Florida Board of Governors

Request to Offer a New Degree Program

University of Florida   Fall 2011
University Submitting Proposal   Proposed Implementation Date

Liberal, Arts and Sciences   Centers for African Studies and Latin American Studies
Name of College or School   Name of Department(s)

Sustainable Development   Masters in Development Practice (CIP) 30.9999)
Academic Specialty or Field   Complete Name of Degree
                                            (Include Proposed CIP Code)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

_____   _____   _____
Date Approved by the University Board of Trustees   President   Date

_____   _____   _____   _____
Signature of Chair, Board of Trustees   Date   Vice President for Academic Affairs   Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Student Enrollment (From Table 1)		Projected Program Costs (From Table 2)		
	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	11	15.00	$77,487	$297,209	$7,514
Year 2	28	15.94			
Year 3	36	17.81			
Year 4	39	18.75			
Year 5	40	18.75	$258,644	$0	$6,897

Note: This outline and the questions pertaining to each section <u>must be reproduced</u> within the body of the proposal to ensure that all sections have been satisfactorily addressed.

<u>INTRODUCTION</u>

I. **Program Description and Relationship to System-Level Goals**

    A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

(a) The degree will be offered at the Masters level.
(b) The degree integrates four areas – natural/biological science, social science, health sciences and management – which together emphasize sustainable development practice. It also offers flexibility for students to meet the requirements for one of a number of existing concentrations or certificates (see Appendix 1).
(c) 51 credit hours
(d) The MDP degree consolidates and builds on our current strengths to produce professionals with the analytical training, professional sense of responsibility, and disciplinary breadth and management skills to address the complex challenges of the 21st century. UF will specialize in training professionals to work effectively at the intersection of the environment, development and health, with a focus on southern Africa and Latin America.

The MDP is designed to be a professional degree; we anticipate that most of our students will be employed in non-academic sectors, especially as development specialists in organizations such as the World Bank, the United Nations (UN) system, non-governmental organizations (NGOs), government ministries and the private consulting sector. MDP graduates may work in several capacities, including as development officers, program managers, country directors, ministers of finance, policy advisors, strategic planning specialists, and development analysts (ICESDP 2008, p. 38). We anticipate that graduates of the program will be able to work across different levels and scales, from international to national to district to community.

The MDP program builds on the philosophy, approach and organization of the Tropical Conservation and Development (TCD) certificate program under the Center for Latin American Studies. A profile of alumni from our TCD program is, consequently, a good indication of the employment profiles of MDP graduates. A recent survey (May 2008) of 174 TCD alumni revealed that a majority are working in non-academic positions. The survey showed the following employment distribution: universities (31%), NGOs (20%), government agencies (14%), with the remaining 35% spread across other kinds of organizations, such as research centers, foundations, museums, and the private sector (Schmink et al. 2009).

While the MDP is designed as a professional degree and can be a terminal degree, students can also choose to use the degree as a stepping stone into more specialized PhD studies such as policy studies.

A. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at http://www.flbog.org/about/strategicplan/)

The MDP degree will contribute directly to the goal of the Board of Governors Strategic Plan (2005-2013) to SUS strategic planning goal #1 (to produce a 34.3% increase in Master's degrees between 2003-2004 and 2012-2013). We anticipate 11 students will begin the MDP program this fall (2010). We estimate that by the end of the 2012-2013 academic year approximately 25 MDP students will have finished their degrees (note that some MDP students are pursuing dual degrees).

The MDP also contributes to strategic plan goal #3 to "build world-class, academic research capacity and research capacity". UF was selected as one of only three U.S. universities, and of only 20 worldwide, to receive approximately $1 million in funding from the MacArthur Foundation for the creation of a new MDP degree program. UF is now part of the global MDP network, with a Secretariat based at Columbia University, New York. This network represents the vanguard of contemporary thinking and practice on capacity building and training of development practitioners.

The MDP also contributes directly to the UF's capacity to compete internationally for research funding. In the past two years, over $5 million in federal grants and foundation funds have been generated by TCD faculty for collaborative research and training programs in Brazil, Mexico, and southern Africa. These collaborative programs will be integrated into the MDP practical field-training component.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand
A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

In 2007 the Earth Institute and MacArthur Foundation convened an International Commission on Education for Sustainable Development Practice (ICESDP) to investigate the educational needs of development practitioners and "to map out the landscape of existing training programs." The Commission consulted various development organizations, NGOs and financial institutions across Africa, East and South Asia, Europe, Latin America and North America. In their report the ICESDP concluded that:

"While many universities around the world offer graduate degree programs that have a 'development' label, typically with a focus on either social sciences or environmental sciences, these offer few opportunities for systematic, cross-disciplinary education or management training. Moreover, many programs that focus on social sciences do so at the expense of imparting essential knowledge of natural sciences or health sciences, and vice versa." (ICESDP, 2008, p.4)

Given the interconnectedness of development challenges on the ground, the commission identified a need for sustainable development programs that rigorously and systematically integrate the social sciences, natural sciences, and health sciences. They also identified the need for practical skills training, including budgeting, communication, institutional and human resource management, GIS, as well as, project design and management (pp. 22-23). The ICESDP report indicates there is an international demand for programs that train practitioners who can use interdisciplinary skills and knowledge to devise and implement development programs.

At UF, the TCD program offers an interdisciplinary graduate certificate and concentration open to students in 21 academic units across the campus. Demand for the TCD program continues to be high. Since it began in 1980, the TCD program has produced nearly 400 alumni and regularly enrolls approximately 75 students at any one time. Each year, 30-40 graduate students apply for fellowships through TCD. Given the nature of their career goals and problem-centered academic interests (Schmink et al. 2009), the majority of these students seek interdisciplinary graduate programs through the School of Natural Resources and the Environment and the Latin American Studies Master's degrees. Since our focus is on interdisciplinary training oriented to development practice, the MDP will offer an attractive degree alternative for this established base of TCD graduates.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

The first MDP program was launched at Columbia University in fall 2009. The program received 156 applications and admitted 30 students. Almost all of these students are self-funded. Since the UF MDP program was announced, we have received more than 100 inquiries about the program and admission process. We received 36 applications for the program and have accepted 25 students. We anticipate that our first cohort in fall 2010 will be composed of 11 students (see Table 1B). These numbers indicate there is a strong demand for the MDP. As we expand our recruitment strategies and highlight our strengths vis-à-vis other programs (in terms of cost and in our focus on conservation and development) we expect the number and quality of inquiries to increase significantly.

International interest in the program has come from mid-career practitioners in developing countries working in such sectors as HIV/AIDS, land tenure, forestry and government ministries. Applicants from the US have included students seeking dual degrees in MDP/ Law, MDP/Masters in Business Administration (MBA) and MDP/ Masters in Public Health (MPH).

The demand for the MDP, therefore, goes beyond the expected base of undergraduates seeking to enter a masters program, reaching upwards to mid-career practitioners and horizontally to students in other professional degrees.

Since the MDP is an extension of the TCD program, student numbers for the TCD certificate provide useful data on anticipated demand. Since 1990, an average of 10 students per year has graduated with a TCD certificate. We anticipate that between 17-20 students will enroll in each MDP cohort beginning in 2011 (see Table 1-B).

C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.

The Tropical Conservation and Development (TCD) program at UF is the closest program in terms of philosophy and focus to the MDP. TCD offers a certificate and has historically focused on Latin America and the tropics. The proposed MDP builds on the experience of this program and represents the next step in the evolution of the TCD program by offering a stand-alone degree and extending geographically to include Africa. The Director of TCD, Marianne Schmink, the Director of the Center for Latin American Studies, Philip Williams, and several core TCD faculty members have been instrumental in developing the program and sit on the steering committee of the MDP program.

The University of South Florida (USF) has recently established a School of Global Sustainability, which offers a Master of Arts degree in Global Sustainability. This is a multidisciplinary, one-year, 33 credit hour program with an initial focus on water issues. Instruction primarily is delivered through online classes. There are two periods of residency, an introductory seminar and internships completed at one of USFs global partners. In contrast, the UF-MDP constitutes a two-year traditional delivery degree where students will learn from regular face-to-face interaction with faculty. The MDP also has a broad focus on all sectors of development. Our position as a program embedded in a global network of MDPs provides our students with unparalleled access to a global network and to a committed community of development specialists.

The Institute for Sustainable Science at Florida International University (FIU) also has an interdisciplinary focus on applied research that integrates the natural and social sciences within Latin America and the Caribbean, but no stand-alone graduate degree in sustainable development.

While almost all Florida universities offer one or more courses in sustainable development, often focused on Latin America or the Caribbean, these have not been systematically integrated and expanded to form a separate graduate degree such as the MDP proposed here. The MDP represents a new interdisciplinary approach to sustainable development education.

D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

We anticipate that the four scholarships and at least two book scholarships will draw at least 7 international students into the program by Year 2. Since UF was one of two US universities awarded funding for the MDP in the first round, we expect about 7-8 students from out of state. We believe that an additional 8-11 students will come from existing undergraduate ranks at UF, other Florida universities or from other US programs. This is based on the inquiries we have received to date. As the profile of the MDP grows, both through the program at UF and through the global network of MDP programs, we expect to expand this to a maximum of 20 students (see Table 1-B).

TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate Degree Program) – (Year 1 = 2010/2011)

Source of Students	Year 1		Year 2		Year 3		Year 4		Year 5	
(Non-duplicated headcount in any given year)*	**HC**	**FTE**	**HC**	**FTE**	**HC**	**FTE**	**HC**	**FTE**	**HC**	**FTE**
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	1	0.94	2	1.88	2	1.88	2	1.88	2	1.88
Students who transfer from other graduate programs within the university**	0	0.00	1	0.94	2	1.88	2	1.88	2	1.88
Individuals who have recently graduated from preceding degree programs at this university	2	1.88	3	2.81	3	2.81	5	4.69	6	5.63
Individuals who graduated from preceding degree programs at other Florida public universities	2	1.88	4	3.75	4	3.75	4	3.75	4	3.75
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0.00	1	0.94	2	1.88	2	1.88	2	1.88
Additional in-state residents***	1	0.94	3	2.81	4	3.75	5	4.69	6	5.63
Additional out-of-state residents***	3	2.81	7	6.56	8	7.50	8	7.50	8	7.50
Additional foreign residents***	2	1.88	7	6.56	11	10.31	11	10.31	10	9.38
Other (Explain)***	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Totals	11	10.31	28	26.25	36	33.75	39	36.56	40	37.50

The MDP Masters comprises 12+12+6 = 30 credits in the first academic year (Fall/Spring/Summer)

* List projected yearly cumulative ENROLLMENTS instead of admissions (this means from Year 2 onwards the numbers reflect students in their 2nd year of the degree plus the new student who are I their 1st year)

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR category in a given COLUMN.

Masters in Sustainable Development Practice - MDP

E. **Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.**

The MDP program will work with the Office of Graduate Minority Programs to identify and recruit students from diverse racial and ethnic backgrounds. The Office's programs that are expected to be particularly helpful are the Campus Visitation Program, the FAMU Feeder Program, and the McNair Scholars Program. Also, e-mail 'blasts' will be sent at least annually to individuals in the Florida graduate student candidate identification system, which consists of names and contact information of potential graduate students from historically black universities and colleges in Florida. In addition, we will explore opportunities to engage with the UF Career Resource Center's career mentoring program to provide exposure to the career opportunities offered by the MDP degree.
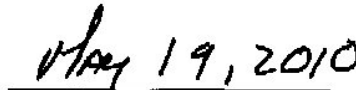
The programs mentioned above can be found at the following links:

Campus Visitation Program The Campus Visitation Program (CVP) provides the opportunity for prospective students who are underrepresented in graduate schools to visit the University of Florida campus. During the visitation, participants learn more about UF's graduate and professional programs, as well as meet with administrators, faculty members and current graduate students. The CVP is held over three days in the middle of every fall and spring semester.

FAMU Feeder Program The Florida A&M University (FAMU) Feeder Program matches qualified FAMU graduates interested in pursuing advanced degrees (particularly doctorates) with one of the three to five admission/financial aid packages reserved for them at 47 graduate degree-granting institutions each year.

McNair Scholars Program The McNair Scholars Program is a federally funded program that focuses on recruiting underrepresented minorities into graduate school through undergraduate research. This program has various tools aimed at making the scholar the ideal graduate school candidate.

Larry J. Ellis   _May 19, 2010_

Equal Opportunity Officer   Date

III.   Budget

Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1 (2010-2011)***						Year 5				
	Funding Source					Subtotal E&G and C&G	Funding Source				Subtotal E&G and C&G
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other (E&G)	Contracts & Grants (C&G)	
Faculty Salaries and Benefits	-	-	-	-	129,406	**129,406**	200,000	-	-	-	**200,000**
A & P Salaries and Benefits	-	-	-	16,057	28,549	**44,606**	-	-	-	-	**-**
USPS Salaries and Benefits	-	-	-	-	52,103	**52,103**	58,644	-	-	-	**58,644**
Other Personnel Services	-	-	-	-	-	**0**	-	-	-	-	**-**
Assistantships & Fellowships	-	-	-	60,930	61,000	**121,930**	-	-	-	-	**-**
Library	-	-	-	-	-	**0**	-	-	-	-	**-**
Expenses	-	-	-	500	19,460	**19,960**	-	-	-	-	**-**
Operating Capital Outlay	-	-	-	-	-	**0**	-	-	-	-	**-**
Special Categories	-	-	-	-	-	**0**	-	-	-	-	**-**
Total Costs	**-**	**-**	**-**	**77,487**	**297,209**	**374,696**	**258,644**	**0**	**0**	**0**	**258,644**

* Identify reallocation sources in Table 3.

**   Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

*** Note that the first year of the Degree is the second year of the Program.

Faculty and Staff Summary

Total Positions (person-years)	Year 1	Year 5
Faculty	1	2
A & P	0.5	0.5
USPS	1	1

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	$77,487	$258,644
Annual Student FTE (see Table 1-B)	10.31	37.50
E&G Cost per FTE	$7,514	$6,897

Narrative Summary of Tables 2 and 3

Faculty Salaries/Benefits: The budget includes funding for two new faculty positions – one in health and development to start in Fall 2010 and one in development administration to start in Fall 2011. The MacArthur Foundation grant will cover 100% of the salary for the first year of each of these positions, 50% in the second year and thereafter the salary will be covered completely through E&G funds. In year 1 of the degree (2010-2011) the health development faculty salary and fringe amounts to $95,910. An additional amount of $33,496 to cover summer salary and benefits for one-month is paid in Year 1 of the degree to the two Co-Directors of the MDP Program to enable them to coordinate the summer programs in Botswana and Latin America.   Together these two amounts total **$129,406** in faculty salaries and benefits.

 By Year 5 of the degree the salary and benefits for these two positions (**$200,000**) will be covered by Continuing Base E&G and summer salary will be generated through student fees.

A&P Salaries/Benefits: The funds from MacArthur Foundation will cover the cost of a lecturer to teach one MDP course in Year 1 of the degree (2010-2011) for an amount of **$28,549**. A second lecturer will be funded through the Center for Latin American Studies and/or the Center for African Studies through new non-recurring E&G in the amount of **$16,057**.

 In Year 5 this cost will be covered by the Center for Latin American Studies and/or the Center for African Studies.

USPS Salaries/Benefits: A program coordinator has been employed to coordinate the MDP Program. This TEAMS position is funded in Year 1 and 2 of the degree (2010-2011/2011-2012) through the MacArthur grant and thereafter will be covered by E&G funds. The amount for salary and benefits in Year 1 of the degree is **$52,103**. By Year 5 the salary (**$58,644**) for this position will be covered by continuing E&G.

Fellowships/Book Scholarships: In Year 1 of the degree (2010-2011) two *fellowships* will be awarded to international students. An amount of **$46,730** has been committed by Research and Graduate Programs (RGP) for Year 1 of the degree. Each scholarship runs for two years with funding available for a total of four scholarships, two for the first intake of MDP students (starting Fall 2010) and another two for the second intake (starting Fall 2011).

In addition, two *book scholarships* valued at $1,000 each will be awarded to two students who are citizens of countries in Latin America or the Caribbean. Florida state statutes allows for students from this region who receive a $500 book scholarship per semester from a UF academic unit to be classified as in-state students for tuition purposes. The Center for Latin American Studies will fund these book scholarships for a total of **$2000** per year from overhead generated from federal grants at least until Year 5 of the program.

Twelve (12) *summer scholarships* worth $6,100 each will be made available to MDP students on a competitive basis in Year 1 to defray the costs of completing the summer program. This amount is calculated to include: student health insurance ($55), UF tuition ($1,330), UF Study

Abroad Office overhead ($425), airfare ($1800), teaching Expenses ($500), living expenses ($1,990). Ten of these scholarships (worth **$61,000**) will be funded through the MacArthur grant and an additional two (**$12,200** total) funded by new non-recurring monies provided by the President's Office. Beyond Year 3 (2012-2013) of the degree we plan to cover these costs through student fees.

Expenses: In Years 1 and 2 of the degree an amount of **$6,500** per year has been allocated to cover the airfare and living expenses of a visiting faculty member from the University of Botswana, our partner institutions for the MDP summer program. A further amount of **$12,960** has been budgeted for international airfares and per diem between Florida and Botswana and between Florida and Mexico to carry out the summer programs. This total (**$19,460**) will be provided by contracts and grants (MacArthur Foundation). An additional **$500** will be contributed through new non-recurring E&G

It is anticipated that in Year 5 of the degree all airfares will be covered by the students enrolled for the summer program, which will likely include students from the other MDP programs around the world.

> **A. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

We do not anticipate the need for a major reallocation of resources for the proposed program. With the exception of one faculty member (Grenville Barnes), all core faculty for the program have partial appointments in either the Center for Latin American Studies or the Center for African Studies and their time has been reassigned to the MDP. Dr. Barnes has the formal commitment of his unit leader and dean to participate in the MDP. Consequently, we do not anticipate any negative impacts on undergraduate programs.

The MDP will offer a new graduate track for students interested in sustainable development. We expect this to have a positive impact on related undergraduate programs, including in Food and Resource Economics (FRE) and the School of Natural Resources and the Environment, but also on the other units offering minors or certificates in either sustainability or development.

> **B. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

All elective options in the MDP program refer to existing courses. We expect MDP students to

pursue different elective courses depending on their particular interest. The goal is to offer MDP students access to existing certificates and concentrations (e.g. TCD Certificate, ICGIS certificate, certificate in gender and development). We do not anticipate an increased need for any specific course outside of the major.

C. **Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

In June 2009, the program acquired $970,000 in seed funding from the John D. and Catherine T. MacArthur Foundation and Earth Institute at Columbia University. In September 2009, additional external funding ($100,000) was acquired from the State Department in order to supplement the development of the MDP summer training program.

Since the initiation of the program, the program coordinator has researched external funding possibilities for students such as Fulbright fellowships, Ford Foundation International Fellowships and the Pickering Foreign Affairs Fellowships. All incoming and interested students will be made aware of these external-funding opportunities.

The program intends to hire its second core faculty member, a specialist in international development administration between January and March 2011. This faculty will also most likely serve as the full time director of the program. Part of the duties of the full-time director will be to identify and pursue additional external resources to support students and further enhance the MDP.

IV. **Projected Benefit of the Program to the University, Local Community, and State**

Use information from Table 1, Table 2, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

As shown in Table 1-B the Program expects to attract approximately 15-20 students per year into UF at the master's level. Half of these are expected to come from the state of Florida, with the remainder being either international or out-of-state students. Using current tuition rates, in-state students, comprised of returning older students, transferees from other programs at UF and graduates from various other institutions in Florida, will pay in-state tuition to UF amounting to between $33,167 and $47,382 per annum. The remaining out-of-state and foreign students will pay more than $94,043 annually in tuition. At the faculty and staff level, the program's seed funding of $970,000 has been used to fund two new senior faculty positions in addition to a program coordinator position.

The program will elevate UFs profile as an international leader in the design and implementation

of capacity building and training programs for development practitioners. The program will enhance interdisciplinary collaboration across UF through the creation of innovative interdisciplinary courses and curriculum, as well as, through the management of the program, which spans seven colleges.

V.   Access and Articulation – Bachelor's Degrees Only

   A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program's approval. (See criteria in BOG Regulation 6C-8.014)

   Not Applicable.

   B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual http://www.facts.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

   If the proposed prerequisites ~~they~~ are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

   Not Applicable.

   C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

   Not Applicable.

D. **If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual http://www.facts.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

Not Applicable.

INSTITUTIONAL READINESS

VI.   **Related Institutional Mission and Strength**

A. **Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.**

The proposed Master's degree in Development Practice is consistent with UFs goal to become one of the nation's best universities. The MDP programs around the world form the "flagships" of a new field in the interdisciplinary training of development practitioners (ICESDP 2008, p. 5). The proposed program will enable UF to become a leading global institution in this field. The MDP curriculum focuses on socio-economic, environmental and public health issues in developing countries. As such, the proposed program also links directly to several priority areas identified in the strategic plan including ecology and environment and the internationalization of the campus and curriculum.

B. **Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.**

The proposed MDP will build on UF existing strength in interdisciplinary, international graduate research and training programs. It builds on the TCD program in the Center for Latin American Studies, consolidating the program's first Master's degree. The TCD program is recognized internationally as a critical program in training leaders in tropical conservation and development. The program is particularly strong, offering a certificate spanning 20 academic units at UF. The MDP builds on these institutional strengths by drawing together faculty and graduate students from the natural sciences, social sciences, health sciences, and management. It complements the interdisciplinary graduate programs of the School of Natural Resources and the Environment with a practice-oriented Master's degree. It also contributes to the UF's priority of expanding programs in sustainability.

