# Undergraduate Modules — Teaching Plans for the Bachelor's Tier

*The undergraduate tier of the Dream Pursuit Doctrine curriculum — a four-year bachelor's program in government business development. This folder is the teaching-plan layer for the courses in `course/undergraduate-*.md`. Every module follows the shared contract in `modules/module-template.md`; this page explains how that contract adapts to the undergraduate rhythm and provides a worked example you can lift.*

**Program architecture:** `course/undergraduate-program-overview.md` — credit-hour model, prerequisites, the four-year sequence, and the course catalog. Read that first.

## What the undergraduate tier is

The undergraduate tier is the **foundation rung** of the degree ladder: DL 101 and DL 102 (introductory), DL 210 and DL 220 (core), the DL 301–305 electives, and DL 480 (capstone). It corresponds to the Launchpad Sandbox **Bachelor's "Dream Foundations"** guide and the **L1 Explorer** level (see the crosswalk in `align/concept-to-system-map.md`).

Its teaching posture is the same as the whole repository:

- **Concept-first.** Every session teaches a durable concept, never a tool (`doctrine/08`).
- **Literacy-first.** Students read real, published, *closed* solicitations, with the `literacy/` maps as their reference layer.
- **The pipeline is always in the room.** Every session connects to where it sits in the pursuit pipeline (`doctrine/03`).
- **Self-checks, not pop quizzes.** Comprehension checks are for the student; graded assessment lives in each course syllabus and the shared rubric (`course/assessments-and-rubric.md`).
- **The case travels.** Ravonics (`case-study/ravonics.md`) is exercised in every course.

## The program map

| Number | Course | Tier | Module planning source |
|---|---|---|---|
| DL 101 | Foundations of Government Business | Introductory | `shared-core.md` sessions 1–6, at survey depth, spread over 14 weeks |

| Number | Course | Tier | Module planning source |
|---|---|---|---|
| DL 102 | Reading the Solicitation | Introductory | RFP/NOFO literacy maps, applied session by session |
| DL 210 | The Capture & Pursuit Pipeline | Core | `shared-core.md` + `strategic-initiative.md` gate/pipeline sessions, deepened |
| DL 220 | Pricing & Price-to-Win Fundamentals | Core | `mba.md` pricing/price-to-win sessions, at undergraduate depth |
| DL 301 | Procurement Law & FAR Fundamentals | Elective | `mpa.md` rule-book/oversight sessions, expanded |
| DL 302 | Proposal Production & Compliance | Elective | `mba.md` + `strategic-initiative.md` production/governance sessions |
| DL 303 | Government Contracts & Subcontracting | Elective | `mba.md` certifications/go-to-market + teaming concept |
| DL 304 | Data Literacy & Analytics for Capture | Elective | `mpa.md` oversight/data sessions + scoring concept |
| DL 305 | Negotiations | Elective | gate-governance + price-to-win concepts, practiced |
| DL 480 | Capstone: Build an ORBITAL | Capstone | `course/capstone-build-an-orbital.md` + `undergraduate-480` extension |

The existing audience tracks are graduate-altitude: `strategic-initiative.md`, `mba.md`, and `mpa.md` assume working adults or graduate students. Undergraduate instructors adapt their sessions by slowing the pace, adding literacy scaffolding, and using the weekly deliverables defined in each undergraduate syllabus.

## The session contract (from module-template.md)

Each session runs 45–75 minutes and contains exactly these parts:

| Part | What it must contain |
|---|---|
| **Session title** | Phrased as a question or a promise. |
| **Learning objectives** | 2–4 concrete, checkable things a student can do after the session. |
| **Session plan** | A minute-by-minute arc: open the question (5 min) → teach the concept (15–20) → apply to a concrete case (15–20) → discuss (10–15) → close with the week's assignment (5). |
| **Discussion prompts** | 2–4 questions that force application, not recall. |
| **Homework / reading** | The doctrine/literacy citation and a concrete deliverable. |
| **Comprehension check** | 2–3 short self-check questions, not graded. |

## Undergraduate adaptations

1. **Fourteen-week rhythm.** Graduate modules compress the doctrine into six sessions; undergraduate courses run fourteen weeks, one session per week. Spread the same concepts more thinly, add a weekly deliverable, and use the midterm weeks (7 and 9 in most syllabi) as review-and-integration points.
2. **Literacy scaffolding.** Undergraduate students need the `literacy/` layer open constantly. Begin each session by naming the two or three glossary/acronym terms the session will use.
3. **Real documents from week one.** Put a real (published, closed) solicitation in the students' hands in the first two weeks of every course, even the survey course. Reading is learned by reading.
4. **The Ravonics case, every course.** The case is the shared anchor; every course exercises it at its own altitude.
5. **Weekly deliverables are the assessment spine.** Per the program model, weekly assignments are ~30% of every course — each a concrete artifact (a map, a matrix, a plan, a sheet). Keep deliverables small, concrete, and gradeable against the 4-point rubric.

## Worked example — a liftable module

The following six-session module, **"Where the Money Lives,"** is the undergraduate version of `shared-core.md` Session 1, expanded into a mini-module. It maps to DL 101 weeks 2–7 (the market movement) and can be lifted out and taught standalone as a short course or workshop.

### Session 1 — The three kinds of money

**Learning objectives.** Students can: (1) name the three main kinds of federal money; (2) explain the difference between a contract and a grant; (3) give one real example of each.

**Session plan (60 min).** - Open (5 min): "How does a federal dollar get to a small business?" — capture guesses on the board. - Teach (20 min): doctrine/01. The three rivers: contracts, grants, other transactions. Contract buys *you*; grant funds *your mission*. - Apply (20 min): in pairs, sort six real opportunity titles into contract vs. grant vs. other. - Discuss (10 min): "What surprised you about how *published* this all is?" - Close (5 min): assignment.

