WKU®
Leadership Studies
Doctoral Program

NOTICE: All information pertaining to this course, including course policies, is subject to being changed until the first day of the term. Last date modified:

Course Syllabus
EDLD 794 - Educational Leadership Seminar
"Community Leadership & Development Lab"

Summer 2021 – (3 Credit Hours)
June 1 - July 15, 2021
Class meets at WKU for required residency program (June 14-17)
9:00 a.m. to 4:00 p.m. Central Time

<u>Hybrid course with in person and online component</u>

Instructor:
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Catalog description: Seminar in topics and current trends related to educational leadership. Seminars that represent different topics may be repeated for credit with advisor permission.

Course topic: This course will define the nature of community leadership and examine the process of positional and non-positional or "grassroots" leadership development from within communities and organizations. Students will study the importance of leadership on community prosperity and well being, how and why ordinary people emerge as leaders and choose to remain committed to the common good despite cynicism and dwindling public resources.

Learning Targets: Performance in the course will be assessed, through in person and online discussion as well as the culminating research project, by evaluating the extent to which doctoral students can successfully:

1. I can demonstrate an understanding of community leadership in the overall context of leadership theory, specifically concepts of the power elite, influence and networked leadership. (Discussion board, in class discussion, project)

2. I can identify the historical basis of community development, and best practices in transforming communities. (Discussion board, in class discussion)

3. I can practice effective group processes as the following: creating vision, forming collaborations, developing consensus, and leading projects. (In class discussion, project)

4. I can demonstrate awareness/appreciation of the importance of institutional leadership and the changing organizational status in government, business, non-profit, education, and philanthropy through real world case studies. (Discussion board, in class discussion, project)

5. I can conduct mixed methods research using the community as a laboratory for action research. (Project)

6. I can demonstrate acceptable academic / professional standards of research and writing that correctly utilizes conventions as prescribed by APA. (Discussion board, project)

7. I can discuss the diversity of individuals and groups with whom community leaders work with on community leadership issues. (Discussion board, in class discussion, project)

8. I can demonstrate awareness/appreciation of the importance of civic engagement, adaptive coalitions, and networks in communities through the interactions of governments, businesses, non-profits, education institutions, philanthropy, and at the grass roots level through real world case studies. (Discussion board, in class discussion, project)

Grading/Evaluation:
This course utilizes a standards-based approach to student assessment. Assignments are not worth point values as in a traditional class. Rather, feedback is provided to students relative to their progress toward mastery of the learning targets that define the content and skills students should know and be able to do at the conclusion of the course.

All assignments are designed to introduce students to these concepts and skills and allow them to use new knowledge and practice new skills until mastery of each learning target is demonstrated. See the learning targets described above.

Rubrics are provided for each assignment offer descriptions of student performance indicating the extent to which the learning targets associated with the assignment have been mastered, partially mastered, or whether there is still limited evidence of mastery.

Final Grade Assignment

The final letter grade for the course will be assigned based on the following scale:.

A = All targets mastered
B = At least seven targets mastered
C = At least six targets mastered
F = five or fewer targets fully mastered

Required Texts.

Gary P. Green, Anna L. Haines, (2015). *Asset Building & Community Development.* Los Angeles: Sage Publications. ISBN**:** 9781483344034

Peter Kageyama (2011). *For the Love of Cities: The love affair between people and their places.* St. Petersburg, FL: Creative Cities Publishing. ISBN-10**:** 0615430430; ISBN-13**:** 978-0615430430

Readings (provided via Blackboard)

Berube, A. (2019). *Small and mid-sized legacy communities: Trends, assets, and principles for action.* Washington, DC: The Brookings Institution.

Besser, T.L. (2009). Changes in small town social capital and civic engagement. *Journal of Rural Studies*, 25, 185-193.

Brooks, D. (2019). *Relationalist manifesto.* Washington DC: Aspen Institute, The Weave Project. https://www.aspeninstitute.org/blog-posts/the-relationalist-manifesto/

Domhoff, W. (2005). Power at the local level: Growth coalition theory. *Who Rules America?* https://whorulesamerica.ucsc.edu/local/growth_coalition_theory.html

Fallows, J. (2018, May). Reinventing America. *The Atlantic*, 99-110.

Florida, R. (2003). Cities and the creative class. *City and Community*, 2(1), 3-19.

Friedman, T. (2018). Where American politics can still work: From the bottom up. *The New York Times*, July 3, A25.