The Center for Latin American Studies and Center for African Studies will administer the MDP jointly. Both are federally funded Title VI centers and internationally recognized for excellence in area studies. The MDP program will benefit from these centers' strengths in research, teaching, and attracting external funding. These linkages provide a strong foundation for collaborative research and external institutional linkages for the MDP.

The instruction and management of UF's MDP draws on experienced and dynamic faculty located in seven colleges: College of Liberal Arts and Sciences, Institute of Food and

Agricultural Sciences, the College of Public Health and Health Professions, The College of Veterinary Medicine, the College of Design, Construction and Planning, The Warrington College of Business Administration, and the Levin College of Law. The involvement of these multiple colleges in the degree also bolsters the development of interdisciplinary scholarship and education at UF.

The MDP will also draw on a tradition of building vibrant and engaged faculty and students from both the Center for African Studies and the Center for Latin American Studies. Both centers have strong and active working groups collaboratively run by faculty and students and a regular schedule of seminar series where issues and research related to development are often discussed.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Planning for this proposal began in late 2008. A UF-MDP steering committee was created in November 2008 to develop a proposal and compete for $1.1 M in seed funding. This was in response to a call for proposals from the MacArthur Foundation and the Earth Institute at Columbia University in October 2008.

The steering committee was composed of 12 faculty from seven colleges across UF. Among these, key personnel included: Leonardo Villalon, Director, Center for African Studies; Philip Williams, Director, Center for Latin American Studies; Marianne Schmink, Director, Tropical Conservation and Development Program; Brian Child, Associate Professor, Geography Department; Grenville Barnes, Associate Professor, School of Forest Resources & Conservation; Mary Peoples-Sheps, Senior Associate Dean, College of Public Health and Health Professions; Carmen Diana Deere, Professor, Food and Resources Economics; Jorge Hernandez, Professor, Department of Large Animal Clinical Science; Ignacio Porzecanski, Lecturer, College of Agricultural and Life Sciences; and, William Tilson, Professor, School of Architecture.

The steering committee sent a letter of intent to the MDP secretariat at Columbia University on December 1, 2008. Between December 1 and December 31 the committee focused on completing the proposal and securing support from UF and key potential partners. Support from UF included an endorsement for the proposal from the Office of the Provost and Senior Vice President. Potential partner support included letters of support from the Deputy Vice Chancellor of academic affairs at the University of Botswana and the Rector of the Autonomous University of the Yucatan (UADY) in Mexico. Support was also obtained from leading non-academic development institutions including the World Bank, UN-HABITAT, the Wildlife Conservation Society and Terra Institute. The final proposal was sent to the MDP Secretariat on February 2, 2009. On June 17, 2009, the MacArthur Foundation announced that UF was one of two universities in the US selected to receive the seed grant to develop a MDP program.

A second proposal was submitted to the State Department to supplement funding for the MDP summer program development. This grant proposal was developed and submitted by Todd Leedy

(Associate Director, Center for African Studies), Brian Child (Department of Geography), Grenville Barnes (School of Forest Resources and Conservation), and Sandra Russo (Director, Program Development and Federal Relations UF International Center). On September 11,2009, UF received the State Department grant in the amount of $100,000.

In October 2009, a program coordinator (Sheila Onzere) was hired and initial recruitment strategies for the program were established. These have included the development of a program website (http://www.africa.ufl.edu/mdp), and the promotion of the program through interviews and academic conferences. Dr Child has represented the program at international conferences in Egypt and the US. Dr. Barnes has also promoted the program at conferences in Mexico and Australia, where he presented a paper on the program. Dr Schmink has conducted interviews on behalf of the MDP program. In February 2010, she conducted a radio interview with WUFT, a Gainesville affiliate of National Public Radio. This interview can be found at http://www.wuftfm.org/news/index.php?id=22. Additionally, she represented the program at the first Global network of MDPs meeting in New Delhi, India. During the meeting, she conducted a video discussion of the program, which will be posted on the MDP secretariat webpage.

In summer 2009, a *search committee* was formed to oversee the search for a global health and development position, the first new faculty position for the MDP. Dr. Richard Rheingans, an associate professor at the Hubert Department of Global Health at Emory University and expert in public health in Africa, has been hired for this position.

A *curriculum committee* was formed at the beginning of fall 2009 to develop learning competencies and syllabi for core courses (see table in Section VIII D for a detailed view of the MDP curriculum). In addition to Dr. Child, Dr. Schmink, Dr. Barnes, and Dr. Porzecanski, the committee is composed of: Dr. Alyson Young, associate professor of anthropology; Dr. Renata Serra, lecturer in the Center for African Studies; Dr. Robert Buschbacher, program coordinator of the Amazon Conservation Leadership Initiative; John Dain, lecturer in the Center for Latin American Studies, and Sheila Onzere, MDP program coordinator. The curriculum committee has met on a number of occasions since then to discuss the program structure and develop student-learning competencies across the four MDP 'pillars' (social sciences, health sciences, natural and biological sciences, and management).

Following Dr. Schmink's participation in the first meeting of MDP programs in India, the program convened the first curriculum retreat on March 29, 2010, to revise the content and determine an appropriate structure for the program, required course content, the summer field programs, student-learning competencies and student orientation. The outcomes of the curriculum retreat are reflected in the learning competencies included in this proposal (see Appendix 2), and in the program curriculum.

An *admissions committee* was established in February to determine the admission criteria for the program and to evaluate student applications. For the 2010-2011 academic year, the program received 36 applications. Students were evaluated and ranked on the basis of their professional experience. We admitted 25 students. 13 accepted and 12 declined.

Dr. Child, Dr. Barnes and Dr. Leedy travelled to Botswana this summer (2010) to develop the summer field program in conjunction with the University of Botswana. Additionally, Dr. Schmink will explore the possibility of developing a summer field program in Acre, Brazil while Dr. Rheingans will investigate the possibility of developing a field program in Kenya.

A second search committee was formed on April 8, 2010 for the second MDP faculty position, focusing on International Development Administration.

Planning Process

Date	Participants	Planning Activity
November 2008	Dr. Child, Dr. Barnes, Dr. Schmink, Dr. Villalon, Dr. Williams, Dr. Porzecanski, Dr. Tilson, Dr. Deere, Dr. Poeples-Sheps, Jamie Kraft, Dr. Hernandez, Dr. Bowen, Dr. Ankersen	Steering committee formed to develop proposal and compete for seed funding from MacArthur foundation
June 2009	Dr. Leedy, Dr. Child, Dr. Barnes, Dr. Russo	Writing and Submission of State Department Grant to supplement summer field training
August 2009	Dr. Serra, Dr. Buschbacher, Dr. Young, Dr. Porzecanski, Dr. Child, Dr. Barnes, Dr. Schmink, John Dain, Sheila Onzere	Curriculum committee formed to plan for the structure of the program, develop, revise learning competencies
October 2009	Dr. Schmink, Dr. Barnes, Dr. Child, Dr. Poeples-Sheps,	Search committee formed to conduct search for Health and Development position
Feb 2010	Dr. Child, Dr. Barnes, Dr. Porzecanski, Dr. Young, Sheila Onzere	Admissions committee created to develop admission criteria and evaluate applications to the program
March 29, 2010	Curriculum committee, Steering Committee, Dr. Rheingans	1st curriculum retreat convened to revise learning competencies and program structure, and come up with criteria to evaluate student learning
March 8, 2010	Dr. Schmink, Dr. Serra, Dr. Child, Dr. Williams, Sheila Onzere	Second search committee formed to conduct search for the Development Administration position
Summer, 2010	Dr. Child, Dr. Leedy, Dr. Barnes, Dr. Schmink	Travel to Botswana and Brazil to prepare for summer field experience

Events Leading to Implementation

Date	Implementation Activity
March 2010	Teaching responsibilities for year 1 assigned
February 2010	Candidates for first MDP position (health and development) interviewed and top candidate accepts offer
February 2010	First cohort of students admitted under MALAS program
March 2010	Core courses and curriculum for the program finalized
April 2010	Search committee for International Administration position formed
May 2010	Degree proposal submitted
Summer 2010	Travel to Botswana to design MDP summer field program with U. Botswana
August 2010	Student advisors assigned
August 2010	Student orientation for first cohort
Fall 2010	Semester 1 core courses delivered and advising of students in program
September 2010	Disseminate recruitment materials for cohort 2
December 2010	1 day retreat of MDP Steering Committee, Curriculum Committee, other teaching faculty and

	first cohort to evaluate semester 1
Feb 2011	Applications for MDP program due Feb 1 2011 selection of cohort 2
March 2011	Competition for summer field training grants
April 2011	Final preparations for summer field training
May 2011	1 day retreat of steering committee, curriculum committee and other teaching faculty to evaluate semester 2
May 2011	MDP approved and students formally transferred from MALAS to MDP Program
Summer 2011	8 week summer field clinic in Botswana/ Kenya/ Brazil
Fall 2011	Second MDP cohort welcomed into program

VII.   Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

Both the Center for Latin American Studies and the Center for African Studies conduct mandated evaluation procedures including student evaluations of all courses, faculty evaluations, evaluations of training and outreach activities by participants, and written performance reports. Both centers also conduct regular external reviews. The MDP also will be subject to global network evaluation systems currently under development by the Secretariat.

Recommendations for the Center for African Studies have included the need to develop more systematic evaluation instruments and the need to diversify and deepen the curriculum. The Center has responded to these recommendations by developing a comprehensive evaluation system based on six steps, including: the identification of precisely what is to be measured; the evaluation of contextual aspects influencing outcomes; design and pretest of the evaluation instruments; data collection, analysis; and finally, storage and presentation of findings. The Center has also expanded on traditional processes for collecting evaluation data by moving most of the survey instruments to an online web-based system and focusing on building a longitudinal database. To improve the curriculum, the Center has proposed a new mentorship program for key faculty.

An external evaluation of the Center for Latin American Studies in 2008 recommended maintenance of the highest level of support for the Center's programs. In response to this recommendation, UF administration has supported the hire of two tenure track faculty in Latin American Literature and Spanish Linguistics. Moreover, the center is focusing on increasing the number of non-heritage students in Haitian Creole courses.

The Dean of the International Center (UFIC) and the Provost have committed to a new position for an Evaluation Specialist who will serve the Title VI centers at UF. As a degree administered jointly between the Center for African studies and the Center for Latin American Studies (both Title VI centers) the overall management of the MDP will benefit from reviews by the Evaluation Specialist.

VIII.   Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

To guide the development of the MDP curriculum, we have defined certain competencies in the four major pillars (social, natural, and health sciences, integrated skills for sustainable development practice) and the field practicum. Competencies in each of the pillars are designed to make complementary linkages to the other areas. For a detailed look at the MDP competencies and specific learning outcomes, refer to Appendix 2.

The *social science* courses are designed to provide students with an understanding of the social and economic processes influencing development outcomes. These competencies cover six major areas:

1. Critical understanding of development theories, concepts and approaches and their practical implications
2. Integrated analysis of economic markets and institutions
3. Policy analysis, evaluation and implementation, and governance to address development problems in a specific historical context
4. Understanding of social organization/structure, culture and values and their role in mediating development processes and outcomes
5. Data collection, analysis and interpretation
6. Management tools (quantitative and qualitative) to design and implement policies, institutions, and social innovation at diverse scales in complex social-ecological systems.
7. A critical understanding of the theories and practice of development education, experiential learning, social learning, and extension

The *natural and biological sciences* are composed of courses and activities that have the overall objective of fostering an understanding of ecosystem processes and of the drivers of resource utilization, land use change and management, as well as, a perspective on the future contents of economic development. The aim is to impart and practice the skills required for the analysis of the sustainability of complex social-ecological systems. Competencies in this area cover five major areas:

1. Understanding the structure and functioning of ecosystems
2. Analysis of the impact of evolutionary and ecological processes on conservation efforts
2. Integrating ecosystem understanding with the utilization of natural resources
3. Understanding the nature of social-ecological systems and how to address them
4. The analysis of threats and shocks to the biophysical matrix of contemporary natural and man-made systems
5. The study of innovation systems and alternative natural resource uses from a sustainability and stewardship perspective

Health science competencies relate to the underlying scientific and cultural understanding necessary for the management of health resources, with particular focus on the complex interactions between individual, community and global health, the role that these interactions have on effective assessment and implementation of health services, and the formulation of health policy. Courses and activities in this area are designed to cover seven competency areas:

1. Understand key global health threats
2. Understand and utilize epidemiological methods
3. Characterize the contribution of social, economic and environmental factors to health
4. Identification and critical assessment of alternative health interventions
5. Understand and design disease control programs to address district-level public health problems
6. Understand the structure of the health sector and its relation to other development sectors
7. Policy development and advocacy

The *integrated skills for sustainable development* core area will provide students with the approaches, tools, techniques and attitudes necessary for collecting, organizing, analyzing data and solving practical development problems at local and national levels. These integrative skills include an understanding of organizations and performance planning, facilitating collaborative processes, social learning and adaptive management, and personal communication and management skills. The core competencies in this area are:

1. Personal well-being skills and management
2. Organizational management, bureaucracy and capacity building
3. Relationship building and maintenance, communication, facilitation and collaboration
4. Project conceptualization, planning and implementation
5. Participatory rural appraisal (PRA) /Action research

The MDP *summer field school* will provide students with the practical experience necessary to design and implement innovative solutions to development challenges. Students will develop competencies in seven major areas:

1. Relationship building
2. Working in project teams
3. Working in rural communities
4. Participatory learning and action
5. Economic sector analysis
6. Ecological monitoring
7. Enterprise financial and economic analysis
8. Health management and participatory methods

B. Describe the admission standards and graduation requirements for the program.

Applications will be sent to the University of Florida Registrar's office (Graduate admissions and pre-admissions) and to the MDP. The MDP admissions committee will review and rank all applicants and make a final selection. Candidates for admission into the program must have earned a bachelors degree from an accredited university or college. In addition, all students are expected to meet the minimum requirements of the University of Florida's Graduate School, which include: (1) taking and passing the GRE, (2) completing an application for graduate school, including a letter of intent, official transcripts, completed application form, and three letters of recommendation. International students from non-exempt countries will have to demonstrate a minimum score of 550 on the paper based, 213 on the computer based, or 80 on the web based version of the TOEFL (Test of English as a Foreign Language). Application deadlines will be February 1 (notification by May 15).

Students are expected to complete the set of ten foundational courses with an average of no lower than a "B" and have no more than one grade below a "C". Successful completion of selected electives will follow the criteria set by the certifying department. Following the summer training, students will complete a team project in a relevant format such as a report or a documentary. Students will have to present this project to their advisory committee as a final requirement for the completion of their program.

> **C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

The MDP curriculum is designed to enable students to develop interdisciplinary competencies that integrate theory, practice and skills training. It is a non-thesis, professional degree where students complete 51 credits over five semesters. The program consists of ten foundational courses, four elective courses and a three-month summer field program. For a detailed MDP curriculum please see table in Section D below.

During the first two semesters students will take eight of the ten foundational classes. These classes cover the four core areas of the MDP program: Social Sciences: Natural/Biological Sciences, Health Sciences, and, Integrated skills and Management.

The first and second semesters will be followed by an intense summer field experience designed to provide students with practical training and professional development including field skills, project design and evaluation, field project assessment, analysis, as well as, report writing and presentation. Students have two options for the summer experience.

(i) Students can attend a structured field school at one of the field sites in Latin America or Africa developed by UF faculty. This field experience will provide MDP students with supervised integration into working relationships with universities in partner countries, development agencies, and local governments and communities. Students will design sustainable development indicators to track local communities, environments and governance systems. The focus is on social learning to design and implement solutions to real life development challenges, such as micro-projects, rural and urban development plans and health interventions, as well as,

develop field skills in monitoring, community facilitation, health monitoring, governance and sector analysis.

(ii) Students can also choose to pursue an independent summer internship with a development organization such the World Bank or the United Nations. These internships will be designed with and closely supervised by the student's advisory committee.

In the fourth and fifth semesters, students will take the two remaining foundational courses. Additionally, students will take four elective courses that can be used to acquire an additional specialized certificate. We have identified nine certificates tracks particularly suited for MDP students. These certificate possibilities along with their credit requirements are shown in Appendix 1.

Status of Course Approvals

All new courses and changes are being pursued in parallel with this degree application as they are located in various different colleges.

Existing Courses:
LAS 6291 Communication and Leadership Skills
LAS 6940 Practicum in Latin America
PAD 6865 Development Administration
LAS 6291 Conservation and Development Entrepreneurship

Change in number of credits:
LAS 6940 Practicum in Latin America …. Change from max of 6 to max of 12 credits

New African-focused Courses linked to existing LAS course:
AFS 6XXX Practicum in Africa (max. 12 credits)

Completely new Courses:
LAS 6XXX Global Classroom: Development Theory and Practice
AFS 6XXX Global Classroom: Development Theory and Practice
LAS XXXX Ecological Principles for Development Professionals
LAS 6XXX Foundations of Economic Analysis for Sustainable Development
AFS 6XXX Foundations of Economic Analysis for Sustainable Development
ALS XXXX Natural Resource Management and Innovation Systems
PHC XXXX Health and Development I
PHC XXXX Health and Development II

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Orientation (1 week): Familiarize students with this curriculum, its philosophy, its sequence and its academic tools; Cohort-building activities; Introduce performance management system related to competency training.				
	Social Sciences	**Natural/ Biological Sciences**	**Health Sciences**	**Integrated Skills and SD Practice**
Semester **One** (Fall) 12 Credits	**LAS 6XXX/ AFS XXXX Global Classroom Development Theory and Practice** [Schmink/ Serra] 3 CR	**LAS 6XXX Ecological Principles for Development Professionals** [Bruna] 3CR	**PHC 6XXX Health and Development I** [Rheingans] 3CR	**LAS 6291 Communication and Leadership Skills** [Dain] 3CR
Semester **Two** (Spring) 12 Credits	**LAS 6XXX/ AFS 6XXX Foundations of Economic Analysis for Sustainable Development** [Deere/Serra/ Useche] 3CR	**ALS XXXX Natural Resource Management and Innovation Systems** [Porzecanski] 3CR	**PHC XXXX Health and Development II** [Rheingans] 3CR	**LAS 6940/AFSXXXX Sustainable Development Practice Seminar/Workshop** [Child/Barnes] 3CR
Evaluation (Year 1): *Evaluate individual performance (competencies, skills, group participation and leadership), and throughout the educational process; Participatory evaluation of overall program (facilitated retreat)*				
Semester **Three** (Summer) 6 Credits	**LAS 6940/AFS 6XXX** Field Study or Internships in Africa, or Latin America: Includes field skills, project design and evaluation; field project Assessment, Analysis, Write-up, and Presentation (through individual advisor).			
Semester **Four** (Fall) 12 Credits	**Two Elective Courses** (6 credits) (see list)		**LAS 6940/AFSXXXX Sustainable Development Team Project** [Child/Barnes]3CR	**PAD 6865 Development Administration** [new hire 2] 3CR
Semester **Five** (Spring) 9 Credits	**Two Elective Courses** (6 credits) (see list)			**LAS 6291 Conservation and Development Entrepreneurship** [Buschbacher] 3CR
Final Evaluation: *Evaluate of individual performance (competencies, skills, group participation and leadership); Participatory evaluation of overall program (facilitated retreat)*				

E.   **Provide a one- or two-sentence description of each required or elective course.**

Core Courses

Global Classroom Development Theory and Practice
This course provides students with a general introduction to basic core competencies and practical skills required of development practitioners. It also focuses on the emergence and critiques of different theories and concepts of development and practical perspectives on key issues related to development in Latin America and Africa.

Ecological Principles for Development Professionals
This course will provide students with an understanding of the evolutionary and ecological factors that shape patterns of tropical diversity, how humans utilize tropical natural resources, and alternatives for conservation.

Health and Development I
The course will include case studies with examples of how development practitioners can incorporate the use of epidemiologic and anthropologic methods, principles and study designs to investigate patterns of disease and culture, risk factors, broad causes and the need for integrated interventions to reduce risk of death and disease.

Communication and Leadership Skills
This course strengthens students' leadership, facilitation and communication skills for supporting collaborative approaches to development.

Foundations of Economic Analysis for Sustainable Development
The course aims to provide students with some fundamental analytical tools from economics and demonstrate their relevance both for better understanding issues of sustainable development and for thinking about solutions.

Natural Resource Management and Innovation Systems
This course focuses on how society perceives and reacts to environmental conservation issues, the dynamics of the principles 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.

Health and Development II
This course is designed to examine 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.

Sustainable Development Practice Seminar
This seminar will involve the discussion and integration of knowledge gained in the foundational courses. Students will be expected to demonstrate skills in running effective workshops, including preparation, agendas, room layout, use of appropriate audio-visual tools (including flip-charts).

Development administration

This course examines some of the more salient issues in the sub-field of development administration or management. It conveys the importance of looking at development practice through relevant theoretical lenses, and how these have changed with shifts in the conceptualization of development.

Sustainable Development Team Project
In this seminar students will work in groups to produce a final project based on their field experience. The student will be expected to document their field experience in one of the following formats: (a) project evaluation or consultancy report; (b) funding proposal to continue the project; (c) peer reviewed journal article; (d) curriculum and materials for a practitioner training course; (e) DVD/video documentary; (f) another format as agreed by the students advisor and advisory committee.

Conservation and Development Entrepreneurship
The course includes an introduction to both organizational management practices and income generation to understand the requirements for successful operation of an income-generating enterprise, conservation programs and non-profit organizations in developing countries.

Foundations of Economic Analysis for Sustainable Development
This course aims to provide students with fundamental analytical tools from economics and to demonstrate their relevance both for better understanding issues of sustainable development and for thinking about sustainable development.

