CDP Overview

We believe that preparing graduate students to become effective community development practitioners requires three main forms of teaching, learning, and training. First, students need to understand the legacy of community development policies in diverse social, political and cultural contexts, as well as the conceptual debates shaping such policies. Second, they need to acquire a diverse range of skills: theory and its applications, community organizing, finance, geographic information systems, planning and zoning, public engagement, and non-profit management. Finally, students must engage in critical thinking about diverse forms of inequality, including gender, race/ethnicity, class, environmental, political, sexual preference, religious belief, and other forms of disadvantages. To this end, the CDP program integrates theory, methods, skills, opportunities for practice, and reflection through a core curriculum, high-quality internships, studio and practicum courses, and by incorporating the insightful participation of practitioners and community leaders in small seminar style courses. This multi-level pedagogic approach requires openness to a variety of theoretical perspectives, disciplines, methods, and experiences (internships, practicums, studios), culminating with the development of the student’s final capstone project (described further below).

CDP students also may draw from the broader intellectual perspectives of the other programs at IDCE:
- International Development and Social Change (IDSC)
- Environmental Science and Policy (ES&P)
- Geographic Information Science for Development and Environment (GISDE)
- Dual Degree in Community Development & Planning & MBA
- Dual Degree in Environmental Science and Policy & MBA
Dear incoming CDP student:

Welcome! This handbook should give you a good sense of the program requirements and how to navigate your way through your residency in graduate school.

CDP Handbook Table of Contents

CDP Overview................................................................................................................................. 1
CDP Handbook Table of Contents .................................................................................................... 2
CDP Course of Study .......................................................................................................................... 1
CDP Guide for Course Registration (MA/ADP) .................................................................................. 5
CDP Program Faculty ....................................................................................................................... 6
Choosing and Working with Your Advisors ....................................................................................... 6
Academic Support and Internships .................................................................................................... 7
Graduate School of Management Partnership (GSOM) ................................................................. 9
CDP/ADP Final Project and MA/MBA Capstone Project ................................................................. 10
Academic Standards ....................................................................................................................... 15
Student Accessibility Services at Clark ........................................................................................... 15
IDCE Internship Requirements for Graduate Students ................................................................. 16
IDCE Internship Proposal ................................................................................................................ 18
IDCE Internship Report .................................................................................................................... 20
Internship Supervisor Evaluation ..................................................................................................... 21
Checklist for 2-year Master’s Degree Program (MA) ..................................................................... 22
Checklist for Accelerated Master’s Degree Program (BA/MA) ..................................................... 23
Checklist for Dual Degree (MA/MBA) ................................................................................................. 24
The Master’s program in CDP requires a minimum of 12 graduate course units. These include 4.5 core CDP course units (including the Final Masters Paper credit for your final MA capstone), and a combination of skills/methods courses and elective courses (see charts on pages 22-23). For CDP Accelerated Degree Program (ADP) students, two of these electives are internship units. You should consult with your advisor when choosing your courses.

**Required Core Courses (4.5 units)**

<table>
<thead>
<tr>
<th>Theory, Methods, Application, Demonstration</th>
<th>Course # and Title</th>
<th># of Units</th>
<th>Who is required to take it?</th>
<th>When should I take it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>IDCE 344 Going Local: Perspectives on Community Development and Planning</td>
<td>1.0</td>
<td>MA &amp; MA ADP</td>
<td>Fall of first year MA &amp; Fall of Senior Year for ADP</td>
</tr>
<tr>
<td>Application</td>
<td>IDCE 346 Practicum in Community Development and Planning</td>
<td>1.0</td>
<td>All CDP students</td>
<td>ADP students take in Spring of senior year. Regular MA in Spring of first year.</td>
</tr>
<tr>
<td></td>
<td>OR IDCE 30240 Planning Studio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods/Skills</td>
<td>IDCE 30289 Community Development Finance</td>
<td>1.0</td>
<td>All CDP students</td>
<td>Offered every Fall</td>
</tr>
<tr>
<td>Methods/Skills</td>
<td>IDCE 390 CDP Research Seminar</td>
<td>0.5</td>
<td>All CDP students</td>
<td>ADP in the Fall of 5th year. Regular MA in Spring of first year.</td>
</tr>
<tr>
<td>Final Masters/ Capstone Project</td>
<td>IDCE 30213, Masters Final Research Requirement</td>
<td>1.0</td>
<td>All MA/ADP students</td>
<td>All students must register for 0.5 units with their first reader in the semester they take the Research Seminar (IDCE 390). In addition, students register for another 0.5 unit during the Spring of their final year.</td>
</tr>
</tbody>
</table>
Theory and Community Development Relevant Courses*

