



Graduate Course Syllabus

CED 621: Project Design in CED

Center: Online

Course Prerequisites

None

Course Description

This course is the first in a four-course sequence during which students identify a community issue, design a CED project to address that issue, implement the project, evaluate and document it, and present the finished product. In this course, students identify a community problem or issue, conduct relevant research, analyze the issue in conjunction with colleagues and community stakeholders, and develop a preliminary project design. Computer software competencies include word processing and spreadsheet programs, presentation and graphics programs and online research tools and search engines.

Course Outcomes

- Develop a working understanding of project management and project planning design methodologies
- Integrate Community Economic Development concepts, methods, and strategies into project design and management
- Build proficiency in identifying the community context by developing a community profile
- Demonstrate the ability to do library and online research, properly documented, by conducting a literature review on best practices and program strategies to support proposed projects
- Build proficiency in problem analysis by conducting a community needs assessment, developing a problem statement, identifying causes and effects, and supporting problem rationales in order to define project outcomes

Instructor Availability and Response Time

Your class interaction with your instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be active in Blackboard at least five days a week, and you will normally communicate with your instructor in the open Blackboard discussion forum so that your questions and the instructor's answers benefit the entire class. You should send emails directly to your instructor only when you need to discuss something of a personal or sensitive nature, and in those cases your instructor will generally provide a response within 24 hours.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussion	11	20	220
Final Project			
Community Context Narrative	1	250	250
Literature Review	1	250	250
Problem Analysis Narrative	1	280	280
		Total Course Points:	1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

Total Points: 1000				
Grade	Numerical Equivalent	Points	Points Equivalent	
			<i>Lower</i>	<i>Upper</i>
A	93-100	4.00	930	1000
A-	90-92	3.67	900	929
B+	87-89	3.33	870	899
B	83-86	3.00	830	869
B-	80-82	2.67	800	829
C+	77-79	2.33	770	799
C	73-76	2.00	730	769
F	0-72	0.00	0	729
I	Incomplete			
IF	Incomplete/Failure*			
W	Withdrawn			

*Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Course Information area in the Assignment Guidelines and Rubrics folder.

Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. All assignments are due by 11:59 p.m. Eastern Time on the last day of the module week.

In addition to the textbook readings that are listed, there may be additional required resources within each module in Blackboard.

Module	Topics and Assignments
1	Course Introduction 1-1 Discussion: Defining CED 1-2 Final Thesis Outline and Elements: Review Instructions 1-3 Final Project: Project/Program Proposal
2	Getting Started 2-1 Discussion: Research 2-2 Final Project: Literature Review - Part 1
3	Community Context Part One 3-1 Discussion: Who are the People in Your Neighborhood? 3-2 Final Project: Community Context Narrative - Part 1 (Community Profile) 3-3 Sample Outline
4	Community Context Part Two 4-1 Discussion: Has Anyone Else Seen This Before? 4-2 Final Project: Community Context Narrative - Part 2
5	Community Context Part Three 5-1 Discussion: Who Does Not Have Problems? 5-2 Final Project: Community Context Narrative - Part 3
6	Literature Review Part One 6-1 Discussion: Identify Sources for Others 6-2 Final Project: Project Idea Check-in 6-3 Final Project: Literature Review - Part 2
7	Literature Review Part Two 7-1 Discussion: Identify Difficulties and Solutions 7-2 Final Project: Literature Review - Part 3
8	Problem Analysis Part One 8-1 Discussion: Redefining the Problem in Light of Analysis 8-2 Final Project: Problem Analysis Narrative - Part 1 (Problem Analysis Matrix)
9	Problem Analysis Part Two and Three 9-1 Discussion: Stakeholders – When to Use Them and How 9-2 Final Project: Problem Analysis Narrative - Part 2 (Stakeholder Analysis Matrix) 9-3 Discussion: SWOT – How do You Use Your Strengths and Hide Your Weaknesses? 9-4 Final Project: Problem Analysis Narrative - Part 3 (SWOT Analysis Matrix)
10	Problem Analysis Part Four 10-1 Discussion: Where's the E? 10-2 Final Project: Problem Analysis Narrative - Part 4

Attendance Policy

Online students are required to post to the Blackboard discussion board during the first week of class. If a student does not submit a posting to the discussion board during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU College of Online and Continuing Education Guide to Student Success

Review the [guide to student success](#).

Diversity and Disability Statement

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns.

We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services. We look forward to hearing from you. Our contact information is below.

Disability Resource Center (DRC)
(877) 591-4723 (select option 4)
(877) 520-8916 (fax)
drc@snhu.edu

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU College of Online and Continuing Education Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).