MASTER IN DEVELOPMENT PRACTICE

- Equipping leaders for integrated approaches to lasting development solutions
- Advancing learning and service in development vocations

GRADUATE CERTIFICATE
12-15 Semester Hours | 1 year

CORE
12 SH of core courses; also a stand-alone Graduate Certificate

Development Practice Models
Development Entry Points
Skills for Field
Going to Scale

PRACTICUM
3 SH for 120-hour immersion

Partnering with MDP-affiliated organizations, students new to the development field take a Practicum to learn more about integrated skills, collaboration, and community assets.

CORE
12 SH of core courses

Climate | Energy | Ecology
Gender | Identity | Culture
Mapping | Metrics | Money
Rights | Duties | Dignity

CHOICE
12 SH for selected 4-course track OR four signature courses

By 2017, these 4-course tracks are offered; each is also a stand-alone Certificate

- Humanitarian | Information Engineering
- Food | Water | Soil
- Communal-Global | Environmental Health
- Managing Projects | Organizations

By 2018, further tracks will include:

- Communication | Education | Advocacy
- Ignatian Development Vocations

COMMUNITY
3-6 SH for applied field work near or far

A three- to six-month field immersion in Denver, the State of Colorado, or with an MDP Learning Community caps the MDP degree as students and alumni/ae bridge the solutions of at-risk and affluent realities. This program grows a federation of linked Learning Communities. It supports local leaders and development personnel globally.
TIMELINE & DELIVERABLES
MASTER IN DEVELOPMENT PRACTICE
www.regis.edu/mdp

Photograph: Cedar Spring Wolf

YEAR 1 | MDP CORE COURSES AND PRACTICUM TIMELINE DP | 1 YEAR CERTIFICATE

- Baseline assessment of students, communities, and organizations. Provide e-resources and ESL materials.
- Practicum in your community or organization.
- Development Practice Models.
- Jan / Mar: Skills for the Field.
- Dec: Break.
- March / April: Going to Scale.
- Learning Communities refine development narratives and case studies. Course outcomes assessed. Instruction updated over summer.

YEAR 2 | MDP CORE COURSES

- Learning Communities refine organization and community data. Provide e-resources and ESL materials.
- Aug / April: Optional continuation of Practicum.
- Oct / Dec: Gender | Identity Culture.
- March / April: Mapping | Metrics Money.
- March / April: Rights | Duties | Dignity.
- Dec: Break.
- Case Study narratives/research refined and community impact evaluated. Course outcomes assessed. Instruction updated over summer.

YEAR 3 | MDP 4 COURSE TRACKS & FIELD IMMERSION | 1 YEAR CERTIFICATES

- Learning Communities refine organization and community data. E-resources include emergent knowledge for MDP curriculum.
- After April: Local or Global Field Immersion.
- Aug / Oct: Integrated MDP Track Course.
- Dec: Break.
- publishing Case Studies based on community narratives, research, literature review, and assessment.
- Emergent knowledge for MDP curriculum.

These Year 3 four-course tracks begin in 2017 and 2018:
- Humanitarian I Information Engineering
- Food I Water I Soil
- Communal-Global I Environmental Health
- Managing Projects I Organizations
- Communication I Education I Advocacy (2018)
- Ignatian Development Vocations (2018)
CORE COURSES

**DP*600 MODELS OF DEVELOPMENT PRACTICE** draws on anthropology, policy-making, and engineering to examine this field’s continuum from the triage of disaster and poverty to more just, sustainable, and empowered practices of states and communities. Development theories are compared and contrasted. Conservation and change are juxtaposed. Sustainability and collapse are engaged from past to future perspectives. Where are particular vocations and countries in the development discourse? Whose reality counts?

**DP*601 DEVELOPMENT ENTRY POINTS** engages many vocations and investigates how communities, scholars, and practitioners address problem-solving. For example, the field of global health refines the roles of researchers, social workers, nutritionists, psychologists, and health providers. So, too, engineering relies on math, physics, and materials for designing and building sustainable ecosystems. The work of each profession is necessary. Yet standing alone none is sufficient. Coordinated entry points close gaps in knowledge and power.

**DP*602 SKILLS FOR FIELD** sharpens capacity for development work in less developed situations as well as overdeveloped industrialized countries. Students examine development design from idea to proposal to implementation; incubation and demonstration of disruptive goods and services; information technology systems; social, resource, and personnel mapping; human rights, duties, and dignity; finance and fundraising; inter-cultural and linguistic competencies; and the compelling stories of communities in the throes of change.

