

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **PADM 530**

#### **POLITICS, STRATEGIES, AND INITIATIVES OF COMMUNITY ECONOMIC DEVELOPMENT**

#### **COURSE DESCRIPTION**

This course will provide an overview of theoretical and practical approaches to community economic development.

#### **RATIONALE**

Whether in strong economic times or economic downturns, the lifeblood of a community is economic development. Accordingly, effective community leaders, whether leading a village, city, or county, need to understand not only the history of economic development, but also key principles and strategies to help attract businesses and assist in bolstering the economic life of an area.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word  
(Microsoft Office is available at a special discount to Liberty University students.)

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Apply the theories of community economic development to decision making and project management.
- B. Evaluate the contexts and variables of economic development and community initiatives.
- C. Critically analyze economic development initiatives and policy proposals.
- D. Assess values and conflicts of interest that emerge during the economic development process.
- E. Evaluate public administration and economic development issues from a distinctly Christian worldview perspective.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (3)

The student will participate in 3 Discussion Board Forums. The student will post a thread of 600 words or more. Then, the student must reply to at least 2 classmates' threads in 200 words or more.

D. Article Reviews (2)

The student will write 2 article reviews based on a designated article located in the Reading & Study folder of the corresponding module/week. Each review will summarize and critique the author's position/conclusion in 500 words.

E. Public Administration Interview

The student will conduct 2 interviews with individuals employed by an organization or community in economic development. Each interview must observe a 30-minute time limit. An interview template is provided in the Assignment Instructions folder with a detailed list of questions.

F. Annotated Bibliography

The student will be expected to submit an Annotated Bibliography. These sources must provide the academic and research support for the Economic Development Analysis and Proposal. The bibliography will require that the student find and annotate 25 sources. Sources can include the various journal articles that have been assigned as part of the weekly readings throughout the course. Additional journal resources can be found through Liberty University Online's Research Portal.

G. Case Study Project

This project will be completed in 2 parts.

Part 1: Project Proposal – Declared Jurisdiction

The student will begin to prepare for his/her Case Study by submitting a project jurisdictional statement according to the provided template, detailing how the assignment requirements will be fulfilled. This assignment requires a declaration of the location that will be explored for the Case Study project.

Part 2: Economic Development Analysis with Proposed Action Plan

The student will submit an Economic Development Analysis with Proposed Action Plan, consisting of 15–20 pages, not including the title page, abstract, or reference page. This assignment will specifically target the situation of an American city, town, or county. In this assignment, the student will research and address the following information: economic situation, problems, SWOT analysis, legal and public policy issues, governmental atmosphere, and proposed solutions.

## VI. COURSE GRADING AND POLICIES

### A. Points

|   |             |
|---|-------------|
| Course Requirements Checklist             | 10          |
| Discussion Board Forums (3 at 100 pts ea) | 300         |
| Article Reviews (2 at 75 pts ea)          | 150         |
| Public Administration Interview           | 100         |
| Annotated Bibliography                    | 150         |
| Case Study Project                        |             |
| Part 1                                    | 50          |
| Part 2                                    | 250         |
| <b>Total</b>                              | <b>1010</b> |

### B. Scale

A = 940–1010   A- = 920–939   B+ = 900–919   B = 860–899   B- = 840–859  
C+ = 820–839   C = 780–819   C- = 760–779   D+ = 740–759   D = 700–739  
D- = 680–699   F = 0–679

### C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **PADM 530**

Textbooks: Leigh & Blakely, *Planning Local Economic Development: Theory and Practice* (2017).  
McDonald, *Collaborative Stewardship* (2016).

| <b>MODULE/<br/>WEEK</b> | <b>READING &amp; STUDY</b>  | <b>ASSIGNMENTS</b>   | <b>POINTS</b> |
|-------------------------|---|--|---------------|
| <b>1</b>                | Leigh & Blakely: chs. 1–4<br>McDonald: ch. 1<br>2 presentations<br>1 article                    | Course Requirements Checklist<br>Class Introductions<br>Article Review 1 | 10<br>0<br>75 |
| <b>2</b>                | Leigh & Blakely: ch. 5<br>McDonald: ch. 2<br>1 presentation<br>2 articles                       | DB Forum 1<br>Case Study Project: Part 1                                 | 100<br>50     |
| <b>3</b>                | Leigh & Blakely: chs. 6–7<br>McDonald: ch. 3<br>1 presentation<br>1 article                     | Public Administrator Generated<br>Information on Economic<br>Development | 100           |
| <b>4</b>                | Leigh & Blakely: chs. 8–9<br>McDonald: ch. 4<br>1 presentation<br>1 article                     | DB Forum 2   | 100           |
| <b>5</b>                | Leigh & Blakely: chs. 10–11<br>McDonald: ch. 5<br>1 presentation<br>1 article                   | Article Review 2   | 75            |
| <b>6</b>                | Leigh & Blakely: chs. 12–14<br>McDonald: ch. 6<br>Bible Readings<br>1 presentation<br>1 article | DB Forum 3   | 100           |
| <b>7</b>                | McDonald: ch. 7<br>2 presentations<br>1 article   | Annotated Bibliography   | 150           |
| <b>8</b>                | McDonald: ch. 8<br>1 presentation   | Case Study Project: Part 2   | 250           |
| <b>TOTAL</b>            |   |  | <b>1010</b>   |

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.