Certificates and Concentrations

African Studies
Africa in the Global Economy (AFS 6905) This course focuses on the challenges from current globalization processes, in the context of unequal power relationships among world nations, but also on the options available to African nations to improve their position.

African Economic Development (AFS 6905) The course deals with the most important development issues facing Sub-Saharan African countries in the new millennium including economic growth performance and determinants; politics and institutions; international trade and investment; agricultural and industrial development; poverty, inequality, and access to basic social services.

Africans Abroad (ANG 6930) Examines the lives of Africans and formation of African communities in contemporary Western settings. Also addresses relationships between Africans in the contemporary Diaspora and their home communities in Africa, including development implications.

Anthropology and Development (ANG 5702) Examines theories of development and their relevance to the Third World, particularly Africa or Latin America. Micro level development is also examined with special reference to rural areas.

Anthropology of Modern Africa (ANG 6930) Focuses on continuity and change in contemporary African societies, with special reference to cultural and ethnic factors in modern nations.

Community Conservation and Rural Development in Africa (AFS 6905) The course examines the practicalities and theoretical foundations of community conservation in Africa, with particular attention to the relationship between conservation and rural development issues. Main themes include property rights, governance, and local-global relations.

Cultural Heritage Management in Africa (ANG 6930) The course analyzes the management of Africa's

cultural heritage through examination of political and social conflicts, development projects, governmental policies, ignorance, substantial tourism growth, and other factors, which impacted the continent's ability to maintain, conserve and protect the world's longest record of human cultural achievement.

Economic Geography of Africa (GEO 6938) A comprehensive geographical survey of major economic activities such as agriculture, forestry, fishing, mining, manufacturing and commerce. Emphasis will be upon the study of the characteristics of distribution and the regional patterns of these activities.

Food and Agriculture in Africa (GEO 6938) This course explores many of the main issues related to agriculture in Africa. In addition to issues of food security, hunger, & famine in Africa, the course examines interactions between agriculture and population growth, land use change, poverty, political crises and conflict, disease, and biodiversity and natural habitats.

Geography of Inequality in Africa (GEO 6558) The course analyses socioeconomic inequality and uneven development in Africa. Economic polarization and rising inequality in social domains.

HIV/AIDS in Africa (ANG 6930) This course utilizes the social science literature on AIDS in Africa to explore the social, economic, and broad cultural impacts of the epidemic.

Peoples of Africa (ANG 5352) A survey of the culture, history, and ethnographic background of the peoples of Africa. A basis for appreciation of current problems of acculturation, nationalism, and cultural survival and change among African peoples.

Political Economy of Conservation in Africa (AFS 6905) The course provides students with the tools to analyze effectiveness of diverse approaches to natural resource preservation and uses case studies primarily from southern and eastern Africa. Readings focus on political and economic aspects of conservation strategies.

Poverty and Development in Africa (AFS 6905) This course focuses on African contemporary development issues, their challenges and possible solutions. The main part of the course follows a theme-based approach which includes: economic development; agriculture and the environment; social issues and gender equality; and democracy and political development.

Seminar in African Politics (CPO 6206) African Studies/Political Science Study of African politics in comparative perspective.

Seminar in Gender and International Development (ANG 6303) Analyses academic and development concepts and projects in relation to gender. Bilateral, multi-lateral and NGO agencies are also considered by sector (health, agriculture, environment, education, political empowerment, etc.).

Women and Development (ANG 5303) Analyses the influence of development on women in rural and urban areas. Women's participation in the new opportunities of modernization.

Appropriate language course offerings for development practitioners all available beginning thru advanced levels): Akan; Amharic; Arabic; Swahili; Wolof; Xhosa; Yoruba; French; Portuguese

Latin American Studies

Agrarian Cooperatives & Land Reform in Latin America (LAS 6290) Explores, within the context of specific land reform programs, a diverse range of issues that have defined the organization, development

and sustainability of agrarian cooperatives.

Amazonian Geography (GEO 6419) Looks at the biophysical setting of the Amazon basin, particularly as it pertains to the use and abuse of natural resources. How the management of natural resources has varied over time, among different cultural groups and why it is important to conserve biodiversity.

The Amazon (LAS 6290) Introduction to the historical, ecological and current issues and controversies related to Amazonian conservation and development policies, with a focus on Brazil.

Anthropology of Development in Latin America (LAS 6938) Reviews the evolution of theories and practice of development, as well as, impact of globalization in Latin America.

Community Forestry Management (LAS 6290) The sustainability of different patterns and trends of tropical resource use and conservation, and the socioeconomic, biological, and political factors -- across scales from the global to the local -- that affect community forestry.

Cuba, Hispaniola, and Puerto Rico (ANG 6930/LAS 6938) Compares and contrasts five anthropological phenomena (agriculture, religion, race, language, and emigration) as they each appear in Cuba, the Dominican Republic, Puerto Rico, and Haiti.

Cuban Agriculture (LAS 6938) Topics include the history of Cuban agriculture; agriculture in the context of Cuban government objectives and central planning; recent cropping trends and agricultural strategies; farm management, land tenure and the growing importance of cooperatives and small family farms; agricultural research, education and extension; sustainability and the future of Cuban agricultural systems.

Economic Development and Agriculture (AEB 6645) Analysis of development strategies and the role of human, capital and natural resources, technology and institutions to income growth and distribution.

Gender in Latin American Economic Development (LAS 6938) Analyses the impact of different models of economic development on the evolution of women's property rights, access to resources and employment, gender hierarchies, and changes in households and families. The role of the women's movement in the struggle for gender and social justice is examined, along with specific pro-equity state policies.

History of Amazonia (LAH 5607) Historical analysis of the Amazon, designed for students interested in the issues confronting the region today.

Indigenous Histories of Amazonia (ANG 6930) A survey of Amazonian indigenous peoples from pre-Columbian, colonial, and nation-state periods of development in South America. Considers cultural variation, historical development, and contemporary changes and challenges, including conservation and development.

International Trade and Human Rights in the Americas (LAW 6930) Explores perspectives of the trade and human rights debate from the perspectives of both trade advocates and human rights activists with the purpose of understanding the rationales of both systems in the global market.

Issues & Perspectives in Latin American Studies (LAS 6220) Discussion of key contemporary issues for development and democracy in Latin America. Focuses on the historical roots of Latin America's dilemmas and challenges from the perspective of economic growth, democracy building, environmental

sustainability, cultural diversity and social justice.

Latin American Business Environment (LAS 6295) Equips students with the knowledge and skills necessary for interpreting current events and assessing future developments in Latin America from a business perspective.

Latin American Economic and Agricultural Development (AEB 6651) Contending approaches to understanding economic development policies in Latin America; roles of agriculture and natural resources in LA development; underlying economic structure of agriculture and factors that impinge on the ability to break poverty cycles.

Latin American Geography (GEO 6905) A comprehensive and systematic survey of the population, natural resources, geographic regions, and potentialities of Latin America; the significance of this region in the economic and political affairs of the world.

Latin American Politics (CPO 6307) A basic foundation of some of the core themes in contemporary Latin American politics, including regime change, democratization and social movements.

Peasant Politics (POS 6933) The politics of the poor. Explores peasant politics and culture, focusing on revolution and activism.

Policy Reform Process in Conservation & Sustainable Development (LAS 6291) Analysis of the political processes involved with achieving policy reform, from identification of problems/opportunities to formulation of proposals, mobilization of constituencies, lobbying, campaigning, and legislative, executive and judicial processes.

Sociology of Latin American Development (SYD 6636/LAS 6938) Review of the current scholarly agenda in the context of the historical events and intellectual debates that led to the rise and the demise of the theoretical and policy paradigms that define the field of development studies in Latin America

Urban Formation & Development in the Americas (URP 6905) Considers urban form and development in various cities throughout North, Central and South America. The various theories behind urban form and urban development; comparison of development trends among Latin American cities.

Urban Planning in Brazil (URP 6905) A summer field course in Curitiba, Brazil. Urban and regional planning issues in the context of a Latin American city. Topics include urban design, transportation planning, economic development, affordable housing, community development, environmental planning, land use and public administration.

Appropriate Latin American Language courses for Development Practitioners: Beginning/ Intermediate Haitian Creole, Brazilian Portuguese, Staff, Spanish and Portuguese Oral & Written Practice in Portuguese, Staff, Spanish and Portuguese Intensive Oral/Reading Communication in Spanish, Staff, Spanish and Portuguese.

Environmental Health

Environmental Health Concepts in Public Health (PHC 6313) Sources, routes, media, and health outcomes associated with biological, chemical, and physical agents in the environment.

General Toxicology (VME 6602) Basic principles of toxicology and toxic effects of drugs and chemicals

from an organ/system perspective.

Human Health Risk Assessment (VME 6607) Conceptual approaches, data sources and computational methods for quantitative human health risk assessment.

Exposure Measurement and Assessment (PHC 6702) Design of exposure studies applicable to public health investigations, veterinary health investigations, and health risk assessments.

Risk Communication for Environmental Health and Risk Assessment (PHC 6937) Identify and develop successful techniques for effective and productive risk communication within the context of environmental health, risk assessment, and regulatory activities. Focus on successful strategies, problems and pitfalls through the review of examples and role-playing activities.

Water Biology (PHC 6937) Overview of aquatic resources including oceans, estuaries, rivers, lakes, streams and ponds, with focus on respective biotic communities and environmental health. Covers the physical and chemical nature of water and the hydrologic cycle, in order to understand water and land usage, and effects of various types of contamination in different ecosystems.

Environmental Management of Disease Vectors (PHC 6937) Environmentally sound methods for controlling important disease vectors, including West Nile Virus, Dengue Fever, Malaria, and Chikungunya. Covers conventional methods of environmental modification and environmental manipulation, as well as advanced technologies.

Soils, Water, and Public Health (SOS 6932) Integrates soil science and environmental health methods to identify, evaluate, and manage important environmental health problems. Focus on development of skills required for efficacy in both disciplines.

Epidemiology

Principles of Epidemiology (PHC 6001). Overview of epidemiology methods used in research studies that address disease patterns in community and clinic-based populations. Includes distribution and determinants of health-related states or events in specific populations and application to control of health problems.

Epidemiology Research Methods I (PHC 6000) This course extends the concepts and methods of epidemiology from PHC 6001. The course provides an understanding of the methods of epidemiological study designs and their analyses including issues of bias, confounding, and effect modification.

Epidemiology Research Methods II (PHC 6011) This course extends the concepts and methods of epidemiology from PHC 6000. Hands on analytic methods in epidemiology are the primary emphasis of the class.

Epidemiology of Infectious Diseases (PHC 6002) Epidemiology, prevention, and control of infectious diseases impacting local, national, and global community health; epidemiology methods used in disease surveillance and measures used in slowing or preventing spread of disease.

Public Health Concepts in Infectious Disease (PHC 6937) In-depth coverage of topics and methods used in modern epidemiology research in infectious disease.

Epidemiology of Chronic Disease (PHC 6003) Overview of the epidemiology of chronic diseases and

disabilities prevalent in various populations and an introduction to contemporary methods for surveillance including risk factors, etiology, and changes over time.

Health and Policy in Latin America (Course number TBA) Critical analysis of current and emerging health issues in Latin America and the Caribbean, with special focus on epidemiology, policy, and strategies for meeting health challenges in the region.

Public Health Management and Policy

Introduction to Public Health Administrative Systems (PHC6102) Overview of the public health system, including public health concepts and practice and health care delivery and financing. Focus on understanding of organization and administration of health services, structure and functions of U.S. public health system, and health insurance programs.

Evidence-based Management of Public Health Programs (PHC 6104) Contemporary approaches to program evaluation, including monitoring achievement of objectives, producing evidence of effectiveness, and determining impacts on organizations and communities. Uses case studies and practical applications to enhance learning.

Introduction to Management of Health Services Organizations (HSA 6115) Organizational principles and practices as applied to management. This course covers organizational theory, managerial role, managing groups, work design, and organization design.

Public Health Program Planning and Evaluation (PHC 6146) Second of two courses designed to provide the skills to develop and implement public health programs. Focus on six steps in the rational planning process. Evidence-based public health principles, organizational influences, and other contemporary themes of program planning are emphasized.

Systems Thinking and Public Health (PHC 6937) Provides conceptual and empirical tools for understanding and managing complex organizations and interacting with other large systems that impact public health.

International Public Health (PHC 6762) Overview of International Health. Includes health determinants that impact health outcomes around the globe. Special attention to continents economically disadvantaged and currently suffering from major pandemics such us HIV/AIDS, TB and Malaria, and from other emerging and re-emerging diseases.

Urban Planning and Sustainability

Advanced Planning Information Systems (URP 6272) Provides theoretical and practical knowledge about the structure, use, and architecture of geo-reference database systems. Discusses spatial relationships between network and area-related systems.

Alternative Conflict Management (URP 6122) Provides a general introduction to the theory and practice of alternative conflict management using cases studies, simulations, and readings. Students have the opportunity to sharpen their bargaining and negotiation skills through practical exercises.

Economic Development Planning (URP 6541) Major international and national economic development theory, issues and trends as they affect local economic development planning, methods, and practice.

Land Development Planning and Evaluation (URP 6312) Standards, criteria, policies, design techniques, and research systems used in designating proposed general distribution.

Architecture, Energy, and Ecology (ARC 6391) Integration of energetic and environmental influences on architectural design with an emphasis on sustainable building practices using world-wide examples.

Water Conservation through Site Design and Green Roofs (LAA 6931) Exploration of the impacts of development on the natural systems of a site, particularly water resources. Mitigation of these impacts through sustainable site planning and design methodologies.

Cultural Landscapes (LAA 6905) An examination of the complex interrelationships of human culture and the environments they inhabit, alter, and draw upon--from urban environments to supposedly "natural" sites such as those sacred to native peoples.

Ecological Design Practicum (LAA 6656) Complex project design. Emphasizes user issues, ecological concerns, and regional and cultural issues; and determination of form for sustainable environments.

Landscape Management (LAA 6536) Survey of large and small-scale management issues including principles of landscape ecology and site maintenance.

Principles of Landscape Architecture (LAA 5366) Explores the range of introductory landscape architectural issues. Site design incorporating a mixture of cultural, environmental, and historic topics. Taught as interdisciplinary summer workshop.

Site Design Methodologies (LAA 5331) Learn, develop, and refine methodologies to effectively evaluate relevant natural, social, and cultural characteristics of a site and its context as an integral part of the planning and design process.

Creating Affordable Housing (BCN 4023) To familiarize students with the need for affordable housing. Factors in the housing delivery processing that contribute to affordability problems and potential methods to facilitate the provision of affordable housing will be emphasized.

Sustainable Construction (BCN 6585) Connects the activities of planning, designing, building, operating, and demolishing the built environment to their impacts on the environment and natural systems function.

Gender and Development

Children in Developing Countries (AFR 4935/6938) Presents evidence, discussions, and paradigms concerning children's lives and prospects in a number of settings in Africa, Latin America and Asia.

Economic Analysis of Small Farm Livelihoods & Households (AEB 5167) Analysis of small-scale, limited-resource family farm livelihood systems and evaluation of impact of technological change, market development, and state policies on household welfare, intra-household bargaining and the gender division of labor.

The Family in Africa (AFS 4935/6938) The course enhances understanding of African societies south of the Sahara through the study of some of the functions of household and family systems, recognizing both the diversity within, and commonalities among, the myriad forms of African families.

Gender and Cultural Politics in Latin America (WST 6935) Draws on literature from gender and cultural studies, anthropology, history and other fields in order to consider changing political economies and culture on the one hand, and lived experiences of those of different gender, race, class, and sexual identities on the other.

Gender in Latin American Economic Development (LAS 6938) The impact of different models of economic development on the evolution of women's property rights, access to resources and employment, gender hierarchies, and changes in households and families.

Gender and International Development (ANG 6303) Explores development theories and concepts as well as gender and development policies (GAD) and projects of the major multilateral and bilateral agencies.

International Human Rights: Women in the Americas (WST 6935) Reviews basics of the international human rights regime and the Inter-American regional system as well as trade regimes as they intersect with human rights and specifically, women.

International Perspectives on Aging and Caregiving (FYC 6932) Considers different systems of social security and provisioning for the elderly internationally.

Interdisciplinary Concentration on Geographic Information Systems

Courses must be taken in several thematic areas, namely: GIS Fundamentals; Geomatics (measurements, data organization and reliability); Geostatistics; Remote Sensing and Image Processing Fundamentals; Spatial Analysis, Modelling and Decision Support. Within each area a range of elective courses can be taken. These are listed on the ICGIS website: http://web.uflib.ufl.edu/icgis/courses.htm#gis

IX. **For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the <u>curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.</u>**

The ICESDP (2008, p.3-7) identified five key elements for all MDP programs. These were:
- A curriculum that integrates four core disciplines (Health Sciences, Natural Sciences, Social Sciences and Management).
- A curriculum that addresses core competencies identified by the ICESDP. These competencies encompass essential knowledge, skills and attributes critical for sustainable development practitioners.
- A curriculum that emphasizes "practical experiential learning" through the use of case studies and other practical based learning methods.
- A curriculum that incorporates a strong field-training component to provide students with "on the job" skills training.
- The development of a global MDP network to facilitate academic exchange, cross-institutional curriculum development and mentorship programs. This network includes universities, development agencies, research institutions and affiliated organizations.

This global MDP network and the Secretariat at the University of Columbia are developing a structure that will function in a de facto advisory capacity. The Secretariat will coordinate the global network of MDPs including managing the development of curricula and coordinating global courses, building and supporting an Open-Source Online Resource Center.

X. **For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

There currently is no accreditation agency for the new MDP degree. However, the MDP Global Network Secretariat at Columbia University intends to pursue the possibility of creating an accreditation system. If so, we will pursue this accreditation in accordance with the timetable established by the Secretariat.

XI. **For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Not applicable.

XII. **Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared**

courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The MDP follows a traditional delivery system with discussions and instruction conducted on UF campus. The MDP builds on the TCD teaching model, which emphasizes innovative learning and action platforms. In the TCD model:

> *"Students and faculty interact to address multi-scalar and multi-disciplinary challenges. TCD's approach builds on traditional disciplinary foundations, integrates past and present student experiences, and embraces collaborative learning and action with partners involved in the day-to-day realities of conservation and development. TCD encourages research and training activities developed in close collaboration with host-country partners".* (http://www.latam.ufl.edu/tcd/)

XIII.   Faculty Participation

A.   **Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

Faculty Code	Faculty Name	Highest Degree	Discipline/ Specialization	Contract Status	Contract Length	% Annual effort toward program
	Thomas Ankersen	JD	Environmental Law	Non Tenure	12	5
	Grenville Barnes	PhD	Land Tenure Specialist	Tenured	9	50
	Emilio Bruna	PhD	Ecologist	Tenured	12	12.5
	Robert Buschbacher	PhD	Conservation Ecologist	Non Tenure	12	12.5
	Brian Child	PhD	Conservation Economist	Tenured	9	50
	Jon Dain	MA	Applied Anthropology	Non Tenure	9	12.5
	Carmen Diana Deere	PhD	Resource Economist	Tenured	12	12.5
	Jorge Hernandez	PhD	Veterinary Sciences	Tenured	12	5
	Todd Leedy	PhD	History	Lecturer	9	5
	Mary Peoples-Sheps	Dr. P.H.	Public Health	Tenured	12	5
	Ignacio Porzecanski	PhD	Natural Resource Specialist	Non Tenure	9	12.5
	Richard	PhD	Public Health	Tenure Track	12	50

	Rheingans					
	Renata Serra	PhD	Economics	Lecturer	9	25
	Marianne Schmink	PhD	Cultural Anthropology	Tenured	9	50
	Pilar Useche	PhD	Resource Economist	Tenure Track	12	12.5
	Leo Villalon	PhD	Political Science	Tenured	9	5
	Phil Williams	PhD	Political Science	Tenured	12	5
	Alyson Young	PhD	Medical Anthropology	Tenure Track	9	5
	New Hire		Development Administration	-	-	-

B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

Two new faculty positions, costing approximately $100,000 each will be covered 100% by the Grant in their first year, 50% in the second year, and by the third year will be completely covered by E&G. Summer salary for two MDP co-directors is included in the grant funding. Finally, $14,000 is budgeted for two visiting faculty from our partner institutions (University of Botswana and one still to be determined in Latin America). Almost all of this ($13,000) is provided through the grant, with the remaining ($1,000) coming from one-time funds from the Center for African Studies and Center for Latin American Studies).

C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).

Faculty Name	Theses	Dissertations	Professional Publications		
			Journal articles	Books/Edited Volumes	Book Chapters/Major Reports
Grenville Barnes	5	9	27	0	10
Emilio Bruna	2	5	45	-	25
Robert Buschbacher	0	0	9	-	24
Richard Rheingans	-	-	31	-	2
Brian Child	5	8	12	5	56
Jonathan Dain	0	0	-	-	-
Carmen Diana Deere	1	7	42	15	20
Pilar Useche	1	2	4	-	6
Ignacio Porzecanski	0	0	1	1	19
Alyson Young	2	2	6	-	1
Marianne Schmink	27	35	17	5	12
Leo Villalon	6	3	12	4	13
Phil Williams	10	30	15	4	18

Todd Leedy	0	0	5	-	-
Renata Serra	0	0	1	-	2

      D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

Both the center for African studies and the Center for Latin American Studies continue to be active in teaching, research and community outreach.