Gardner, J. W. (2003). *Living, leading, and the American dream*. New York: Jossey-Bass. (Excerpt)

Jeffres, L. W., Bracken, C. C., Jian, G., & Casey, M. F. (2009). The impact of third places on community quality of life. *Applied Research in Quality of Life*, 4, 333-345. doi:10.1007/s11482-009-9084-8

Pigg, K (1999). Community leadership and community theory: A practical synthesis. *Journal of Community Development* 30 (2): 196-212. https://doi.org/10.1080/15575339909489721

Phifer, Bryan M. (1990). Community development in America: A brief history. *Sociological Practice*, 8(1), 18-31. http://digitalcommons.wayne.edu/socprac/vol8/iss1/4

Porter, M.E. (1998). The Adam Smith address: Location, clusters, and the "new" microeconomics of competition. *Business Economics*; 33, 7-13.

Putnam, R.D. (1999). *Bowling Alone: America's Declining Social Capital*. New York: Simon & Schuster Publishers. (Excerpt)

Wiederhold-Wolfe, A., Black, E.W., Munz, S, & Okamoto, K. (2017). (Dis)Engagement and everyday democracy in stigmatized places: Addressing brain drain in the rural United States, *Western Journal of Communication*, 81(2), 168-187. DOI: 10.1080/10570314.2016.1236980

Major Learning Methods: Students will engage the course content via reading assignments, instructor presentations, in-class and online discussion, and written assignments. Focus will be upon active engagement as adult learners. This is an online course, so pedagogical methods will focus on active engagement in online and video-based discussions as well other online methods of student engagement. The following methods will be used for online instruction:

- **Didactic Instruction**- the entails the use of short video lectures and PowerPoint presentations as well as content presentations using YouTube, Media Site, or Zoom voice threads.

- **Case Discussions and Tutorials-** small group discussion, text-based discussion groups, mentoring/ coaching circles, or peer group consultation are all methods that exist using the tutorial method. The case study method is one of the most highly regarded ways to teach public and private sector leaders in business, public administration and education.

This class will include four case studies. This approach can be used effectively in a face-to-face setting or for online classes using Zoom, Google Meet or other video conferencing techniques.

- **Community Observations, Interviews, and Action Research-** this is a community laboratory course and includes an action research component where students are required to conduct qualitative and quantitative research developing a case study for a given community. The case study will require students to conduct observations and interviews with community members and leaders.

Course Organization and Expectations: This course is designed on the assumption that learning is something that we as adult learners actively engage in by choice, have a commitment to, and accept responsibility for. The format of the class will be that of a community of scholars, each with their rights and responsibility of membership. Differing perspectives and opinions will not only be tolerated but also encouraged.

Plagiarism Policy: Plagiarism is a serious offense. The academic work of students is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism is an act of academic dishonesty. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Before receiving a grade in this course students will be required to verify in writing that they have completed the Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules - http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing.
or Indiana University's Plagiarism and Academic Integrity - http://edtech.wku.edu/~counsel/policies/plagiarism-and-academic-integrity.htm.

Academic Dishonesty: Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership, and Research for possible disciplinary action, which may result in permanent disqualification from the program.

Attendance and Participation Policy: Graduate students should be able and willing to share information and ideas; regular attendance and productive participation using the virtual format

and on Blackboard are essential for success in the course. Students are expected to have read all assignments prior to discussion in class or on the web, if applicable, and be prepared to participate in class discussions and activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

Effective learners demonstrate classroom behaviors that enhance (a) the professor's ability to conduct the class and (b) the ability of students to benefit from the instructional process. Any behavior which is disruptive or interferes with other students' learning is not acceptable and may result in loss of points for class participation credit. A student's final grade for the course will be adversely affected by lack of attendance (including coming in late and/or leaving early), lack of participation in class activities and/or failure to complete graded/non-graded assignments. Students may have personal and professional conflicts with scheduled class meetings. Students must prioritize and make decisions related to scheduling conflicts. Absences from virtual class or anticipated lapses from on-line participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, the instructor should be contacted immediately after the absence. It is the student's responsibility to secure materials, notes, and assignments for all classes missed.

If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

Technology Usage: The instructor will utilize the WKU email and Blackboard Announcements as the primary methods to contact students outside of class. Students are expected to check their official University email and Blackboard on regular business days (Monday-Friday) to receive information or notices from the instructor.

Cellular phones need to be silenced and stored during class sessions. If there is a situation where a candidate legitimately needs access to a cellular telephone during class, please notify the professor. The instructor may allow electronic devices (such as I-pads, laptops, and tablets) to be utilized for instructional purposes related to the course.

Technology Requirements: As mentioned under participation and attendance students will be expected to have access to the Internet and email and to regularly monitor the course website on Blackboard, if applicable. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student's home computer; a contingency plan may

be to access it from the student's school computer. For technical issues related to Blackboard, please contact the IT Helpdesk at (270) 745-7000.

Statement of Diversity: The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment.   The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Students with Disabilities: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.   The phone number is 745-5004.

Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Course Adjustments: The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur, however, unless proper, timely, and prior notice is given to students.

