutter, Ph.D. Graduate Coordinator Department of Family, Youth and Community Sciences <a href="mailto:msgutter@ufl.edu">msgutter@ufl.edu</a></td>
</tr>
<tr>
<td><a href="http://fyacs.ifas.ufl.edu/Graduate/Minors/index.php">http://fyacs.ifas.ufl.edu/Graduate/Minors/index.php</a> 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.</td>
<td></td>
</tr>
</tbody>
</table>
Certificate in Fundraising Management
http://jou.ufl.edu/fundraising-management
Offered through the College of Journalism and Communications:
Required Courses: PUR 6416 Public Relations and Fund Raising and MMC 6936 Fundraising Communication Fundamentals.

Kathleen Kelly: kskelly@jou.ufl.edu

Examples of past MDP Student Specializations

<table>
<thead>
<tr>
<th>Certificate in Tropical Conservation and Development (TCD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Requirements fulfilled automatically by all MDP students through MDP curriculum, but students must register formally by applying online)</td>
</tr>
<tr>
<td>Specialization in advanced research methods in Family, Youth and Community Sciences</td>
</tr>
<tr>
<td>Certificate in Gender and Development</td>
</tr>
<tr>
<td>Specialization in GIS</td>
</tr>
<tr>
<td>Specialization in advanced research methods in Information Systems and Operations Management</td>
</tr>
<tr>
<td>Certificate in Tropical Agriculture</td>
</tr>
<tr>
<td>Certificate in Public Health</td>
</tr>
<tr>
<td>Specialization in Agroforestry</td>
</tr>
<tr>
<td>Specialization in Ecotourism</td>
</tr>
<tr>
<td>Minor in Entrepreneurship</td>
</tr>
<tr>
<td>Certificate in African Studies</td>
</tr>
<tr>
<td>Specialization in Value chain analysis</td>
</tr>
<tr>
<td>Specialization in Environmental education</td>
</tr>
<tr>
<td>Specialization in Community forest management</td>
</tr>
<tr>
<td>Specialization in Water resource management</td>
</tr>
<tr>
<td>Minor in Organizational Leadership for Nonprofits</td>
</tr>
<tr>
<td>Specialization in Monitoring and Evaluation</td>
</tr>
</tbody>
</table>

Students potentially interested in any one of these specializations may inquire about the courses students from past cohorts have taken to earn the “specialization”.
4. 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.

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 6905/ LAS 6305 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 skills (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) Graduate Coordinator Dr. Renata Serra (rserra@ufl.edu).

Application Instructions

Step one: Download and review the SDP Certificate Enrollment form. Apply online to the Certificate program as directed in ISIS.

Step two: Schedule and meet with the SDP Graduate Certificate Coordinator, Dr. Renata Serra.

Step three: Complete and submit the enrollment 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 Coordinator to ensure you are on track to completing the certificate.

Step five: During 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 SDP Graduate Coordinator, Dr. Renata Serra in order to finalize completion of the certificate requirements and assess the SDP Certificate student learning outcomes (SLOs) (Appendix C).
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.

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 coursework, study abroad, work 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.
- Satisfactory scores on the Graduate Record Examination (GRE).
- 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.

3. APPLICATION

- Complete the online application:
  On your graduate school online application please indicate that you are applying to the Master of Arts in Latin American Studies (MALAS) program and list MDP as your Specialization. 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 still be sent from all prior 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. Each letter must be accompanied by a UF Graduate School Recommendation Form.

- 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 additional 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 GRE scores** (The UF school code is 5812)
- **Official English Language Test scores** (international students from non-English speaking countries only). A list of countries exempt is available here: [http://gradschool.ufl.edu/personnel/english-testing-exemptions.html](http://gradschool.ufl.edu/personnel/english-testing-exemptions.html)

International applications should consult the UF International Center [International Student Services](#) 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
- MDP Program Admissions, University of Florida, PO Box 115560, Gainesville, Florida 32611-5560, USA

**Courier/Overnight**
- Office of Graduate Admissions, University of Florida, 201 Criser Hall, Gainesville, Florida 32611-4000, USA
- MDP Program Admissions, University of Florida, 470 Grinter Hall, Gainesville, Florida 32611-5560, USA

**Applicants should submit the following materials to the MDP Program Office 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 GRE scores**
- **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.

**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-Spring 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: 33 credit hours of core MDP coursework and 12 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 before the start of the Fall semester or 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 asked to attend.

MDP students are invited and strongly encouraged to attend the TCD orientation, which is normally held on the Saturday at the end of the first week of classes.

In addition, students are also encouraged to attend the UF Graduate School Orientation. Orientation dates are e-mailed to incoming students before the start of classes.
2. INITIAL MEETING WITH MDP GRADUATE COORDINATOR

Within the first two weeks of classes, students are required to schedule a meeting with the graduate coordinator, Dr. Renata Serra, e-mail: rserra@ufl.edu, Office 301 Grinter Hall. Dr. Serra will discuss the study plan, the student’s specific interests for the practicum, and the makeup of the supervisory committee. The opportunities for earning a certificate or specialization during the MDP Program will also be discussed.

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 faculty 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.

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. 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 12 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 1st 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 G.

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* (formerly *Sustainable Development Practice Seminar*), students will 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 supervisory committee members must approve the final version before the student departs on his/her practicum.

In January, students will be asked to attend a meeting to discuss IRB submission, field practicum guidelines, and the funding application. Students must submit to the Institutional Review Board (IRB) application for approval during the month of February (second semester). Guidelines and forms for non-medical projects can be found online at [http://irb.ufl.edu/irb02](http://irb.ufl.edu/irb02). It may take two weeks or more to receive a response from the IRB, and every effort should be made to submit a strong application. In some cases, the IRB office will require specific changes to your protocol. Please make those changes as soon as possible and resubmit.

7. IMPLEMENTATION OF THE FIELD PRACTICUM PROJECT

During the implementation of the field practicum, students are strongly encouraged to organize on a continual 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. Please refer to the field practicum guidelines for specific indications and requirements of the field practicum.

8. POSTER SESSION, FINAL REPORT, PRESENTATION & DEFENSE

Within the course *Conservation and Development Practicum*, students will develop a poster and present it in an annual public poster session towards the end of the Fall semester as one deliverable for the course.

Students will also develop the first draft of their final field practicum report as another deliverable of the aforementioned course, with complementary guidance by their respective supervisory committees.

Early in the fourth semester, students will schedule and complete their practicum report presentation and defense.

9. GRADUATION

Students finalize and submit their final field practicum report in the fourth semester, and may opt to submit their paper to the UF Institutional Repository.

Students are required to complete an online application in ISIS 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 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.

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.
- In some cases, designing the committee chair as the Principal Investigator (PI) to a students’ IRB protocol.
- Providing conceptual, technical and sometimes editorial support during the preparation of the final MDP project.
- Evaluating the student’s final project 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 H for tracking these meetings, and provide the completed form to their committee members following any meeting.

The UF Graduate School defines supervisory committees for non-thesis degrees as follows:

**Supervisory Committee (non-thesis degrees):** For non-thesis degree programs, the oversight is at the academic unit/department/college level only. Non-thesis programs may choose to have a formal committee or an alternate structure as determined by the program’s graduate faculty and consistent with academic unit policies. The oversight authority will be considered as the supervisory committee. Units are able to enter their internal information into GIMS as a convenience. Regardless of the degree program, any student with a minor must have the name of the graduate faculty member overseeing the minor entered into GIMS.

**Supervisory Committee Guidelines (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 a MDP affiliate faculty, adding to a growing list of UF faculty from diverse academic units who support the program.