IDCE 303  Youth Work: Practice & Social Justice
IDCE 307  Culture, Health & Power: Introduction to Medical Anthropology
IDCE 308  Comparative Politics of Women
IDCE 309  Roots and Routes: Immigrants, Diasporas and Travel
IDCE 320  Food Production, Environment and Health
IDCE 337  Culture, Politics and International Development
IDCE 340  Fundamentals of Youth Work
IDCE 341  Nongovernmental Organizations: Catalyst for Development
IDCE 354  Beyond Victims and Guardian Angels
IDCE 355  Global Health: Epidemiology
IDCE 357  Sex And Development: Intersection of Sexuality, Morality and Modernity
IDCE 359  Humanitarian Assistance
IDCE 364  Educational Policy Issues in Dev Countries
IDCE 373  Social Movements, Globalization and the State
IDCE 380  Urban Ecology: Cities as Ecosystems
IDCE 381  Critical Cartographies: Mapping Culture, History and Power
IDCE 382  U.S. Environmental Pollution Policy
IDCE 387  Work Development & Urban and Regional Employment Policy
IDCE 30104  Citizen Engagement in Urban Design
IDCE 30105  Inequality & Poverty
IDCE 30106  Political Economy of Urban & Regional Revitalization
IDCE 30184  Gender Analysis: Power/Conflict
IDCE 30217  Economic Fundamentals for International Development
IDCE 30222  Advanced Topics: Political Economy and Ethics of Eating
IDCE 30231  Humanitarian Assistance in Complex Emergencies & Disasters
IDCE 30243  Seeing Like a Humanitarian Agency
IDCE 30245  Natural Resource Management
IDCE 30253  Sustainable Communities:
IDCE 30256  Peasants, Rural Development and Agrarian Change
IDCE 30264  Environmental and Social Epidemiology
IDCE 30265  Social Movements: Quest for Justice
IDCE 30235  Trafficking: Globalization and its Illicit Commodities
IDCE 30268  Donors
IDCE 30271  Nongovernmental Organizations and Advocacy
IDCE 30273  Aid and Empire
IDCE 30275  Gender and Development Planning
IDCE 30276  Environmental Law
IDCE 30277  Sustainable Consumption & Production
IDCE 30396  Politics and Policy: Sustainability
IDCE 30397  People on the Move Research Studio
IDCE 30398  Innovation and Societal Transformation
IDCE 30399  Millennium Development Goals and the Post-2015 Development Agenda
GEOG 321  Ecologies of Resistance and Transformation: Alternatives To Development
GEOG 329  Critical Theory: Space, Society and Change
GEOG 337  Feminism, Nature and Culture
GEOG 343  Human Dimensions of Global Change
GEOG 348: Social Justice in the City
GEOG 351  Seminar in Critical Resource/Food Geographies
GEOG 356  Utopian Visions, Urban Realities: Planning Cities for the 21st Century
GEOG 363  The Climate System and Global Environmental Change
GEOG 367  Governing Development: Institutions, Networks, Space, Place
GEOG 370  Development's Geographies: Debates And Interventions
GEOG 375  Technology and Sustainability: Perspectives From The Global South
GEOG 377  Africa's Development in Global Context
GEOG 380/IDCE 380  Urban Ecology: Cities As Ecosystems
GEOG 388  Development Policy
PSYCH 315  Social and Cultural Psychology of Genocides
PSYCH 357  Special Topics in Peace Psychology
PSYCH 395  Social Science Research to Influence Public Policy
BIO 316  Ecology

**Methods (M) & Skills (S)**

IDCE 300  Social Impact Analysis (M)
IDCE 302  Python Programming (M)
IDCE 305  Qualitative Research Methods (M)
IDCE 310  Introduction to GIS (M)
IDCE 317  GIS Applications: Urban Sustainability (M)
IDCE 321  GIS and Map Design (M)
IDCE 322  GIS for Humanitarian Assistance (M)
IDCE 324  Intermediate Quantitative Methods in Geography (M)
IDCE 326  Social Network Analysis (M)
IDCE 332  Sustainable Development Assessment & Planning (M)
IDCE 333  Development Management in Developing Countries (M)
IDCE 334  Planning and Zoning for Community Development (M)
IDCE 335  Strategies in Community Organizing (S)
IDCE 342  Dynamic Modeling: Human and Environmental Systems (M)
IDCE 361  Development Program/Project Management (M)
IDCE 363  Decision Methods: Environmental Policy & Analysis (M)
IDCE 366  Principles of Conflict Negotiation (S)
IDCE 367/ GEOG 360  Quantitative Environmental Modeling (M)
IDCE 371 Introduction to Remote Sensing (M)
IDCE 376 Spatial Database Development in Practice (M)
IDCE 388 Advanced Vector GIS (M)
IDCE 30212 Introduction to Quantitative Methods (M)
IDCE 30218 Negotiation: Community Development (S)
IDCE 30225 Grant Writing: Community Development (S)
IDCE 30238 Public Communications Seminar (S)
IDCE 30204 Advanced Finance (M)
IDCE 30203 Community Program Evaluation (M)
IDCE 30229 Monitoring & Evaluation (M)
IDCE 30188 Qualitative Research Design
IDCE 30189 Strategic Uses of Technology in Community Development (S)
IDCE 30190 Field Research Data Analysis (M)
IDCE 30195 Foundations of Accounting (M)
IDCE 30219 Risk Analysis: Policy Methods (M)
IDCE 30224 Participatory Project Evaluation (S)
IDCE 30238 Public Communications Seminar (S)
IDCE 30262 Web Mapping & Open Source GIS (M)
IDCE 30274 Computer Programming for GIS (M)
IDCE 30281 Community Needs Assessment and Resource Analysis (M)
IDCE 30282 Community-Based Health Research (M)
IDCE 30289 Community Development Finance (M)
IDCE 30290 Participatory Research Methods Seminar (S)
IDCE 30291 Qualitative Research Methods (M)
IDCE 30296 Non-Profit Management (M)
GEOG 342 Advanced Topics in Spatial Analysis (M)
GEOG 347 Intermediate Quantitative Methods in Geography
GEOG 361 Decision Methods: Environmental Management and Policy

**Practice & Application**

IDCE 346 Community Development Practicum
IDCE 30240 Community Development and Planning Studio

*This is not an exhaustive list. Please view Clark’s official Academic Catalog [www.clarku.edu/academiccatalog](http://www.clarku.edu/academiccatalog) and the active roster of IDCE courses for a complete listing of course offerings. Remember that each IDCE program offers flexibility so students can take classes across programs and within other departments at Clark University, including the Graduate School of Geography and the Graduate School of Management. In addition, please notice that some courses have prerequisites and/or require permission of the instructor.*
### CDP Guide for Course Registration (MA/ADP)

[MA/MBA Students also consult with Laura Burgess, Program Director – Academic & Student Services, GSOM]

<table>
<thead>
<tr>
<th>2-year Master’s Program</th>
<th>Fall</th>
<th>Spring</th>
</tr>
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</table>
| **YEAR ONE OF THE PROGRAM** | • IDCE 344 Going Local: Perspectives on Community Development and Planning  
• IDCE 30289 Community Development Finance (year one or two)  
• Electives/Methods-Skills | • IDCE 390 CDP Research Seminar (0.5 unit)  
• IDCE 346 Practicum in Community Development and Planning  
**OR**  
• IDCE 30240 Community Planning Studio  
• Electives/Methods-Skills |

| **YEAR TWO OF THE PROGRAM** | • IDCE 30289 Community Development Finance (year one or year two)  
• IDCE 30213 Final Masters Research Requirement with first reader (0.5 unit)  
• Electives/Methods-Skills | • IDCE 30213 Final Masters Research Requirement with first reader (0.5 unit)  
• Electives/Methods-Skills |