COURSE ASSIGNMENTS

Assignment Format: As organizational leaders, you continually are/will be expected to express your ideas logically, both orally and in writing; that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed in 12-point font, Times New Roman, double-spaced, 1.0" left/right margins, 1.0" top/bottom margins. APA style will be used for all papers and written assignments unless otherwise indicated. **All documents are to be submitted as Microsoft Word or PDF documents. Assignments submitted in any other format will not be accepted.** Assignments will be submitted either electronically or as hard copy as instructed by the professor.

Course assignments include the following. Rubrics and guidelines for each will be posted under Blackboard. Assignment expectations will be discussed in great depth during the orientation

class session. Each assignment will be carefully aligned to the learning targets it is designed to measure.

DISCUSSION: In Class Discussion & Discussion Board Participation
(35% final grade; 10% midterm, 15% final, 10% in class)

Doctoral students are expected to complete all required readings and participate productively in person and via Blackboard discussions (see Discussion Rubric for EDLD 710). BlackBoard Discussions will be centered on questions from the readings and lectures.

In Class Discussions/ Tutorials/ Seminars- The role of students in class discussion is as contributors to the dialogue process. The responsibility of each participant is to listen, think, speak with each other, refer to the text and address each other respectfully.

Discussion Board Format: Students will have one or two discussion prompts each week. They will be expected to post an initial response by the middle of the week (Wednesday) and then engage in substantive discussion and dialog with members of the class through the discussion board by the end of each session (end of the day on Sundays).

Discussion Board Postings: You are encouraged to log in at least three times during the week to have an opportunity to respond to posts of classmates. Posts should be a minimum of one short paragraph and a maximum of two paragraphs. Avoid postings that are limited to "I agree" or "great idea", etc. Tell why you agree or disagree with a posting and support your statement with concepts from the reading for that week or by relating a real-world example or experience. If you use quotes from the readings, include appropriate references. Look for opportunities to build on responses of others. Bring in related prior knowledge (work experience, prior coursework, readings, etc.) when possible.

 Netiquette: Postings to the discussion boards require polite behavior or the learning process breaks down, people's feelings are hurt, and your grade may be impacted. Polite online behavior is called "netiquette". This class will use the Netiquette guidelines established by Deana Molinari and posted on the course Blackboard site.

Discussion Board Scoring Rubric: Each week you will respond to a discussion board prompt based on the readings or course assignments. The instructor will post a prompt in the small group discussion board. You will be given due dates for your initial and follow-up posts for each discussion assignment. **Discussion board participation will be graded at mid-term and at the end of the class and scored using the following rubric.**

Indicator	Mastery (3)	Partial Mastery: "In Progress" (2)	Limited Evidence of Mastery: "Revisions Needed" (1)
Initial Response	Rich in content. Evidence of thought, insight, and analysis. Reflects understanding of course content and ability to apply it meaningfully. Submitted on time.	Substantial information. Evidence of thought, insight, and analysis. Does not reflect full understanding of content or meaningful application. Submission is late.	Information is thin and commonplace. No analysis or insight is displayed. Does not reflect understanding of content or application. Submission is late.
Subsequent Responses	Responses to colleagues postings provide the requested number of responses. Responses reflect understanding of course content and ability to apply it meaningfully. Subsequent responses are on time.	Responses to colleagues provide the requested number of responses. Responses reflect full understanding of course content or meaningful application. Subsequent responses are late.	Responses to colleagues do not provide the requested number of responses. Responses do not reflect understanding of course content and ability to apply it meaningfully. Subsequent responses are late and out of sync with discussion.
Stylistics, Grammar, Communication	Few grammatical errors. Few stylistic errors. Clear, concise and articulate communication	Grammatical or stylistic errors. Well communicated	Obvious grammatical and stylistic errors. Errors interfere with content. Communication level not adequate for graduate level study.

CASE STUDY PROJECT: Community Leadership & Development Lab (65% grade)

As a community laboratory course, the cumulative assignment is an action research project where students are required to conduct qualitative and quantitative research developing a case study for a given community. The case study will require students to conduct observations and interviews with community members and leaders triangulated with quantitative data and content analysis data. See Case Study Project on the Blackboard site for more detailed information.

Background

The results of the 2008 recession combined with national elections from 2008 to 2020 have shone the spotlight on areas of the United States, especially small cities in middle America, that felt disconnected from the well being and prosperity that other parts of the country were enjoying.

For this project, students will examine the role of leadership and community development in their community and compare the results to benchmark communities that have thrived as well as those that have experienced distress. Berube (2020), the Economic Innovation Group (2019), Love and Powe (2020), Erickcek and McKinney (2006) Fallows (2018), Kefalas and Carr (2009), as well as Austin and Hitch (2020) identified legacy communities as well as those that have most effectively addressed the challenges of the post-industrial age with strategies focusing on talent, innovation, and place.