The MDP Program Graduate Coordinator offers 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 area of the student’s specialization (including graduate minors and/or certificates), regional/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).

When you agree to participate on a MDP student’s committee, you offer support and guidance in the following areas:

1. Guidance in the 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 includes the 12 additional credit hours that satisfy the requirements of a “specialization” 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 have helped MDP students identify a field practicum site and project topic. The degree of support required varies on a case-by-case basis.
   - **The committee members are required to 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**.

2. Support to the planning, realization and reporting of the Field Practicum

   The **committee chair** reviews and approves the summer field practicum proposal developed by the student during the *Sustainable Development Practicum* course taken in the Spring Semester prior to their fieldwork. The chair is required to 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 to 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 of Field Practicum Final Report and participation 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.**

A final note

MDP Supervisory Committee members play an essential advisory role in the MDP Program. Your acceptance to serve on a 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 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 DOES CONSTITUTE 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 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 that will allow you to pursue such goals. In other words, while providing a service to your host organization and working on a development 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 Sustainable Development Practice, a course offered in the Spring semester to support students during the preparation of their final 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 (focus groups; participatory assessments; surveys) 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 methodologies.

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, not surprisingly, quite common, taking into consideration 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 taken into account 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. 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.

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

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 Appendix I.

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.

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.

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, 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 conduct of the field practicum should be realized with professionalism and enthusiasm.

2. FIELD PRACTICUM OPPORTUNITIES

Field Practicum options include placements and/or internships with suitable conservation and development NGOs and institutions in different parts of the world, preferably where UF faculty have developed strong connections with known partners. An evolving list of possible practicum opportunities is provided to students each Fall semester. It will be important to identify the host organization and country of placement during the Fall Semester. 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.

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 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.

To apply for field practicum funding, students should submit the following materials to the MDP office (470 Grinter Hall) by the deadlines provided.
1st 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
   - Objectives and methods
   - Proposed activities and anticipated products
   - Proposed timetable

**Note:** The proposal should be as specific as possible even though conditions often change in the field.

3. **Proposed Budget** (Budget Form provided in Appendix J): 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. If airfare is secured for an amount less than that budgeted, the resultant savings will be subtracted from the budget.

4. Copy of submitted **Institutional Review Board (IRB) application. Please note that the IRB application requires review and the approval signature of the student’s committee chair.**

**Field Practicum Proposal Deadlines**

Students should submit the initial proposal to their supervisory committee in advance of February 20th deadline in order to incorporate important feedback. 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.

6th March: Submit Traveler information form checklist with the documents requested below attached (see Appendix K)

After the committee has approved funding, the fiscal department within the Center for Latin American Studies or the Center for African Studies will purchase air tickets for students in March.

- **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.
- **UFIC Travel Registration:** All students must register with UFIC, enrolling in the *TeamAssist Emergency Assistance Program* [http://www.ufic.ufl.edu/TravelRegistration.html](http://www.ufic.ufl.edu/TravelRegistration.html)
- **CISI 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 purchase CISI insurance through UFIC. This expense can be included in the practicum funding budget.

- **UFIC Checklist** for International Travel (found at the website link above or in the MDP Office)
- **IRB submission status** communicated by email
- **Passport/Travel Information**
  - 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
  - Full local address

14th March: Copy of IRB approval letter, Terms of Reference Letter, signing of MDP Award Letter, and signing of other fiscal forms.

Upon submission, IRB approval typically takes up to 10 business days. In some cases, applications receive approval pending minor changes or questions, to which the student can respond to the IRB by email. 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 is required in order to facilitate the release of any approved budget funds for the field practicum.

Paperwork to process student funding will not be submitted to the fiscal department unless students have IRB approval or an indication from the IRB office that they do not need IRB approval.

A letter indicating agreed terms of reference with the host organization(s) is required. A template will be provided, however the content of this letter will vary depending on the agreed deliverables with the practicum host organization. In many cases, it may be quite helpful to draft a terms of reference letter yourself for the host organization, which they will be able to review, edit and approve.

An award letter will be prepared for students to sign, indicating the amount of the award as well as terms and conditions for funding. Funding will be disbursed no earlier than 10 days before the departure date. However, as indicated above, tickets will be purchased in March.

Upon return to the United States (not Gainesville), funding must be reconciled within 10 days. This requires the review and signing of an expense report provided by the fiscal department.

10th April: Additional requirements before funding is processed

- Final approval by the student’s committee chair indicating that the proposal meets MDP Field Practicum guidelines. An approval form will be provided.
- Attendance at pre-departure orientation

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

*Students are strongly encouraged to follow the above timeline in order to receive funding before the start of their field practicum.*
## Summary Timeline of Field Practicum Requirements

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st February</td>
<td>Students should submit <strong>draft proposals to their supervisory committees</strong> by or before February 1st. This will provide students adequate time to incorporate feedback and improve the proposal before submission to the MDP Funding Applications Committee on February 20th.</td>
</tr>
</tbody>
</table>
| 20th February | Students should submit their **funding application packet** 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. The committee will also provide feedback to all students on how to improve their proposals. **Students should have applied for IRB approval by this date,** and confirm they have done so. Funding applications will be categorized by the committee as follows:  
  o May be approved for funding.  
  o Students may be requested to revise and resubmit their proposals for funding. Students who are requested to revise and resubmit their proposals for funding should do so within 1 week of receiving feedback.  
  o In some cases the committee may suggest that students should develop a different field practicum. |
| 6th March     | Submission of form with important travel information, international health insurance, UFIC registration and flight itinerary to the MDP Office. |
| 14th March    | **Copy of IRB approval due to MDP Office, Terms of Reference letter, Signed MDP Award Letter,** and other fiscal forms as required. Once IRB approval is submitted, the program coordinator will communicate to each student when his or her award letter is ready. |
| 10th April    | Additional requirements due before funding is processed including **final committee approval and pre-departure meeting** |
| January - May | Students will use **all of Spring semester to develop the definitive proposal** in the Design and Methods in Sustainable Development Practice 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. |

Submit a printed or emailed complete funding application packet by February 20th to:  
MDP Program Office  
470 Grinter Hall  
P O Box 115560  
Gainesville, FL 32601-5560
4. FIELD CONSIDERATIONS, SAFETY AND EVALUATIONS

Supervision of Students in the Field

While overall supervision will typically be the responsibility of the student’s advisory committee, students should ideally be supported by a combination of local practitioners, community members and local faculty members while in the field. Regular communication between the lead 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 for student field training 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 country of home institution should be made aware of the students’ presence at the site, the objectives of the field practicum, and should support efforts to ensure that the student is safe and has access to assistance in case of emergency. Health services must be available within the community, and students will be required to obtain international health insurance. Students will take part in an orientation session on how to mitigate diverse risks during the Field Practicum. We strongly suggest that students be accompanied at all times by a fellow student or assistant during field work and to carry a list of important contacts and phone numbers, in the host country and in Florida, to solicit support while abroad.

Unforeseen circumstances preventing the student from carrying out or completing the field practicum

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.

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.

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 student and to the MDP Program.
Final important reflection to take into account

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 the relationships developed and the work is not interrupted.
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 Sustainable Development Practice Seminar. During the Fall semester of their first academic year, students should identify the site (country, organization) where they aspire to carry out their field practicum.

(b) Poster session: Students will prepare and present a poster at the MDP Student Poster Session toward the end of the Fall 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. To ensure that expectations are clear, a document will be circulated to students and faculty with indications for the preparation of the final report, 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. Students must schedule a date and time in collaboration with their supervisory committee for the presentation and defense by the mid-point of the final term. 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.

