

**Peru State College**  
**MGMT 663 – Economic Development**  
**Syllabus**

**Instructor:**  
**Office Hours:**  
**Office Telephone:**  
**Email Address:**

**Required Textbooks:**

Blakely, E. J. & Leigh, N. G. (2009). *Planning Local Economic Development: Theory and Practice* (4<sup>th</sup> Ed.). Thousand Oaks, CA: Sage.

Seidman, K. F. (2005). *Economic Development Finance*. Thousand Oaks, CA: Sage.

**Software:** Microsoft Word

**Course Description & Objectives**

Economic development is considered from the perspective of a practical set of social policies, community strategies, and resources available at the local, state, and federal levels. Innovative regional and community approaches and planning for local economic development are emphasized. Prerequisite: acceptance to a graduate program at Peru State College or permission of the Instructor.

Upon completion of this course you should be able to:

1. Describe common strategies supportive of economic development at the local, state, and federal levels, and the theoretical foundation for these approaches.
2. Describe the steps associated with planning for economic development at the local level.
3. Identify sources of information and use analytical techniques and tools associated with decision-making in economic development.
4. Write an informed proposal which reflects knowledge of contemporary economic development theory and practice.

**Expectations & Instructional Approach**

This is an intellectually challenging graduate course that will require a great deal of reading in a relatively short time. If you keep up with the course schedule, take personal responsibility to actively participate, and make sure you have completed the readings and other assignments when due, you will succeed. I know as highly capable professionals you will be up to the task and will find the topics relevant and interesting.

In order to foster a climate conducive to learning, please join me in treating your classmates with respect. I encourage students to ask questions, seek my help when

they need it, and help their classmates understand the material (short of doing the work for them of course).

## **Grading Policy**

Four approaches will be employed to facilitate learning and assess your understanding of the material in the course: Quizzes, discussion participation, a practitioner interview, and a proposal paper regarding an economic development activity.

Quizzes: In this course, I use quizzes to make sure you are doing the reading BEFORE and not while participating in discussions, and as a gauge of how well you understand the material so I have information regarding which topics about which I should provide more information. There will be five multiple choice quizzes during the term. The quizzes are timed and designed to be difficult to complete while looking at the text. The quizzes are worth up to 20 points each, for a total of 100 points.

Discussion Participation: There will be formal opportunities to submit responses to discussion questions and comment on the thoughts of others five times during the term. After submitting your answers, read all of the other group members' submissions and evaluate and comment on the submission of at least one other individual in your group. There should be one comment per group member (i.e., not everyone should comment on the first case submission just to get it out of the way....comment on someone who has not received a comment yet). Your comments must show your evolving understanding of economic development theory and practice. "Good job" comments will not earn many points. A total of 100 points are possible for this activity.

Practitioner Interview: Each course participant will identify and interview a current economic development practitioner regarding the individual's current duties and challenges, key experiences/lessons learned, and thoughts regarding trends in economic development. The practitioner can be from any level of society (local, regional, state, federal) and from any perspective (a professional within an economic development organization, or within an organization interested in economic development, or an individual who interacts significantly with such an organization as a consultant, client, partner, etc.). This assignment is designed to be fairly flexible, but one expectation is that you must interview someone outside your own organization. A 1-2 page (single spaced 12 point font) summary report will be submitted to the students' groups and to the instructor. Students are expected to read all the submissions of their group members and comment as they see fit. Each student is expected to send a follow up communication to the person interviewed thanking him or her for participating in this important assignment. This activity is worth 100 points.

Proposal Paper: As your final activity, use what you have learned in the course to develop a 5-10 page (single spaced 12 point font) economic development process proposal for your organization, an organization of interest, or your community. Alternatively, you may do a detailed evaluation of an existing economic development

program or policy and make recommendations for improvement. Be sure to reference any outside sources using the APA style. This activity is worth 100 points.

Final Comments: The grading criteria I use for each of these assignments are available in the Assignments folder. In general, attend to your writing. You will be graded as much on how you communicate as you will the thoughts you have to share. Generally, your final grade will be based on a straight percentage of the points earned to the total possible.

The following information regarding Peru State College's academic policies can also be found on Blackboard under the "College Policies" tab. By the end of this course I hope each of you will have transitioned as I have over the years from thinking of "economic development" as a remote (and yes, potentially boring) topic to understanding that it is as fundamentally essential to the human experience as the laws of physics (and they're cool right?). It covers a broad range of subtopics from alternative lending strategies to quality training programs (ok - I couldn't think of something that started with a "z"). In fact, EVERY activity in society has potential for contribution to the economic health of a community, and more leaders are involved in effective planning supportive of controlled and sustainable growth than just the ones called "Director of Economic Development"...

College's Incomplete Coursework Policy: To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

College's Academic Integrity Policy: The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply

with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College “. . . will establish a distance learning assessment policy that will include, at a minimum, a substantial culminating experience that is proctored.” Peru State College’s policy is that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course’s stated learning objectives are achieved. Online course syllabi will clearly state that, regardless of grades earned previously, the proctored final exam must be passed in order to receive credit for the course. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student’s transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

### **Title IX Compliance Notice**

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).