<table>
<thead>
<tr>
<th>Accelerated Master’s Program (ADP)</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
</table>
| **YEAR ONE OF THE PROGRAM** (Senior Year) | • IDCE 344 Going Local: Perspectives on Community Development and Planning | • IDCE 346 Practicum in Community Development and Planning  
**OR**  
• IDCE 30240 Community Planning Studio  
• One additional Elective/Methods-Skills |

| **YEAR TWO OF THE PROGRAM** | • IDCE 30289 Community Development Finance  
• IDCE 390 CDP Research Seminar (0.5 unit)  
• IDCE 30213 Final Masters Research Requirement with first reader (0.5 unit)  
• Electives/Methods-Skills  
• One internship unit | • IDCE 30213 Final Masters Research Requirement credit with first reader (0.5 unit)  
• Electives/Methods-Skills  
• One internship unit |

*Note: IDCE 30213 can be taken as a full unit in the final Spring semester for both MA and ADP students.*
CDP Program Faculty

CDP Core Faculty

Ramón Borges-Méndez, Ph.D. Associate Professor
Coordinator, Program in Community Development and Planning. Workforce development and labor markets, political economy, governance, non-profits, research methods, immigration, Latinos in the USA, Latin America

Kathryn Madden, MCP, S.M. Arch.S., AICP, Professor of Practice
Planning, zoning, urban design, urban revitalization, governance, implementation

Laurie Ross, Ph.D. Associate Professor
Youth and gang violence, youth worker professional education, community-based participatory research, social justice youth development

CDP Part-Time Faculty

• Frank T. Kartheiser, MA Director/Organizer, Worcester Interfaith, Inc.
• Timothy McGourthy, MA & MPP. Executive Director, Worcester Regional Research Bureau
• Christopher Ryan, Ph.D. AICP. Community Development and Planning Manager, Central Massachusetts Regional Planning Commission.
• Jennifer M. Safford-Farquharson, M.Ed. Project Manager, Shannon Statewide Youth Violence Prevention Research Team.
• Dorothy Swope, M.Ed. Associate, National Center for Applied Prevention Technology at Education Development Center, Inc.
• Matthew Wally, MA. Community Development Group Manager, TD Bank. (Clark Alumni)
• Robb Zarges, MA. President and Founder, Kainos Coaching and Consulting.

Faculty in affiliate programs and departments teach IDCE classes and supervise research activities. If any student is interested in working on their capstone with another professor at IDCE or at Clark University, please consult the CDP Program Coordinator and/or CDP faculty.

Choosing and Working with Your Advisors

You will have three advisors in the CDP program—your faculty advisor and two readers for your final MA project. You already have been assigned a faculty advisor. Your faculty advisor is one of the core faculty members in CDP and will help you chart a course for your time in CDP and beyond. You will meet with your faculty advisor to help you choose courses, identify internships, and help you select an appropriate final MA project advisor, better known as your first reader.

You choose your first reader. Your choice will be based on the degree to which your interests match with the faculty. While you will not have to officially ask a faculty member to be your first reader until the middle of your second semester, you should get to know different faculty members so that you can make a good choice when the time comes.
In order for a faculty member to know if there is a match between your interests, you will be expected to share the research proposal you develop in the CDP Research Seminar (IDCE 390). You should also feel free to consult with faculty as you develop your overview. This proposal should serve you as a “navigational chart”, and may be revised as needed after the conclusion of the CDP Research Seminar. While the revised version is not a required submittal, you should expect that any professor will require a current proposal with adequate research design before agreeing to be your First Reader.

At least one of your readers must be a member of the core CDP faculty. You and your first reader will decide how you will work together to bring your paper to completion.

### Academic Support and Internships

#### Academic Support

IDCE’s Writing Tutors and Clark University’s Writing Center are excellent resources for help with writing. We urge you to make an appointment with either to review your work. We may refer you to these resources if we notice that there are areas where your writing could be strengthened.

Clark’s Goddard Library has excellent reference librarians who can assist you with your research. There are also a number of online searchable databases where you can find articles and books of interest: [www.clarku.edu/offices/library/rhgdatabases.htm](http://www.clarku.edu/offices/library/rhgdatabases.htm).

#### Internships

Two internship credits are required for Accelerated Degree Program students. For all our students, we recommend an internship with a community organization to provide training in practical skills, and up to 2.0 credits can be obtained this way. See “IDCE Internship Requirements of Graduate Students” section below for more information.

Examples of local community development internship and field research sites include*:

- Centro Las Americas
- City of Worcester Executive Office of Economic Development
- City of Worcester Executive Office of Neighborhood Services
- Clark Sustainability Initiative
- Clean Start (brownfields remediation)
- Friendly House
- Greater Worcester Community Foundation
- HOPE Coalition
- Main South Community Development Corporation
- Oak Hill Community Development Corporation
- Regional Environmental Council
- Romanian Relief Fund
- Worcester Common Ground CDC
- Worcester Community Action Council
- Worcester Housing Authority
- Worcester Polytechnic Institute
- Worcester Public Schools
- Worcester Youth Center
- Worcester’s Neighborhood Cabinet

* You can get contact information for the above organizations from Profs. Laurie Ross and Ramón Borges-Méndez, or Sharon Hanna, Director of Career Development and External Relations for IDCE, as well as from the Office of Career Services (http://www.clarku.edu/offices/career/resources/) and the LEEP Center (http://www.clarku.edu/leep-center/).

**Directed Studies**

As part of your elective credits, you have the option of doing a directed reading/research with any faculty member. You can take a total of two directed study/research credits over the course of your CDP studies. If you want to take more than two credits of directed study, you must submit a written request and rationale to the coordinator of the CDP program and the IDCE Director. More information about directed studies is available from the Director of Academic Affairs at IDCE. This type of credits (Directed Studies) are limited to two units, inclusive of internships. Thus, the total count of combined internship and directed studies units cannot exceed two units. This represents a challenge to ADP students given that two internship units are required to complete the ADP.