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/](http://gradcatalog.ufl.edu/). The 2014-15 Graduate School Academic Calendar is found here (and will soon be updated for 2015-2016): [http://graduateschool.ufl.edu/files/calendar-2014-2015.pdf](http://graduateschool.ufl.edu/files/calendar-2014-2015.pdf).

Below is a summary of MDP Program and UF Graduate School graduation deadlines (Spring 2016 dates will be announced later):

<table>
<thead>
<tr>
<th>MDP Program &amp; UF Graduate School Final Term Deadlines for Graduation Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 30th, 5:00pm</strong></td>
</tr>
<tr>
<td>Exact deadline varies by year and is provided in the UF Graduate School academic calendar</td>
</tr>
<tr>
<td><strong>February 13th, 5:00pm</strong></td>
</tr>
<tr>
<td>Exact deadline varies by year and is provided in the UF Graduate School academic calendar</td>
</tr>
<tr>
<td><strong>April 8th, 5:00pm</strong></td>
</tr>
<tr>
<td>Exact deadline varies by year and is provided in the UF Graduate School academic calendar.</td>
</tr>
<tr>
<td><strong>April 22nd</strong></td>
</tr>
<tr>
<td>Last day of class</td>
</tr>
<tr>
<td><strong>May 5th</strong></td>
</tr>
<tr>
<td>Degree and certificate certification</td>
</tr>
<tr>
<td><strong>Early May</strong></td>
</tr>
</tbody>
</table>

* 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.

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

If you would like to read more about the honor code as well as student rights and responsibilities please visit http://www.dso.ufl.edu/studenthandbook/studentrights.php

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 is located at 3190 Radio Road (down the street from Lakeside and SW Rec Center).

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 accessuf@dso.ufl.edu, stop by our office at 0001 Building 0020 (Reid Hall), or check out our website at http://www.dso.ufl.edu/drc/ if you have any questions or concerns.
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. 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 semester 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 also form part of this committee.

**Management Committee**
The Management Committee, composed of the MDP Director, MDP Graduate Coordinator, 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 and ranks 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 in their supervisory committee. The MDP Graduate Coordinator advises students during the first semester and will help provide follow-up 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 Classes**
Classes created specifically for the MDP will be cross-listed in Latin American Studies and African Studies. MDP students in these classes will be divided equally between the African Studies section and the Latin American Studies section. 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. To date, indirect costs have been covered in part by the Dean of the College of Liberal Arts and Sciences (CLAS).
PROGRAM EVALUATION

A critical aspect of building a strong and vibrant program involves systematic program evaluation to iteratively assess the appropriateness of learning competencies and skills, 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 a 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. 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. A participatory final meeting between the graduating cohort and the Executive Committee provides an opportunity to critically evaluate the student’s academic and programmatic experience. An exit survey is circulated to capture feedback from graduating students of the program (Appendix M).

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)

Carmen Diana Deere, Latin American Studies, Food and Resource Economics; Gender inequality in agricultural development, asset ownership, land policy and agrarian reform (Latin America)

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

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

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

Richard Rheingans, Department of Environmental & Global Health, Center for African Studies; Water and Sanitation interventions, determinants of disparities in water quality and sanitation (Africa)

Grenville Barnes, School of Forest Resources and Conservation, Center for African Studies; Land tenure, geomatics, GIS, surveying and mapping, land administration (Africa, 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)
## 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.

<table>
<thead>
<tr>
<th>Affiliate Department</th>
<th>Name</th>
<th>Specialization(s)</th>
<th>Geographic Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tropical Conservation and Development (TCD), Director</td>
<td><strong>Bette Loiselle</strong></td>
<td>Tropical ecology and conservation, seed dispersal mutualisms, ecological niche modeling and applications of Geographic Information Systems technology for biodiversity research and conservation</td>
<td>Ecuador, Costa Rica, Brazil</td>
</tr>
<tr>
<td>Center for Latin American Studies</td>
<td><strong>Susan Paulson</strong></td>
<td>Social/Cultural Anthropology, Gender, Political Ecology</td>
<td>Latin America</td>
</tr>
<tr>
<td>Center for African Studies, Director Geography</td>
<td><strong>Abraham Goldman</strong></td>
<td>Food and agriculture in Africa, resources and conservation, geography of world agriculture, human geography, environmental impact of pesticides, and foreign policy issues linking developed and developing countries</td>
<td>Ethiopia, Kenya, Nigeria, Tanzania &amp; Uganda</td>
</tr>
<tr>
<td>Sociology</td>
<td><strong>Christine Overdevest</strong></td>
<td>Environmental and natural resource, and economic sociology</td>
<td>Latin America, US</td>
</tr>
<tr>
<td></td>
<td><strong>Stephen Perz</strong></td>
<td>Demography, Environmental Sociology, Sociology of development</td>
<td>Brazil</td>
</tr>
<tr>
<td>Anthropology</td>
<td><strong>Augusto Oyuela-Caycedo</strong></td>
<td>Historical ecology, Archaeology</td>
<td>Colombia, Peru and Brazil</td>
</tr>
<tr>
<td></td>
<td><strong>Alyson Young</strong></td>
<td>Cultural/Medical Anthropology</td>
<td>Tanzania, Kenya</td>
</tr>
<tr>
<td></td>
<td><strong>Sharon Abramowitz</strong></td>
<td>Humanitarian Assistance, Medical Anthropology, Health, Violence and Conflict, Gender-based violence</td>
<td>Guinea, Liberia, Cote d’Ivoire, Sierra Leone</td>
</tr>
<tr>
<td>Political Science</td>
<td><strong>Kate Baldwin</strong></td>
<td>Impact of non-governmental organizations on democratization, political accountability</td>
<td>Sub-Saharan Africa, Zambia</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>UF/IFAS International Programs, Director</td>
<td><strong>Walter Bowen</strong></td>
<td>Soil science</td>
<td>Bangladesh, Cambodia, Vietnam</td>
</tr>
<tr>
<td>Agronomy</td>
<td><strong>Rosalie Koenig</strong></td>
<td>Agriculture, Farming and cropping system</td>
<td>Latin America, US</td>
</tr>
<tr>
<td>Food and Resource Economics</td>
<td><strong>Pilar Useche</strong></td>
<td>Development Economics; Innovation &amp; Technology Adoption</td>
<td>Colombia, Central America</td>
</tr>
<tr>
<td>Agriculture Education and Communication</td>
<td><strong>Marta Hartmann</strong></td>
<td>Director, Gender, Environment, Agriculture and Participation (GEAP)</td>
<td>Latin America</td>
</tr>
<tr>
<td></td>
<td><strong>Sebastian Galindo</strong></td>
<td>Collaborative project evaluation</td>
<td>Latin America, US</td>
</tr>
<tr>
<td></td>
<td><strong>Paul Monagahan</strong></td>
<td>Center for Landscape Conservation and Ecology, Natural resource protection and landscape management</td>
<td>Latin America, Haiti, US</td>
</tr>
<tr>
<td></td>
<td><strong>Laura Warner</strong></td>
<td>Center for Landscape Conservation and Ecology, Program evaluation, Extension / Professional development, Social marketing, Behavioral Change, Landscape / Horticultural conservation practices</td>
<td>US</td>
</tr>
<tr>
<td>Family, Youth &amp; Community Sciences</td>
<td><strong>Muthusami Kumaran</strong></td>
<td>Fundraising for Nonprofit Organizations, Risk Management in NPOs, Non Governmental Organizations (NGOs), Community Development and Program Planning and Evaluation</td>
<td>India, South Korea &amp; The Bahamas, US</td>
</tr>
<tr>
<td></td>
<td><strong>David Diehl</strong></td>
<td>Youth development and public policy, planning, and evaluation</td>
<td>Extension, Southeast US</td>
</tr>
<tr>
<td>School of Forest Resources and Conservation</td>
<td><strong>Robert Buschbacher</strong></td>
<td>Tropical Forestry; Amazon Conservation Leadership Initiative, Coordinator</td>
<td>Amazon-Andes region</td>
</tr>
<tr>
<td>Name</td>
<td>Organization</td>
<td>Location</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Martha C. Monroe</td>
<td>Environmental Education and Extension</td>
<td>US</td>
<td></td>
</tr>
<tr>
<td>Taylor Stein</td>
<td>Ecotourism</td>
<td>Costa Rica, Central America</td>
<td></td>
</tr>
<tr>
<td>Wildlife Ecology &amp;</td>
<td>Emilio Bruna</td>
<td>Brazil</td>
<td></td>
</tr>
<tr>
<td>Conservation / TCD</td>
<td>TCD Core Faculty, tropical conservation, community ecology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tourism, Recreation &amp; Sport</td>
<td>Brijesh Thapa</td>
<td>Botswana, Ethiopia, Kenya, South Africa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Director, Friedheim Tourism Institute, park management, heritage tourism, ecotourism</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Holly Donohoe</td>
<td>Canada, US</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geographical approaches to tourism and leisure management; Destination health risk management; Parks, protected areas, open space, and outdoor recreation planning; Ecotourism and cultural heritage tourism management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design, Construction and</td>
<td>Christopher Silver</td>
<td>Indonesia</td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td>Dean; International Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>William Tilson</td>
<td>Latin America, US</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Dean for International Studies &amp; Service Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban and Regional Planning</td>
<td>Joseli Macedo</td>
<td>Brazil</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Director, Center for International Design &amp; Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jamie Kraft</td>
<td>US</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship, experiential learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for Entrepreneurship</td>
<td>Kristin E. Joos</td>
<td>US</td>
<td></td>
</tr>
<tr>
<td>and Innovation (CEI),</td>
<td>Social Entrepreneurship, Youth leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leonardo A. Villalón</td>
<td>Senegal, Mali, Niger, Mauritania, Burkina Faso &amp; Chad</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dean, UFIC; African politics, Islam and politics, democratization</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sandra Russo</td>
<td>Botswana, Egypt,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Director of Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levin School of Law</td>
<td><strong>Thomas T. Ankersen</strong></td>
<td>Director, Conservation Clinic, Center for Governmental Responsibility</td>
<td>Costa Rica, Central America</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------</td>
<td>------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Environmental and Public Health, Lecturer</td>
<td><strong>Sarah McKune</strong></td>
<td>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</td>
<td>Sahel Region, Niger, Sudan, Guinea Bissau, Cote D’ivoire</td>
</tr>
<tr>
<td>UF International Center, Climate Change, Agriculture &amp; Food Security, Postdoc</td>
<td><strong>Maria C. “Tina” Gurucharri</strong></td>
<td>Low Impact Development, Nature and Culture Based Tourism, Urban Design</td>
<td>Costa Rica, Honduras, Belize, Guatemala</td>
</tr>
<tr>
<td>Department of Landscape Architecture, Chair &amp; Associate Professor</td>
<td><strong>Jeffrey Ullman</strong></td>
<td>Water resource management, treatment, sustainability, data analysis/modeling, ecology, education and communication</td>
<td>North Africa, Middle East: Tunisia, Afghanistan</td>
</tr>
<tr>
<td>Agricultural and Biological Engineering, UF Water Institute, Assistant Professor</td>
<td><strong>Jeffrey Ullman</strong></td>
<td>Water resource management, treatment, sustainability, data analysis/modeling, ecology, education and communication</td>
<td>North Africa, Middle East: Tunisia, Afghanistan</td>
</tr>
</tbody>
</table>
APPENDIX B: CORE COMPETENCIES OF THE UF MDP PROGRAM: THEIR RELATION TO KNOWLEDGE OF KEY CONTENT AREAS AND TO PROFESSIONAL BEHAVIOR