The Center for African Studies (CAS) has a total of 108 faculty. Forty seven (47) are core faculty dedicating 50%-100% of their teaching and research effort to Africa while the remaining are affiliate faculty who commit 10%-50% of their effort to Africa. Between 2008-2011, the Center will have offered 105 courses focused entirely on Africa and an additional 129 courses with some African content. CAS has sought to improve instruction in a number of innovative ways. The Center has strengthened linkages with professional schools including The Center for International Business Education and Research (CIBER), the College of Public Health and Health Professionals and Architecture and Building Construction. These linkages have facilitated the development of new courses and strengthened the quality of summer training programs. The Center has also deepened disciplinary coverage in key thematic areas such as history, anthropology and geography leading to new specialized courses. Since 2005, the Center has expanded its curriculum by introducing innovative interdisciplinary courses such as Child Soldiers in African Literature and Healthcare and the Arts in Africa.

CAS has an exceptional outreach program reaching over 45,000 participants through teacher and student training, workshops, and through cultural presentations and talks at community colleges, universities and to the Gainesville community over the last three years. Additionally, the Center's on-line journal, *African Studies Quarterly,* received over 62,000 hits between 2006-2009.

In 2008-2009, the Center for Latin American Studies offered a total of 353 courses with Latin American content with an enrollment of 17,119 students. The number of undergraduate students graduating with a Latin American Studies (LAS) minor has doubled in four years, increasing from 18 in 2004-2005 to 38 in 2008-09. The graduate certificate offered by the Center has also grown with enrollment increasing from 14 students in 2004-2005 to 56 in 2008-2009. The Center has sought to improve its instructional capacity through widening LAS majors across campus. The College of Liberal Arts and Sciences has recently approved an LAS major administered through the Interdisciplinary Studies Program (IDS). The Center has 154 area and language specialists.

The Center for Latin American Studies boasts one of the most influential outreach programs for a Title VI center. In 2008-2009 alone the center conducted 123 outreach events with 14,913 participants from universities, colleges, elementary and secondary schools across the region. Especially innovative are the Center's prepared curriculum kits, which include lessons plans, cultural items and supplemental materials on Latin American countries and themes. These "Travelling Suitcase" kits were requested by 31 teachers in 2008-2009, reaching approximately

3,000 students in Florida.

Apart from outreach to the educational community, the Center for Latin American Studies manages business, government and general public outreach activities. The Center, in collaboration with CIBER, produces the *Latin American Business Environment Report* annually. The Report appraises Latin America regional trends likely to affect business and finance. The Law and Policy in the Americas Program (LPA) focuses on judicial and legal reform initiatives in Latin America. The program constitutes part of the Center's government outreach. It draws together current and former legislative and judicial leaders from Latin America and the US.

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

The University of Florida library system is composed of nine libraries, which offer extensive resources for research and teaching in sustainable development studies. The library collections include over 26,671 book volumes, 9,623 government publications and 5,529 microform items related to international development. The libraries also provide access to a wide variety of documents published by leading development agencies. For instance, there are over 3,000 items published by the World Bank and over 400 items from the United States Agency for International Development (USAID).

The outstanding Latin American and Africana collections provide valuable primary research materials relevant for students and faculty in the MDP program. The University of Florida's Latin American collection is one of the finest in the world and contains approximately 500,000 volumes, 1,100 current / active serial titles and 50,000 microforms. These materials cover all disciplines and geographical areas of Latin America. The microfilm collection offers access to unique and extensive holdings in Latin American newspapers, US state department records documenting US-Latin American relations, serials relating to socio-economic and political conditions in Latin America from the 1960s to the 1980s, and census data. In addition to expanding the superb Caribbean collection, recent acquisitions have emphasized Brazil and the Andean region. UF has a number of important special collections including manuscript records from Cuba and Haiti, numerous rare Cuban books, and archival materials of Spanish Florida. Recently, the LAS collection acquired rare Cuban slave life insurance policies from the mid-1800s and archives of a family-owned sugar hacienda in Mexico. These materials provide access to important primary data and archival materials related to development.
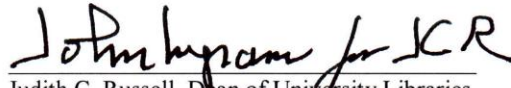
The Africana collection is the largest in the South East and one of the best in the US. The collection is comprised of over 130,000 book volumes and 500 periodical titles, audio and video recording, newspapers, microfilms, rare books and manuscripts, maps and atlases, data files, government and scholarly archives many of which deal with sustainable development in Africa. Noteworthy collections include UF's holdings of materials in wildlife and forest conservation. In 2006, the Africana collection acquired materials related to wildlife and forest conservation in Southern Africa from an important private collection. The library has also recently acquired a collection of Ian Parker manuscripts and the East African Professional Hunters Association (EAPHA) archives. These manuscripts and archives provide valuable information on the history of wildlife conservation and development in Eastern Africa. Moreover, UF's holdings in African agriculture are among the top three in the US with valuable materials on agricultural policy, economic and agricultural development, as well as, the role of gender in

agricultural development. There is also a growing collection of materials dealing with development and health. In 2006, 25 video format materials on HIV/AIDS in Africa were acquired to support new courses and faculty in the area. The former assistant director of the Health Sciences Library has continued to work extensively with medical libraries in Africa further strengthening library capacity in the health fields.

UF libraries provide access to leading development related data bases including WILEY, Blackwell Interscience, ABI/INFORM Global, Academic Search Premier, JSTOR, AGRICOLA, Ingenta Connect in addition to access to dissertations and abstracts through PROQUEST and CAB abstracts. Additionally, the Health Science Center Library provides access to health related databases including MEDLINE, CINHAL, Web of Science, the Cochrane suite of Evidence-Based Medicine resources, and additional resources through Cambridge Scientific Abtacts, EbscoHost and WilsonOmnifiles. These databases will link MDP students to international debates and trends in development.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

None

Judith C. Russell, Dean of University Libraries   Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

As part of the CAS and Center for Latin American Studies, the MDP has the advantage of instructional resources available through the university's registrar. This provides the MDP with access to most classrooms on UF campus. Computers with access to the Internet and capability for PowerPoint and PDF presentations are available in most UF classrooms. The university also provides access to additional equipment such as DVD players and VCRs to supplement audiovisual needs not met by classroom equipment. Support is available from staff who can respond to and diagnose audio visual equipment problems.

The university libraries provide public workstations for students providing access to the Internet and online library services. E-Learning courseware and the university's video classes can also be viewed on these workstations. Students can use over 17 private rooms that can be reserved for group discussion and over 58 individual study rooms available to graduate students for private work. These resources will meet the program requirements outside of the classroom.

The CAS has already provided the MDP with a three-room office suite, which will be used for program management and administration. The suite, located in Grinter Hall 470, already houses the program coordinator, an administrative assistant and the co-directors of the program. All faculty, except Dr. Rheingans who is our new senior faculty hire in global health, already have office space assigned to them in their home department or in the Center for Latin American studies or Center for African Studies. Dr Rheingans has been allocated an office in the College of Public Health.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.

Apart from the classroom and office space indicated above, we do not anticipate the need for additional space in order to implement the MDP program.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

We do not anticipate the need for specialized equipment for the MDP.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.

None.

G. **Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.**

Dr. Leedy, Dr. Child and Dr. Barnes travelled to Botswana during summer of 2010 to set up summer program. Funds from the State Department have already been secured for this travel.

H. **Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.**

The office of Research and Graduate programs has allocated 4 *fellowships* to the MDP for the first two cohorts of the program (2010-2013). Two of these fellowships will be awarded in 2010 to the first incoming cohort of the MDP. The remaining two will be awarded to the second cohort in Fall 2011. These fellowships are worth $ 23,377 each. They will support two years of study in the program including tuition and health care and provide an annual stipend of approximately $16,500 for awardees.

The Center for Latin American Studies has allocated 8 *book scholarships,* two for each incoming MDP cohort over the next four years. These scholarships are worth $1,000 each and will be awarded to students from the Caribbean and Latin America. Florida State Statutes permit students from these regions who receive $500 dollars a semester to be considered as in-state students. These fellowships are significant, as they will enable recipients to defray tuition costs by allowing them to pay in-state tuition.

A total of 30 *summer scholarships*, two funded through non-recurring monies from the President's Office at UF and twenty eight from the MacArthur Foundation grant, will be awarded to students in the first three cohorts of the MDP (2010-2013). These fellowships are worth $6,100 each. They will help to cover health insurance, UF tuition, teaching expenses, living expenses, airfare, and study abroad office overhead for recipients who will be undertaking their field practicum.

I. **Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

Dr. Child, Dr. Leedy and Dr. Barnes travelled to Botswana in May and June 2010 to finalize the summer field practical and internship in Botswana. This summer program is a collaboration between the University of Botswana and UF. This field experience will span 12 weeks comprising 6-8 weeks supervised practical experience in ecological monitoring, governance, health and district planning, and other sustainable development topics. This will be followed by a 4-6 week project, which will be led and implemented by the students. Students are expected to document their field experience and present it in an appropriate format.

In addition to Botswana, MDP faculty who have had long-standing international collaborative research linkages are also exploring the possibility of developing field practical and internship sites in Brazil, Mexico, Kenya and Ecuador.

J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

Not Applicable

References

ICESDP (2008). International Commissison on Education for Sustainable Development Practice – Final Report, October, 2009, 83p.

Schmink, M., C. Voight, P. Constantino and R. Guerra (2009). Alumni of UF's Tropical Conservation and Development Program: A Profile. Final Draft, 30p.

Appendix 1

Certificate Possibilities for MDP Students

		MDP Certificate requirements for Students
	1	**Masters Certificate in African Studies**
General Description		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.
	2	**Graduate Certificate in Latin American Studies**
General Description		The Graduate Certificate in Latin American Studies requires 12-15 credit hours of Latin American area studies courses.
	3	**Tropical Conservation and Development Certificate**
General Description		The Tropical Conservation and Development (TCD) Program offers an interdisciplinary certificate and concentration program focused on integrative approaches to conservation and development in Latin America and other tropical regions.
	4	**Public Health Management and Policy**
General Description		The general plan of study is designed for individuals with no previous public health training or limited experience in public health. Students take a core course in each of the five areas of public health: Biostatistics, Environmental Health, Epidemiology, Public health management and Policy, and, Social and Behavioral Sciences
		Specific plans of study for a certificate in Public Health Management and Policy are decided with the Public Health and Management coordinator before the student undertakes the certificate.
	5& 6	**Epidemiology and Environmental Health**
General Description		The Certificate in Epidemiology and Certificate in Environmental Health are comprised of a specific plan of study under the Public Health and Management certificate. The certificates require 15 credits. Students work with the Public Health and Management coordinator before beginning the certificate to verify that they have the required pre-requisites and to decide on the particular courses they should take in order to acquire the certificate.
	7	**Gender and Development**
General Description		To earn the Gender and Development (GAD) certificate, each student completes at least 12 hours of approved coursework. Students work with the graduate coordinator in Women's Studies at Ulster Hall to verify that the requirements for the certificate are met. Student applications for the certificate are reviewed by the Graduate coordinator and the GAD committee.
	8	**Interdisciplinary Concentration in Geographic Information Systems**

General Description		The interdisciplinary concentration in Geographic Information Systems (ICGIS) offers MDP students the opportunity to take a variety of GIS courses in five related categories: Fundamentals of GIS, Geomatics (Measurements, Data Organization & Reliability); Geostatistics; Remote Sensing and Image Processing Fundamentals; Spatial Analysis, Modelling and Decision Support. The ICGIS integrates GIS offerings across 11 different participating departments on campus and results in an annotation on a student's transcript and the issue of a formal certificate.
	9	**Urban Planning and Sustainability**
General Description		Students enrolled in the Certificate Program in Sustainable Design, Construction and Planning, complete a minimum of 12 credits of approved electives and a research project preapproved by the Governing Board, related to Sustainable Architecture. The Graduate Certificate in Sustainable Design, Construction and Planning provides students with a solid understanding of the wide range of existing and emerging Sustainable Design issues.

Appendix 2

MDP Competencies and Learning Outcomes

Social Science Learning competencies and learning outcomes

Competency area	Learning Outcomes/Skills
Critical perspectives on development theories concepts and approaches, and their practical applications at different scales	• Understand the variety of approaches and theories to development and their implications for practical design and implementation • Critiques, alternative theories and concepts of development in their historical context
Integrated analysis of economic markets and institutions to address issues of sustainable development across regions and historical contexts	• Understand the differential patterns of national development and issues of persistent inequality within a historical and political economy perspective • Understand the relationships between economic growth, resource sustainability, and livelihood strategies, and their implications for poverty reduction • Understand the diversity and complexity of social, political and cultural contexts, and the role of institutions and social norms • Apply the principles of economics, both in households and firms • Examine the consequences of market imperfections and failures for livelihood systems and environmental sustainability
Integrated analysis of the role of the state and other institutions in policy contexts and in implementation and governance in both theory and practice	• Perspectives on state capacities, bureaucracies and political realities across Africa and Latin America • Understanding the formulation, implementation and evaluation of development policies in practice • Understanding of governance at different scales from the state level to the community levels • Understanding key concepts in human rights and migration, social justice
Understanding the basic concepts behind social organization across scales and implications for development outcomes	• Understanding social organization categories (groups, communities, social institutions, societies and culture) • Critical understanding of the implications of social organization patterns on social stratification/inequality, power/authority, social integration and empowerment/marginalization on social action and development
Methodological tools (quantitative and qualitative) to address the distribution of and changes in development costs and benefits among social groups at different scales and in different ecological contexts	• Techniques for qualitative and quantitative data collection • Introduction to data analysis through basic statistical packages • Developing a basic understanding of modeling • Introduction to qualitative data analysis methods • Ability apply a critical understanding interpretation and assessment of qualitative and quantitative data research findings
Management and skills	• Apply planning tools including adaptive management, pluralistic

	and participatory approaches to sustainable development at diverse scales
	• Apply social survey and interview tools and stakeholder analysis to address distributional issues in development
Theories and practice of development education, experiential learning, social learning, and extension	• Develop and apply learning contracts • Apply experiential learning techniques • Apply participatory extension techniques • Apply techniques for multi-stakeholder learning and collaboration

Natural and Biological Sciences competencies and learning outcomes

Competency area	Learning Outcomes/Skills
Understanding the structure and functioning of ecosystems; the impact of evolutionary and ecological processes on conservation efforts	• Understand the evolutionary and ecological factors that shape patterns of biodiversity across spatial and temporal scales. • Learn the principles of population, community, and ecosystem ecology. • Identify and study anthropogenic threats to ecosystem structure and functioning (climate change, deforestation, habitat fragmentation). • Understand and apply principles of conservation biology.
Integrating ecosystem understanding with the utilization of natural resources Understanding the nature of social-ecological systems and how to address them	• Study and analyze the concept of "system" (in its various disciplinary versions) and how they can be applied and modeled in the natural sciences. • Learn about the history of agricultural systems at various scales: from the household to industrial agriculture. • Analyze and discuss the uses of science, engineering and technology to improve the sustainability of agricultural and other life-supporting systems.
The analysis of threats and shocks to the biophysical matrix of contemporary natural and man-made systems	• Analyze how natural resources are utilized in different contexts: (e.g.: fisheries, forestry, water supplies), and interpret the impacts of climate change). • Find out about the development of current biotechnologies and their applications. • Analyze threats to natural resource utilization, such as resource depletion, degradation, and discuss restoration measures. • Understand current trends of urbanization in developing countries, growth management policies and their impact on economic, environmental and socio-cultural systems
The study of innovation systems and alternative natural resource uses from a sustainability and stewardship perspective	• Study the various drivers of innovation and their implications for sustainable development. • Understand the technological and institutional dimensions and scales of innovation systems: science, technology and society. • Analyze alternative and sustainable technologies (e.g.: in water delivery systems, renewable energies) and their impacts upon natural resources. Recognize energy flows in natural and man-made systems. • Put into practice prospective studies and scenario analysis, and discuss the interface between technology and human values.

Competencies and Learning Outcomes in the Health Sciences

Competency	Learning Outcomes/Skills
Understand key global health threats	• Understand the global burden of disease and methods for assessing it • Understand the epidemiology of key infectious diseases and assess country level data, including malaria, HIV/AIDS, respiratory infections, diarrheal disease, and emerging pathogens • Understand and assess country level data for key development-related health threats including child survival, under-nutrition and maternal health • Understand the risk factors for disease in a social-ecological context • Understanding the interaction between infectious and non-communicable diseases
Understand and utilize epidemiological methods	• Understand basic epidemiological study designs • Critically assess and interpret findings from epidemiological studies • Identify data collection and analysis approaches to answer key questions (through class exercises and critical analysis of readings) • Conduct basic epidemiological quantitative analyses to compare continuous and discrete health outcomes • Knowledge of the role of qualitative and quantitative methods in assessing health status and problems
Characterizing the contribution of social, economic and environmental factors to health	• Understand and apply methods for assessing the socio-economic determinants of health • Identify and understand the contribution of cultural aspects to health-related behavior • Identify environmental exposures and understand methods for assessing them • Understand how the utilization of natural resources can contribute to patterns of infectious and non-communicable disease • Understand the effects of resource scarcity on health behaviors and the accessibility, availability, and delivery of public health services • Understand the links between human and animal epidemiology including zoonotic illness and infectious disease • Understand and apply the principles of health impact assessment of development projects
Identification and critical assessment of alternative health interventions	• Understand analytical approaches for assessing policies and interventions, including RCTs, meta-analyses, impact evaluation • Critically assess the advantages and disadvantages of alternative interventions for specific local contexts, including effectiveness, feasibility, and appropriateness • Assess disease control strategies based on the social-ecological model and evidence-based assessment of effectiveness
Understand and design disease control programs	• Apply project management skills to the planning of health programs • Develop and critically assess logical frameworks for health program

to address district-level public health problems	• Develop a monitoring and evaluation plan for a health program • Develop and critically assess strategies for sustaining and scaling a health program • Identify effective and appropriate techniques used in community health education and communication • Ability to incorporate ethical standards of practice as the basis for all interactions with organizations, communities, and individuals • Participate with stakeholders in identifying key values and a shared vision as guiding principles for community health action
Understand the structure of the health sector and its relation to other development sectors	• Characterize the structure of healthcare delivery systems and their impact on health outcomes • Understand common challenges and debates within the health sector, including disparities in access, user fees and subsidies • Understand and assess the relationship between health and other sectors including education and agriculture
Policy development and advocacy	• Understand and apply methods for assessing the policy environment for health problems • Identify and critically assess alternative policy strategies for addressing specific public health threats • Understand and apply the principles of policy advocacy and communication for addressing health problems

Competencies and Learning Outcomes in Integrated Skills and Sustainable Development Practice

Competency area	Learning Outcomes/Skills
Personal well-being: Skills and Management	• Providing students with practical skills, including safe, effective field work: Time Management and prioritization Personal and team safety • Field logistics including vehicle/asset management • First aid
Organizational Management, Bureaucracy and Capacity Building	• Managing change and encouraging innovation • Assessing financial statements and planning budgets • Understanding how organizations at various levels work • Stakeholder and Power Analysis, including understanding donor / player landscapes • Understanding policy and legal frameworks • Basic business planning • Needs Assessment
Relationship building and maintenance, communication, facilitation and collaboration	• Negotiation and conflict management • Facilitative leadership and working in teams • Effective Listening • Communicating with and among diverse stakeholders, • Cross-cultural communication,

	• Adult/Experiential Learning • Public deliberation processes, Group dynamics and decision-making
Conceptualization, Planning and Implementation of projects	• Developing integrative metrics for tracking performance in achieving Sustainable Development • Participatory project planning, including problem analyses, logical frameworks, workplans and performance reporting matrices • Implementing projects, including position descriptions, activity and progress reporting, team management processes • Writing inception, progress and final reports. • Needs assessment
Participatory Rural Appraisal (PRA)/Action Research	• Social learning processes and learning systems (e.g. scientific process, adaptive management) • Understanding statistics, including sampling, descriptive statistics, correlations • Use of quantitative and qualitative Methods • Interpretation of Maps, Images and GIS analysis • Fundamentals of GPS

Appendix 3

MDP Core Course Syllabi

Several core courses are cross-listed to include LAS (Latin American Studies) and AFS (African Studies) because the Center for Latin American Studies and the Center for African Studies are jointly administering the MDP degree.

LAS 6290/ AFS 6905
Global Classroom Development Theory and Practice
Tuesdays, 7:55-10:25 am
203 Little Hall

COURSE SYLLABUS

Instructors:

Dr. Marianne Schmink	Dr. Renata Serra
Center for Latin American Studies	Center for African Studies
Office: 301 Grinter Hall	Office: 421 Grinter Hall,
Phone: 273-4724	Phone: 846-0473
e-mail: schmink@ufl.edu	e-mail: rserra@ufl.edu

Office Hours: Mondays 1:00-3:00; Wednesdays 9:30-11:30

Course Overview
This course aims to provide students with a general introduction to the basic core competencies and practical skills required of a "generalist" development practitioner and serves as the foundation course for the Master's in Development Practice (MDP) curriculum. The course will be offered at a number of universities around the world, and each week students will have the opportunity to learn from an expert practitioner and engage in discussion with each other. Course topics will be grounded in a practical, multi-disciplinary approach that will focus on the inter-relationship of each of the following core fields of study:

- §   **Health Sciences**- Primary Health & Nutrition
- §   **Natural Sciences**- Agriculture, Climate Change, Energy, Engineering, Environmental Sciences including Biodiversity & Ecosystem Functioning, Technology and Water
- ▪   **Social Sciences**- Economics, Education, Ethics, Gender, Policy and Foreign Aid
- ▪   **Management** - Project Management, Community Development, Global Cooperation and Governance

Both conceptual and practical issues will be stressed throughout each course topic. The course will leverage innovative web-based technologies to share lectures across countries, and to facilitate international discussion and collaboration among students at participating universities.

