



Course Approval Form

For instructions see:
<http://registrar.gmu.edu/facultystaff/catalog-revisions/course/>

Action Requested:

<input checked="" type="checkbox"/> Create new course	<input type="checkbox"/> Inactivate existing course		
<input type="checkbox"/> Modify existing course (check all that apply)			
<input type="checkbox"/> Title	<input type="checkbox"/> Credits	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grade Type
<input type="checkbox"/> Prereq/coreq	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Restrictions	
<input type="checkbox"/> Other:			

Course Level:

<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate

College/School:	College of Science	Department:	Environmental Science and Policy		
Submitted by:	Vivek Prasad	Ext:		Email:	vprasad1@gmu.edu

Subject Code:	EVPP	Number:	472	Effective Term:	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Year:	2017
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(Do not list multiple codes or numbers. Each course proposal must have a separate form.)

Title:	Current		Fulfills Mason Core Req? (undergrad only)
	Banner (30 characters max w/ spaces)	Tools/Techniques for Int Dev	<input type="checkbox"/> Currently fulfills requirement
	New	Tools and Techniques for International Development	<input checked="" type="checkbox"/> Submission in progress

Credits: (check one)	<input checked="" type="checkbox"/> Fixed	3	or	<input type="checkbox"/> Variable	to	Repeat Status: (check one)	<input type="checkbox"/> Not Repeatable (NR) <input type="checkbox"/> Repeatable within degree (RD) <input type="checkbox"/> Repeatable within term (RT)	Maximum credits allowed:	3
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Grade Mode: (check one)	<input checked="" type="checkbox"/> Regular (A, B, C, etc.) <input type="checkbox"/> Satisfactory/No Credit <input type="checkbox"/> Special (A, B C, etc. +IP)	Schedule Type: (check one) LEC can include LAB or RCT	<input checked="" type="checkbox"/> Lecture (LEC) <input type="checkbox"/> Lab (LAB) <input type="checkbox"/> Recitation (RCT) <input type="checkbox"/> Internship (INT)	<input type="checkbox"/> Independent Study (IND) <input type="checkbox"/> Seminar (SEM) <input type="checkbox"/> Studio (STU)
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Prerequisite(s):

Corequisite(s):

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Instructional Mode:

<input checked="" type="checkbox"/> 100% face-to-face
<input type="checkbox"/> Hybrid: ≤ 50% electronically delivered
<input type="checkbox"/> 100% electronically delivered

Restrictions Enforced by System: Major, College, Degree, Program, etc. (include code)

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Equivalencies: (check only as applicable)

<input type="checkbox"/> YES, course is 100% equivalent to:	EVPP 490
<input checked="" type="checkbox"/> YES, course is being renumbered to/will replace the following:	

Catalog Copy for NEW Courses Only (Consult University Catalog for models)

Description (No more than 60 words, use verb phrases and present tense) Systematic and comprehensive understanding of key concepts and skills essential to effective project management in international development. The skill set learned is oriented towards a 'how-to: do/functional' approach that can be applied to projects on environment, poverty reduction, green growth, health, climate change adaptation and mitigation, social development and more.	Notes (List additional information for the course) This course will co-meet with EVPP 572. Graduate students in this course will be graded according to a different rubric than the undergraduate students.
Indicate number of contact hours: When Offered: (check all that apply)	Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio: <input type="checkbox"/> <input type="checkbox"/> Fall <input type="checkbox"/> Summer <input checked="" type="checkbox"/> Spring

Approval Signatures

Department Approval	Date	College/School Approval	Date
If this course includes subject matter currently dealt with by any other units, the originating department must circulate this proposal for review by those units and obtain the necessary signatures prior to submission. Failure to do so will delay action on this proposal.			
Unit Name	Unit Approval Name	Unit Approver's Signature	Date

For Graduate Courses Only

Graduate Council Member	Provost Office	Graduate Council Approval Date
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Course Proposal Submitted to the College of Science Curriculum Committee (COSCC)

The form above is processed by the Office of the University Registrar. This second page is for the COSCC's reference.
Please complete the applicable portions of this page to clearly communicate what the form above is requesting.