The purpose of this draft document is to provide the reader with an overview of the core competencies the UF MDP Program seeks to foster in students enrolled in the program. The development of this document drew on a number of sources and feedback and suggestions provided by students, alumni and visiting practitioners as described below. Additions, suggestions and recommendations will be utilized to prepare a more definitive document, recognizing that periodic updates and improvements will be required 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 students should possess once they have earned the MDP degree (Annex 1). 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”), taking into account 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 (Annex 2).

Early on it was recognized that effective development practitioners must possess a combination of complementary attributes: **knowledge and understanding of essential content areas;** must be capable of carrying out specific **skills (competencies);** and must **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 MDP Program Manual 2014-15). Later, a document was prepared entitled “MDP Program Expectations from the Perspective of Student Learning Outcomes” which discusses in some depth considerations behind these SLOs and the importance of their overall integration in the development practitioner. This document has also been incorporated in the MDP Program Manual 2014-15 and beginning in 2014 was 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, a 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 were 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

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” are provided in Annexes 1 and 2, but these will not be discussed in depth here, except in their relation to competencies. When reviewing a listing of core competencies, it is important to take into account a number of considerations pointed out by Dr. Ignacio Porzecanski in an idea piece prepared in 01/2015:

- 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, they can only be strengthened through accumulated experience and practice.
- 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” prepared in 2014
- MDP alumni survey carried out in 2014
- 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 Global Association. After the following listing of core competencies, important interconnections between knowledge, skills and attitude are explored.

---

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

49
### Core Competency: Communication skills

**Examples of important communication skills:**

- 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
- Information technology, including social media

**Opportunities to develop communication skills in MDP program (partial listing):**

- Preparation of reports and literature reviews for class assignments (i.e. *Global Classroom*)
- 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 Jon Dain’s *Communication & Leadership* 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

### Core Competency: Program and project design and management

**Examples of program and project design and management skills:**

- Identification of opportunities
- Development of contextual/conceptual frameworks
- Logical frameworks
- Preparation of project proposals
- Preparation of a budget for a project
- Operational planning
- Development of monitoring and evaluation plan
- Project and program evaluation

**Opportunities to develop program and project design and management skills in MDP program (partial listing):**

- Identification of an opportunity for a project, according to each student’s interest (may be based on RFP or an opportunity identified proactively by a student)
- Development of contextual/conceptual frameworks in *Development Administration* (DA) and in field practicum proposals
- Development of logical frameworks in *Global Health I* and *Development Administration*
- Students have several opportunities to develop project proposals, for example in DA and in the preparation of 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

---

2 Students will also be introduced to concepts of “scaling up” and adaptive management
### Core Competency: Design and application of participatory methods

#### Examples of skills related to the design and application of participatory methods

- Planning and conducting the follow methods
  - 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

#### Opportunity to develop skills related to the design and application of participatory methods

- In class exercises, particularly in *Communication and Leadership Skills* 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 *Training-of-Trainers* Workshop of Spring 2015 (which many MDP students are participating in)

Note: there is a degree of overlap between this skill area and the one related to research skills

### Core Competency: Research skills for development practice

#### Examples of research skills for development practice

- 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, for example, 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

#### Opportunity to develop research skills for development practice

- 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
- *Global Health* and *Foundations of Economics* 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 *Conservation and Development Practicum*, by supervisory committee members and by fellow students.  

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 comparability in knowledge and practice (different knowledge paradigms), 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 in developing analytical skills. Some students have taken elective courses in order to develop these skills.