**Discussion prompts.** 1. Why would a grant be a better fit than a contract for a community health project? 2. Which kind of money would a small software firm most likely chase, and why?

**Homework / reading.** Read doctrine/01. Deliverable: a one-page "money types" map with one real example of each kind.

**Comprehension check.** What is the difference between a contract and a grant? What does "other transaction" mean?

### Session 2 — The four identifiers

**Learning objectives.** Students can: (1) name UEI, CAGE, NAICS, and SAM.gov; (2) explain what each one does; (3) find the identifiers in a real record.

**Session plan (60 min).** - Open (5 min): "What does the government need to know about you before it can pay you?" - Teach (20 min): doctrine/01. The four identifiers as the plumbing of the market. - Apply (20 min): in pairs, pull up the Ravonics case (`case-study/ravonics.md`) and find its identifiers; then find a company's identifiers in a real award record. - Discuss (10 min): "Why four identifiers instead of one?" - Close (5 min): assignment.

**Discussion prompts.** 1. Why did the government replace DUNS with UEI? 2. What does a NAICS code actually determine?

**Homework / reading.** Read doctrine/01 and literacy/glossary. Deliverable: a one-page identifier card for Ravonics.

**Comprehension check.** What does each identifier do? Which one is free from SAM.gov?

**Session 3 — The bulletin boards**

**Learning objectives.** Students can: (1) name SAM.gov and Grants.gov and what each is for; (2) find a contract opportunity and a grant opportunity; (3) read a forecast.

**Session plan (75 min).** - Open (5 min): "Where would you look to watch the federal market move?" - Teach (20 min): doctrine/01. The bulletin boards, the forecasts, the vehicles. - Apply (30 min): in pairs, on SAM.gov and Grants.gov, find one contract opportunity and one grant opportunity; note the identifiers and deadlines visible in each. - Discuss (10 min): "What did you have to know to use these sites well?" - Close (5 min): assignment.

**Discussion prompts.** 1. Why would an agency publish its forecast months before a solicitation? 2. What is a vehicle, and why does winning one matter?

**Homework / reading.** Read doctrine/01. Deliverable: a one-page "bulletin board" log of the opportunities you found.

**Comprehension check.** What is the difference between SAM.gov and Grants.gov? What is a vehicle?

**Session 4 — The money flow**

**Learning objectives.** Students can: (1) trace a dollar from Congress to an awardee; (2) name the steps of the flow; (3) read a past award on USAspending.gov.

**Session plan (60 min).** - Open (5 min): "Where does the money begin?" - Teach (20 min): literacy/where-the-money-flows.md. Congress → budget → agency → solicitation → competition → award → performance → published record. - Apply (20 min): in pairs, trace one real award on USAspending.gov back to its agency. - Discuss (10 min): "Why is the award published — what does the record make possible?" - Close (5 min): assignment.

**Discussion prompts.** 1. What would be lost if awards were not published? 2. Where in the flow does the small-business detour happen?

**Homework / reading.** Read literacy/where-the-money-flows.md. Deliverable: a money map of one agency program.

**Comprehension check.** Name the steps of the money flow. Where do set-asides enter?

**Session 5 — The small-business universe**

**Learning objectives.** Students can: (1) name the small-business programs; (2) explain why they exist; (3) assess which pools a firm can enter.

**Session plan (75 min).** - Open (5 min): "Is a set-aside an advantage or a correction?" - Teach (25 min): doctrine/01. Set-asides, HUBZone, 8(a), WOSB/VOSB, SBIR/STTR. The government is required to notice small business. - Apply (30 min): the Ravonics case — its HUBZone status, its NAICS codes, its STTR partner. Which pools can it enter? - Discuss (10 min): "How does a certification change a small firm's competitive pool?" - Close (5 min): assignment.

**Discussion prompts.** 1. Why does STTR require a research-institution partner? 2. When does a certification stop being an advantage?

**Homework / reading.** Read doctrine/01 and case-study/ravonics.md. Deliverable: a one-page "who can compete here?" sheet for a real set-aside opportunity.

**Comprehension check.** Name three small-business programs and what each does. Why does Congress require set-asides?

#### Session 6 — Integration: the market map

**Learning objectives.** Students can: (1) integrate the money types, identifiers, bulletin boards, flow, and programs into one map; (2) present the map; (3) defend it.

**Session plan (75 min).** - Open (5 min): "Draw the federal market from memory." - Teach (15 min): synthesis across doctrine/01 and the literacy layer. - Apply (30 min): teams assemble a one-page "market map" for Ravonics: the money, the identifiers, the boards, the flow, the pools. - Discuss (15 min): "What did you leave out — and what does that omission reveal?" - Close (5 min): assignment and bridge to the pipeline (DL 101 week 8).

**Discussion prompts.** 1. What is the one thing every organization in this market must get right? 2. Where does a new entrant most often fail — and why?

**Homework / reading.** Read the doctrine/01 self-check. Deliverable: the finished one-page market map for Ravonics.

**Comprehension check.** Hold the whole map: money, identifiers, boards, flow, pools — can you draw it without looking?

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## How to add a new undergraduate module

1. Read the module contract (`modules/module-template.md`) and this page.
2. Map the course's weekly schedule (in `course/undergraduate-*.md`) into sessions using the six-part contract.
3. Cite the specific doctrine and literacy docs for each session.
4. Keep it stack-agnostic: if a session cannot be taught with paper, pencil, and the doctrine docs, it violates doctrine/08.
5. Add the file here and register it in `manifest.yaml` (in the same change per the repo's editing rules), and bump `VERSION`.

*The federal market is not a lottery. It is a pipeline — and the pipeline is teachable, from week one of the first year.*