The Columbia University Center for New Media Teaching and Learning (CNMTL) will support the interactive, web-based components of the course including the development of electronic learning resources and the lecture videos. Columbia University Professors**:** John McArthur and Jeffrey Sachs

Live Global Discussion: Tuesdays 8:00 am-9:00 am

Classroom Discussions: Tuesdays 9:00-10:25 am

Intended learning outcomes:
- To expose students to the core concepts and technical skills required to solve professional problems within the field of sustainable development.
- To develop practical problem-solving skills through the analysis and diagnosis of complex development challenges
- To provide students with a heightened awareness of the cross-cultural, multi-disciplinary, multinational dimensions of the field.
- To foster a spirit of collaboration both inside and outside the classroom among students from diverse backgrounds and distant regions through increased communication skills and social networking tools, in order to prepare them for such environments in the professional world of development practice.
- To encourage students to identify, create, and reflect upon "integrated approaches" and appropriate interventions that may lead to poverty alleviation and sustainable development

Course Calendar
Each week, a professional development practitioner will deliver a 30-45 minute lecture that has been pre-taped and posted on the course website. In preparation for each class, students will view the assigned lecture, complete the required readings, and respond to a Challenge Question for the guest lecturer which will be used to generate and guide a global discussion. Weekly classes will be divided between live global discussion sessions with the guest lecturer and students at participating universities, and local discussions facilitated by the local professor.

Illustrative schedule

Date	Class Topic	Guest Lecturer
Aug 24	Introduction	
Aug 31	Theories of development	
Sept 7	MDGs	Jeffrey Sachs & John McArthur
Sept 14	Nutrition	Lawrence Haddad
Sept 21	Agriculture	Glenn Denning
Sept 28	Primary Health in LDCs	TBD
Oct 5	Water	Upmanu Lal
Oct 12	Education	Amina Ibrahim
Oct 19	Energy, Technology & Engineering	Lee Yee Cheong

Oct 26	Climate Change	RK Pachauri
Nov 2	Biodiversity & Ecosystems	Emilio Bruna/Bob Buschbacher
Nov 9	Millenium Villages Project	TBD
Nov 16	Foreign Aid	Jeffrey Sachs & John McArthur
Nov 23	Ethics	John DeGioia
Nov 30	Project Management	Helene Gayle
Dec 7	Global Governance & Conclusion	TBD

Structure of the Tuesday Global Discussions

For each class session, students will be expected to prepare in advance by (1) watching the assigned pre-taped lecture(s), (2) completing the assigned readings, and (3) submitting responses to the weekly Challenge Questions for the guest lecturer. All lectures and readings will be available for electronic download from the course website so that students can view them on personal computers. In institutions where this is not possible, local faculty and facilitators may need to provide DVD copies to their students.

The three-period class session will be divided into two parts.

- The first hour (8:00-9:00 am) includes an interactive global class discussion with the lecturer of the week available on camera along with participating universities worldwide, using the Adobe Connect internet-based meeting room.

- In the second and third period, the UF instructors and guest facilitators will guide student discussions on the topic of the week, drawing upon the first hour's discussion and additional discussion guidelines provided by the guest lecturers, as well as additional background material and/or case studies deemed relevant to the topic of the week, or to discuss pertinent local or regional issues.

Weekly Readings and Pre-taped Lectures

The pre-taped lectures will be approximately 30-45 minutes and will consist of a "101" style introduction to the basic knowledge pertinent to the weekly topic and relevant to the overarching theme of integrated sustainable development practice. To complement these lectures and help generate debate and discussion on the topic at hand, students will be required to complete approximately 50 pages of readings per week. The assigned readings will focus on current events, from Op-Eds to case studies and alternative viewpoints.

Assignments

Challenge Questions

Each week, students from all participating universities will be required to complete a short exercise intended to encourage thoughtful reflection upon and integration of the topic for the week within the overarching aims of the course. This will be accomplished through a weekly Challenge Question. Each week immediately following the prior Global Discussion, the instructors will post a new forum on the local discussion board meant to provoke succinct (250 words maximum) yet insightful, carefully phrased responses based on the readings and lecture for the following week's discussion. Students will post their responses on the discussion forum, perhaps responding to or counteracting prior posts by classmates or offering the perspective of a

specific location to the issue at hand. Each student must have submitted a response no later than Sunday.

Wiki
The core assignment for the course will focus on a multi-dimensional poverty assessment of an approved location in the developing world, including a comprehensive plan to include multi-sectoral interventions to reduce poverty and improve conditions by 2020. The format of this assignment will be a Wiki page kept by each student on their specific location. Students should work on their Wiki page throughout the course of the semester, possibly – but not necessarily – incorporating their responses to the weekly exercise into their page.

While the Challenge Questions provide an opportunity for a quick analysis and synthesis of the weekly topic in a succinct, hypothetical critical thinking exercise and policy prescription, the Wiki intends to deepen this analysis and integrate it across all topics for one specific, consistent location. In particular, the Wiki will be an evolving, living document that fully incorporates all prior sectors, exploring where there are synergies and tradeoffs. As such, students must regularly expand their page with each new topic in light of prior fields, while also revising prior entries as the page is updated into one integrated output. Students must also provide evidence for their observations and should include a scan of latest relevant journals as part of their formulation process. Midway through the course there will be a process for peer review and evaluation by the grader to provide feedback and assessment of progress. Students will present their pages in small groups for further peer review and feedback before finally submitting one integrated page to be evaluated by the grader, including the incorporation of 2-3 policy prescriptions into the page.

Timeline for Wiki Assignments
Tuesdays

7-Sep: Location Ideas Due

14-Sep: Location Write-up Due

5-Oct: Wikis closed for Peer Review

19-Oct: Peer Reviews Due

16-Nov: First 2 Groups Present Wikis

23-Nov: Last 2 Groups Present Wikis

7-Dec: Final Wiki Due

Student-led panel discussions
Each student will be assigned to one class session for which a group of students will prepare and lead a panel discussion focused on theories of development, which cross-cut the sectoral discussions and help to provide a foundation for thinking critically about the integrated Wiki. Panel assignments will

be made during the first class meeting. The panel discussions will consist of an oral presentation that will be prepared and delivered by all the students assigned. The panel will also prepare a bibliography and a brief (1-2 pp) handout summarizing their main points, to distribute to other class members in advance.   THE PANEL SUMMARY/BIBLIOGRAPHY IS DUE TO THE INSTRUCTORS BY MONDAY, 8:00 a.m., the day before the panel.

Student panels should summarize the key elements of the assigned theoretical approach, explore the historical and philosophical background of the theory, and lead a discussion of issues and controversies related to the theoretical approach. The panels can be seen as mini-research projects in which each student takes on one aspect of a larger set of issues to be addressed in the panel as a whole. Students will carry out research on the assigned topic, meet to agree on the main issues to be addressed, decide on a strategy for the overall panel discussion, and prepare individual presentations.

The oral presentation should lay out the historical background of a theoretical tradition or concept, and introduce a discussion of its strengths and weaknesses, and relation to the assigned readings. Panels should be planned and rehearsed to take no more than 45 minutes of class time. Students should prepare an oral presentation of materials in a clear, provocative manner to promote discussion. Overheads, slides, power point or other visual aids are encouraged, but make the presentation lively and interesting. In the past, groups have used short video clips, skits, mobiles and other devices to make their presentation interesting and varied. Each group member will receive the same grade on the oral presentation.

Timeline for Student Panels

7-Sep: Panel on Modernization and Globalization

14-Sep: Panel on Marxism, Dependency, and World Systems

12-Oct: Panel on Gender and Development

2-Nov: Panel on Sustainability and Political Ecology

Evaluation
Participation (30% of final grade). Students are expected to be actively present throughout the course both in class discussions and outside of class through the course website, as follows:
> *In Class*:
> - Punctuality and attendance (5% of final grade)
>   Students are expected to attend all discussions, and to arrive 5-10 minutes *before* 8am to ensure a precise start time. Unexcused (in advance) tardiness and absenteeism will result in a lowering of the participation grade.
> - Participation in discussions (5% of final grade)
>   Students are expected to be prepared for each discussion (global and local) by having watched the pre-taped lectures and completed the required readings. This will be demonstrated through active engagement in the discussions, raising of questions, thoughtful responses to others, etc..

> *Online*:
> - Online collaboration (5% of final grade)
>   Students are expected to regularly check on and contribute to the course website, including participation in discussion forums, Wikis, blogs, groups, etc..
> - Online interaction (5% of final grade)
>   Students are expected to reach out to and communicate with fellow classmates, particularly those abroad, through regular correspondence via email, instant messaging, profiles/pages, etc..
> - *Challenge Questions* (10% of final grade)
>   Each week students will be assigned a letter grade based on their response to the weekly exercise, based on creativity, depth, clarity, succinctness and insightfulness, in addition to writing style and grammatical correctness.
>   *Wiki Assignment* (40% of final grade):
> - First Wiki Submission (5 Oct): 5% of final grade
> - Peer Review (29-Oct): 5% of final grade
> - Final Wiki (7-Dec): 30% of final grade
>   *Student Panel* (30% of final grade):

Course website: Go to the Learning Support Systems homepage [http://lss.at.ufl.edu/] and enter your Gatorlink username and password into the boxes. The course page should come up if you are registered in the course.

Academic Honesty, Software Use, Services for Students with Disabilities, UF Counseling Services
The University of Florida requires all members of its community to be honest in all endeavors. Cheating, plagiarism, and other acts diminish the process of learning. When students enroll at UF they commit themselves to honesty and integrity. Your instructor fully expects you to adhere to the academic honesty guidelines you signed when you were admitted to UF. As a result of completing the registration form at the University of Florida, every student has signed the following statement: *"I understand the University of Florida expects it students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."*

Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied: "*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*" It is to be assumed all work will be completed independently unless the assignment is defined as group project, in writing by the professor. This policy will be vigorously upheld at all times in this course.

Software Use:
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources
Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal or lacking clear career and academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health is located on the second floor of the Student Health Services in the Infirmary.
1. *University Counseling Center*, 301 Peabody Hall, 392-1575; personal and career counseling: **www.counsel.ufl.edu**
2. *Student Mental Health*, Student Health Care Center, 392-1171, personal counseling: www.hsc.ufl.edu/shcc/smhs.htm
3. *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, 392-1161, sexual assault counseling; and
4. *Career Resource Center*, Reitz Union, 392-1601, career development assistance and counseling.

Students with Disabilities Act
The Dean of Students Office coordinates the needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faulty-student
disability related issues. *Dean of Students Office*, 202 Peabody Hall, 392-7066
 www.dso.ufl.edu

LAS 6938: ECOLOGICAL PRINCIPLES FOR DEVELOPMENT PROFESSIONALS
Thursdays, 1:55-4:55 pm
Matherly Hall, 0002

Instructor: Dr. Emilio Bruna
Email: embruna@ufl.edu **Phone:** 846-0634
Office Hours: Wednesday 1:30-3:30 in 380 Grinter Hall or by appointment
Course Website: www.BrunaLab.org -> "Teaching" -> "LAS6938"

Course Description and Objectives: This course has **four** principal objectives: (1) To gain an understanding of the evolutionary and ecological factors that shape patterns of biological diversity at different temporal and spatial scales; (2) Learn the theoretical underpinnings of population, community, and ecosystem ecology; (3) Identify and study anthropogenic threats to ecosystem structure and functioning (e.g., climate change, deforestation, habitat fragmentation); (4) learn how ecological principles are applied for conservation of natural resources. Although examples will be drawn from a variety of ecosystems, the course will emphasize the Neotropics.

Readings:

1. Selected chapters from Michael L. Cain, William D. Bowman, & Sally D. Hacker. 2008. *Ecology.* Sinauer Associates, Inc. 544 pp.

2. Additional required readings from the primary literature available on the course web page

Assignments and Grading: All students are required to complete the following assignments:

Assignment	Value
Participation in class discussions and activities	90 points
Progress Report 1 on Group Project *(due September 30th)*	100 points
Progress Report 2 on Group Project *(November 4th)*	100 points
Final Submission of Group Project *(December 2nd)*	200 points
Exam 1 *(October 7th)*	200 points
Exam 2 *(November 18th)*	200 points
Final Exam (Take home, due by Friday Dec.17th at 2:30 PM)	10 points
TOTAL:	**1000 points**

Final Grades will be assigned on the following scale:
A = >93%, **A-** = 92-90%, **B+** = 89-87%, **B** = 86-83%, **B-** = 82-80%, **C+** = 79-77%, **C** = 76-73%, **C-** = 72-70%, **D+** = 69-67%, **D** = 66-63%, **D-** = 62-60%, **E** = 59% and below

Make-up and late assignment policy: The grade of late assignments will be reduced 10 points for each day they are late. If you need to miss an exam for whatever reason (conference, illness, family emergency, etc.), please contact me as soon as possible to make arrangements to take a make-up exam.

Attendance policy: Attendance at all sessions is required. Please arrive on time as a courtesy to your colleagues (and please turn off your cell phones!).

Students with disabilities and special needs: If you have a disability and need special facilities or time for taking tests, please register with the the **Disability Resource Center (DRC)**. *I will gladly follow any recommendation the DRC makes if it will help you do well in my class*. You can find them at http://www.dso.ufl.edu/drc/.

COURSE OUTLINE

Week	Date	Topic	Chapter
1	8/26	Introduction & Primer on Evolution	**6**
2	9/2	The physical environment: Climate, Energy Flow	**2,3**
3	9/9	Nutrient cycling, productivity, and the biosphere	**3, 19, 21** **E&R 2008[1]**
4	9/16	Population ecology: distribution, abundance, & dynamics	**8, 9, 10**
5	9/23	Interspecific interactions I: competition, predation, herbivory	**11, 12**
6	9/30	Interspecific interactions II: mutualism, parasitism *PROGRESS REPORT 1 DUE*	**13, 14**
7	10/7	**EXAM 1**	
8	10/14	Community ecology I: community structure, maintenance of species diversity, trophic structure	**15, 17, 18**
9	10/21	Community ecology II: biogeography, disturbances, succession	**16, 17**
10	10/28	Anthropogenic threats to ecosystems I	**24** **V et al. 1997[1]** **N et al. 2001[1]**
11	11/4	Anthropogenic threats to ecosystems II *PROGRESS REPORT 2 DUE*	
12	11/11	**NO CLASS: VETERAN'S DAY**	
13	11/18	**EXAM 2**	
14	11/25	**NO CLASS: THANKSGIVING**	
15	12/2	*GROUP PROJECT DUE* **(In class presentations)**	

Additional Readings (For Lecture)

Ellis, E. C. and N. Ramankutty. 2008. Putting people in the map: anthropogenic biomes of the world. Frontiers in Ecology and the Environment 6(8):439-447.

Peter M. Vitousek et al., 1997. Human alteration of the global nitrogen cycle: causes and consequences. Issues in Ecology, 1: 2-16.

Nepstad, D., et al. 2001. Road paving, fire regime feedbacks, and the future of Amazon forests. Forest Ecology and Management 154:395-407.

Additional Readings (For Discussion)

WEEK 1: Story from Yahoo News on Evolution in response to Climate Change and the original article by Barrett et al. (in press)

PHC 6XXX Health and Development I: Epidemiology and Culture

COURSE SYLLABUS

Instructor: Dr. Richard Rheingans
Center for African Studies/ College of Public Health & Health Professions
Office:
Phone:
e-mail:

Office Hours: TBA

Course Website Location: TBA

Instructor Information
New MDP/Global Health faculty member in PHHP; Search will be launched fall 2009.

Course Overview or Purpose
This is the first in a series of two health and development courses created specifically for the new Master's in Development Practice (MDP) program. This course will cover epidemiologic and anthropologic principles, methods, and study designs commonly used in epidemiologic and ethnographic studies. The course will include case studies with examples of how development practitioners can incorporate the use of epidemiologic and anthropologic methods to investigate patterns of disease, patterns of culture, risk factors, broad causes, and the need for integrated interventions to reduce risk of disease and death.

Course Objectives
Upon successful completion of the course, students will be able to….
1. Apply basic epidemiologic methods and approaches to disease and intervention
2. Describe epidemiologic study designs used to identify risk factors that can predispose to disease in populations
3. Apply the epidemiologic methods and approaches for assessing health services and formulating policy
4. Discuss anthropologic methods for understanding diseases in populations
5. Describe how the creative interface between epidemiology and anthropology contributes to greater depth of understanding of the causes and consequences of disease, injury, and death.

FORMAT
This 3-credit course is offered in a two-period block on Tuesdays and a one period block on Thursdays. Content is covered through readings, presentations, and discussions.

Course Materials
Textbooks:

Gordis L. *Epidemiology 4th Edition*. New York: WB Saunders Company. 2008.

Trostle JA *Epidemiology and Culture*. New York: Cambridge University Press. 2005.

In addition to the textbooks, readings will be drawn from current published literature in epidemiology, anthropology, and global health.

CLASS PARTICIPATION
Consistent with the spirit of graduate education and the interactive nature of development practice, students are expected to participate fully in every class session. Participation depends upon completing all readings before each class. Class participation will be considered on a pass/fail basis and will be used to increase or decrease grades at the margin.

Course Requirements and Grading

Four take home examinations covering course content will be administered at even intervals during the semester. The first three examinations will each comprise 20% of the final grade. The final take home exam will constitute 40% of the grade.

Grading scale

% Earned in class	93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	< 60%
Letter grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Translation of letter grades to grade points

Letter grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations:
http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html

Topical Outline

Week	Day	Topics
		Part 1
		The epidemiologic approach to disease and intervention
1	T	Introduction: epidemiology and anthropology
	Th	The dynamics of disease transmission
2	T	Measuring the occurrence of disease
	Th	Assessing the validity and reliability of diagnostic and screening tests

Week	Day	Topics
3	T	The natural history of disease: ways of expressing prognosis
	Th	The natural history of disease: ways of expressing prognosis
4	T	Randomized trials
	Th	Randomized trials and take-home exam 1

Part 2
Using epidemiology to identify the cause of disease

Week	Day	Topics
5	T	Cohort studies
	Th	Case control studies and cross-sectional studies
6	T	Estimating risk: is there an association
	Th	From association to causation: deriving inferences
7	T	Roles of genetic and environmental factors in disease causation
	Th	Roles of genetic and environmental factors in disease causation and take-home exam 2

Part 3
Applying epidemiology to evaluation and policy

Week	Day	Topics
8	T	Using epidemiology to evaluate health services
	Th	Using epidemiology to evaluate health services
9	T	The epidemiologic approach to evaluation of screening programs
	Th	The epidemiologic approach to evaluation of screening programs
10	T	Epidemiology and public policy
	Th	Ethical and professional issues in epidemiology and take home exam 3

Part 4
Epidemiology and culture

Week	Day	Topics
11	T	Epidemiology and anthropology: introduction
	Th	Integrated approaches in anthropology and epidemiology
12	T	Cultural issues in measurement and bias
	Th	Anthropological contributions to the study of diseases
13	T	Anthropological and epidemiological collaboration to help communities become healthier
	Th	Perceiving and representing risk
14	T	Epidemiology and anthropology: conclusion and take home exam 4
	Th	Epidemiology and culture: a seminar presentation

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this web site for more details: www.dso.ufl.edu/judicial/procedures/academicguide.php). Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. The UF Honor Code is:

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

Policy Related to Class Attendance and Behavior

Students are expected to attend all classes. Special circumstances should be brought to the attention of the instructor. Students who miss more than three classes will be dismissed from the course. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Cell phones must be silenced in class. Students may use laptop computers for the purpose of note-taking during class. Misuse of this privilege may lead to a ban on laptops for the entire class.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (http://oss.ufl.edu/). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: http://www.counsel.ufl.edu/ or http://www.health.ufl.edu/shcc/smhs/index.htm#urgent

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from:
Alachua County Crisis Center: (352) 264-6789.

BUT – *Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance*.