In order to register for a directed study or research credit, first you must develop a draft proposal describing the topic, the rationale for the project, timeline, and what you want to accomplish (e.g. literature review, annotated bibliography, a brief research paper, etc.). Then, share the draft proposal with the faculty member you want to work with. The faculty member will let you know if he or she feels your topic matches with his or her area of interest. If the faculty member agrees to work with you, he/she will give input into your proposal. Once both you and the faculty member are in agreement about the content of the directed study/research, then you can register for the credit. Given the complexity and level of thought that goes into a directed study, you must begin to prepare for this well in advance of course registration.

Procedurally, registering for a directed study entails: (1) identifying a sponsoring faculty member at IDCE or another department: (2) creating a working title; (3) (with the approval of the sponsoring faculty and the working title) requesting a special registration number from the Registrar’s Office in order to complete the registration of the directed study under the sponsoring faculty. Directed studies can be of 0.5 or 1.0 full academic unit.
The worlds of business and development are increasingly intertwined. Corporations are facing social, environmental, and sustainability challenges; and development and planning professionals are using management skills and thinking strategically every day. The separation of goals and activities that once characterized the private and public sectors is dissolving in the face of new partnerships, alliances, and collaborations aimed at addressing the greatest challenges of the 21st Century: economic well-being, social justice, and environmental sustainability.

**DUAL DEGREE – MA in CDP/M.B.A.**

IDCE and GSOM offer a Community Development and Planning (MA)/Business Administration (MBA) Dual Degree Program to a small, determined group of CDP students. Students in the dual degree program will earn two degrees at the end of three years of graduate school—a MA in CDP and a M.B.A. from GSOM. Only a few highly qualified students will be admitted to this program and then be guided individually by faculty members in the IDCE and GSOM departments.

In today’s changing world, management skills are increasingly needed to advance social change. CDP students will now be able to draw on two sets of knowledge and skills; one of a trained business person and the other as a trained and concerned agent for social and political change.

We aim to prepare students to be able to manage social mission-driven organizations. CDP students in the dual degree program may pursue career tracks including nonprofit operations/ management, governmental jobs, consulting, entrepreneurial leaders in new society-benefiting technologies, writers, educators and more.

The first year of your graduate studies will be mostly spent in the IDCE department and your studies will be focused on community development and planning. The second year, you will be taking courses at GSOM, acquiring management skills. This departmental division is not strict. In the third year, you will take courses in IDCE and GSOM and complete a final capstone project that will have you using knowledge and skills gained from both departments. (Please note that there are likely to be few electives course options since students will be completing two degrees during a rigorous schedule.)
**CDP/ADP Final Project and MA/MBA Capstone Project**

The final MA capstone project is the culmination of the IDCE Masters experience. **Please read this section carefully.** The CDP Research Seminar (IDCE 390) and the Dual Degree Capstone Seminar (IDCE 348) are designed to help students develop their proposal and the relevant components of it: research question/practical problem, methodology, bibliography, organization of data, writing, and faculty feedback.

Regular and ADP students have three options for a final project: (1) Research Paper, (2) Practitioner/Internship Project, and (3) Thesis. **ADP students are highly encouraged to pursue option #2 in conjunction with their required internship units, as a way of integrating these two experiences.** Regular MA and ADP students will develop their proposal during the CDP Research Seminar (0.5 unit, IDCE 390), and will carry out the final project and deliverable over the course of two semesters registered under Master’s Final Research Requirement IDCE 30213: half unit (0.5) during the semester they enroll in the CDP Research Seminar and half unit (0.5) during their final semester.

MA/MBA Dual Degree students develop their proposals and capstones in the context of a Dual Degree Capstone Seminar (IDCE 348), specially designed for such purposes. Dual degree students are not required to take IDCE 390, or to register for the Final Research Requirement unit (IDCE 30213). **The timeline and deadlines of the Dual Degree Capstone differs from the MA and ADP students because it takes into consideration the requirements of the Graduate School of Management (GSOM).** The Dual Degree Capstone (IDCE 348) is taught as two separate 0.5 units, which run consecutively during the spring of the student’s second year (0.5 unit), and again in the fall semester of their final academic year (0.5 unit).

Student should discuss possible themes for the research paper with his/her faculty advisor to determine suitability of the topic, the feasibility of the approach, and the relationship of the topic to community development. They will also discuss selection of an IDCE faculty or affiliate faculty member who would be suitable to serve as the first reader.

- During the fall semester of their senior and prior to enrolling in the CDP Research Seminar (IDCE 390), ADP students should start thinking about their internships and possible topics.
- Two-year MA students start this process in the spring semester of their first year.
- MA/MBA Dual Degree students start this process in the spring semester of their second year.

We strongly encourage students to form peer writing groups to work on their final papers. Students should meet regularly with this group to share ideas about the paper, get feedback, and learn about possible readers and helpful courses. Members of the writing group can review each other’s drafts. We have found that students who work in small groups are more successful at staying on track and completing their papers on time.

Many CDP research studies require Human Subjects review by Clark’s Institutional Review Board follow the following link for guidelines: [www.clarku.edu/offices/research/compliance/humsubj](http://www.clarku.edu/offices/research/compliance/humsubj). This process should be started early to allow time for the Board to review, comment, request revisions, and finally grant approval.
I. MA-Two year and ADP Students

OPTION 1: Final MA Research Project

The Final MA Research Project presents the results of student research on a specific theme, argument, question or problem defined and identified by the student’s interests, drawing from their course work, field work, or professional experiences. The paper may be based on primary or secondary research. The paper will be approximately 35-40 pages in length (double spaced; 12 pt. font size), not including attachments, and should:

- Make a clear argument,
- Address a central issue in the field of community development,
- Review the existing literature,
- Describe the methodology,
- Analyze data and/or case study(s)
- Situate findings in the context of the literature, and
- Make an original contribution to the discussion of this issue through insightful recommendations and conclusions.

One of the two readers should be a core CDP faculty member.

