Course Description/Rationale:

Community Leadership and Development (Web-Based, Summer II)
This course will examine the theoretical and practical aspects of leadership and development within the community context. Course activities are designed to provide the current or aspiring agricultural professional (especially Ag, FCS, and Extension educators) with sufficient background to engage in community-based planning, decision-making, and service learning. (Begins on **July 13** and ends on **August 13.**)

Course Objectives/Student Learning Outcomes

Upon successful completion of this course the student will be able to:
1. Distinguish between *community leadership* and *community development.*
2. Discuss attributes of effective community leaders.
3. Recognize the role of *opinion leadership* in community planning.
4. Examine the roles and contributions of municipal, county, and state governments as well as non-profits and other organizations in community leadership.
5. Compare philosophical, political and economic rationales for *community development.*
6. Utilize public data sources to develop a community profile.
7. Explore the role of schools and school activities in community context.
8. Analyze financial data (budgets, tax rates, grants, etc.) for community entities.
9. Compare school-based programs and resources for community engagement.
10. Develop proposals for community-based service-learning grants.
11. Describe interrelationships between community and economic development.

Text: None required. However, Internet access with a browser suitable for work in eCollege along with the ability to save and/or print PDF documents is essential.

Grade Determination

This graduate course is a web-based, lasting for approximately five weeks. The course is divided into four course modules consisting of an overview; lecture notes, and review of related websites, documents, journal articles, and/or videos; online discussions on relevant topics/issues. Additionally, some modules will include projects, reflective essays, or experiential activities that extend beyond the virtual boundaries of the eCollege format. . Details of these and other assignments will be provided online in eCollege.

Assessment Activity	*Possible Points*
Weekly online discussions [3 topics per module (4) x 20 points]	240
Community profile report (to be shared with peers)	100
Journal article summaries (2 @ 50)	100
Service-learning grant proposal	100

Total possible points   **540**

  Your grade_____ % =   Your Total Points Earned x 100
                                              540

A=90% or higher   B=80-89%   C=70-79%   D=60-69%   F= below 60%

The professor reserves the right to modify this syllabus during the semester, if needed. The professor also reserves the right to extend credit for alternative assignments, projects, or presentations under extenuating circumstances.

<u>**Class Syllabus Addendum**</u>

Professionalism

Students are expected to log on to the scheduled module of instruction, review assigned resources, and complete online discussions. Their participation in online discussion and other virtual instructional activities should follow the basic principles of common courtesy and decency. Rude or profane comments, as well as cheating in any form, will not be tolerated. Failure to comply with the professor's guidelines may result in suspension from class for the remainder of the instruction.

Reasonable Accommodations

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, contact Coordinator of Disability Services at 903/886-5835.

Office Hours

The following office hours are the official times that I will be available for drop-in student consultation. I have an open door policy and will try to assist students any time that I am available. However, occasionally the professorial demands of class preparation, research, and service prohibit immediate drop-in service.

Monday   by appointment
Wednesday   1:00-4:00 p.m..

Academic Honesty and Integrity

Students are expected to do their own work. Assistance with written assignments, such as proofreading or editing, is encouraged as long as the final concepts and product are those drafted and authored by the student. Information or materials (including ideas, quotes, data, procedures, etc.) from sources other than the student must be given proper credit through appropriate citation. The discipline of Agricultural Education uses the APA format (6th edition) as its primary style guide for publications, including research papers and reports. Assistance with this format and general guidelines for written assignments are available at the following two sources:

The Online Writing Lab at Purdue University
http://owl.english.purdue.edu/owl/resource/560/01/

Academic honesty and integrity is expected of all students. Cheating including but not limited to copying, talking to classmates during testing, using notes when prohibited by instructor, and plagiarism (as defined by the Council of Writing Program Administrators http://www.wpacouncil.org/node/9) will not be tolerated. Penalties may include grade reduction or suspension from class, depending on the frequency and severity of the violation.

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