**Core Competency: Collaboration, partnering (networking) skills**

<table>
<thead>
<tr>
<th>Examples of collaboration and partnering skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Team-building</td>
</tr>
<tr>
<td>• Group work</td>
</tr>
<tr>
<td>• Conflict management</td>
</tr>
<tr>
<td>• Facilitation of multi-stakeholder platforms (networks)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities to develop collaboration and partnering skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Participation in group exercises in MDP courses</td>
</tr>
<tr>
<td>• 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 &amp; Development, Natural Resource Management, etc.)</td>
</tr>
<tr>
<td>• Elective courses such as <em>Conflict Management</em> by Jon Dain</td>
</tr>
<tr>
<td>• Many MDP students have coordinated activities with multiple partners in the framework of their field practicums</td>
</tr>
<tr>
<td>• The course <em>Communication and Facilitation Skills</em> also provides students with useful tools for facilitating multi-stakeholder processes. <em>Development Administration</em> focuses considerable attention on multi-stakeholder platforms, their development and coordination.</td>
</tr>
</tbody>
</table>

**Other competencies being pursued by MDP students – often as a part of chosen specializations**

<table>
<thead>
<tr>
<th>IT skills applicable to development practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organizational management software development and use</td>
</tr>
<tr>
<td>• Social media</td>
</tr>
<tr>
<td>• IT options for field work (use of tablets, for example)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entrepreneurial and business skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Value chain analysis</td>
</tr>
<tr>
<td>• Institutional and policy analysis: Enabling environment</td>
</tr>
<tr>
<td>• Monitoring and evaluation of sustainability practices</td>
</tr>
</tbody>
</table>
Fundraising

- 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

- 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, in project planning (for example, the establishment of a baseline).
4. **Make judgments based on the criteria, or apply it 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 criteria indicates an ability to apply knowledge in collaboration with others.

As can be appreciated in this list, as a development practitioner one must strive to learn to 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 in the list from 1 to 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 (page 9), “to apply knowledge, the development practitioner must be competent in the utilization of a number of skills; and as indicated in the previous sentence, 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 the 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
- Ability to see both the macro and micro side of projects
- Understanding of development theories and discourses
- Better understanding of conservation and development issues
- Learning related to field of Global Public Health

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.

**Considerations relating to Professional Behavior**

The previous section indicated how knowledge and skills are complementary and interdependent in development practice. Professional behavior is equally crucial to the success of development practitioners, and for that reason, much attention is devoted to this aspect 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 students 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 empathetic 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.

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

**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 do development practitioners enhance their effectiveness and success, they also experience a more rewarding professional career. For students, there are many options available to develop their knowledge and skills while enrolled in the MDP program. Each student should take time to carefully consider their professional interests and goals to map out a study plan that caters to their specific needs. Taking a proactive approach, students will develop their study plans with the advice and support of the MDP Graduate Coordinator and their supervisory committees, especially their committee chair/major advisor.

During their time in the University of Florida, students are afforded many opportunities to meet practitioners, become directly involved in co-curricular activities and community service, and begin establishing a network of personal and professional contacts (the importance of creating this network was stressed by several alumni in the recent survey). These opportunities are created by the MDP program, for example through the Practitioner Forum, the TCD Program, the Center for African Studies, the Center for Latin American Studies, and Global Health, just to name a few. Students should attend all MDP Practitioner Forum seminars, and all MDP student final presentations. Students are also encouraged to take advantage of other relevant opportunities to enhance their academic experience.

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 challenge 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.
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.
APPENDIX C: 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) his or her performance during the non-thesis project defense
☐ 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) his or her performance during the realization of the field practicum and the non-thesis project defense using the rubric at
☐ No
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
☐ No
☐ Partially

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 degree program by the Supervisory Committee members of the student’s professional behavior during class activities, seminars, the field practicum and the 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)
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge Outcome</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Skills Outcome</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Professional Behavior Outcome</strong></td>
<td>Students will interact with professional peers, partners and participants in development initiatives with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication.</td>
</tr>
</tbody>
</table>
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 D: CORE MDP COURSE DESCRIPTIONS

1st Semester

Global Classroom Development Theory and Practice (3 credits)
This course provides students with an introduction to development for a “generalist” development practitioner, and serves as the foundation course for the Master of Sustainable Development Practice (MDP) curriculum. Each week students learn from expert practitioners from around the world. 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, MDGs

Health and Development I (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, and maternal morbidity and mortality.

Communication and Leadership Skills (3 credits)
Creates spaces where participants can strengthen core communication and leadership skills for supporting collaborative approaches to Development and Conservation practice

Tropical Crop Production (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.

2nd Semester

Foundations of Economic Analysis for Sustainable Development (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 Sub-Saharan Africa and Latin America. The emphasis of this course 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.
Health and Development II (3 credits)
This course examines how the scientific and cultural influences on health (which were examined in the first health and development course) can be addressed through sound management, political sensitivity, and leadership.

Natural Resource Management and Innovation Systems (3 credits)
This 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.

Design and Methods in Sustainable Development Practice (3 credits)
The course is for MDP students and for other students who plan to carry out practical fieldwork related to sustainable development in the future. The primary goal of this course is to prepare students for their summer field practicum, for which they will develop a quality proposal approved by both their respective supervisory committees and the host organization with which they will work. The course utilizes a combination of teaching techniques and approaches and student participation will be encouraged. Broad faculty support provides strong conceptual and methodological underpinnings to the course.

3rd Semester

Conservation and Development Practicum (3 credits)
This course helps MDP students build skills and competence in applied, professional work in sustainable development through a guided analysis of the summer practicum projects. Students gain hands-on experience in the analysis of information utilizing diverse methodological approaches and in the interpretation of results, linking findings across disciplines and scales.

Development Administration (3 credits)
Development Administration is a recognized sub-field supported by a considerable body of scientific literature, and this course makes periodic references to this important literature, related primarily to public administration. However, more attention is given to specific tools, processes and concepts linked to the praxis of Development Administration with which MDP graduates should be familiar before embarking on their careers. Important concepts and tools related to Development Administration are discussed, as are common problems and errors that affect the success and impact of development initiatives.

4th Semester

Course Options: Management Skills Pillar (3 credits)
Students select one course from course options which represent different topics related to management, including organizational management practices, leadership, analytics skills, and entrepreneurship, among others.
APPENDIX E: 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:

<table>
<thead>
<tr>
<th>Prefix &amp; Course #</th>
<th>Section #</th>
<th>Course Title</th>
<th>Semester/Year</th>
</tr>
</thead>
</table>

Proposed course substitute:

<table>
<thead>
<tr>
<th>Prefix &amp; Course #</th>
<th>Section #</th>
<th>Course Title</th>
<th>Semester/Year</th>
</tr>
</thead>
</table>

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 F: REQUEST FOR A COURSE DEFERRAL

Guidelines

A student who wishes to defer a core course to a later semester in order to take a specialization course must submit a Course Deferment Request.

In addition to the completed request form, the following documents must be included in your request:

- The most current version of the syllabus of the specialization course
- A study plan that reflects the proposed changes (either original or updated)
- A concise narrative explaining the rationale for taking the specialization course now in lieu of the core course programmed for the semester. This should include an explanation of why the proposed specialization course is relevant to the student’s particular development focus and/or field practicum. It should also summarize communications sustained with the professors of the core and specialization courses.

Course deferral requests can take from 10 days to two weeks to review. Requests require consultation with the Management Committee and core faculty. Students are notified of the decision by email.