FOR ALL COURSES (required)

Course Number and Title:

EVPP 472: Tools and Techniques for International Development

Date of Departmental Approval:

FOR NEW COURSES (required if creating a new course)

- Reason for the New Course:

A large number of students intend to choose a career in international development (with focus on a wide range of environmental issues). This course was offered in 2012 and 2013 as a special topics course (EVPP 490) and received excellent evaluation and continuing demand. The DC area has many government and non-government agencies working on international development issues and is in continuous need of well-trained students and professionals. Mason's proximity to Washington, D.C., makes the proposed course attractive and useful to the students. The proposed course is oriented towards a 'how-to: do/functional' approach that can be applied in projects on environment, poverty reduction, green growth, health, climate change adaptation and mitigation, social development, and more. In addition to the students of ESP, this course can be offered to students in the programs for Global Affairs, Public and International Affairs, and The School of Integrative Studies.

- Relationship to Existing Programs:

The course is well aligned to the goal of ESP to be "academically and professionally focused on understanding and implementing the science and policy of biodiversity conservation, sustainability of water and watershed ecosystems, and the application of the one health (ecosystem health) approach to social and ecological interactions." The proposed course draws from the various courses offered in the program and translates them into the project cycle approach with techniques and tools used in formulating and managing projects and programs for desired impact.

- Relationship to Existing Courses:

The proposed course draws concepts from biodiversity conservation, sustainability, watershed management, environmental economics, and research methods, among many other things, and will assist students on project design, need and impact assessments, and provide them with management tools aligned to contemporary project management in international development.

- Semester of Initial Offering:
Spring 2017

- Proposed Instructors:

Vivek Prasad, PhD

- Insert Tentative Syllabus Below

EVPP 472: Tools and Techniques for International Development

Spring Semester

Meeting time and place:

Instructor: Vivek Prasad, PhD

Office:

Office Hours:

E-mail: vprasad1@gmu.edu

Please use your GMU email ID for communication with the instructor.

Overview of the course:

EVPP 472: Tools and Techniques for International Development will provide students with the opportunity to gain a systematic and comprehensive understanding of key concepts and skills essential to effective project management in international development. By examining the project cycle using examples, students will learn techniques and tools used in formulating and managing projects and programs for desired impact. The readings, group exercises and case discussions seek to provide students with a hands-on, practical understanding and appreciation of the different skill sets, methodological tools and strategies.

By the course end, students will be familiar with aid and development project work, language and terminology used, important project management tools and techniques, implementation practices, and strategies to address potential conflicts and obstacles. More importantly, students will have developed skills - strategic design, needs assessment, implementation, concept note and proposal writing for fundraising, budgeting, monitoring and evaluation, networking, and others - that practitioners need to be effective in a range of professional contexts and specifically in international development. The skill set learned in this course is oriented towards a 'how-to: do/functional' approach that can be applied to **projects on environment, poverty reduction, green growth, health, climate change adaptation and mitigation, social development** and more.

Course objectives:

1. To make the students familiar with the project design, need and impact assessments, participation theory and practice, management and communication tools belonging to the contemporary development project;
2. To introduce the Project Cycle Management principles and to make the students understand the Logical Framework and Result Based Management;
3. To introduce and develop concept notes and project proposals for fundraising.

Course readings: will be posted on the Blackboard.