LAS 6291 Communication and Leadership Skills

COURSE SYLLABUS

Instructor: Jonathan Dain
                Center for Latin American Studies
                Office: 388 Grinter Hall,
                Phone: 352-273-4713
                e-mail: jdain@latam.ufl.edu

Office Hours:

Course Vision: Create spaces where participants can strengthen Leadership, Learning, Facilitation and Communication skills for supporting collaborative approaches to development

Evaluation (see activity descriptions):

Class participation	20%
E-Learning and Learning Journal	20%
Observation exercise and report	20%
Leadership Interview and report	20%
Leadership Practicum (Group Project)	20%

<u>LEARNING APPROACH</u>

- *Focus on building practical skills* and *systematic reflection*
- Experiential learning spaces
- Course is designed to reflect elements of a collaborative, facilitative approach to working with people
- "Adaptive Teaching" – adapt as we go to reflect the needs of the group; we will not stray from the core vision of the course
- Context for activities and discussion is primarily (not exclusively) development practice in the Americas & Africa
- Know yourself, know groups, know context

Class Schedule

Class /Date	Topic /Theme	Concept (s)	Tool(s)	Activity	Reading	Assignment
Module I – Introduction						
1.	Introduction to Communication and Leadership class	-Building Trust , Curiosity and Engagement:	• Ice breakers • Food • Basic Info • Everyone Speaks	-Floor map - Objectives, Expectations, Norms - Syllabus/Assign	None	-Prepare 2-minute Presentation -Sign-ups: - Learning Objectives

		Group building -What is Leadership? A leader? -Link to Development Practice		. -Reflection Exercise		
2.	Presentation Skills Learning & Leadership	Adult learning and leadership	Experiential Learning cycle	-2-Min. Presentations -Vella/Lewin's dozen -- Experiential learning -Define FRC Topic	-Vella pp. xiii-22- -Wheatley -Senge	-Individual Meetings - FRC Event -Personal Leadership goals -E-Learning Facilitation
3.	Listening & Feedback: The core of Effective Leadership	Empathetic Listening	Brainstorming, Creating a culture of collaboration	-Active listening -Broken Squares -Fdback/JoHari Wndw	-Covey Chapt. 5 -Kaner: Chapters 4, 8	Final definition of Planning Exercise Topic and method

Module II. Key Concepts and Skills

4.	Facilitative and Collaborative Leadership	-Types of Meetings & Levels of participation -Role of the facilitator	Facilitated Meetings and workshops	Case Studies:	-Kaner: Foreword, Intro & Principles	Observation Exercise Assigned
5.	Effective teams	-Task/Maintenance Functions -Diamond of Decision-making -Challenging Dynamics	- Groan Zone - Difficult Dynamics	-Group Dynamics role-play - Difficult Dynamics	-Kaner: Chapter 10 -Rodas-Meeker& Meeker.	
6.	Values, perceptions, Participation & culture	Pluralism, Gender	-Gender Analysis -Framing	-Drama by the River	-Wollenberg Chpt 1-2 -Gender & Leadership	
7.	Leadership, Neuroscience and Quantum Physics	Emotional and Social Intelligence	The "Nudge"	-Feedback Exercise	-Goleman (EI), -TED Talks – J Bolton -Wheatley	Observations Initiated

Module III. Leadership Practice

MID-SEMESTER	Effective meetings	Needs Assessment Framing	Participant interviews Issue Framing	Agenda Design and Timing	Kaner: 11-12 + pp. 249-262	Individual Meeting II

		Beginnings, Middles and Ends	Setting Objective		IAF Chpts 4-5	
8.	Learning Communities, & Organizations	Collaborative Learning	TBA	-MID-SEM. Review -Facilitating CoPs	Brown & Salafsky Senge, Wenger	Final Project Assigned
9.	Visioning and Strategic Planning	Efficient participatory Planning	Strategic & Scenarios planning, Future Search & AI	Blue World/Green World	-Kaner: Chapter 9, 16 -McNamara Part I -Holman & Devane	
10.	Conflict Management	The Triangle of Interests, The Circle of Conflict	Stakeholder & Situation Assessment matrix	Conflict Analysis	CDR Associate Guillen and Paniagua	
11.	Negotiation	Principled Negotiation Elicitive vs. Prescriptive	Personal Leadership Goals	Unhappy Trails	-Hammond et. al. -Lederach	
13.	Decision-Making -Leadership ethics	Behavioral Economics	The Nudge	Decision Exercise Ethics Exercise	Thaler & Sunstein	
14.	-Observation/Interviews -Leadership Practicum	Leadership Practice	Reflective Practitioner	-Lessons Learned -Project Presentation	Wheatley	
15.	-Pulling it All Together -Evaluation:	Communication & Leadership	Wrapping it Up	Class review, Evaluation	None	Individual meeting III

Readings (Communication and Leadership Skills for Development Practice)

- Borrini-Feyerabend, G. et. al. (2004) *Sharing Power. Learning by Doing in Co-management of Natural Resources Throughout the World*. IIED/IUCN/CEESP/CMWG, Cenesta, Tehran
- Brown, Marcia and N. Salafsky (2004 – unpublished) Learning About Learning Networks. Foundations of Success. http://www.fosonline.org/images/documents/Learning_About_Networks_7_July_04.pdf
- Bunch, Rolan (198?) *Two Ears of Corn* World Neighbors
- CDR Asssociates (2007) *Conflict Resolution for Managers and Leaders*, Jossey-Bass, San Francisco
- Covey, S. R. (1989) *The 7 Habits of Highly Effective People* Simon and Schuster, New York
- Goleman, Daniel (1997) *Emotional Intelligence* Bantam, New York
- Goleman, Daniel (2007) *Social Intelligence* (2006) Bantam, New York
- Guillen, Sergio and Franklin Paniagua (2006) *Collaboration and Negotiation in Co-Management*, CEDARENA/IUCN , San Jose, C.R.
- Hammond, John S. et. al. (1999) *Smart Choices*, Broadway Books, New York

- Innes, J and David Booher. <u>Consensus Building and Complex Adaptive Systems</u>. APA Journal. Autumn 1999 Vol. 65, No. 4
- Kahane, Adam (2007) *Solving Tough Problems* Berrett-Koehler, San Francisco
- Kaner, S. with Lenny Lind, Catherine Toldi, Sarah Fisk and Duane Berger *Facilitator's Guide to Participatory Decision-Making*, New Society Publishers, Gabriola Island, Canada. 255p. (1996)

- Lederach, John Paul (1986) <u>Preparing for Peace: Conflict Transformation Across Cultures</u>. Syracuse University Press, Syracuse, NY
- McNamara, Carter (2007) <u>Field Guide to Nonprofit Strategic Planning and Facilitation</u>. Authenticity Consulting, Minneapolis
- McWhinney, Will (1997) *Creating Paths of Change: Managing Issues and Resolving Problems in Organizations*, Sage, Thousand Oaks, CA
- Morrison, Michael L. et. al. (2007) *The Leadership Workbook: Building Leadership Skills in the Natural Resource Professions and Beyond* The Wildlife Society, Bethesda
- Senge, Peter M. (1990) *The Fifth Discipline*. Currency and Doubleday, New York
- Thaler, R. E. and C. R. Sunstein (2008) *Nudge: Improving Decisions About Health, Wealth and Happiness* Penguin, New York
- Vella, Jane (2002) *Learning to Listen, Learning To Teach* (Revised edition) Jossey-Bass, SanFrancisco
- VeneKlasen, L. and V. Miller (2002) *A New Weave of Power, People and Politics: The Action Guide for Advocacy and Citizen Participation*. World Neighbors, Oklahoma City, Oklahoma
- Wheatley, Margaret (1999) *Leadership and the New Science* Berrett-Koehler, San Francisco
- Winer, Michael and Karen Ray (2003) *Collaboration Handbook: Creating, Sustaining and Enjoying the Journey*, Amherst H. Wilder Foundation, St. Paul, MN
- Wollenberg, Eva (2005) *Though all things differ: Pluralism as a basis for cooperation in forests*. CIFOR, Bogor, Indonesia

<div align="center">COURSE ASSIGNMENTS</div>

Students will be evaluated based upon five sets of activities, each of which will be explained in more detail in class:

I. Class participation (20%): Attendance is critical. One excused absence is allowed though not encouraged. Students are required to critically read all assigned materials prior to class and participate actively (in your own way) during in-class discussions, in on-line discussions and in small/large group activities including simulations and/or role plays. "Participation" will include two to three individual meetings with the instructor during the semester.

II. E-Learning facilitated discussion and Learning Journal (20%):
1. *E-Learning*: The learning that takes place in class and through readings is greatly enhanced by active discussion. Unfortunately, a once-per-week class rarely allows adequate time for dialogue. To better take advantage of the activities and readings selected, students will engage in web-based reflection and discussion, sometimes responding to specific questions, other times reacting to the thoughts of others. *Each week two students will serve as on-line facilitators of discussion*. The class will be divided into two groups with one group assigned to post initial comments *due by*

Friday night and the other half responsible for responding to those posted comments *by Sunday night*. It is expected that participants will review everyone's E-Leaning postings before each Tuesday class. Back and forth dialogue is strongly encouraged on E-learning and postings should reflect your reaction to readings, in class activities, past experiences and/or comments:

- Ex: "Wollenberg's comment on gender hit home to me; while carrying out my research in Tierra del Fuego I found that despite pre-meeting visits and careful planning, women deferred to men during focus group discussions even if they had primary expertise in the subject; it was frustrating".

Postings should not be summaries of readings:

- Ex: "Vella describes the 7 steps of planning which are…".

As always in such discussions, follow the basic rule of thumb: "Tough on issues, soft on people"

2. *Learning journals* (LJs) are designed to help you and I monitor your learning during the semester. Unlike E-learning discussions, learning journals focus on "Ah-ha moments", questions, observations and experiences. Ah-hah moments occur when we suddenly understand a new concept or viewpoint. They can occur when reading, attending class, participating in a non-course related activity, talking or listening to someone, writing, or simply thinking (eg. "I realized today that the dynamics of my graduate committee are more complex than I had imagined…"). Learning journal thoughts are to be recorded and turned in weekly. *Three times during the semester there may be an expanded Learning Journal "reflection assignment", usually before, the "Individual meetings".* LJs should be submitted electronically as a word file to jdain@latam.ufl.edu.

III. Observation Exercise & Report (15%): An important methodological objective of the course is to provide students with as much practical experience as possible during the semester. Students are required to be observers or participant observers in an outside-of-class event *or series of events* that involves decision-making leadership of some kind. Such an event should be related to development issues if appropriate/possible and might include a stakeholder meeting, a local government public meeting, a planning event, a conference facilitated discussion session, an organizational meeting, or a negotiation or mediation of some kind. There are many possibilities. Students are responsible for identifying the organization and/or activity to be observed and must obtain approval from Jon (who may have some, limited event suggestions). Students will write up their observations using guidelines distributed in class and observations will be discussed at the end of the semester. A separate "report" may be provided to the organization observed if appropriate.

IV. Leadership Interview and Report (15%): Students will also interview a Leader (NGO, Government, Program/Project, University, Religious) and write up a report detailing the interview and lessons learned about development leadership

V. Leadership Practicum (Group Project) (30%): The members of the class are responsible for conceptualizing and designing a Leadership Practicum event for the audience of their choice. The proposed due date is in early April 14th (although it is flexible). The nature and focus of the

Practicum event is to be defined by the class in consultation with the instructor and other relevant sources. Throughout the semester leading up to the event, students are responsible for developing, discussing and turning in situation/stakeholder assessments, process design and evaluation plans and other materials related to the event. TO BE DISCUSSED IN CLASS.

University of Florida Policies

Honesty:
As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

Accommodation for students with disabilities:

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

UF Counseling Services:
Resources are available on-campus for students having personal problems or lacking a clear career and academic goals which interfere with their academic performance. These resources include:
1. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Software Use:
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

LAS XXXX Foundations of Economic Analysis for Sustainable Development
COURSE SYLLABUS

Instructors: Dr. Carmen Diana Deere
Center for Latin American
Studies
Office: 368 Grinter Hall

Dr. Pilar Useche
Center for Latin American
Studies
Office: G1095 McCarty Hall
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Dr. Renata Serra
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Office: 421Grinter Hall
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e-mail: rserra@ufl.edu

Office Hours:

NOTE to colleagues: This is a drafted course proposal: the reading list needs to be further discussed and completed (in particular, references to journal articles that complement textbook material are to be added); the list of topics is longer than what one can possibly cover – the idea being that a finer selection of topics for each particular edition of the course will be made according to instructor's preferences and judgment.

Course objectives

The course aims to provide students with some fundamental analytical tools from economics and demonstrate their relevance both for better understanding issues of sustainable development and for thinking about solutions. While development studies are an interdisciplinary field, many key development issues cannot be properly understood without grasping economics concepts – unfortunately this is not always clear to everybody in the development field, where economic notions are often misunderstood or misused. No prior knowledge of economics is necessary but students need to be highly motivated for this fast pace course.

There are two parts to this course, micro and macro. The micro part will revolve around the understanding of the principles of economic behavior, both in households and firms; market supply and demand, and different market structures; profits and wages. We will study the concept of marker imperfections and failures, and apply them to the land, labor, credit and insurance markets. The macro economic sessions will discuss matters such as patterns of countries' development; global income inequalities; unemployment and inflation; trade theories and policies; the concept of sustainability and its relevance to different possible development trajectories; and the role of government policy.

Learning objectives

By the end of this course students should:

- Have a good knowledge of key economic concepts, theories and models, both micro and macro

- Be able to use such theoretical knowledge in the analysis of real problems of sustainable development
- Understand the importance of testing theories with empirical evidence and appreciate the importance of a dialogue between theory and empirical analysis
- Recognize the complexity of sustainable development issues, of their determinants and their implications
- Realize that hypothetical solutions to a problem markedly differ from workable solutions; in other words, recognize the broader constraints to policies and the limits to how much can be achieved

Resources

The Global Classroom Webpage http://ccnmtl.columbia.edu/projects/globalclassroom/about.html

Course requirements and grading

Student assessment is based on three components:
1. <u>Class presence and participation:</u> Students are required to attend class regularly; testing materials is based not only on the reading but also on class lectures; it is important that students actively and productively participate during classes so to contribute to make learning more effective and fun.
2. <u>Take-home assignments:</u> these aim to test the ability of students to understand economic concepts and apply them to real problems; assignments may contain both problems that need to be solved by means of graphs or simple economic formula; and essay-like questions.
3. <u>Class Tests:</u> these are closed books exams which aim to test the ability of students to remember key concepts and reason around them; they contain both problem-like and essay-like questions. They are non- cumulative: the first test will cover the introduction and micro section, while the second covers the macro section.

Each of these components will carry the following weight in the final grade:
- Class presence and participation: 10%
- Home papers: 35% total (paper 1: 15%; paper 2: 20%)
- Class Tests: 55% total (class test 1: 25%; class test 2: 30%)

Required Texts

- Either of the following two options:
  1. One Economics textbook such as *Principles of Economics textbook*, by Gregory Mankew (2007, 4th ed.); or the newly released *Modern Principles of Economics*, by Tyler Cohen and Alex Tabbarok, 2009 (Worth Publishers).
  2. A basic microeconomic textbook (such as Michael Parkin, *Microeconomics*, 8th edition) <u>and</u> a macroeconomic textbook, such Paul Krugman and Robin Wells, *Macroeconomics*, 2006 (Worth Publishers) or Sachs and Larrain *Macroeconomics in the Global Economy*, 1993 (Harvester Wheatsheaf)
- Ray, D. *Development Economics*, 1998 (Princeton University Press)
- Meier GM and Rauch JE, *Leading issues in economic development*, 2005, 8th ed. (Oxford University Press).
- Course pack: containing journal articles and book chapters

TOPIC LISTS

1: Introduction

Reading: Various

What is sustainable development? The importance of an interdisciplinary approach and the role of economics

Global processes (Asian convergence and African divergence, environmental stresses, demographic and health pressures) and local variations (inequalities, marginalization, and conflicts)

Some key economic concepts: incentives (example: innovations); opportunity costs (example: time as resource); discount rate (example: poor people's horizon); efficiency and equity (example: gender issues); property rights (example: common property resources)

PART I. Micro Issues

2: Households

Reading: Micro textbook; Course pack for case study

The logic of choice: preferences and utility; budget constraint; maximizing behavior: the optimal choice; extensions: rationality and altruism

Demand functions: price and elasticity

Inter-temporal choices; the role of uncertainty and risk

Case study: agricultural households in developing countries: technological adoption and the Green Revolution

3: Firms

Reading: Micro textbook; Course pack for case study

The firm and its goals: technology and production; firms' cost structure

Case study: firms in developing countries: social networking and the role of reputation

4: Market structure

Reading: Micro textbook

Equilibrium in perfect competition

Market power: monopoly; product diversification and imperfect competition; oligopoly and firms' collusion

5: Market equilibrium, welfare economics and social choice

Reading: Micro textbook; Sen, *Development as Freedom*, Ch. 3

The welfare properties of general equilibrium

Pareto optimality and social welfare optima; social welfare functions

Other value judgments: Sen's social choice theory

6: Externalities and collective action problems

Reading: Course pack

Externalities and public goods

The tragedy of the commons: prisoner's dilemma framework; solutions for enforcing collective interests (social norms, collective enforcement, regulation)

<u>Case study:</u> collective action problems in common property resource systems

7: Market failures in developing countries

Reading: Ray, *Development Economics* Chs 11-15; Course pack

Market failures and imperfections: theories and policies; the role of informal institutions

The market for land: property rights (concepts and case studies); land tenancy contracts

Labor markets: informal and formal markets; hidden employment and underemployment

Credit and insurance markets: risk and market interlinkages

PART II. Macro Issues

8: National income and growth

Reading: Ray, *Development Economics*, Chs. 3, 4, 9; Meier and Rauch, *Leading Issues*, Section IB; Course pack

National income: determinants; distribution (income inequality); relationship between national income and other dimensions of sustainable development; national income accounting; green accounting

Global incomes and rates of growth: regional patterns and inter-country inequalities over time

Determinants of economic growth: theories and case studies

Economic convergence and divergence across the world: theories and case studies

9: Macroeconomic policies

Reading: Macro textbook; Ray, *Development Economics*, Chs. 5, 9; Meier and Rauch *Leading Issues*, Section V; Auerbach and Siddiki, "Financial liberalization and economic development: an assessment" in Sayer, ed., *Issues in Monetary, Financial and Macroeconomic Adjustment Policies*, Blackwell, 2005; others

Unemployment: the role of investment and fiscal policies

Interest rates and inflation: the role of monetary policies

Increasing returns and coordination failures: the role of industrial policies

Fixed and flexible exchange rate; financial markets; financial liberalization and financial crises

10: International trade and policies

Reading: Ray, *Development Economics*, Chs. 16-18; Meier and Rauch *Leading Issues*, Section IV; Krugman *Pop Internationalism* (extracts); Course pack

Comparative advantages and trade theories

Trade policies: tariffs and quotas; import substitution; export promotion; case studies

WTO and multilateral approaches to trade policy

Trade solutions to negative externalities: markets for trading carbon emissions; REDD (reducing emissions from deforestation and forest degradation)

11: Economic growth and poverty: new concerns

Reading: Ray, *Development Economics*, Ch. 7; Meier and Rauch, *Leading Issues*, Ch. 8; Dymsky, "Poverty and Social Discrimination: A spatial Keynesian approach", in: De Paula & Dymsky, eds., *Reimaging Growth*, Zed Books, 2005.

Income poverty: relative and absolute poverty; poverty lines; poverty rates around the world and over time

Economic growth, poverty and inequality: the relationships

The notion of poverty traps: lack of assets; the role of environmental and demographic stresses; policy implications and the MDGs

The concept of sustainable growth and the "limits to growth" debate

Population growth and the relationship with development: issues and case studies

12: Political economy

Reading: Meier and Rauch, *Leading Issues*, Ch. 9; Course pack

The role of the state in development: theoretical debate and case studies

Rent seeking and government failures: informal and hybrid institutions

State capacity, institution building, public-private partnerships

Case study: the developmental state in East Asian economies

ALS 5932
Natural Resource Management and Innovation Systems

<p align="center">**COURSE SYLLABUS**</p>

Course credits: 3
<p align="center">**Instructor information**</p>
Ignacio Porzecanski, Lecturer SNRE, igna@ufl.edu
Phelps Lab, 005 (basement), telephone 846-2150
Office Hours: Tuesdays and Thursdays 10-noon, or by appointment

<p align="center">**Course overview or Purpose**</p>
The course provides a platform for students to make the linkages among the ways science, technology and society are interconnected from a sustainability perspective, with an emphasis upon innovation systems and processes. It will bridge LAS 6238 (Ecological Principles for Development Professionals) to larger production and environmental concerns, applying a theoretical approach as well as a practical bent to the subject of innovation and technical change, with a particular look at the kinds of technologies that have been employed and that should be addressed for sustainable development.

<p align="center">**Course objectives**:</p>
- Identify and discuss the unresolved dilemmas in the fields of science, technology and innovation, with particular attention to the gaps in our understanding of their inter-connections and impacts upon social well-being.
- Conduct a critical survey of how the innovation process works: its drivers, its impacts, its feedbacks, with particular emphasis upon cases in agriculture, forestry, water management and energy alternatives.
- Address specific innovation cases from a sustainability perspective: new products, new processes and their impacts upon the scientific realm and social processes.
- Develop an understanding of the role that technology and innovation play in present-day concerns about the environment and sustainability.

Format
An initial reading list will be provided in CD form. During each class session individual students will present a summary and lead a discussion of the selected papers. Students will also add to the course content from the literature they are employing, case studies from their own background or experience, and group projects. An interactive mode of discussion will be pursued, through which particular points of interest, conflict, or suggestions for research will be addressed in a collective manner. To allow for ample discussion, we will meet for three consecutive periods, once a week, to *work through* ideas and problems, inspect their soundness and perspective, and advance towards clarity and coherence.

<p align="center">**Course materials**</p>

Fagerberg, J., Mowery, D., and Nelson, R. (Eds.). 2005. **The Oxford Handbook of Innovation**. Oxford University Press.
Stoneman, P. 2002. **The economics of technical diffusion**. Blackwell Publishers, Oxford.
Freeman, C. and F. Louca. 2001. **As time goes by: the information revolution and the industrial revolutions in historical perspective.** Oxford University Press.
Ronald, P.C. & R. W. Adamchak. 2008. **Tomorrow's Table: organic farming, genetics, and the future**. Oxford University Press.

Select articles and book chapters: a reading list in CD form shall be distributed.

Course Requirements

- **Participation = 40%** (20% for presentation of assigned readings, 20% for class discussion). Getting each class or topic started effectively depends on leadership by the day's presenters. Attendance and informed discussion are essential; students should do very well if they are present, have read the assignments, and participate. This is a discussion-based and project-driven course. Students should participate voluntarily and assertively; the small class size will enable the instructor to call on reticent students for their input. The substance of students' comments will show whether each has read and thought about the assigned material.
- **Essays = 40%** (20% each for a midterm and a final essay). For each essay, students will select one of three topics distributed by the instructor, selected from any subject dealt with during class presentations and discussions. The assignment is to synthesize material presented in the classroom along with a more complete and up-to-date literature review, and discuss the current issues this subject presents to society, proposed solutions, and their prospects. Each essay should be about 5,000 well-edited words, plus tables and figures (if appropriate) and complete literature citations.
- **Group project = 20%**. At about week 9 into the course, teams will be formed and a small number of sustainability projects will be decided upon jointly by the instructor and the students. It will consist of designing a concrete process, activity or object (e.g.: a house, village, irrigation system, or hunting lodge) that should contemplate and address sustainability constraints in terms of growth, inputs, waste management and recycling. Economic and environmental accounting will also be addressed.