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

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

Dr. Renata Serra
rserra@ufl.edu
421 Grinter Hall
352-846-0473
# Course Deferral Request Form

Name: ___________________________  
UFID: ___________________________

UF email: ___________________________  
MDP Cohort: ___________________________

Anticipated graduation date (semester/year): ___________________________

---

## Course deferral request information

**Proposed MDP core course to defer:**

<table>
<thead>
<tr>
<th>Prefix &amp; Course #</th>
<th>Section #</th>
<th>Course Title</th>
<th>Semester/Year</th>
</tr>
</thead>
</table>

**Proposed specialization course:**

<table>
<thead>
<tr>
<th>Prefix &amp; Course #</th>
<th>Section #</th>
<th>Course Title</th>
<th>Semester/Year</th>
</tr>
</thead>
</table>

---

**Included (required):**

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

Student Signature: ___________________________  
Date: __________________

---

**Office Use Only**

MDP Graduate Coordinator Signature: ___________________________  
Date: __________________

- ☐ APPROVED  
- ☐ DENIED (explanation provided)
APPENDIX G: MDP PROGRAM STUDY PLAN FORM

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.

<table>
<thead>
<tr>
<th>Name:</th>
<th>UFID:</th>
<th>Possible Specialization(s) (Include certificate or minor):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly list your development background and interests:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Core MDP Classes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Title</th>
<th>Term</th>
<th>Grade</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 6305/AFS 6305</td>
<td>Global Classroom: Dev. Theory &amp; Practice in Africa &amp; Latin America</td>
<td>Ex: Fall, 13</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AGR 5277C</td>
<td>Tropical Crop Production</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHC 6764</td>
<td>Global Health &amp; Development I</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LAS 6291</td>
<td>Communication and Leadership Skills</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LAS 6943/AFS 6905</td>
<td>Sustainable Development Practice Seminar</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EVR 5705</td>
<td>Natural Resource Management and Innovation Systems</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Elective Classes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Title</th>
<th>Term</th>
<th>Grade</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Language(s):</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------</td>
<td>---------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>PHC 6445</td>
<td>Global Health &amp; Development II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAS 6938/</td>
<td>Foundations of Economic Analysis for Sustainable Development</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFS 6905</td>
<td>Development Administration</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAS 6938/</td>
<td>Conservation and Development Practicum</td>
<td>3</td>
<td>Extracurricular activities</td>
<td></td>
</tr>
<tr>
<td>AFS 6905</td>
<td>Management Sciences [course options provided to meet this requirement]</td>
<td>3</td>
<td>groups, seminars, workshops/events/conferences:</td>
<td></td>
</tr>
</tbody>
</table>

Total credits: 33

Initial Advisor:

Supervisory Committee:

1. Chair:

2. Member:

3. Member (Optional)*:

* Individuals from development organizations and institutions can serve on the student supervisory committee. The supervisory committee chair and the graduate coordinator must approve outside committee members.

Field Practicum host organization and location:

Field Practicum project title:

Signature, Committee Chair: Date: Signature, Student: Date:
<table>
<thead>
<tr>
<th>Observations (Initial Advisor):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background areas to be strengthened:</td>
</tr>
<tr>
<td>Expected graduate date (semester/year):</td>
</tr>
</tbody>
</table>
APPENDIX H: 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 I: INDICATIONS FOR THE PREPARATION OF THE FIELD PRACTICUM FINAL REPORT

The purpose of this document is to help guide you, the student, in the preparation of the final report on your field practicum. 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 appendix complements the concept piece on the MDP field practicum in the main body of this program manual.

This document also contains important formatting guidelines to facilitate the 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 methodologies
• 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

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. 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. The Sustainable Development Practice Seminar/Workshop, 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:

• 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

• Conceptual framework of your FP
The development of a clear 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 may feel the need to make adjustments to 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; the Methods you intend to utilize; an explanation of how you plan 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. It should be clear when reviewing your FP proposal that you are well informed about the methodological and analytical approaches to be utilized.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Problems and/or questions to address</th>
<th>Methods to employ</th>
<th>Analysis to be carried out</th>
<th>Projected results</th>
</tr>
</thead>
<tbody>
<tr>
<td>General or Overall Objective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific Objective 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific Objective 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• **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 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 the disruptions these could cause.

• **Bibliography and other sources of information**

  **Recommendations to consider while undertaking your fieldwork**
  The quality of the information you compile during your FP will also 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 county.**
  Whatever the format of the FP, you should discuss the lessons learned with the organization for which you are writing the assignment or with the community 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.

  **Abstract**
  The abstract represents a brief summary of your paper 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 coherent link between your Introduction and the remainder of the report.

**Literature Review**

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.

**Changes in the 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 probably want to revisit the conceptual framework of your FP in the final report as highlighted above. Decisions to modify the objectives of the FP will have to be explained in your final report, as will readjustments in the underlying problems or questions you intend to address. Prior to making significant changes to your FP, consult with your major advisor, committee members and host organization while in country, indicating the reasons behind the desired/required changes.

**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? Describe also any problems experienced in applying the planned methods, and any departures from the methods envisioned in the FP proposal, including the utilization of alternative or additional tools.

**Analyses utilized to process quantitative and qualitative information obtained during the realization of 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 when possible 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 or a monitoring and evaluation plan.
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.

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 with in 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, otherwise, you will be faced with the time-consuming task of having to secure once again the publications to extract the citation information.

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 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/http://nova.campusguides.com/apa#three

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:

<table>
<thead>
<tr>
<th>TITLE OF PAPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Name</td>
</tr>
<tr>
<td>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 2013) Supervisory Committee: First Name Last Name, Chair First Name Last Name, Member First Name Last Name, Member (3rd member optional)</td>
</tr>
</tbody>
</table>

Submission of your final report to the Institutional Repository of the University of Florida http://ufdc.ufl.edu/ufirg
You are the sole copyrighter of your final FP report. MDP students now have the valuable 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 included at the close of this document, 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.
GRANT OF PERMISSIONS

In reference to the following title(s):

[Author]. [Title]. [Publication Place]: [Publisher], [Publication Date].

I, ____________________________________, as copyright holder or licensee with the authority to grant copyright permissions for the aforementioned title(s), hereby authorize the University of Florida, acting on behalf of the Board of Trustees of the University of Florida, to digitize, distribute, and archive the title(s) for nonprofit, educational purposes via the Internet or successive technologies.

This is a non-exclusive grant of permissions for on-line and off-line use for an indefinite term. Off-line uses shall be consistent either, for educational uses, with the terms of U.S. copyright legislation’s "fair use" provisions or, by the University of Florida, with the maintenance and preservation of an archival copy. Digitization allows the University of Florida to generate image- and text-based versions as appropriate and to provide and enhance access using search software.

This grant of permissions prohibits use of the digitized versions for commercial use or profit.

_____________________________________
Signature of Copyright Holder

_____________________________________
Printed or Typed Name of Copyright Holder

_____________________________________
Date of Signature

Attention:
Digital Services / Digital Library Center
Smathers Libraries
University of Florida
P.O. Box 117003
Gainesville, FL32611-7003
P: 352.273.2900
DLC@uflib.ufl.edu
APPENDIX J: MDP FIELD PRACTICUM BUDGET FORM

Students must prepare a budget and budget justification for their field practicum funding application. Students will be awarded variable amounts, however in no case should field practicum budgets requests exceed $5,000. 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. Other sources of funding must be included and defined within the overall budget, as indicated below.

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 less 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.