**DP*603 GOING TO SCALE** educates future generations so they may scale-up sustainable development goals. This course draws on education theory and practice, inter-cultural negotiated meaning, the cultivation of citizen scientists and pilgrims, strategies for sharing scientific knowledge for just and lasting change, and long-standing cultural myths, beliefs and hopes to grow civilization. What educational platforms best deliver and take to scale the lessons learned by development partners? How shall communities and the world monitor and assess development outcomes?

**DP*604 CLIMATE I ENERGY I ECOLOGY** examines a quadruple bottom line of how societies, states, international organizations, and commerce may develop and limit energy/power resources in climatically and ecologically sustainable ways. This aims to balance social equity, economic drivers, ecological stability, and energy alternatives.

**DP*605 GENDER I IDENTITY I CULTURE** explores and interrogates the formation and development of self within multiple contexts (historical, societal, cultural, religious, economic, and political). Constraints upon agency and infrastructure may be ideological, physical, social and psychological. Where can creativity and vision develop and how can transformation begin under oppressive conditions?

**DP*606 MAPPING I METRICS I MONEY** critically appraises existing as well as emerging approaches and indices that aim to map, measure, and engineer the social, natural, and economic resources of communities and countries facing change. From the Human Development Index to the Sustainable Development Goals, how may development scholar-practitioners, engineers, and communities chart and own data that serve their immediate and long-term needs and aspirations? How do convincing data and grounded ideals sustain human and economic resources for critical development work?

**DP*607 RIGHTS I DUTIES I DIGNITY** studies the post-war emergence of particular and universal regimes of human rights and duties. This course aims to interrogate personally and globally the meaning of human dignity. Whether individuals, countries, or populations ideate a goal for human dignity, how might they refine their ideas, gather critique and support, legislate broadly based policy, regulate behavior, and guarantee normative behavior leading to just development goals and aspirations?
FOUR-COURSE TRACKS

**DP*610 COMMUNAL-GLOBAL I ENVIRONMENTAL HEALTH** + three health courses that address the nexus of household, local, global, and environmental concerns from primary health to infectious disease, and the combined social, physical, mental, ecological, and climatic sciences affecting individual and collective health in times of chronic development challenges and acute war-time barriers to a just and sustainable future.

**DP*620 COMMUNICATION I EDUCATION I ADVOCACY** + three communication, public oral history, and education courses. This track also draws on the arts and humanities (literature, philosophy, art of many forms, media, composition, and public oral history) designed for development entities needing to narrate the stories and aspirations of real people in real time.

**DP*630 FOOD I WATER I SOIL** + three courses addressing food, water, soil, fishery, and forestry resources from urban-rural to local-global perspectives. Attention is paid to the basic ecological land pyramid, micro- and macro-economics, and critical environmental security aspects of international political economy such as finance, land, and labor regimes.

**DP*640 HUMANITARIAN I INFORMATION ENGINEERING** + three courses in humanitarian engineering, information sciences and applications, and disruptive technologies that affect locales and the globe for better or worse. In particular, this course examines the role of engineering in furthering scalable development education, energy, and entrepreneurship.

**DP*650 IGNATIAN DEVELOPMENT VOCATIONS** + three courses in Ignatian history and theology, exploration of theological vocations, and concepts of service in a hurting but resilient world. This track also examines leadership ethics and conflict transformation.

**DP*660 MANAGING PROJECTS I ORGANIZATIONS** + three courses in project design, organizational management, human resource management, nonprofit management, and budget planning. It examines, too, the particular challenges and opportunities that arise from regimes of good governance and policy making, equitable income distribution, peace and justice, and strategies pertinent to trauma, corruption, and conflict.

APPLIED KNOWLEDGE AND SERVICE

**DP*698 PRACTICUM** provides field context for applied knowledge among participating communities and organizations. As diverse as these development stakeholders are likely to be, it is anticipated that all share the objective that any knowledge gained should be applied for and tested among a federation of Learning Communities.

**DP*699 COMMUNITY FIELD IMMERSION** provides end-of-degree cultural and community immersion for further applied knowledge among participating communities and organizations. As the MDP grows, so too its federation of Learning Communities matures with their own library of emerging case studies of development challenges, insights, strategies, data, and aspirations. These become the sites for MDP and community collaboration on research, service, and expanded educational outreach.