OPTION 2: Final MA Practitioner/Internship Project

ADP students are highly encouraged to pursue this option #2 in conjunction with their required internship units (two units required). This option is available to regular MA students as well. This work can build upon the Internship Report (which satisfies the academic credit component of the internship) as well as any deliverables produced for the sponsoring organization during an internship, such as a grant proposal, consultant report with recommendations, or white paper, focusing on a theme, argument, or question related to an internship experience in the field of community development. The Practitioner/Internship Project should address the same elements as the research project, but has a different emphasis that builds in the experiential knowledge gained “on the ground”. The paper’s insights should address the institutional context and external forces that shape your findings and recommendations, as well as the student’s performance, actions, or value-added contribution of the student to the organization. The paper will be approximately 35-40 pages in length (double spaced; 12pt. font size), not including attachments.

The internship may be either voluntary or paid, but must be carried out during the two years of the MA program. The student is solely responsible for making contacts and establishing a relationship to an organization. Help with your search can be provided by Sharon Hanna, Director of Career Development and External Relations for IDCE. (Unlike Options #1 and #3) the MA Practitioner/Internship Project will be supervised by one CDP faculty member. Students are encouraged to invite an appropriate representative of the partner organization to be a reader as well.

OPTION 3: Thesis

Pursuing this option requires permission of the CDP graduate coordinator and your first reader. This permission must be obtained by early April of the second semester of the MA program. Writing a thesis follows a similar procedure to the Final MA Research Project, but is based on original research and
primary/secondary data, and a deeper review and analysis of the chosen topic. The thesis is usually 75-100 pages long and must be defended orally before a committee of two faculty members. The first reader must be a core CDP faculty member.

II. MA/MBA Dual Degree Final Project (Masters Paper/Capstone) Guidelines

The final requirement for dual degree (MA/MBA; MS/MBA) students calls for students to integrate what they have learned in each of their masters programs, and is intended to be the culmination of the IDCE and GSOM combined educational experiences. Each dual degree student will complete a Dual Degree Final Project during their third year. Though similar to the Practitioner Project in CDP, the Professional Project option in ES&P, and the Consulting Projects Capstone course in GSOM, the Dual Degree Final Project is an exemplar of the special nature of the dual-degree program. The final project is an applied project that uses ideas and methods from the two areas of study to analyze problems and develop solutions. In all cases, the project must integrate the student’s work in IDCE and GSOM and must be approved by program faculty.

Students may choose one of the following options.

- **Option 1**: Students complete a project for a client organization of their choice. They may work individually or in teams of 2-3 ‘dualies.’ If students work in teams, the nature of the project must allow program faculty to identify and evaluate the efforts of individual students.

- **Option 2**: Students work individually or in teams of 2-3 ‘dualies’ on an existing faculty project that integrates the two areas of study. Their work will typically be supervised by the faculty member managing the project, who will be one of the readers on the project (see readers below).

- **Option 3**: Students work on an individual research project that involves an extensive critical literature review on a problem of interest, as well as innovative and original analysis of secondary data, or a case study analysis/synthesis. There is no client organization for Option 3.

Students must take the Dual Degree Capstone Seminar (IDCE 348) course starting in spring of their second year (0.5 unit) to get the work started, and again in the fall semester of their final academic year (0.5 unit). They will complete the project in the spring of the final academic year. Students are expected to continue to work with an ‘expert’ reader throughout the Final Project period (3 semesters), including the spring of their final year. This course is co-taught by GSOM and IDCE faculty, and will be graded on a letter grade basis. The first 0.5 unit is designed to provide an orientation and facilitate work on the design of the project. The second 0.5 unit focuses on finalizing of the project.

Faculty teaching the first 0.5 course will outline the deliverables required at all stages of the project. Students will be expected to meet the deadlines for these deliverables. Students will receive “in progress” grades upon completion of each of the two 0.5 unit courses. The final grade for the courses will be determined upon project completion and will be based on the following:

1. The Dual Degree Project report, the format for which will be specified during the course. The final report is due around March 20-24 of the 3rd year (the IDCE Final Project deadline to meet graduation timeline - varies a bit each year).
2. A presentation at either at the ES&P Research Symposium in February or March (for MS-MBA students), or the Graduate Student Multidisciplinary Conference in April. Appropriate client presentations are also required.

3. In evaluating the final deliverables for the Dual Degree Project, feedback will be sought from relevant parties (e.g., client, other team members, the ‘expert’ reader, and DD faculty). Each individual will be assessed separately and team members’ grades need not necessarily be the same.

Advisors (aka “readers”)

Students will have two readers or advisors on their project. Normally, one reader should be from IDCE and one should be from GSOM. There may be exceptions to this rule when a faculty member from a department other than GSOM or IDCE possesses critical expertise on the topic. The faculty teaching the course may serve as readers on the project. However, students are expected to take an active role in obtaining readers with appropriate expertise to guide them in their projects. Faculty members teaching the first 0.5 unit will help students identify experts who might serve as readers.

Exceptions (Applicable to Dual Degree Students Only)

In certain circumstances, that we anticipate will be rare, an individual student may petition for and submit a proposal to complete an MA or MS Thesis instead of the above options. In such cases, departmental (CDP or ES&P) guidelines must be followed, but readers must be from GSOM and IDCE, and the student must register for a 1.0 unit Master’s Final Research Requirement (IDCE 30213) in IDCE. This petition must be submitted by December of the student’s second year, or at least three semesters prior to expected graduation. The Thesis Petition/Proposal is submitted to the appropriate Program Director in IDCE and to the GSOM Associate Dean for Academic Affairs, and must be endorsed by the two readers. Generally, this option is pursued by those intending to seek a terminal degree above a Masters.

Formatting and Submission Process

All final MA projects (research and practitioner/internship projects, and theses) should be formatted according to the standards set in the Thesis Format Guide, which is available in hard copy from the Office of Student Services and Academic Affairs at IDCE or online at: https://www.clarku.edu/graduate/current/formatguides/thesis-format-guide.pdf.

Especially important, the document must:
• Contain a correctly and consistently formatted bibliography of relevant sources including digital sources (Consult guide).
• Reflect professional or graduate-level standards in terms of writing quality, style and content of the final project.
• Abide by academic codes of conduct regarding plagiarism and human respect.