Assignments and grades:

Assignments	EVPP 472	Due Dates
2 page concept note writing: (see Annex 1)	10%	
2 page reflection on an Informational Interview: (Annex 2) includes supporting and sharing with your peer group.	15%	
Proposal writing (25%) and presentation (10%): (Annex 3)	35%	
1 class based and 2 take home exercises	20% (10+5+5)	
Class participation	20%	Throughout the semester

Presentation on an example of full project cycle	Optional	
Total	100%	

Grades for the courses will be no lower than the grades determined from the following scale:

F	< 63
D	64
C-	70
C	73
C+	77
B-	80
B	83
B+	87
A-	90
A	93
A+	94+

A Note about the Honor Code

All GMU students and faculty are responsible for understanding and abiding by the provisions of the Honor Code. See more information on GMU's Honor System and Code regarding plagiarism at <http://mason.gmu.edu/~montecin/plagiarism.htm>

Students with Disabilities

A student with a disability needs academic accommodations, please see me and contact the GMU Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. Link: <http://ods.gmu.edu/>

Few important resources:

Links to the University Catalog and the University Policies website for all other university academic and non-academic policies:

University Catalog: <http://catalog.gmu.edu>

University Policies: <http://universitypolicy.gmu.edu>

Counseling and Psychological Services (CAPS): <http://caps.gmu.edu/>

Important resources for this course:

GMU writing center: <http://writingcenter.gmu.edu/>

GMU library: <http://library.gmu.edu/>

This schedule also includes guest lectures from DC based experts and I will inform you as I receive confirmations. Please note that the sequence of the topics follows the requirement of assignment's deadlines and there is a minor variation from the normal project cycle. We can also readjust the schedule based on guest lectures.

Attendance and Absence from Class

Attendance at class meetings is required and is essential for a high grade for class participation. This course is very practical oriented and participatory in nature hence it is essential to attend and learn important skills as detailed in the topic list. Students must contact the instructor prior to any planned absence and they should make every effort to inform the instructor if unforeseen circumstances require missing the scheduled class. Absence from class without prior notification will result in a lower grade for class participation. Students missing class are responsible for obtaining notes from others in the class. Attendance during guest lectures and students presentations are mandatory and failing to attend will result into significant reduction of your participation grade.

Dates (to be revised for 2017)	Topics	Readings
Week 1	Introduction	Posted on the Blackboard
Week 2	Rethinking Development	Posted on the Blackboard

Submission Dates

The date for submitting assignments are clearly stated, either in the class syllabus or by announcement in class and via e-mail should changes to the syllabus schedule be required. Unless you have cleared with me in advance any late submission, to include an in extremis reason for the late submission, assignments received after the due date and time will not be accepted. Bottom

line: communicate with me as early as possible if you are having difficulty meeting a deadline.

Class Participation

Most classes will have a group discussion period over issues/questions provided by the instructor and based on the reading assignments and simulated class exercises. Class members are expected to briefly share with the class what they have learned from the reading assignments. Class participation is evaluated on the basis of preparation for and contribution to the class discussion. Respect and attentiveness to the other students and the instructor are essential.

A note and acknowledgement on the resources for this course

The reading materials and toolkits have been accessed from the USAID, The World Bank, Department for International Development UK (DFID), Canadian International Development Agency (CIDA), EuroAid, AusAid, Project Management Institute, Institute of Development Studies (IDS) UK, Overseas Development Institute (ODI), UNDP, The Norwegian Agency for Development Cooperation (NORAD), Organization for Economic Co-operation and Development (OECD), Food and Agriculture Organization (FAO), International Planned Parenthood Federation, International Development Research Center (IRDC) Canada, etc.

