Graduate Course Syllabus

CED 622: Project Planning in CED
Center: Online

Course Prerequisites

CED 621

Course Description

This is the second 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. Students in this course refine their project design skills through preparation and presentation of a formal proposal for their project. Students continue to review the literature, particularly to review the best practices relevant to the issue being addressed. Each student creates a logic model that details the underlying theory of change and the project's inputs, outputs, and outcomes. Students learn to plan for implementation of the project, including information management, monitoring and evaluation, employing tools such as Gantt charts.

Course Outcomes

- Develop a working understanding of the mechanics of project/program planning design methodologies
- Integrate Community Economic Development into program/project planning
- Develop a comprehensive understanding of the logic model framework as it applies to CED projects and demonstrate proficiency creating a logic model
- Build proficiency in the mechanics of project design and planning, including creating activities, tasks, resource lists, a timeline, and a budget
- Demonstrate practical knowledge in the application of monitoring, reporting and evaluation principles and tools for project planning
- Create a project proposal that will become the main instrument for project implementation and evaluation in 623 and 624
- Continue progression on elements of Masters thesis

Required Materials

No Required Materials.

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	10	20	200
Final Project	7	Activity 4-2 = 50	
		Activity 6-2 = 50	
		Activity 7-2 = 50	
		Activity 8-2 = 210	
		Activity 9-3 = 50	
		Activity 9-4 = 50	
		Activity 10-1 = 300	760
		Total Course Points:	960

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:	960		
Grade	Numerical Equivalent	Points	Points Equivalent	
			Lower	Upper
A	93-100	4.00	893	960
A-	90-92	3.67	864	892
B+	87-89	3.33	835	863
B	83-86	3.00	797	834
B-	80-82	2.67	768	796
C+	77-79	2.33	739	767
C	73-76	2.00	701	738
F	0-72	0.00	0	700
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: Welcome Back 1-2 Final Project: Problem Analysis
2	Logic Model, Part One 2-1 Discussion: Finding Other Frameworks 2-2 Final Project: Start Logic Model
3	Logic Model, Part Two 3-1 Discussion: Realistic Short-Term Outcomes 3-2 Final Project: Project Summary
4	Logic Model, Part Three 4-1 Discussion: Are My Activities Realistic? 4-2 Final Project: Submit Draft Logic Model
5	Project Implementation Plan, Part One 5-1 Discussion: Adopting and Adapting Best Practices 5-2 Final Project: Project Implementation Plan Draft
6	Project Implementation Plan, Part Two 6-1 Discussion: Gantt Chart 6-2 Final Project: Timeline and Gantt Chart
7	Project Implementation Plan, Part Three 7-1 Discussion: Budgeting 7-2 Submit your Project Budget
8	Presenting and Proposing Your Project 8-1 Discussion: Presentation Comments 8-2 Final Project: Presentation

9	Monitoring, Reporting, and Evaluation, Part One
	9-1 Discussion: Do Not Let an Opportunity Pass You By
	9-2 Discussion: Delivering the News
	9-3 Final Project: Monitoring and Reporting Matrix
	9-4 Final Project: Evaluation Matrix
10	Monitoring, Reporting, and Evaluation, Part Two
	10-1 Final Project: Final Project Proposal

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.