Grading
Criteria for grading are: clarity, thoroughness and accuracy of content, scope of coverage, depth of analysis, and capacity to synthesize. An essay not handed in will receive zero credit.

- **Grading Scale**

A   93.4-100 %   4.0
A- 90-93.3 %   3.67
B+ 86.7-89.9 %   3.33
B   83.4-86.6 %   3.0
B- 80-83.3 %   2.67

C+ 76.7-79.9 %   2.33
C 73.4-76.6 %   2.0
C- 70-73.3 %   1.67
D+ 66.7-69.9 %   1.33
D 63.4-66.6 %   1.0
D- 60-63.3 %   0.67
E <60.0 %   0.0

Topical Outline

Fifteen weeks of course work presentations and discussion of readings. The last week is devoted to a final summing-up and summary of the course.

Week 1: Introduction to the course. A review of ecological principles -links and sequence to LAS 6238 (Ecological principles for development professionals). Biodiversity and evolution.
Week 2: Natural capital and ecosystem services.
Week 3: Man and nature, natural resources. An overview of issues related to hunger, shelter, nutrition, health and survival.
Week 4: Agricultural Systems I: origins, types of systems and how they have evolved through time in different contexts.
Week 5: Agricultural Systems II: the scale of agricultural systems, industrial agriculture and the food system; local economies, organic farming and the question of inputs
Week 6: Biotechnologies and GMOs, a study in the application and outcomes of technical change, innovation and their consequences.
Week 7: Crop rotations, recycling, restoration. Nutrient cycles and energy flows.
Week 8: Forests, forestry, deforestation and GHG emissions: a study in the relationship between science, technology and policy at various scales.
Week 9: The urban landscape, social and environmental opportunities, constraints, dilemmas.
Week 10: The water cycle, sources, and management of water delivery systems.
Week 11: Knowledge systems and research needs for sustainability; policy and technology constraints. Implications of climate change science.
Week 12: Energy and fuels. A look at the economic and environmental costs and efficiencies of various sources and technologies.
Week 13: Establishing relationships among knowledge, science, technology and innovation systems. Which stakeholders are involved? Uncertainty and risk.
Week 14: Foresight and policy –choosing among strategies for development. Which technologies for which aims?
Week 15: The dimensions of sustainability: studying and managing science and technology for innovation. Endogenous and exogenous drivers.

Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities
In 1995 the UF student body enacted a new 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 Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: "**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**" 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. Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court. *(Source: 2008-2009 Undergraduate Catalog.)* It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

Software Use:
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health Services provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is

located on the second floor of the Student Health Care Center in the Infirmary.

- *University Counseling Center*, 301 Peabody Hall, 392-1575, **www.counsel.ufl.edu**
- *Career Resource Center,* CR-100 JWRU, 392-1602, **www.crc.ufl.edu/**
- *Student Mental Health Services,* Rm. 245 Student Health Care Center, 392-1171, **www.shcc.ufl.edu/smhs/**

Students with Disabilities
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 0001 Reid Hall, 392-8565, **www.dso.ufl.edu/drc/**

PHC 6XXX
Health and Development II: Global Health Management, Politics, and Leadership

SYLLABUS

Instructor: Dr. Richard Rheingans
                Center for African Studies/ College of Public Health & Health Professions
                Office: Public Health
                Office Hours:
                Email:

Office hours:

Instructor Information
New MDP/Global Health faculty member in PHHP; Search will be launched fall 2009.

Course Overview or Purpose
This is the second in a series of two health and development courses created specifically for the new Master's in Development Practice (MDP) program. This course is designed to examine how the scientific and cultural influences on health, which were examined in the first course, can be addressed through sound management, political sensitivity, and leadership.

Course Objectives
Upon successful completion of the course, students will be able to….
- Describe logistical impediments to meeting needs for health services and interventions under various economic, political, natural disaster, war, and social circumstances
- Discuss the systems that influence the delivery of health interventions
- Identify methods for developing partnerships to address health challenges at global, national, and community levels
- Apply management, political, and leadership skills to health care delivery challenges through case studies
- Identify the elements of sustainable health systems

FORMAT
This 3-credit course is offered in a two-period block on Tuesdays and a one period block on Thursdays. Content is covered through readings, presentations, and discussions. The course instructor and guest instructors -drawn from MDP faculty in health sciences as well as natural sciences, social sciences, and management - will lead the classes on Tuesdays. In general, Thursday classes will consist of student-led discussions of the material presented the previous Tuesday.

Course Materials

Textbooks:

Foege WH, Daulaire N, Black RE, Pearson CE. (eds.) *Global Health Leadership and Management*. San Francisco: Jossey-Bass. 2005. ISBN 0-7879-7153-7.

Merson MM, Black RE, Mills AJ (eds.) *International Public Health: Diseases, Programs, Systems, and Policies. Second Edition.* Boston:Jones and Bartlett Publishers. 2006. ISBN 0-7637-2967-1.

In addition to the textbooks, readings will be drawn from current published literature in global health, political science, social science, management, and leadership.

CLASS PARTICIPATION
Consistent with the spirit of graduate education and the interactive nature of development practice, students are expected to participate fully in every class session. Participation will not constitute a percentage of the grade. Rather, it will be considered on a pass/fail basis and will be used to increase or decrease grades at the margin.

Course Requirements
1. **A paper, no longer than 20 pages, on a global health management problem of the student's choice.** This will be an analytic paper developed in two parts. The first part, due March 12, will describe the selected health management problem, its significance, and the factors that shape it. The problem selected should be in effect in a specific country or region. The second part of the paper will include presentation and analysis of the strengths and weaknesses of at least three alternative approaches to addressing the health management problem described in part 1. Part 2 of the paper is expected to integrate concepts and principles from the natural sciences, the social sciences, and management, consistent with the pillars of the MDP program. Specific guidelines for the paper will be distributed early in the semester. The entire paper, including a revision of part 1 and all of part 2 is due April 25.
2. **Class leadership.** Each student will have responsibility for leading the discussion in one Thursday class.
3. **Examinations.** Examinations, covering key elements of course content, will be administered February 27 and April 15.

Grading
Final grades for the course will be calculated as follows:
Course paper

Part 1	15%
Part 2	35%

Class leadership   10%
Examinations

Exam 1	20%
Exam 2	20%

Grading scale

% Earned in class	93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	< 60%
Letter grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Translation of letter grades to grade points

Letter grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations:
http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html

Topical Outline

Week	Topic
1	Introduction to the course
	Relationship of health problems to management, politics, and leadership from a global perspective
2	Systems thinking and global health
3	Health, globalization, and economic development
4	Regional variations in health management and leadership challenges
5	Roles and responsibilities of: governments, non-governmental organizations, and the private sector
6	Case studies of intersectoral partnerships
	Exam 1
7	Managing health and health care with diminished resources
	Course paper, part 1 due
8	Managing health and health care in political turmoil
9	Influence of culture on management, politics, and leadership
10	Management skills
11	Political skills
12	Leadership skills
	Exam 2
13	Promoting sustainable health systems
14	Case studies of health management and leadership challenges
15	Case studies of health management and leadership challenges
	Course paper, part 2 due

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this web site for more details: www.dso.ufl.edu/judicial/procedures/academicguide.php). Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. The UF Honor Code is:

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

Policy Related to Class Attendance and Behavior

Students are expected to attend all classes. Special circumstance should be brought to the attention of the instructor. Students who miss more than three classes will be dismissed from the course. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Cell phones must be silenced in class. Students may use laptop computers for the purpose of note-taking during class. Misuse of this privilege may lead to a ban on laptops for the entire class.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (http://oss.ufl.edu/). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: http://www.counsel.ufl.edu/ or http://www.health.ufl.edu/shcc/smhs/index.htm#urgent

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789.

BUT – *Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.*

LAS 6291 Conservation and Development Entrepreneurship

SYLLABUS

Dr. Robert Buschbacher
Program Coordinator
Amazon Conservation Leadership Initiative

Building 107 Mowry Rd   Phone: 846-2831   email: rbusch@ufl.edu

Office hours: Tuesdays 9-12

Class meeting times: Fridays, periods 3-5 (9:30 am – 12:35 pm)
Grinter Hall, Room 376

CONSERVATION AND DEVELOPMENT SKILLS

This course aims to fulfill the Tropical Conservation and Development Program's Conservation Skills requirement. By "conservation and development skills" we mean professional abilities that are essential to the effective implementation of Tropical Conservation and Development, but that would not normally be addressed in a natural or social science academic curriculum.

WHO SHOULD TAKE THIS COURSE

This course is intended for grad students with little or no business background who envision themselves working in a conservation organization, development organization, or community enterprise and would like to learn business skills that will be useful in that work. Some of the students will have experience working in an NGO or community-based organization; the course will be an opportunity to reflect on and study skills that may have been implicit in this work but were never taught.

A major part of the course is the development of a business plan for a student-selected income-generating enterprise linked to conservation and/or development.

COURSE OBJECTIVES

The central theme of this course is: "How can we apply *private sector approaches* to promote the goals of Tropical Conservation and Development?" This includes an introduction to organizational management practices, leadership, and income generation. The course emphasizes partnership and social network approaches, and is relevant to advocacy and policy initiatives as well as commercial enterprises.

By the end of this course you will:
- Understand the requirements for successful operation of an income-generating enterprise.

- Appreciate the practical challenges and difficulties of small-scale enterprises in developing countries, and consider how these can be addressed.
- Learn personal skills to be a more effective team member and leader.
- Be familiar with various aspects of managing conservation and development programs and non-profit organizations.

TEACHING PHILOSOPHY AND APPROACH

Your instructor is not an expert in business or industry, management or enterprise, but rather a Tropical Conservation and Development professional who got "on-the-job training" because management and income generation were critical aspects of my job as Program Director of WWF-Brazil. I see my role in the course as sharing experience and facilitating a process whereby we can learn from each other. As in all the "conservation skills" courses, we attempt to learn by doing: case studies, exercises, and the major course project to develop a preliminary business plan for a conservation and/or development enterprise (done in groups).

COURSE CONTENT

The course is structured as 4 modules (see attached course schedule):
- Greening business and some basic business principles (value, brand, CSR)
- Community enterprise case studies
- Personal skills (setting priorities, leadership, time management)
- Organizational management (structure, supervision, planning, fundraising).

Each of the four course modules could be a course (or a degree) of its own, so we will of necessity be getting a general overview. A diverse and extensive set of readings has been selected and it is essential that all students read them and prepare for class by circulating comments in advance to our email list-serve. Most class time will be spent in reflection on the readings.

At the end of each module, we will do a brief evaluation. Each student will also be asked to share 3 succinct "learning points" that s/he gained from that module.

ASSIGNMENTS

A. Group Business Plan Project

Groups of 4 students will work together throughout the semester to develop a preliminary Business Plan for a conservation and/or development enterprise.

The groups will make 10-minute presentations of drafts of different components of the business plan at 5 different times throughout the semester (see attached semester schedule). Based on feedback and discussion from these presentations, the final product will be prepared.

Deliverables: An oral presentation of the final business plan will be made to an outside review panel in lieu of a final exam on December 10. A written business plan summary is also due on December 10.

B. Class Preparation

Reading is assigned on a weekly basis, and most classes will be organized around a discussion of the readings. To facilitate discussion, each student will circulate comments on the readings to the class list serve. This must be done by Monday night prior to class. I will often provide specific questions to address in the posting.

There will occasionally be other class preparation assignments, namely:
- Observation of local businesses (September 13)
- Group meeting to develop corporate strategy for Deja Shoes case study (September 20)
- Keeping a time log and developing your personal mission statement (October 25)
- Sharing 3 "learning points" (succinct statements of "take-away messages") after each course module.

TEXTS

Two textbooks are required. They are easily available online.

Peter F. Drucker, 2008. The Essential Drucker. HarperCollins Publishers, New York.

J. Gregory Dees, Jed Emerson and Peter Economy, 2002. Strategic Tools for Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit. Wiley.

Most other readings will be distributed to the class list-serve in PDF format. It this is not possible, several copies of each reading will be made available in the filing cabinet in the kitchen, Grinter Hall, 3rd floor. You may borrow these, but please sign them out and return them within 24 hours.

Audio cassette tapes of Steven Covey, Seven Habits of Highly Effective People, will be used during Module 3. These are also kept in the same filing cabinet and may be checked out. If you

find CDs more convenient, we may decide to purchase and share these.

Grading

Business plan summary (written and presentation): 50%
Preparation and participation in discussions: 50%

University Policies

The University of Florida Honor Code, signed by all students upon registration, states: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.* "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." (Student Handbook). In this course, students are expected and encouraged to work together. Plagiarism of written sources without proper citation is of course forbidden.

Students with disabilities are entitled to classroom accommodation. Please register with the Dean of Students Office in Peabody hall, who will provide documentation that the student will then provide to the Instructor when requesting accommodation.

The University of Florida has excellent counseling services available on campus for students having personal problems or needing help in defining career and academic goals pursuant to good academic performance. These resources include:
- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- Career Resources Center, Reitz Union, 392-1601, career development assistance and counseling

Software Use: All faculty, staff and students of the University are required to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

PAD 6865 Development Administration

Instructors:

This course will taught by a new faculty member who will be hired in the area of development administration. The search is currently active and the search committee will begin reviewing applications on November 30, 2010.

Contact Information: TBA
Meeting Times: TBA
Office Hours: TBA

Introduction

Given scarce resources and a strong desire to catch up with the rest of the world, developing countries have little choice but to give special attention to the task of administering or managing development as effectively as possible. Ever since this issue caught the interest of policy-makers and academics alike almost forty years ago, a growing literature has emerged which argues that the most serious obstacles to progress in the Third World are not economic but institutional or managerial. Today, therefore, there is within comparative public administration an active research tradition labeled "development administration" or "development management".

This course examines some of the more salient issues in this sub-field. It tries to convey the importance of looking at practice through relevant theoretical lenses, and how these have changed with shifts in the conception of what development is all about. Following an introductory section in which we examine the concept of development and compare public and development administration, the course examines the relationship between theory and praxis and how this serves to move the literature in the field forward. At the end of the semester, students are expected to have acquired a grasp of the principle theoretical perspectives that have guided development administration, what the main strategy issues have been, and who the most important contributors to the sub-field are.

Required Student Assignments

Students taking this course must complete the following assignments: (1) a major research paper, to be chosen in consultation with myself, accounting for 50% of the final grade; (2) an essay on a topic related to the theoretical concerns of this course, accounting for 30%; and, (3) an oral presentation of at least one week's reading assignment and participation in course discussions, accounting for 20% of the final grade.

The major research paper will be due on December 1. Each student is expected to have chosen a topic and presented an outline for my approval no later than November 3. The expected length of this paper is 20-25 pages. It is meant to demonstrate the ability to deal with contending views in a coherent and evaluative fashion. Students may choose a topic relating to their special field of interest but the paper must deal with institutional or administrative/managerial issues.

Further information on the topic for the essay will be announced in the beginning of the semester. The essay will be due for submission on October 27. The expected length of this paper is 10-12 pages. Each student will be assessed on his or her ability to handle contending views in an analytical fashion, using both assigned literature and books or articles located independently by the student in the library.

There will be no written summaries required of the weekly reading assignments but at least once during the semester each student will be asked to introduce the assigned reading to the class in such a way that it lays the foundation for discussion of relevant and interesting issues. In this presentation, it is important to make a choice of what to include and not to include. An outline of the main points to be covered in the presentation should be submitted to me before the class begins. In addition to this specific assignment, students will be assessed on the basis of their contribution to course discussions.

Required Reading

The syllabus lists the required reading for each session. In addition, I am providing a list of relevant items for students who wish to read more. I also like to draw student attention to relevant periodicals, notably, Public Administration Review, Administrative Science Quarterly, International Review of Administrative Sciences, Administration and Society, Public Administration and Development Indian Journal of Public Administration, and World Development.

Students are expected to purchase the principle texts used in this course. Other books are on reserve (24 hours at a time) in the Smathers Library (West Wing). Articles in journals are not on reserve but can be used for reading or photocopying in the Smathers Library (West Wing, 3rd floor).

Copies of the following books have been ordered for use in this course:

>   *James Ferguson: The Anti-Politics Machine (1994)

>   * Judith Tendler: Good Government in the Tropics (1997)

>   *Charles R. Davis: Organization Theories and Public Administration (1996)

>   *Ben Ross Schneider: Reinventing the Leviathan (2003)

>   * Tony Waters: Bureaucratizing the Good Samaritan (2001)

>   *Jutta Blauert & Simon Zadek: Mediating Sustainability (1998)
>   *Hans Bekke: Civil Service Systems in Comparative Perspective (1999)

Topics and Assignments

August 25   INTRODUCTORY MEETING
                   This session is meant to introduce the course and provide a sense of its
                   orientation, what ground will be covered, and how it relates to other
                   relevant fields. Students are expected to introduce themselves and say
                   something about their background and current professional interests.

                   No assignment.

September 1   Labor Day (no session)

September 8   DEVELOPMENT IN THEORY AND PRACTICE

                   The evolution of development administration as a field has been very
                   much in response to shifting perceptions of development. This session is
                   devoted to various perspectives on that concept and how these have shifted
                   in response to the experience of putting them into practice.

                   Required reading:

                   Ferguson, The Anti-Politics Machine, pp 1-73

                   John Rapley: Understanding Developments (excerpts as handout)

                   Goran Hyden, "Shifting Perspectives on Development: Implications for
                   Research" (20 pp handout)

September 15   WHAT IS PUBLIC ADMINISTRATION?

                   In order to fully understand development administration and how it
                   emerged and developed, it is important to examine briefly the field of
                   public administration, the key concepts, and the most important issues that
                   have emerged there.

                   Required reading:

                   Davis, Organization Theories and Public Administration, pp 1-134

September 22   DEVELOPMENT ADMINISTRATION: INITIAL DEFINITIONS

                   Development administration initially drew also on from other fields,
                   notably organization theory. What these ideas were and how they fared is
                   the main focus of this session.

                   Required reading:

Victor Thompson: "The Objectives of Development Administration", Administrative Science Quarterly, Vol 9, No 1, pp 91-108.

Bernard Schaffer: "The Deadlock in Development Administration", in Politics and Change in Developing Countries, edited by Colin Leys (1969) pp 177-211 (on special reserve)

September 29   CIVIL SERVICE SYSTEMS IN COMPARATIVE PERSPECTIVE

This session is meant to provide insights into the principal differences that exist among civil service systems in the world. Special emphasis will be paid on the implications that each system has for development.

Required reading:

Bekke: Civil Service systems in Comparative Perspective, all pages

October 6   MODELS OF FIELD ADMINISTRATION: PROMISE & EXPERIENCE

This session is devoted to examining different models of field administration. In particular, attention is paid to efforts at decentralizing responsibilities to other governmental units.

Required reading:

Brian C. Smith, Field Administration, pp 1-131 (on special reserve);

Dennis Rondinelli, John Nellis and Shabir Cheema: "Decentralization in Developing Countries: A Review of Recent Experience", The World Bank, pp 1-99 (on special reserve).

October 13   FIELD ADMINISTRATION AT WORK

The problems of a centrally directed policy implementation process became particularly evident in the case of administering rural development. In this session the focus is a case study of Kenya's agricultural extension service in the early 1970s.

Required reading:

D.K. Leonard: Reaching the Peasant Farmer, pp 3-258 (on special reserve)

October 20   DEPOLITICIZING DEVELOPMENT

Politics was for a long time regarded as the antithesis of development by international agencies. Development was viewed as a 'technical' thing that could be manipulated at will. The inevitable effect was that development projects fitted very badly into local circumstances. In this session we will examine more closely the experience of a major World Bank-funded project in Lesotho.

Required reading:

Ferguson, The Anti-Politics Machine, pp 75-288

October 27   CAN GOVERNMENT BE GOOD

The state has been very much criticized in recent years for being "bureaucratic" and often corrupt, leaving it with little trust in the minds of the public. Nonetheless, governments are not always bad; certainly specific government agencies may sometimes do very well. This session is devoted to analyzing some positive development experiences in Latin America.

Required reading:

Tendler, Good Government in the Tropics, pp 1-166

November 3   REVIEWING ADMINISTRATIVE REFORM EFFORTS

The general conditions under which development has been administered and managed over the years have changed quite dramatically. For instance, development is no longer the prerogative of governments only; nor is administration seen in isolation of other factors. This session is meant to take stock of these changes and identify where the management of development is as we enter the 21st century.

Schneider: Reinventing Leviathan, all pages

November 10 IMPROVING TECHNICAL ASSISTANCE

One of the perennial questions in the development administration debate is capacity-building. For a long time it was believed that technical assistance could fill a gap in local competence and also contribute to building better capacity on the ground. In recent years, there has been a tendency to reassess what outside experts possibly can do in the context of developing countries.

Required reading:

David C. Korten: "Community Organization and Rural Development: A Learning Process Approach", Public Administration Review, Vol 40, No 5, pp 480-511

Robert Chamber: "Normal Professionalism, New Paradigms and Development", <u>Institue of Development Studies Discussion Paper, No 227</u>, pp 1-39 (on special reserve).