Date, topic and reading materials

	Introduction to Development Project Management and Tools	
Week 3	Research methods: Quantitative methods, Participatory (PRA) and mixed methods. Class exercise	Posted on the Blackboard
Week 4	Students work in group (Review project documents)	Material and instructions will be emailed
Week 5	Project management part 1: Logical Framework (Problem and Situational Analysis, Visioning etc.) Groups Present Reviewed Project Documents	Posted on the Blackboard
Week 6	Project management part 2: Planning (micro) and proposal writing, feasibility study (social, environmental and economic analysis) Class exercise	Posted on the Blackboard
Week 7	Students work on Project development (scenario will be available in advance)	Posted on the Blackboard
Week 8	Project management part 3: Assessments and Stakeholder analysis Deciding and designing Indicators Class exercise	Posted on the Blackboard
Week 9	Project management part 4: Risk management, Uncertainty in the project management, Monitoring, Evaluation Class exercise	Posted on the Blackboard
Week 10	Introduction to Result Based Management Class exercise	Posted on the Blackboard
Week 11	Networking (Influencing and Negotiating, Team-working, Building Partnerships)	Posted on the Blackboard
Week 12	Critical path analysis, Program Exit. Additional topics and Review of the course	Posted on the Blackboard
Week 13	Students' presentation	

Note: Instructor has right to change

the content of the syllabus and schedule when appropriate and needed.

Annex 1

EVPP 472: Concept note and Logical Framework

What is a Concept Note? A Concept Note is perhaps the shortest expression of your project idea given on paper to a donor. It is usually requested by the donor in situations where no **proposals** have been solicited from organization. Most of the donor agencies prefer to understand the project through a Concept Note rather than a full-fledged **proposal**.

What should be the size of the Concept Note? This actually depends upon the donor requesting the Concept Note. However, we need to remember that it is the shortest possible text for our project idea. So, shorter the better. Most donor agencies request a minimum of one page to a maximum of three pages.

Is there a specific format for writing the Concept Note? Usually donors do not have a format for a Concept Note as they have for a full proposal. But, there are some agencies, which issue solicitation for Concept Notes based upon a basic format given in the guidelines.

Is the Concept Note useful for the applying NGO as well? Concept Note has many advantages for NGOs seeking funds. It practically gives a framework for ideas when they are organized on paper. It is also the first expression of the project and gives the flexibility for the **organization** to work and re-work on idea before presenting it to the donor.

What are the contents of the Concept Note? While there is no standard format for a Concept Note, generally the following information is given:

1. Name of the Organization (funding agency you are applying to)
2. Title of the Proposed Project (make it clean, catchy and short)
3. Context (not more than 250 words) give the big picture
4. Rationale for the Proposed Project. (250 words max, be very logical this is what will take you to the next stage)
5. Project Goals and Objectives (bulleted, goal is broad objectives are very specific)
6. Project Strategy/ Listing of Project Activities (150 words max, be smart and think logically)
7. Expected Results (100 words, imagine and don't limit your thought)[1 points]
8. Innovation: How different it is for other or earlier projects? (Creativity matters)
9. Budget Estimate (do simple maths)
10. 2-3 sentence about your organization, expertise and credentials.
11. Complete Contact Information of the organization along with the name of the Contact Person.

Other requirement: I will conduct an in-class peer review for this work.

Annex 2

Informational Interview and Rubric

Overview:

The purpose of an informational interview is to get information about a field of work from someone who has some firsthand knowledge. When you are on an informational interview you should **not** ask for a job. This is not to say that an informational interview cannot lead to a job. In addition to helping you learn about a particular career, the informational interview is a way to start building a network. The person, who is the subject of your informational interview today, may be the first person in your network many tomorrows from now. Here's another way an informational interview can benefit you. For those of us who are a little nervous about going on a job interview, the informational interview provides a non-threatening forum in which to get some practice. **Think of it as a dress rehearsal. This class is a great place to learn/practice and make/test your own strategy. We will learn from each other and will help as well.**

Just as you need to prepare for a job interview, preparation for an informational interview is very important. **You need to work on three areas:**

Questions to ask at an Informational Interview?

Self-Assessment? Skill, value and career goal.

Preparation: we will discuss in the class. Be sure your peer-group will support you.

Rubric for your reflection paper and grading matrix:

- Why did you choose the person you interviewed?
- What was your toughest challenge in getting the appointment and how did you overcome it?
- What type of preparation you did before going to meet him/her (research about the person/field, his/ her work) and how did you relate you/your background to these?
- During the interview what was your best moment and how did you achieve that?