<table>
<thead>
<tr>
<th>Expenses</th>
<th>MDP Amount Requested</th>
<th>Other Funding Sources</th>
<th>Details</th>
<th>Amount Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>International airfare</td>
<td>$</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In country travel (local transport, airport taxi, etc.)</td>
<td>$</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lodging (per day x total days of travel)</td>
<td>$</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meals (per day x total days of travel)</td>
<td>$</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment (please be specific)</td>
<td>$</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International visa and/or park permit fees</td>
<td>$</td>
<td>$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If you have Gator Grad Care, there is no need to purchase additional international health insurance. If you do not have Gator Grad Care or other international health care coverage you will need to purchase CISI insurance for 3 months, as stipulated in the FP Guidelines document.

<table>
<thead>
<tr>
<th></th>
<th>$</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>International health insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please be very specific)</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total amount requested from MDP</strong></td>
<td>$</td>
<td></td>
</tr>
<tr>
<td><strong>Total Amount Approved by MDP</strong></td>
<td></td>
<td>$</td>
</tr>
</tbody>
</table>

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 K: MDP FIELD PRACTICUM TRAVEL INFORMATION CHECKLIST

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) http://www.ufic.ufl.edu/TravelRegistration.html

☐ I have completed the UFIC travel registration

3. International Health Coverage:

☐ I have GatorGrad Care and I have included a copy of my insurance card.

☐ I do not have GatorGrad Care and therefore have purchased CISI Insurance through UFIC. A copy of my purchase confirmation and/or card is included. Enroll here: http://www.ufic.ufl.edu/documents/CISI%20Enrollment%20Form.pdf

☐ I have another kind of international health insurance. I have included a copy of that insurance card and I know that it must be approved in advance by the UF International Center.

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 L: STEERING AND CURRICULUM COMMITTEE MEMBERS

**MDP Steering Committee Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Specialization</th>
<th>Region(s) of Expertise</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Ankersen</td>
<td>College of Law; Director, Conservation Clinic</td>
<td>Water resource policy and legal management</td>
<td>Latin America</td>
<td><a href="mailto:ankersen@law.ufl.edu">ankersen@law.ufl.edu</a></td>
</tr>
<tr>
<td>Grenville Barnes</td>
<td>SFRC / Center for African Studies</td>
<td>Livelihoods and Conservation, Geomatics, Land Administration</td>
<td>Africa</td>
<td><a href="mailto:gbarnes@ufl.edu">gbarnes@ufl.edu</a></td>
</tr>
<tr>
<td>Walter Bowen</td>
<td>IFAS, Director, International Programs</td>
<td>Agronomy, Soil Sciences</td>
<td>Latin America</td>
<td><a href="mailto:wbowen@ufl.edu">wbowen@ufl.edu</a></td>
</tr>
<tr>
<td>Brian Child</td>
<td>Center for African Studies / Geography</td>
<td>Protected Area Management, Conservation of Natural Resources in Africa</td>
<td>Africa</td>
<td><a href="mailto:bchild@ufl.edu">bchild@ufl.edu</a></td>
</tr>
<tr>
<td>Glenn Galloway</td>
<td>MDP Director, Center for Latin American Studies</td>
<td>International forestry and agroforestry, Project planning and management, Development policy; Development administration; Higher education administration</td>
<td>Latin America</td>
<td><a href="mailto:ggalloway@latam.ufl.edu">ggalloway@latam.ufl.edu</a></td>
</tr>
<tr>
<td>Abe Goldman</td>
<td>Center for African Studies, Director / Geography</td>
<td>Food and agriculture in Africa, resources and conservation, geography of world agriculture, human geography</td>
<td>Africa</td>
<td><a href="mailto:agoldmn@ufl.edu">agoldmn@ufl.edu</a></td>
</tr>
<tr>
<td>Jamie Kraft</td>
<td>College of Business Admin, Director, CEI</td>
<td>Business entrepreneurship and innovation</td>
<td>US</td>
<td><a href="mailto:kraftjj@ufl.edu">kraftjj@ufl.edu</a></td>
</tr>
<tr>
<td>Muthusami</td>
<td>Family, Youth and</td>
<td>Fundraising for nonprofit organizations,</td>
<td>Asia, US</td>
<td><a href="mailto:kumaran@ufl.edu">kumaran@ufl.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>Specialization</td>
<td>Region(s) of Expertise</td>
<td>Contact</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Kumaran</td>
<td>Community Sciences</td>
<td>risk management in NPOs, nongovernmental organizations (NGOs), community development, program planning and evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bette Loiselle</td>
<td>TCD, Director</td>
<td>Tropical ecology and conservation, seed dispersal mutualisms, biodiversity research and conservation</td>
<td>Latin America</td>
<td><a href="mailto:bloiselle@latam.ufl.edu">bloiselle@latam.ufl.edu</a></td>
</tr>
<tr>
<td>Ignacio Porzecanski</td>
<td>IFAS / SNRE</td>
<td>Natural resource management</td>
<td>Latin America</td>
<td><a href="mailto:igna@ufl.edu">igna@ufl.edu</a></td>
</tr>
<tr>
<td>Richard Rheingans</td>
<td>Center for African Stueis / PHHP</td>
<td>Water and Sanitation interventions, determinants of disparities in water quality and sanitation</td>
<td>Latin America/Africa</td>
<td><a href="mailto:rrheing@ufl.edu">rrheing@ufl.edu</a></td>
</tr>
<tr>
<td>Marianne Schmink</td>
<td>TCD, MDP, Anthropology, Center for Latin American Studies</td>
<td>Tropical conservation and development, gender and development</td>
<td>Latin America</td>
<td><a href="mailto:Schmink@latam.ufl.edu">Schmink@latam.ufl.edu</a></td>
</tr>
<tr>
<td>Renata Serra</td>
<td>MDP Graduate Coordinator / Center for African Studies / Women’s Studies</td>
<td>Household economics and gender issues, child fostering and child work, social capital and rural informal institutions, the political economy of agriculture</td>
<td>Africa</td>
<td><a href="mailto:rserra@ufl.edu">rserra@ufl.edu</a></td>
</tr>
<tr>
<td>Chris Silver</td>
<td>College of DCP; Dean, International Planning</td>
<td>Urban and Regional Planning</td>
<td>Asia</td>
<td><a href="mailto:silver2@dcp.ufl.edu">silver2@dcp.ufl.edu</a></td>
</tr>
<tr>
<td>William Tilson</td>
<td>College of DCP; Assistant Dean for International Studies &amp; Service Learning</td>
<td>Architecture and planning in tropical environments, impact of tourism on place, urban design guidelines for small communities</td>
<td>Latin America</td>
<td><a href="mailto:wtropic@ufl.edu">wtropic@ufl.edu</a></td>
</tr>
<tr>
<td>Leonardo Villalón</td>
<td>UF International Center, Dean / Political Science / Center for African Studies</td>
<td>Religion and debates on democracy in Senegal, Mali and Niger; religion and educational reform in those countries; Social change and electoral</td>
<td>Africa – Sahel Region</td>
<td><a href="mailto:villalon@africa.ufl.edu">villalon@africa.ufl.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>Specialization</td>
<td>Region(s) of Expertise</td>
<td>Contact</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Philip Williams</td>
<td>Center for Latin American Studies, Director / Political Science</td>
<td>Religion and politics, transnational migration, democratization, social movements, and civil-military relations</td>
<td>Latin America</td>
<td><a href="mailto:pjw@ufl.edu">pjw@ufl.edu</a></td>
</tr>
<tr>
<td>Andrew Noss</td>
<td>MDP Coordinator</td>
<td>Protected areas and indigenous territories management, community conservation</td>
<td>Africa, Latin America</td>
<td><a href="mailto:anoss@ufl.edu">anoss@ufl.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>Specialization</td>
<td>Region(s) of Expertise</td>
<td>Contact</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>*Grenville Barnes</td>
<td>SFRC / Center for African Studies</td>
<td>Livelihoods and Conservation, Geomatics, Land administration</td>
<td>Latin America, Africa</td>
<td><a href="mailto:gbarnes@ufl.edu">gbarnes@ufl.edu</a></td>
</tr>
<tr>
<td>Richmond Brown</td>
<td>Center for Latin American Studies, Assistant Director</td>
<td>Late colonial and modern Central American history; History of the colonial Gulf South and colonial Mobile</td>
<td>Central America</td>
<td><a href="mailto:rfbrown@latam.ufl.edu">rfbrown@latam.ufl.edu</a></td>
</tr>
<tr>
<td>*Brian Child</td>
<td>Geography</td>
<td>Protected Area Management; Conservation of Natural Resources</td>
<td>Africa</td>
<td><a href="mailto:bchild@ufl.edu">bchild@ufl.edu</a></td>
</tr>
<tr>
<td>*Jon Dain</td>
<td>TCD, Center for Latin American Studies</td>
<td>Facilitation; Conflict and collaboration management; communication, mediation</td>
<td>Latin America</td>
<td><a href="mailto:jdain@latam.ufl.edu">jdain@latam.ufl.edu</a></td>
</tr>
<tr>
<td>*Carmen Diana Deere</td>
<td>FRED / Center for Latin American Studies, MDP</td>
<td>Gender equality, land policy, Agriculture, economics</td>
<td>Latin America</td>
<td><a href="mailto:deere@latam.ufl.edu">deere@latam.ufl.edu</a></td>
</tr>
<tr>
<td>Sebastian Galindo</td>
<td>IFAS/AEC</td>
<td>Project evaluation</td>
<td>Latin America/US</td>
<td><a href="mailto:sgalindo@ufl.edu">sgalindo@ufl.edu</a></td>
</tr>
<tr>
<td>*Glenn Galloway</td>
<td>MDP, Director, Center for Latin American Studies</td>
<td>Forestry; Development policy; Program management; Development administration; Higher education administration</td>
<td>Latin America</td>
<td><a href="mailto:ggalloway@latam.ufl.edu">ggalloway@latam.ufl.edu</a></td>
</tr>
<tr>
<td>*Rose Koenig</td>
<td>Agronomy</td>
<td>Agriculture and development, sustainable cropping systems</td>
<td>Latin America, US</td>
<td><a href="mailto:rkoenig@ufl.edu">rkoenig@ufl.edu</a></td>
</tr>
<tr>
<td>Todd Leedy</td>
<td>Center for African Studies</td>
<td>Agrarian history and missions in Southern Africa; Migration, and urban environments and infrastructure.</td>
<td>Africa</td>
<td><a href="mailto:tleedy@ufl.edu">tleedy@ufl.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Affiliation</td>
<td>Research Areas</td>
<td>Location</td>
<td>Email</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>*Ignacio Porzecanski</td>
<td>SNRE</td>
<td>Natural resource management</td>
<td>Latin America</td>
<td><a href="mailto:igna@ufl.edu">igna@ufl.edu</a></td>
</tr>
<tr>
<td>*Richard Rheingans</td>
<td>Center for African Studies, PHHP</td>
<td>Water and Sanitation interventions, determinants of disparities in water quality and sanitation</td>
<td>Africa, Latin America</td>
<td><a href="mailto:rrheing@ufl.edu">rrheing@ufl.edu</a></td>
</tr>
<tr>
<td>*Marianne Schmink</td>
<td>Anthropology, Center for Latin American Studies, TCD, MDP</td>
<td>Economic development; Women and development; Tropical resource management; Development policy</td>
<td>Latin America</td>
<td><a href="mailto:Schmink@latam.ufl.edu">Schmink@latam.ufl.edu</a></td>
</tr>
<tr>
<td>*Renata Serra</td>
<td>Center for African Studies</td>
<td>African development, political economy, economic reforms and aid, gender issues and women’s empowerment, agricultural development and cotton sectors, social capital and collective action, microfinance.</td>
<td>Francophone West Africa, Mali</td>
<td><a href="mailto:rserra@africa.ufl.edu">rserra@africa.ufl.edu</a></td>
</tr>
<tr>
<td>Whitney Turientine</td>
<td>2nd year MDP student</td>
<td>Women’s empowerment, Women’s economic development</td>
<td>East Africa</td>
<td><a href="mailto:wturientine@ufl.edu">wturientine@ufl.edu</a></td>
</tr>
<tr>
<td>1st Year MDP student</td>
<td>MDP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrew Noss</td>
<td>MDP Coordinator</td>
<td>Protected areas and indigenous territories management, community conservation</td>
<td>Africa, Latin America</td>
<td><a href="mailto:anoss@ufl.edu">anoss@ufl.edu</a></td>
</tr>
</tbody>
</table>

