

Course Change Request

New Course Proposal

Date Submitted: 11/07/17 2:07 pm

Viewing: **EVPP 572 : Tools and Techniques for International Development**

Last edit: 03/05/18 9:24 am

Changes proposed by: scheselk

**Catalog Pages
referencing this
course**

[Department of Environmental Science and Policy](#)

[Environmental Science and Policy \(EVPP\)](#)

Are you completing this form on someone else's behalf?

In Workflow

1. **ESP Chair**

2. **SC Curriculum
Committee**

3. SC Associate Dean

4. Assoc Provost-
Graduate

5. Registrar-Courses

6. Banner

Approval Path

1. 10/30/17 4:05 pm

A. Alonso Aguirre
(aaguirr3):

Approved for ESP
Chair

2. 11/06/17 1:17 pm

Jennifer Bazaz
Gettys (jbazaz):

Rollback to Initiator

3. 12/11/17 12:52 pm

A. Alonso Aguirre
(aaguirr3):

Approved for ESP
Chair

4. 12/11/17 2:37 pm

Gregory Craft
(gcraft): Rollback to
ESP Chair for SC
Curriculum
Committee

5. 12/11/17 2:43 pm

A. Alonso Aguirre
(aaguirr3):

Approved for ESP

Chair

Yes

Requestor:

Name	Extension	Email
Vivek Prasad	1043	vprasad1@gmu.edu

Effective Term: Spring 2018**Subject Code:** EVPP - Environmental Science & Policy**Course Number:**
572**Bundled Courses:****Equivalent Courses:****Catalog Title:** Tools and Techniques for International Development**Banner Title:** Tools/Techniques for Int Dev**Will section titles
vary by semester?** No**Credits:** 3**Schedule Type:** Lecture**Hours of Lecture or Seminar per
week:** 3**Repeatable:** May only be taken once for credit (NR)**Default Grade
Mode:** Graduate Regular**Recommended
Prerequisite(s):****Recommended
Corequisite(s):****Required
Prerequisite(s) /
Corequisite(s)
(Updates only):****Registrar's Office Use Only - Required Prerequisite(s)/Corequisite(s):**

And/Or	(Course/Test Code	Min Grade/Score	Academic Level)	Concurrency?	

**Registration
Restrictions
(Updates only):**

Registrar's Office Use Only - Registration Restrictions:

Field(s) of Study:

Class(es):

Level(s):

Degree(s):

School(s):

Catalog

Description:

Systemic 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.

Justification:

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 are in continuous need of well-trained students and professionals. Mason's proximity to Washington, DC, 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.

**Does this course cover material which
crosses into another department?** No

Learning Outcomes:

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.

**Attach Syllabus
(PDFs only)**

[EVPP 572 Project Management for International Development.pdf](#)

**Additional
Attachments (PDFs
only)****Staffing:**

Three faculty in the ESP Department could teach this course.

**Relationship to
Existing Programs:**

This 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.

**Additional
Comments:**

Although GGS may teach a similar course, it doesn't include the environmental perspective.
This course will be cross listed with EVPP 472.

Updated syllabus to new one from Vivek Prasad provided on 3/3

**Reviewer
Comments**

Jennifer Bazaz Gettys (jbazaz) (11/06/17 1:17 pm): Rollback: Hi Susan, It says that the course will be

crosslisted with EVPP 472- is this a new course that will be coming soon or did you intend to submit that at the same time? Thanks.

Gregory Craft (gcraft) (12/11/17 2:37 pm): Rollback: needed to edit proposal about GGS impact

Tory Sarro (vsarro) (12/11/17 3:28 pm): Per request from Gregory Craft, removed GGS in workflow. GGS is not an impacted department.

Key: 15666

EVPP 572: Tools and Techniques for International Development

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 572: 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 the 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 the environment, poverty reduction, green growth, health, climate change adaptation and mitigation, social development** and more. EVPP 572 will require graduate-level assignments and students will be graded using the graduate scale.

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 572	Due Dates	Note for EVPP 572
2-page concept note writing: (see Annex 1)	2 concept notes 2X 5% = 10%		
2-page reflection on an Informational Interview: (Annex 2) includes supporting and sharing with your peer group.	15%		

Proposal writing and presentation (25%) : (Annex 3) (20% for proposal writing and 5 % for presentation)	25%		Proposal writing and presentation are equivalent to 25 % of the total grade.
1 class based and two take-home exercises	20% (10+5+5)		
Class participation	20%	Throughout the semester	
Final In-class Exam: (Annex 4)	10%		This assignment is exclusive to graduate students.
Total	100%		

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

F	< 73
C	73
C+	77
B-	80
B	83
B+	87
A-	90
A	93
A+	94+

General Course Policies (Inclusion sample language for Policies on Electronic Devices)

Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your peers and instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.

Grading and University Requirements:

Academic Integrity:

The integrity of the University community is affected by the individual choices made by each of us. GMU has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. The paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery

and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

Disability Accommodations:

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/>

Diversity and Inclusion:

Diversity and inclusion are part of Mason's core values; they will be exercised in this course.

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence:

As a faculty member, I am designated as a Responsible Employee and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1412. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (703.380.1434) or Counseling and Psychological Services (CAPS) (703.993.2380). You may also seek assistance from Mason's Title IX Coordinator by calling 703.993.8730 or e-mailing cde@gmu.edu.

Privacy:

The student must use their MasonLive email account to receive important University information, inclusion communication related to this class. In will not respond to message sent from or send messages to a non-Mason email address.

Important resources for this course:

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

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

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 hence it is essential to attend and learn important skills as detailed in the topic list. Students must contact the instructor before 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 student presentations are mandatory, and failure to will result in significant reduction of your participation grade.

Submission Dates

The date for submitting assignments are stated, either in the class syllabus or by the 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 by preparation for and contribution to the class discussion. Respect and attentiveness to the other students and the instructor are essential.

A note and acknowledgment of 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), EuropeAid, 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

This schedule also includes guest lectures from DC-based experts and I will inform you as I receive confirmation.

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.

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

EVPP 572: 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. The donor usually requests it in situations where no **proposals** have been solicited from the 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 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 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 the 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. The 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)[1points]
8. Innovation: How different it is for other or earlier projects? (Creativity matters)
9. Budget Estimate (do simple maths)
10. 2-3 sentences about your organization, expertise, and credentials.
11. Complete Contact Information of the organization along with the name of the Contact Person.

Another 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 in 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, maybe 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 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 plan to avoid these kinds of circumstances?
- What is your overall experience? Do you want to continue with an 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 two pages, font size 11, times roman, standard margin. Proofread.

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 a discussion of problems to be addressed and present statistics or findings. How did you do need assessment?

- Include a 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 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 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, including 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 goals 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.

Note: For the presentation of this assignment, a detailed rubric will be available on the Blackboard.

Annex 4

Final In-class Exam: There will be a take in-class final exam. We will draw questions and answers based on class reading and discussion. Everything discussed, read and presented in this course is testable on the exam.