- Was there any moment, when you felt frustrated/ill-prepared during the interview? What did you do to overcome it, then and there? What is your future plan to avoid these kinds of circumstances?
- What is your overall experience? Do you want continuing with informational interview or not. If yes, with what new strategy? If no why?
- Did you support your classmate in his/her informational interview? How?

Formatting requirements: write a solid paragraph for each question, total 2 pages, font size 11, times roman, standard margin. Proof read.

Annex 3

Outline of a basic project proposal

Please note that this is a basic and generic outline of a project proposal you may change your proposal after consulting me and accordingly we will change grade matrix.

❑ Title Page

- Name of project
- Name of the organization submitting the proposal
- Contact person
- Project duration
- Name of potential donor and date submitted

❑ Table of Contents (1 page)

- List all sections and include page numbers

❑ Executive Summary (1 page)

- Include key information from each section of the proposal. (Write this section last).

❑ Introduction and Justification (1.5–2 pages)

- Include discussion of problems to be addressed and present statistics or findings. How did you do need assessment?
- Include discussion of your organization and how your experience enables you to address the problem and be successful.

❑ Goal and Objectives (1/2 page)

- The goal refers to broad and lofty changes that are needed to confront a problem. The project will most likely only contribute to addressing the problem, rather than eradicate it. The goal should indicate the *beneficiaries/focus population/group to be involved*.
- Objectives should be SMART, or specific, measurable, appropriate, and realistic and timebound. Objectives refer to changes you would like to see in the beneficiary population or their environment. Objectives should be achievable in the proposed project time period, and should refer to the project location.

❑ Activities (3–4 pages)

- Begin this section with a two- or three paragraph narrative that summarizes the main activities or strategies.
- List each objective, and then the activities to support each objective. Describe the activities—who will conduct them, how long each activity will last, what tools or materials you will use, how you will attract people to your activities, etc. (this is basically part of implementation plan)

❑ Monitoring and Evaluation (1 page)

- Include only a narrative section here. Here you can describe who will be responsible for evaluation, how the project will be monitored and evaluated (methodologies), and what are the major process and results indicators.
 - Refer to the Logical Framework, which will be included in the Annexes section.
- (Refer to monitoring and evaluation topic of the syllabus)

❑ Gender and weaker section (1/2 page)

- Describe how issues of gender and weaker sections that are related to your project area will be addressed. Discuss strategies your project will employ to change gender norms and improve participation of weaker section or satisfy the needs of its beneficiaries.

❑ Key Personnel (1 page or less)

- Write about who will work on the project (management, administration, training, evaluation, finance). If volunteers will play an important role, discuss this.

❑ Strengths and Innovation (1/2 page)

- Highlight the project's strengths and aspects of your project that are innovative. Think about what makes your project stand out from others. You may restate the factors that you think will lead to the project's success.

❑ Sustainability (1/2 page)

- Describe some strategies that you will employ to continue the project once the funding ends. Describe ways to generate local income or seek other funders. (refer to program exit topic of the syllabus)

❑ Budget (1-2 pages)

- Create a detailed budget for yourself. For the donor, include a summary budget in a table format (with subtotals for major categories), which the project will report on. Also include a separate narrative summary (Budget Notes) describing what the components of each line item are, and for what purpose.
- Be consistent with the Key Personnel section.

Step 6: Include Annexes

❑ Annex A: Conceptual Model (optional)

❑ Annex B: Logical Framework

- This is a table that includes the goal and objectives. For each objective, list activities, process and results indicators, methodologies, and frequency of data collection.

❑ Annex C: Work Plan

- This is a timetable of activities.

❑ Annex D: Other Annexes (optional)

- Other annexes that could be useful: monitoring and Evaluation Work Plan/Timetable, study instruments, information on participants, curriculum, photos, quotes from beneficiaries.
-