Elliott Berg (coordinator), <u>Rethinking Technical Cooperation: Reforms for Capacity-Building in Africa</u>, pp 93-125 (handout)

November 17   BUREAUCRATIZATION OF THE NGOS

This session will be devoted to an examination of the NGO world and the problems that they face as they try to carry out their mission. The problems of relief and development will also be discussed in the light of pressures to conform and bureaucratize.

<u>Required reading:</u>

Waters: <u>Bureaucratizing the Good Samaritan</u>, all pages

November 24   PARTICIPATORY MANAGEMENT

One of the problems over the years has been to ensure that ordinary citizens have a stake in the development ventures that are being considered. Various non-governmental agencies have come up with more participatory management approaches that address these issues on the assumption that they provide the basis for a more sustainable development. This session looks more closely at what has been done to grow and implement policy from the grassroots.

Blauert and Zadek, <u>Mediating Sustainability</u>, pp 1-271

December 1   COMPARATIVE ADMINISTRATION

This session will be devoted to the issue of how comparative the study is of public administration and what issues arise in the context of such studies. It will take stock both of the academic and practical side of comparative administration.

<u>Required reading:</u>

Guy Peters and JonPierre, <u>Handbook of Public Administration</u>, pp 421-464

December 8   CONCLUDING SESSION

This final session examines the question where the field of development administration finds itself today and what the future looks like. Is there a special identity of the field beyond being concerned simply with public administration in

developing countries? If so, what is it? This and related questions take on a particular importance today as political and economic reform efforts are being pursued everywhere.

<u>Required reading:</u>

To Be Announced

LAS 6940/ FOR 6934
Masters in Development Practice Practicum

COURSE SYLLABUS

Instructors

Brian Child
Geography Department
3135 Turlington Hall
Phone 352 392 0494
bchild@ufl.edu

Grenville Barnes
School of Forest Resources
and Conservation
 406-B Reed Lab
Phone 352 392 4998
gbarnes@ufl.edu

Marianne Schmink
Center for Latin American
Studies
301 Grinter Hall
Phone 352 273 4724
schmink@latam.ufl.edu

Effective training of development professionals requires active experiential learning within a real world context. The MDP practicum is designed to integrate disciplinary foundations using skills training and team-based professional activities fundamental to the training of development practitioners in Latin America and Africa. The practicum is a 12-credit course composed of three sequential and interrelated elements: (1) 3 credit weekly seminar to integrate theoretical concepts learned and translate these into operational tools, methodological approaches and management skills; (2) 12 credit supervised field practicum to provide "on the job training" for working in actual development contexts; (3) 3 credit Sustainable Development Team Project emphasizing collaborative work among students in thinking through potential implications, documenting and presenting the field experiences.

Goals
The practicum aims to provide students with the ability to:
- apply interdisciplinary scholarship, skills and techniques to the resolution of practical problems in various development sectors
- plan implement, monitor and document a project, program or process related to development
- work in collaborative teams
- work with practitioners such as government officials, NGOs, communities or donor projects

Format
(1) Sustainable Development Practice Seminar (3CR)

The Sustainable Development Practice seminar will prepare students for the field training aspects of the practicum. The seminar will provide students with important skills including: relationship building, project design, planning, management, implementation, monitoring and evaluation, as well as, reporting. Students will be introduced to methodological approaches used in development such as the livelihoods framework, participatory rural appraisal and action research. Working in groups, students will be trained in the use of participatory planning techniques (e.g. the logical framework and competency matrices) to prepare their field projects, and will present a

donor-ready proposal prior to departure. The proposal should demonstrate competency in situation/stakeholder analysis, clarifying objectives, work planning, monitoring and evaluation, and budgeting. Team proposals will be encouraged.

The field-training component of the practicum will be designed by each student and their advisory committee and must be approved by the practicum coordinator (Dr. Schmink). The deadline for submitting the field-training plan is April 30. The student, faculty supervisor, and practicum coordinator will meet at least once to discuss the expectations, format, timetable and monitoring of the field-training.
Students will supply the following information about the field practicum:
- Name, Advisor, Practicum Topic, and Country field practicum will be carried out in
- Detailed description of the design, methodology if appropriate, project work plan.
- Anticipated product of field training (eg. report, proposal, documentary etc)
- Number and characteristics of collaborating participants or audience
- Letter of support from a faculty member supervising the practicum and, if relevant, from the collaborating institution.
- Benchmarks for progress reports, and reporting plan

The student requirements for field training will be structured through a contract, which mimics typical contractual requirements of development professionals. The contract will define the scope of work, specific deliverables, timetable and budget, and evaluation criteria.

(2) Field practicum (6CR)

The three-month field experience will require students to apply the principles and skills gained through core courses to the realities of sustainable (and unsustainable) development. The emphasis will be on participatory analysis, planning and implementation of real projects in partnership with communities, associations, government agencies or non-governmental organizations in Africa and Latin America. Students will be expected to work directly with local partners in the planning or ongoing implementation of a project.

Once students have started their field practicum, they will be expected to work with local partners to modify project proposals (developed during the Sustainable Development Practice Seminar) in order to develop mutually beneficial objectives with local counterparts and deliver real outcomes; for example, improved governance and service delivery systems in rural communities, or an analysis of disease problems and health services.
Students will be encouraged to work in teams with local counterparts on an important health, social, natural resource or management problem to develop skills in relationship/team building, situational and stakeholder analysis, and participatory project design.

(3) Sustainable Development Team Project (3CR)

The Sustainable Development Team Project will encourage peer-peer learning as well as collaborative documentation of student field project reports. Students will discuss and compare lessons learned during training, application and implications of their project. Students will be encouraged to work collaboratively with other students to write up field project results.

Project results can be presented in any of the following formats:

- (a) A project evaluation/consultancy report
- (b) A funding proposal to summarize and continue the project
- (c) A peer reviewed journal article
- (d) Curriculum and materials for a practitioner training course
- (e) DVD/Video documentary
- (f) Another format agreed upon by student and advisory committee.

Students will be required to present the final product to their advisory committee, which will provide a grade in consultation with the practicum coordinator.

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

The University of Florida requires all members of its community to be honest in all endeavors. Cheating, plagiarism, and other acts diminish the process of learning. When students enroll at UF they commit themselves to honesty and integrity. Your instructor fully expects you to adhere to the academic honesty guidelines you signed when you were admitted to UF. As a result of completing the registration form at the University of Florida, every student has signed the following statement: *"I understand the University of Florida expects it students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."*

Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."* It is to be assumed all work will be completed independently unless the assignment is defined as group project, in writing by the professor. This policy will be vigorously upheld at all times in this course.

Software Use:

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal or lacking clear career and academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health is located on the second floor of the Student Health Services in the Infirmary.

1. *University Counseling Center*, 301 Peabody Hall, 392-1575; personal and career counseling: www.counsel.ufl.edu

2. *Student Mental Health*, Student Health Care Center, 392-1171, personal counseling:
www.hsc.ufl.edu/shcc/smhs.htm
3. *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, 392-1161, sexual assault counseling; and
4. *Career Resource Center*, Reitz Union, 392-1601, career development assistance and counseling.

Students with Disabilities Act
The Dean of Students Office coordinates the needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faulty-student
disability related issues. *Dean of Students Office*, 202 Peabody Hall, 392-7066
 www.dso.ufl.edu

PAD 6865 Development Administration

Instructors:

This course will taught by a new faculty member who will be hired in the area of development administration. The search is currently active and the search committee will begin reviewing applications on November 30, 2010.

Contact Information: TBA
Meeting Times: TBA
Office Hours: TBA

Introduction

Given scarce resources and a strong desire to catch up with the rest of the world, developing countries have little choice but to give special attention to the task of administering or managing development as effectively as possible. Ever since this issue caught the interest of policy-makers and academics alike almost forty years ago, a growing literature has emerged which argues that the most serious obstacles to progress in the Third World are not economic but institutional or managerial. Today, therefore, there is within comparative public administration an active research tradition labeled "development administration" or "development management".

This course examines some of the more salient issues in this sub-field. It tries to convey the importance of looking at practice through relevant theoretical lenses, and how these have changed with shifts in the conception of what development is all about. Following an introductory section in which we examine the concept of development and compare public and development administration, the course examines the relationship between theory and praxis and how this serves to move the literature in the field forward. At the end of the semester, students are expected to have acquired a grasp of the principle theoretical perspectives that have guided development administration, what the main strategy issues have been, and who the most important contributors to the sub-field are.

Required Student Assignments

Students taking this course must complete the following assignments: (1) a major research paper, to be chosen in consultation with myself, accounting for 50% of the final grade; (2) an essay on a topic related to the theoretical concerns of this course, accounting for 30%; and, (3) an oral presentation of at least one week's reading assignment and participation in course discussions, accounting for 20% of the final grade.

The major research paper will be due on December 1. Each student is expected to have chosen a topic and presented an outline for my approval no later than November 3. The expected length of this paper is 20-25 pages. It is meant to demonstrate the ability to deal with contending views in a coherent and evaluative fashion. Students may choose a topic relating to their special field of interest but the paper must deal with institutional or administrative/managerial issues.

Further information on the topic for the essay will be announced in the beginning of the semester. The essay will be due for submission on October 27. The expected length of this paper is 10-12 pages. Each student will be assessed on his or her ability to handle contending views in an analytical fashion, using both assigned literature and books or articles located independently by the student in the library.

There will be no written summaries required of the weekly reading assignments but at least once during the semester each student will be asked to introduce the assigned reading to the class in such a way that it lays the foundation for discussion of relevant and interesting issues. In this presentation, it is important to make a choice of what to include and not to include. An outline of the main points to be covered in the presentation should be submitted to me before the class begins. In addition to this specific assignment, students will be assessed on the basis of their contribution to course discussions.

Required Reading

The syllabus lists the required reading for each session. In addition, I am providing a list of relevant items for students who wish to read more. I also like to draw student attention to relevant periodicals, notably, Public Administration Review, Administrative Science Quarterly, International Review of Administrative Sciences, Administration and Society, Public Administration and Development Indian Journal of Public Administration, and World Development.

Students are expected to purchase the principle texts used in this course. Other books are on reserve (24 hours at a time) in the Smathers Library (West Wing). Articles in journals are not on reserve but can be used for reading or photocopying in the Smathers Library (West Wing, 3rd floor).

Copies of the following books have been ordered for use in this course:

*James Ferguson: The Anti-Politics Machine (1994)

* Judith Tendler: Good Government in the Tropics (1997)

*Charles R. Davis: Organization Theories and Public Administration (1996)

*Ben Ross Schneider: Reinventing the Leviathan (2003)

* Tony Waters: Bureaucratizing the Good Samaritan (2001)

*Jutta Blauert & Simon Zadek: Mediating Sustainability (1998)
*Hans Bekke: Civil Service Systems in Comparative Perspective (1999)

Topics and Assignments

August 25	INTRODUCTORY MEETING
	This session is meant to introduce the course and provide a sense of its orientation, what ground will be covered, and how it relates to other relevant fields. Students are expected to introduce themselves and say something about their background and current professional interests.
	No assignment.

September 1   Labor Day (no session)

September 8   DEVELOPMENT IN THEORY AND PRACTICE

The evolution of development administration as a field has been very much in response to shifting perceptions of development. This session is devoted to various perspectives on that concept and how these have shifted in response to the experience of putting them into practice.

Required reading:

Ferguson, The Anti-Politics Machine, pp 1-73

John Rapley: Understanding Developments (excerpts as handout)

Goran Hyden, "Shifting Perspectives on Development: Implications for Research" (20 pp handout)

September 15   WHAT IS PUBLIC ADMINISTRATION?

In order to fully understand development administration and how it emerged and developed, it is important to examine briefly the field of public administration, the key concepts, and the most important issues that have emerged there.

Required reading:

Davis, Organization Theories and Public Administration, pp 1-134

September 22   DEVELOPMENT ADMINISTRATION: INITIAL DEFINITIONS

Development administration initially drew also on from other fields, notably organization theory. What these ideas were and how they fared is the main focus of this session.

Required reading:

Victor Thompson: "The Objectives of Development Administration", Administrative Science Quarterly, Vol 9, No 1, pp 91-108.

Bernard Schaffer: "The Deadlock in Development Administration", in Politics and Change in Developing Countries, edited by Colin Leys (1969) pp 177-211 (on special reserve)

September 29   CIVIL SERVICE SYSTEMS IN COMPARATIVE PERSPECTIVE

This session is meant to provide insights into the principal differences that exist among civil service systems in the world. Special emphasis will be paid on the implications that each system has for development.

Required reading:

Bekke: Civil Service systems in Comparative Perspective, all pages

October 6   MODELS OF FIELD ADMINISTRATION: PROMISE & EXPERIENCE

This session is devoted to examining different models of field administration. In particular, attention is paid to efforts at decentralizing responsibilities to other governmental units.

Required reading:

Brian C. Smith, Field Administration, pp 1-131 (on special reserve);

Dennis Rondinelli, John Nellis and Shabir Cheema: "Decentralization in Developing Countries: A Review of Recent Experience", The World Bank, pp 1-99 (on special reserve).

October 13   FIELD ADMINISTRATION AT WORK

The problems of a centrally directed policy implementation process became particularly evident in the case of administering rural development. In this session the focus is a case study of Kenya's agricultural extension service in the early 1970s.

Required reading:

D.K. Leonard: Reaching the Peasant Farmer, pp 3-258 (on special reserve)

October 20   DEPOLITICIZING DEVELOPMENT

Politics was for a long time regarded as the antithesis of development by international agencies. Development was viewed as a 'technical' thing that could be manipulated at will. The inevitable effect was that development projects fitted very badly into local circumstances. In this session we will examine more closely the experience of a major World Bank-funded project in Lesotho.

Required reading:

Ferguson, The Anti-Politics Machine, pp 75-288

October 27   CAN GOVERNMENT BE GOOD

The state has been very much criticized in recent years for being "bureaucratic" and often corrupt, leaving it with little trust in the minds of the public. Nonetheless, governments are not always bad; certainly specific government agencies may sometimes do very well. This session is devoted to analyzing some positive development experiences in Latin America.

Required reading:

Tendler, Good Government in the Tropics, pp 1-166

November 3   REVIEWING ADMINISTRATIVE REFORM EFFORTS

The general conditions under which development has been administered and managed over the years have changed quite dramatically. For instance, development is no longer the prerogative of governments only; nor is administration seen in isolation of other factors. This session is meant to take stock of these changes and identify where the management of development is as we enter the 21st century.

Schneider: Reinventing Leviathan, all pages

November 10 IMPROVING TECHNICAL ASSISTANCE

One of the perennial questions in the development administration debate is capacity-building. For a long time it was believed that technical assistance could fill a gap in local competence and also contribute to building better capacity on the ground. In recent years, there has been a tendency to reassess what outside experts possibly can do in the context of developing countries.

Required reading:

David C. Korten: "Community Organization and Rural Development: A Learning Process Approach", Public Administration Review, Vol 40, No 5, pp 480-511

Robert Chamber: "Normal Professionalism, New Paradigms and Development", Institue of Development Studies Discussion Paper, No 227, pp 1-39 (on special reserve).

Elliott Berg (coordinator), Rethinking Technical Cooperation: Reforms for Capacity-Building in Africa, pp 93-125 (handout)

November 17   BUREAUCRATIZATION OF THE NGOS

This session will be devoted to an examination of the NGO world and the problems that they face as they try to carry out their mission. The problems of relief and development will also be discussed in the light of pressures to conform and bureaucratize.

Required reading:

Waters: Bureaucratizing the Good Samaritan, all pages

November 24   PARTICIPATORY MANAGEMENT

One of the problems over the years has been to ensure that ordinary citizens have a stake in the development ventures that are being considered. Various non-governmental agencies have come up with more participatory management approaches that address these issues on the assumption that they provide the basis for a more sustainable development. This session looks more closely at what has been done to grow and implement policy from the grassroots.

Blauert and Zadek, Mediating Sustainability, pp 1-271

December 1   COMPARATIVE ADMINISTRATION

This session will be devoted to the issue of how comparative the study is of public administration and what issues arise in the context of such studies. It will take stock both of the academic and practical side of comparative administration.

Required reading:

Guy Peters and JonPierre, Handbook of Public Administration, pp 421-464

December 8   CONCLUDING SESSION

This final session examines the question where the field of development administration finds itself today and what the future looks like. Is there a special identity of the field beyond being concerned simply with public administration in

developing countries? If so, what is it? This and related questions take on a particular importance today as political and economic reform efforts are being pursued everywhere.

<u>Required reading:</u>

To Be Announced

LAS 6291 Conservation and Development Entrepreneurship

SYLLABUS

Dr. Robert Buschbacher
Program Coordinator
Amazon Conservation Leadership Initiative

Building 107 Mowry Rd   Phone: 846-2831   email: rbusch@ufl.edu

Office hours: Tuesdays 9-12

Class meeting times: Fridays, periods 3-5 (9:30 am – 12:35 pm)
                                Grinter Hall, Room 376

CONSERVATION AND DEVELOPMENT SKILLS

This course aims to fulfill the Tropical Conservation and Development Program's Conservation Skills requirement. By "conservation and development skills" we mean professional abilities that are essential to the effective implementation of Tropical Conservation and Development, but that would not normally be addressed in a natural or social science academic curriculum.

WHO SHOULD TAKE THIS COURSE

This course is intended for grad students with little or no business background who envision themselves working in a conservation organization, development organization, or community enterprise and would like to learn business skills that will be useful in that work. Some of the students will have experience working in an NGO or community-based organization; the course will be an opportunity to reflect on and study skills that may have been implicit in this work but were never taught.

A major part of the course is the development of a business plan for a student-selected income-generating enterprise linked to conservation and/or development.

COURSE OBJECTIVES

The central theme of this course is: "How can we apply *private sector approaches* to promote the goals of Tropical Conservation and Development?" This includes an introduction to organizational management practices, leadership, and income generation. The course emphasizes partnership and social network approaches, and is relevant to advocacy and policy initiatives as well as commercial enterprises.

By the end of this course you will:
- Understand the requirements for successful operation of an income-generating enterprise.

- Appreciate the practical challenges and difficulties of small-scale enterprises in developing countries, and consider how these can be addressed.
- Learn personal skills to be a more effective team member and leader.
- Be familiar with various aspects of managing conservation and development programs and non-profit organizations.

TEACHING PHILOSOPHY AND APPROACH

Your instructor is not an expert in business or industry, management or enterprise, but rather a Tropical Conservation and Development professional who got "on-the-job training" because management and income generation were critical aspects of my job as Program Director of WWF-Brazil. I see my role in the course as sharing experience and facilitating a process whereby we can learn from each other. As in all the "conservation skills" courses, we attempt to learn by doing: case studies, exercises, and the major course project to develop a preliminary business plan for a conservation and/or development enterprise (done in groups).

COURSE CONTENT

The course is structured as 4 modules (see attached course schedule):
- Greening business and some basic business principles (value, brand, CSR)
- Community enterprise case studies
- Personal skills (setting priorities, leadership, time management)
- Organizational management (structure, supervision, planning, fundraising).

Each of the four course modules could be a course (or a degree) of its own, so we will of necessity be getting a general overview. A diverse and extensive set of readings has been selected and it is essential that all students read them and prepare for class by circulating comments in advance to our email list-serve. Most class time will be spent in reflection on the readings.

At the end of each module, we will do a brief evaluation. Each student will also be asked to share 3 succinct "learning points" that s/he gained from that module.

ASSIGNMENTS

C. Group Business Plan Project

Groups of 4 students will work together throughout the semester to develop a preliminary Business Plan for a conservation and/or development enterprise.

The groups will make 10-minute presentations of drafts of different components of the business plan at 5 different times throughout the semester (see attached semester schedule). Based on feedback and discussion from these presentations, the final product will be prepared.

Deliverables: An oral presentation of the final business plan will be made to an outside review panel in lieu of a final exam on December 10. A written business plan summary is also due on December 10.

D. Class Preparation

Reading is assigned on a weekly basis, and most classes will be organized around a discussion of the readings. To facilitate discussion, each student will circulate comments on the readings to the class list serve. This must be done by Monday night prior to class. I will often provide specific questions to address in the posting.

There will occasionally be other class preparation assignments, namely:
- Observation of local businesses (September 13)
- Group meeting to develop corporate strategy for Deja Shoes case study (September 20)
- Keeping a time log and developing your personal mission statement (October 25)
- Sharing 3 "learning points" (succinct statements of "take-away messages") after each course module.

TEXTS

Two textbooks are required. They are easily available online.

Peter F. Drucker, 2008. The Essential Drucker. HarperCollins Publishers, New York.

J. Gregory Dees, Jed Emerson and Peter Economy, 2002. Strategic Tools for Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit. Wiley.

Most other readings will be distributed to the class list-serve in PDF format. It this is not possible, several copies of each reading will be made available in the filing cabinet in the kitchen, Grinter Hall, 3rd floor. You may borrow these, but please sign them out and return them within 24 hours.

Audio cassette tapes of Steven Covey, Seven Habits of Highly Effective People, will be used during Module 3. These are also kept in the same filing cabinet and may be checked out. If you

find CDs more convenient, we may decide to purchase and share these.

Grading

Business plan summary (written and presentation): 50%
Preparation and participation in discussions: 50%

University Policies

The University of Florida Honor Code, signed by all students upon registration, states: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.* "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." (Student Handbook). In this course, students are expected and encouraged to work together. Plagiarism of written sources without proper citation is of course forbidden.

Students with disabilities are entitled to classroom accommodation. Please register with the Dean of Students Office in Peabody hall, who will provide documentation that the student will then provide to the Instructor when requesting accommodation.

The University of Florida has excellent counseling services available on campus for students having personal problems or needing help in defining career and academic goals pursuant to good academic performance. These resources include:
- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- Career Resources Center, Reitz Union, 392-1601, career development assistance and counseling

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