Final papers need to be approved by the First Reader, who signs a hard copy of the signature page, after which the student uploads the document to the Digital Commons. See the following link for instructions: http://commons.clarku.edu/idce_masters_papers/guidelines.html. For any questions about submission or uploading, contact Amie Rapa, Student Services and Academic Affairs Assistant.
Working Meeting

A working meeting is held in the middle of the student’s last semester when a polished first draft is completed. During this session, the paper, its scope, contents, and fit with the literature, etc. will be thoroughly reviewed. This meeting is not designed as a thesis or project defense; it is not open to other students. Rather, it is a working session for the student and the readers. The student will make a brief ten-minute presentation on the design and findings of the research. Generally, the readers recommend revisions at the working meeting. Students should anticipate that they will require extra time and work to finalize the paper after this session.

Schedule and Process towards Graduation

IT IS THE RESPONSIBILITY OF THE STUDENT TO MONITOR EMAILS FROM THE STUDENT AND ACADEMIC AFFAIRS OFFICE ABOUT DATES AND DEADLINES FOR FORMS AND PAPER SUBMISSION AS DATES CHANGE SLIGHTLY FROM YEAR TO YEAR!

The milestones for Graduation in May are as follows:

1. A first draft is due to the First Reader by the first week of February.
2. A polished draft is due to the First and Second Reader by the first week in March.
3. A working session is scheduled with both Readers for the second week of March at the latest.
4. The student incorporates comments, makes revisions, and puts the paper in the final format for final review by the First Reader.
5. Once the First Reader approves the paper, he/she will sign a hard copy of the signature page, after which the student uploads the document to the Digital Commons by the March deadline (it changes slightly from year to year—so be on the lookout for deadlines from the Student Services Office).
6. MA degree awarded in May.

Students who do not have the polished full draft by the first week of February will not be guaranteed to graduate by May. It is not the responsibility of the faculty to see that final papers are turned-in by the deadline and with the correct format. This is the responsibility of the student. The paper should be in the format required by the Thesis Format Guide referenced above. For those who anticipate not meeting the deadline for final projects and want to attend May graduation, they must fill a Petition to Walk request to the Office of the Graduate Dean with the approval of the Program Coordinator by the date set by the Office of the Dean of the Graduate School. This will usually require at least having a full draft of the final project/capstone. You will be informed about deadlines by email. Other graduation options are August and December.
Academic Standards

We expect our students to perform at the highest level. Your grade in CDP courses will be based on your class participation and performance on tests, written assignments and projects. The class participation component of your grade includes the overall quality of your contributions to discussion, your demonstrated knowledge of assigned reading, frequency of your participation, and creative interpretation of reading material. Class participation also encompasses timely and consistent attendance. Any tests will be scored on both content and accuracy of the answers. Partial credit will be awarded for answers that demonstrate clear and logical thought, but which may not be 100 percent correct.

A good grade for any graduate class is a B+. Students meeting the instructor’s standards in class participation and performance will be awarded a B+. An A grade will be earned only if all standards are exceeded as measured by outstanding scholarship in all areas. A student who actively participates in class discussion but completes written assignments only on par with other students will not earn an A. Similarly, a student who submits very well-written reports or conducts projects with skill, but does not demonstrate high competence in oral presentation, will not earn an A. Remember, any grade below a B- is considered a non-credit bearing grade (student does not receive graduate credit for that unit).

We also want to enforce that academic integrity is highly valued at IDCE. Please refer to the following link for more details on academic integrity: http://www.clarku.edu/offices/aac/integrity.cfm. Because of the seriousness of plagiarism, we include the direct text from the above website on this issue:

Plagiarism refers to the presentation of someone else’s work as one’s own, without proper citation of references and sources, whether or not the work has been previously published. Submitting work obtained from a professional term paper writer or company is plagiarism. Claims of ignorance about the rules of attribution, or of unintentional error are not a defense against a finding of plagiarism.

There are sanctions for violating academic integrity. We urge you to visit the above website for all of the necessary information.

Student Accessibility Services at Clark

Clark University is committed to providing equal access to otherwise qualified students with disabilities who are able to effectively function in a rigorous, campus-based, liberal-arts environment. Although Clark does not offer a specialized program, or a learning center for students with disabilities, the University does provide a support service for qualified students who register with Student Accessibility Services. The director of Student Accessibility Services works with students to coordinate academic accommodations and services on campus. Student Accessibility Services is located in the Goddard Library, Room 430. This office is the point of contact for any student seeking accommodations. All relevant information is available at: http://www.clarku.edu/offices/aac/ada/.

We encourage parents and students interested in learning about our support services to read the following information. If questions are left unanswered, we then encourage further contact via phone or email. The phone number is (508) 798-4368 (508) 798-4368 and the email address is accesibilityservices@clarku.edu.
Confidentiality Statement

Student Accessibility Services treats all materials pertaining to a student's disability as confidential. This material does not become a part of a student's permanent record.

- Documentation of disability is housed in individual student files in Student Accessibility Services
- Only persons working at, or in collaboration with Student Accessibility Services have access to these files.
- Students requesting letters of accommodation be sent to faculty acknowledge that some level of disclosure may be necessary to provide the requested accommodation(s).
- Five years after the last recorded date of enrollment, documentation of disability housed in Student Accessibility Services will be destroyed.
- Get information on the Family Educational Rights and Privacy Act of 1974 (FERPA)

Clark University does not discriminate against qualified persons on the basis of race, color, sex, sexual orientation, religion, national origin, age as defined by law, or handicap. Clark University is an Affirmative Action/Equal Opportunity.

Faculty Members are “Responsible Employees”

One of the responsibilities of instructors is to help create a safe learning environment on our campus. Instructors also have a mandatory reporting responsibility related to their role as a responsible employee. They are required to share information regarding sexual misconduct or information about a crime that may have occurred at Clark. Students may speak to someone confidentially by contacting the Center for Counseling and Personal Growth at (508) 793-7678 or our faculty confidential sources: Kathleen Palm Reed, James Cordova, Sasha Adkins, and Andrew Stewart. If you would like to pursue a formal complaint through university procedures, contact Title-IX@clarku.edu. If you would like to pursue a criminal complaint you can contact University Police at (508) 793-7575 or work with the Title IX Coordinator to arrange for a meeting with Worcester Police.

IDCE Internship Requirements for Graduate Students

IDCE faculty can assist students in identifying internship opportunities. Also you may seek assistance from Sharon Hanna, Director of Career Development and External Relations for IDCE. However, students are encouraged to identify their own internships. Internships can be done for credit, as negotiated with faculty, and depending on the opportunity, interns may also earn a stipend paid by the host agency. You must complete all steps of the Internship Requirements in order to receive credit.

Search for an Internship

Search the Internet, job listings, the Careers Database on the IDCE website, IDCEALL email messages, and the IDCE internship files in the IDCE Student and Academic Affairs Office for possible NGOs or local institutions that have paid or unpaid summer or semester internships. Talk to faculty who may know of openings. Ask second-year IDCE grad students and alums where they found internships. Inquire with a personal call, letter, or formal email to request updated information from an organization of your choice about current internships available and/or an application for internships. For a summer internship, begin your search by October or November.
Apply for the Internship

Once you find an internship that interests you, apply well before the deadline. Competition will be stiff for choice internships.

Get Internship Approval

Once you secure an internship, fill out an Internship Proposal form available online or at the Office of Student and Academic Affairs of IDCE. Complete the form and meet with your faculty sponsor to describe your internship, its relevance to your studies, and the appropriate academic component that you wish to pursue. Once your faculty sponsor approves your internship and signs the application form, return two signed copies of the completed Internship Proposal form to the Student and Academic Affairs Office to be added to your student file.

Register Your Internship for Credit

An internship must be a minimum of 210 hours to qualify for academic credit. You will need to secure a faculty sponsor to oversee your internship and complete an academic component in order for it to count towards one credit (or 0.5). You can register for academic credit for a summer internship in the fall semester following the internship ONLY if you have completed an Internship Proposal form and received approval from your faculty sponsor in the previous spring semester.

Complete an Internship Report to fulfil the Academic Credit Requirement

Once you have secured the internship, begin to take notes to fulfill the Internship Report. This short paper (7 to 10 pages) describes the sponsoring organization and your responsibilities, and includes your own reflection or assessment of the experience. This report should be returned to your CDP advisor and the Student and Academic Affairs Office by the time your internship is complete if you wish to receive academic credit (see IDCE Internship Report Form below for an outline of this paper). As part of your responsibilities, your sponsoring organization may have you produce a deliverable, such as a handbook, grant, data set, study, or report. This deliverable can be attached to your Internship Report.

Complete the Internship

Before the final week of your internship, have your internship supervisor complete the Internship Supervisor Evaluation form and send it to the Student and Academic Affairs Office. Remember to fill out the Internship Report, too, and return it to the Student and Academic Affairs Office by the time your internship is complete.
IDCE Internship Proposal

An internship must be a minimum of 210 hours to qualify for academic credit. Not more than 25% of your job duties should be clerical by nature.

Complete this form after you have secured an internship. Once your faculty sponsor signs below, please return two copies to the IDCE Student and Academic Affairs Office in Room 24 of the IDCE House to be added to your student file.

PLEASE NOTE: Before the final week of your internship, have your internship supervisor complete the Internship Supervisor Evaluation form and send it to the IDCE Student and Academic Affairs Office in Room 24 of the IDCE House. If you wish to receive credit, submit the academic component of your internship to your faculty sponsor within four weeks of completing the internship.

Internship Proposal: ____________________________________________________________

Student Name: ________________________________________________________________

Address during internship: ______________________________________________________

____________________________________________________

Campus address: ______________________________________________________________

Telephone: ___________________________ E-mail: ________________________________

Sponsoring Organization

Name of Organization: __________________________________________________________

Address: _____________________________________________________________

____________________________________________________

Telephwne: ___________________________ E-mail: ________________________________

Website: ____________________________

Description of the Organization:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Internship Supervisor: __________________________________________________________

Title and Department: __________________________________________________________
Internship Title and Responsibilities:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Goals or End Product (reports, publications, etc.) of the Internship

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Proposed Weekly Schedule (if possible, attach a work timetable that you have agreed upon with your internship supervisor.)

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Hours per week: ______________________  Total # of weeks: ______________________

(Please note that international students must have any paid internship approved by the Director of International Students and Scholars.)

Faculty Sponsor (please print): _______________________________________________________

Department: _______________________________________________________________________

_________________________________________________________________________________

Faculty Signature for Approved Internship          Date Signed

_________________________________________________________________________________

Director, Career Development Signature          Date Signed

After your faculty sponsor has signed this form, please submit it to the Director of Career Development in Room 203 of IDCE House.
IDCE Internship Report

Please answer the following questions and submit your report to the IDCE Student and Academic Affairs Office not more than four weeks after the internship is completed (by October 15 for summer internships). For GISDE students who will graduate in December under the internship option, this exact date should be coordinated with your advisor and the final MA project’s deadline.

Internship Proposal: ____________________________________________________________

Student Name: ________________________________________________________________

I. Description of the Sponsoring Organization

What is the organization’s mission?
What are its main areas of work and expertise, and where does it carry out its mission (in the U.S., other countries)?
What is the organizational structure (e.g., staff composition, gender, cultures, etc.)?
What are the organization’s strengths? What areas need attention?
How effectively does it accomplish its mission?

II. Description of the Internship Responsibilities

Describe your responsibilities in the internship.
How was your internship connected to the organization’s mission?

III. Assessment of Your Internship

What did you learn during this internship?
How well did the internship relate to your course of studies and/or overall career goals?
Would you recommend this internship for other IDCE students? Please explain.
Internship Supervisor Evaluation

Student Name: 

Internship: 

A letter from the internship supervisor describing internship responsibilities and performance is required for IDCE graduate students to receive academic graduate credit. Please request that your supervisor send this completed form to:

Clark University
Department of International Development, Community, and Environment - Internships
950 Main Street
Worcester, MA 01610-1477

Name of Supervisor: 

Name of Organization: 

Address: 

Name of Supervisor: 

Telephone: E-mail: 

Website: 

1) How well did the Clark IDCE intern perform the responsibilities of the internship and live up to your expectations?