*Faculty teaching in the program
APPENDIX M: STUDENT EXIT SURVEY

Exit Student Survey 2013

1. In what program learning opportunities did you participate? (check all that apply)

☐ MDP Practitioner Forum Seminars

☐ Center for African Studies Seminars (for example: Baraza)

☐ Center for Latin American Studies Seminars

☐ TCD Program Seminars: Tropilunch

☐ Special MDP-sponsored workshops (for ex: Gender, Peacebuilding)

☐ Other Departmental Seminars (specify below)

What suggestions do you have to improve the MDP Practitioner Forum and student participation in MDP seminars?

2. Please choose the rating to the right that best reflects your assessment and provide comments in the space below.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate your perception of the overall quality of the MDP degree program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate your perception of the quality of the faculty associated with the MDP degree program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate the advising and support you received from the MDP Program in helping you secure your field practicum placement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rate the quality of advising you received related to program/graduate school policy, field practicum funding, graduation and all academic-related support

Rate the quality of mentoring and advising you received from your committee chair.

Rate the quality of advising you received from your other supervisory committee members.

Rate the quality of the graduate student activities (workshops/seminars & others) provided by the program.

Rate the quality of career advising that you received.

Please comment on any of the aspects included in this section. We would value any specific suggestions you may have:

3. Please indicate the degree to which you agree with the following statements.

<table>
<thead>
<tr>
<th>Course offerings were adequate for my needs and interests.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall curriculum was appropriate for the MDP Program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please indicate any specific suggestions you have for improving the curriculum:

4. Please answer the following three questions:

<table>
<thead>
<tr>
<th>Do you feel that the field practicum was useful to you in providing the skills and knowledge you will require in the future?</th>
<th>Yes</th>
<th>No</th>
<th>Somewhat</th>
</tr>
</thead>
</table>

Please comment here on your field practicum experience:

5. Would you recommend the MDP Program to your friends and colleagues?

<table>
<thead>
<tr>
<th>Would you recommend the MDP Program to your friends and colleagues?</th>
<th>Yes</th>
<th>No</th>
<th>Yes, with some reservations</th>
</tr>
</thead>
</table>
6. Would you be willing to help up promote the program?

<table>
<thead>
<tr>
<th>Would you be willing to help us promote the program?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

7. Have you been successful in identifying an employment opportunity or lead(s)?

Yes ☐ No ☐

If yes, please share how you identified this opportunity or lead. In addition, how can the MDP Program support you now and in the future in this regard?

8. Do you aspire to continue with your education in the future?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Comments:

9. The purpose of this final section is to provide you the opportunity to share additional comments and/or recommendations here for enhancing the quality of the MDP Program. Any suggestions you may have to improve this questionnaire would also be highly appreciated: