

Design & Methods for Sustainable Development Practice

Location: Grinter Hall 376

LAS 6049, Section 2010 (17299)

AFS 6062, Section A210 (17437)

Spring 2026, Fridays, 8:30 - 11:30 am

Dr. Glenn Galloway

Dr. Jazmin Gonzales Tovar

Revised: 11-16-2025

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

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352-392-3292 – of.
352-392-4515



Office hours Tues. 2- 4 pm

Office hours Tues. 10-11 am/

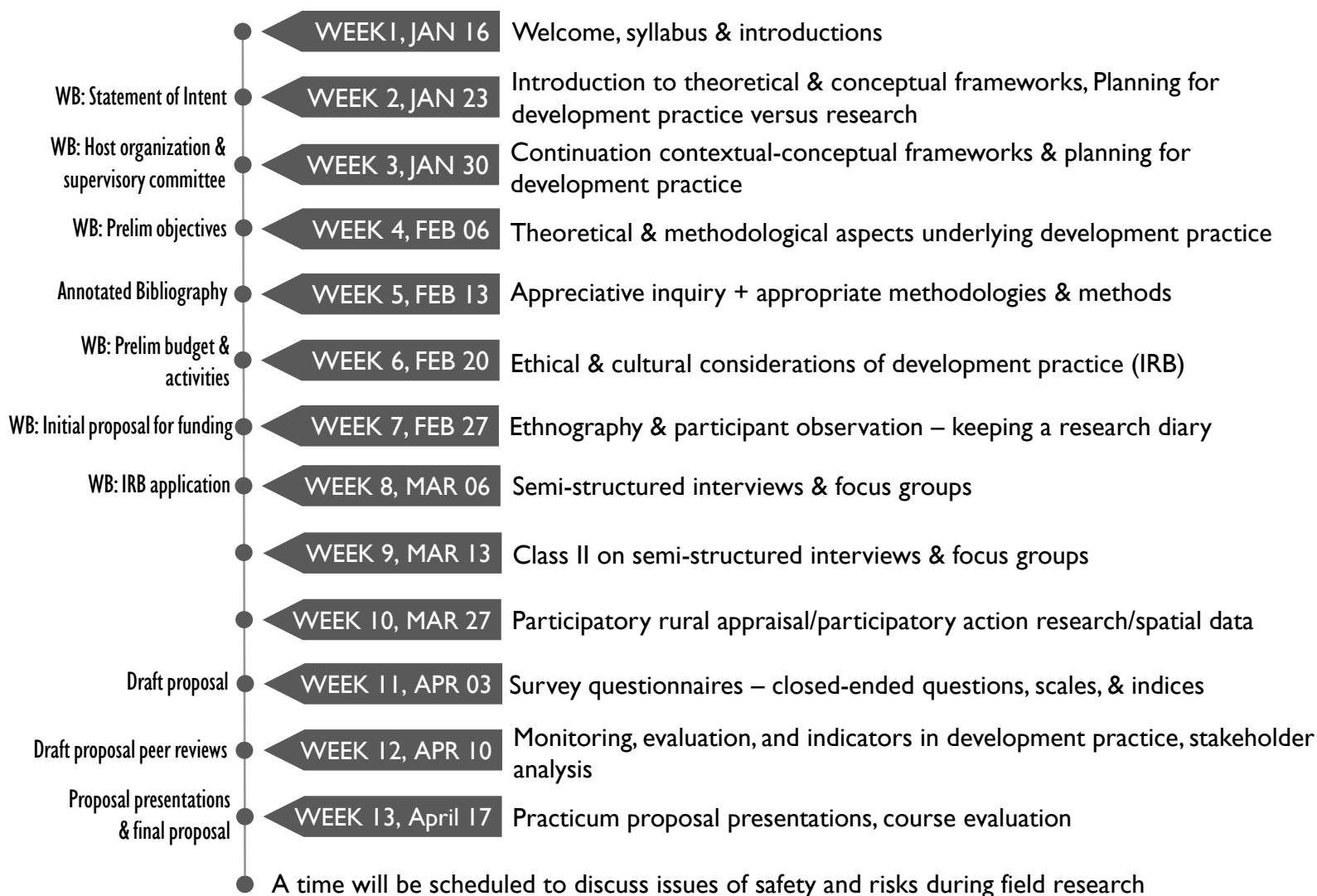
Thur. 10-11 am

Course objectives

- 1 Characterize knowledge paradigms that underlie forms of development practice.
- 2 Find and interpret data and literature to understand and address targeted development challenges.
- 3 Explain the purpose of theory and contextual/conceptual frameworks in development practice.
- 4 Reflect on ones own ethical and cultural positions.
- 5 Identify and be sensitive to culture and power dynamics in development visions, priorities and projects.
- 6 Discuss the role of ethical oversight in development projects. Conduct the required IRB process.
- 7 Identify and design appropriate data/information collection methods (*quantitative, qualitative, and participatory*) to answer a research question or design/implement a project that contributes to a development project or initiative (e.g., *needs assessments, understanding context, baseline and end line comparisons, capacity development, monitoring and evaluation, adoption studies, policy analysis*).
- 8 Implement data/information collection methods (*quantitative, qualitative, participatory*) to answer a research question, contribute to a development project or initiative, or monitor/evaluate a development project. Explain the role of monitoring, evaluation, and indicators in development practice.
- 9 Identify appropriate methods for analyzing data (*quantitative, qualitative, participatory*) to answer a research question, contribute to a development project or initiative, or monitor/evaluate a development project.
- 10 Write a proposal for a relevant and feasible practicum that contributes to a research project, development project or initiative that manifests the knowledge and skills described in the preceding objectives.

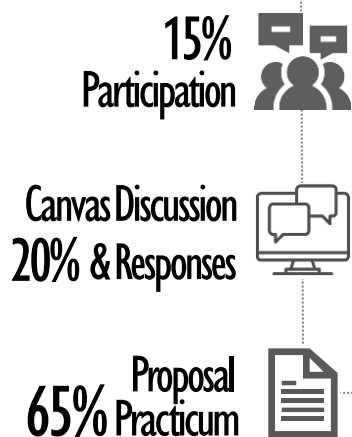
Course schedule

All readings and discussion posts will be posted in Canvas. The course topics may change based on the interests and needs of students



* No revised assignments will be accepted after April 24th

Evaluation



10%	Literature Search & Annotated Bibliography
	Written Brief (WB): Initial statement of intent of Field Practicum
5%	WB: Host organization and supervisory committee
5%	WB: Preliminary objectives of Field Practicum
	WB: Preliminary budget and activities
	Preliminary proposal for IRB approval and funding
	Full first draft of proposal for peer review
10%	Peer review of colleagues' draft proposals
10%	Short oral presentation of proposal
25%	Final written field practicum proposal



PARTICIPATION (15%)

The class will involve a great deal of interaction and discussion, and students will be rewarded for efforts to learn collaboratively with respect, empathy, enthusiasm and open minds. A basic requirement for such involvement is to arrive at each class meeting on time and well-prepared. Students are required to critically read all assigned materials prior to class and participate actively during in-class discussions, on-line discussions and in small/large group activities.

Assignments

Detailed instructions and grading rubrics can be found on the course Canvas home page



ON-LINE CANVAS DISCUSSIONS (20%)

Students will engage in reflection and discussion, often responding to specifically posed questions, other times reacting to the thoughts of others. Pay careful attention to the prompt instructions as you will often be asked to make multiple postings (e.g., respond to the posts of others). All postings by class members must be completed by **WEDNESDAYS at midnight**. It is expected that participants will review everyone's on-line postings before each FRIDAY class. Back and forth dialogue is strongly encouraged on Canvas and postings should reflect your reaction to how readings relate to class themes and/or to experiences you may have had.

PRACTICUM PROPOSAL (65%)

The practicum proposal will be conducted over a series of assignments over the semester. All assignments are required. See the rubrics on the course Canvas home page for detailed instructions and how you will be graded for each assignment.

WB #1: Statement of field practicum intent — Preliminary title, site where you intend to carry out your field practicum or fieldwork and thematic area(s), and reflection on how proposed topic meets the MDP field practicum or your own departmental requirements.

WB #2: Host organization and supervisory committee — Outline the contact you have made with your proposed host organization, including communication with your primary contact/supervisor and in what way your supervisory committee has been involved in securing your placement.

WB #3: Preliminary field practicum objectives — Preliminary objectives of your FP and the associated problem/s and/or question/s to address and/or tasks to accomplish.

Annotated bibliography — Compile an annotated bibliography bringing together at least 20 sources for your proposal.

WB #4: Preliminary budget & activities — Preliminary budget, proposed activities, anticipated products.

WB #5: IRB and funding — Preliminary proposal for funding and submission of project for IRB approval following institutional guidelines.

Draft field practicum proposal — Continue development of your conceptual framework and bibliography. Describe the methods to be applied during your field practicum and the anticipated products/results of your field practicum.

Draft proposal peer reviews — Peer review two draft proposals prepared by your colleagues.

Practicum project presentations — Approx. 10-minute presentations on your field practicum proposal and 3 minutes for questions. Will adjust time for class size.

Final practicum proposal — Once you have incorporated feedback from your peer reviews and your supervisory committee, you will prepare the definitive version of your field practicum proposal. It should be clear that the project proposed is relevant and feasible in the time available and that it will provide you with a meaningful opportunity to participate in development practice and benefit the efforts of a supportive host organization. This version will be reviewed by the course instructors who will provide you with feedback on your proposal. In addition, it must be approved by your respective supervisory committee (can be secured after the end of the semester — see Appendix J in Program Manual) and endorsed by the host organization with which you will work (must be obtained during the semester).

HELP!

Unclear about what to do?
Follow these steps.....



CHECK THE SYLLABUS & the MDP Field Practicum Guidelines



CHECK THE GRADING RUBRICS
On the Canvas Course Home page



CHECK THE COURSE MATERIALS & INTERNET
Do your due diligence!



CHECK THE "HELP" DISCUSSION BOARD
In the Canvas Discussion Boards



ASK YOUR CLASSMATES
Through the Discussion Boards, email, WhatsApp....



EMAIL YOUR INSTRUCTOR
After you have tried #1-5!
ggalloway@latam.ufl.edu or
jazmin.gt@ufl.edu

TOOLS FOR SUSTAINABLE DEVELOPMENT PRACTICE

Develop capacities to design & apply a range of methodological instruments commonly used in professional work such as needs assessments, project design, grant writing, training & curriculum development, monitoring & evaluation.

PROFESSIONAL BEHAVIOR, ETHICS & ATTITUDES

Consider key ethical & cultural issues addressed in IRB & other processes. Deepen self-awareness of ethnocentric stereotypes & assumptions. Deepen appreciation for role of commitment, constructive engagement, empathy, humility, & solidarity in successful academic & professional work

KNOWLEDGE PARADIGMS FOR DIFFERENT APPROACHES TO DEVELOPMENT

Recognize that development practice is grounded in differing knowledge paradigms, & be familiar with main approaches: scientific enquiry, participatory action research, holistic ethnographic understanding, & appreciative inquiry.

PROPOSAL WRITING

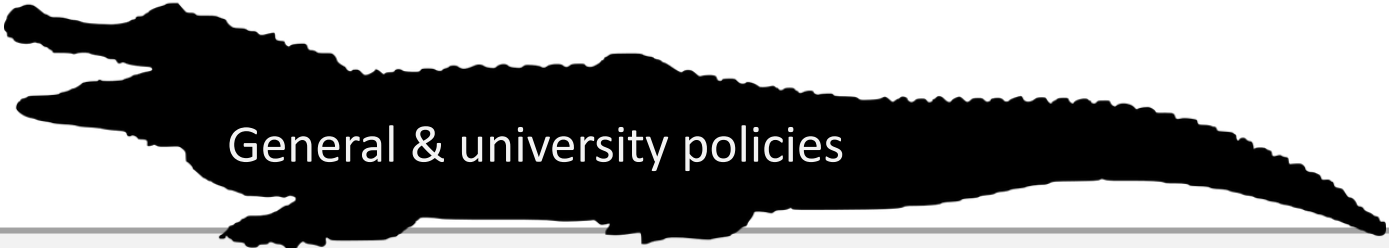
Build proposals through guided stages to establish context, identify host organizations, define objectives, assemble bibliography, outline budget, design proposed activities, obtain IRB approval, make verbal presentations & complete final document. MDP students will produce proposals for a capstone field practicum to be realized in summer 2025, & other participants may develop proposals for thesis research or related projects.

SKILLS & KNOWLEDGE

These five strands of skills and knowledge work together to generate the kinds of understanding that gird all actions and stages of development practice.

CRITICAL THINKING FOR SUSTAINABLE DEVELOPMENT PRACTICE

Increase awareness of ways in which development visions, priorities and projects are influenced by dynamics of power and an array of important factors. Strengthen conceptual foundations for interdisciplinary thinking with critical understanding of topics such as cultural underpinnings, sustainable livelihoods, tenure and use rights, gender, class, agency, and community capitals and community-based development.



General & university policies

INSTRUCTIONAL MATERIALS

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Non-Discrimination/Harassment/Invasion of Privacy Policies – Regulation and Policy Hub

It is our intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that all students bring different resources, strengths and benefits to the class. It is our intent to present materials and activities that are non-discriminatory (see link to the left of this paragraph). Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups.

ACADEMIC HONESTY & INTEGRITY

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

ACCOMMODATIONS

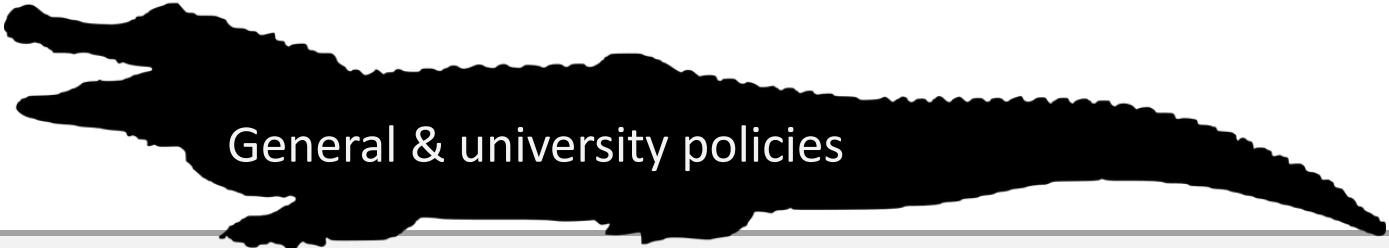
Students may find themselves limited in their ability to accomplish course requirements for a variety of reasons, including but not limited to autism, visible physical disability, non-visible physical disability or chronic illness, learning disability, mental illness, and bereavement processes. We aim to provide an inclusive and safe environment for all students and will work with the Disability Support Services and/or students to maintain an accessible and accommodating classroom. Disability Resource Center facilitates accommodations for medically documented disabilities and is located at 0001 Building 0020-Reid Hall (<https://disability.ufl.edu/students/accommodations/>); accessuf@dso.ufl.edu; Voice 352-392-8565; Fax, 352-392-8570).

Some students seeking disability accommodations may choose to do so through non-medical routes. We recognize potential barriers to seeking medical disability accommodations and will work with students seeking non-medical disability accommodations to specify a plan of action, if needed. Please notify us as soon as possible of any accommodation needs.

COUNSELING SERVICES

The University of Florida has excellent counseling services available on campus for students having personal problems or needing help. These resources include:

- Student Mental Health, Student Health Care Center, 392-1171
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161
- Police Department: 392-1111 or 911



General & university policies

COURSE EVALUATION

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/>.

SOFTWARE USE

All faculty, staff, and students at 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. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

OTHER CAMPUS RESOURCES:

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

HEALTH AND WELLNESS

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

UF Whole Gator Resources: Visit <https://one.ufl.edu/whole-gator/discover> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

ACADEMIC RESOURCES

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.

[Academic Resources](#): 1317 Turlington Hall, Call 352-392-2010, or to make a private appointment: 352- 392-6420. Email contact: teaching-center@ufl.edu. General study skills and tutoring.

[Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information.](#)

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)

UF Student Success Initiative: Visit <https://studentsuccess.ufl.edu/> for resources that support your success as a UF student.

NOTE: The link to UF Academic Policies & Resources: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>