2) How well did the intern assimilate into the organization environment and culture?

3) Was the intern receptive to feedback?

4) Were there any areas in which a need for improvement was evident? Any particular problems? If so, please explain.

5) Was the intern’s academic preparation adequate for the internship?

6) Would you be willing to sponsor another IDCE intern? If so, would you sponsor an intern for the summer? For a semester? Paid or unpaid?

Signature: Date: 

CDP Student Handbook 2017-2018
# Checklist for 2-year Master’s Degree Program (MA)

(Total 12.0 Units)

## Core Courses (4.5 units)

<table>
<thead>
<tr>
<th>Core Course Name</th>
<th>Course number</th>
<th>Semester Completed</th>
<th>Taught by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going Local (1.0 unit)</td>
<td>IDCE 344</td>
<td>Fall 1st year</td>
<td></td>
</tr>
<tr>
<td>Practicum (1.0 unit) or CDP Studio (1.0 unit)</td>
<td>IDCE 346 or IDCE 30240</td>
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<tr>
<td>Community Development Finance (1.0 unit)</td>
<td>IDCE 30289</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDP Research Seminar (0.5 unit)</td>
<td>IDCE 390</td>
<td>Spring 1st year</td>
<td></td>
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<tr>
<td>Final Masters Project (1.0 unit)</td>
<td>IDCE 30213</td>
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## Skills/Methods Courses (2.5 units)

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<thead>
<tr>
<th>Skill/Methods Course Name</th>
<th>Course number</th>
<th>Semester Completed</th>
<th>Taught by</th>
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## Elective courses (5.0 units)

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<th>Elective Course Name</th>
<th>Course number</th>
<th>Semester Completed</th>
<th>Taught by</th>
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# Checklist for Accelerated Master’s Degree Program (BA/MA)

(Total 12.0 Units)

## Core Courses (4.5 units)

<table>
<thead>
<tr>
<th>Core Course Name</th>
<th>Course number</th>
<th>Semester Completed</th>
<th>Taught by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going Local</td>
<td>IDCE 344</td>
<td>Fall 1st year</td>
<td></td>
</tr>
<tr>
<td>Practicum (1.0 unit) or CDP Studio (1.0 unit)</td>
<td>IDCE 346 or IDCE 30240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Development Finance (1.0 unit)</td>
<td>IDCE 30289</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDP Research Seminar (0.5 unit)</td>
<td>IDCE 390</td>
<td>Fall 2nd year</td>
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<tr>
<td>Final Masters Project (1.0 unit)</td>
<td>IDCE 30213</td>
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## Skills/Methods Courses (2.0 units)

<table>
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<tr>
<th>Skills/Methods Course Name</th>
<th>Course number</th>
<th>Semester Completed</th>
<th>Taught by</th>
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## Elective courses (3.5 units)

<table>
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<th>Elective Course Name</th>
<th>Course number</th>
<th>Semester Completed</th>
<th>Taught by</th>
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## Internships (2.0 units total; 210-hour internship = 1.0 unit)

<table>
<thead>
<tr>
<th>Name of Organizations</th>
<th>Course Number</th>
<th>Semester Completed</th>
<th>Advisor</th>
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</table>
Checklist for Dual Degree (MA/MBA)

**MBA Degree Required Units (11.5 units)**

- **MGMT4302 CEO Leadership** (1 unit)
- **ECON 4004 Mgmt Economics** (0.5 unit)
- **STAT4005 Statistical Methods** (0.5 unit)
- **STAT4006 Mgmt Dec Models** (0.5 unit)
- **ACCT4100 Foundations of Acctg** (1 unit)
- **FIN4200 Financial Mgmt** (1 unit) OR **FIN5301 Stock & Bond Valuation** (1/2)
- **MKT4400 Marketing Mgmt** (1 unit) OR **MKT4402 Mktg Strategy & Simulation** (1/2)
- **MIS4500 Mgmt Info Systems** (1 unit) OR **MIS Elective** (0.5 unit)
- **MGMT4710 Intl Business** (1 unit)
- **MGMT4708 Business Law** (0.5 unit)
- **MGMT4709 Business in Society** (0.5 unit)
- **OM4600 Operations Mgmt** (1 unit)
- **MGMT4301 CEO Strategy** (1 unit)
- **Dual Degree Capstone** (1 unit)

**MBA Degree Electives (5.5 units Total)**

*Social Change Concentration Electives (3 Units)*

- **IDCE CDP Elective** (1 unit)
- **IDCE CDP Elective** (1 unit)
- **IDCE Elective** (1 unit)

*MBA Free Choice Electives (2.5 Units)*

- **MBA Elective (ACCT, FIN, MGMT, MKT, MIS)** (1 Unit)
- **MBA Elective (ACCT, FIN, MGMT, MKT, MIS)** (1 Unit)
- **MBA Elective (ACCT, FIN, MGMT, MKT, MIS)** (0.5 Unit)
**CDP Degree Required Units (4.5 units)**

- IDCE30289 Community Dev Finance (1 unit)
- IDCXXX CDP Elective (0.5 unit)
  
  This replaces the CDP Research Seminar IDCE390 requirement for CDP students
- IDCE344 Going Local (1 unit)
- IDCE346 CDP Practicum (1 unit) OR IDCE30240 CDP Planning Studio (1 unit)
- Dual Degree Capstone (1 unit)

**CDP Degree Electives (7.5 units Total)**

*CDP Electives (5 units)*

- IDCE CDP Elective (1 unit)
- IDCE CDP Elective (1 unit)
- IDCE CDP Elective (1 unit)
- IDCE CDP Elective (1 unit)
- IDCE CDP Elective (1 unit)
- IDCE CDP Elective/MBA Elective (1 unit)

*CDP Skills Electives (2.5 units)*

- IDCE Skills Elective (1 unit)
- IDCE Skills Elective (1 unit)
- IDCE Skills Elective (0.5 unit)

**Notes**