This study hypothesizes that cities that are thriving are those that have citizens that are more civically engaged and happy, they have higher levels of collaborative and inclusive civic leadership in response to the challenges they have faced since 2008.

Pre-Project Work: Complete IRB Training & Approval

Before beginning with the Community Leadership and Development Lab project, students will be required to successfully complete the IRB training modules located at the following site:

https://www.wku.edu/compliance/training.php

IRB applicants are to complete – [1] Social/Behavioral Research Course (live human beings) & [2] Social and Behavioral Responsible Conduct of Research Course (RCR) (Each of the two modules have been reported to take roughly a minimum of 2-3 hours to complete, please consider this in your research timeline).

After completion of training students should register through IRBNet using the following procedures: https://www.wku.edu/compliance/irb_procedure.php

The IRB document is already completed and included in the course Blackboard site. Each student must submit that document completed with his/her name as a co-investigator.

Part I: Community Analysis

During the first part of the project, students will collect data using a variety of sources in the community using websites and databases (Brake, 2020) with statistical information about communities around the U.S. Students may work in groups for Part I of the project.

Part II: Interviews, Observations and SWOT Analysis

After concluding community analysis, complete interviews, observations and a SWOT analysis of the community in Part II. This portion of the project can be completed by a group.

Part III: Community Leadership & Development Case Study

By the end of the semester the student will triangulate their research and analysis for a case study paper on the community to achieve the student learning outcomes for the course. The students will write a coherent and academically well-prepared case study based on the research methods outlined in the research text sources.

Organization of the Case Study

The following format should be used: 10 pages minimum (does not include cover or reference page), APA format, double-spaced and be conscientious of grammar. Group involvement is encouraged when researching for this assignment. This assignment is a group assignment, the class will turn in one case study composed by all members of the class using Google Documents. https://docs.google.com/document/

Resources for Content Analysis

Brake, N. (2020). *Datafile of 50 small cities in middle America: Measures of social capital and community prosperity and distress*. Unpublished data. Bowling Green, KY: Western Kentucky University.

Brake, N. (2021). *Thriving in middle America: Five community development trends for small cities in the 21st Century*. Unpublished manuscript. Bowling Green, KY: Western Kentucky University.

Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*, 3rd ed. Los Angeles: Sage Publications.

Economic Innovation Group (2018). *Distressed communities index*. https://eig.org/dci/methodology

Joint Economic Committee, US Congress (2018). *Geography of Social Capital in the US.* Washington DC: Social Capital Project, SCP Report 1-18. https://www.lee.senate.gov/public/_cache/files/da64fdb7-3b2e-40d4-b9e3-07001b81ec31/the-geography-of-social-capital.pdf

Joint Economic Committee, US Congress (2018). *Supplemental data for social capital index.* https://www.jec.senate.gov/public/index.cfm/republicans/2018/4/supplemental-data-for-social-capital-index

Lictman, M. (2011). *Understanding and evaluating qualitative educational research.* Los Angeles: Sage Publications.

Patton, M.Q. (1990). *Qualitative evaluation and research methods.* London: SAGE Publishing.

School of Media and Public Affairs at George Washington University. (2020). *American Community Project: Methodology and community typology by county.* https://www.americancommunities.org/methodology/

Bowling Green, KY
City: https://www.bgky.org/
Chamber of Commerce: https://www.bgchamber.com/
Community Foundation: https://cfsky.org/
Economic Development: https://www.southcentralky.com/
Mainstreet Organization: https://www.bgdowntownsquare.com/
School District: https://www.b-g.k12.ky.us/
University or College: https://www.wku.edu/ CC: https://southcentral.kctcs.edu/
Bowling Green Chamber of Commerce (2016). *Bowling Green Warren County Strategic Plan.*

Rubric for Community Leadership and Development Project & Case Study

Mastery (3)	*Meets Minimum Target (2)*	*Partial Mastery/ Needs Some Work (1)*	*Unacceptable, Revisions Needed (0)*
Demonstrates a deep grasp of community leadership and development by explaining it, using it to produce examples using novel perspectives and a sophisticated grasp of several aspects of multiple theories of leadership	***Demonstrates a grasp of community leadership and development by*** applying critical distinctions and relationships between more than two applications of leadership theory	***Demonstrates a useful perspective on community leadership and development.*** Accurately recalls, uses, paraphrases or summarizes at least two theories of leadership.	***Does not recall or only somewhat accurately recalls or uses the concepts of community leadership and development*** with little effective connection to different theories of leadership.
Addresses research questions with professional quality designed to fill gaps in existing knowledge of community leadership and development. Supports the acquisition of knowledge on both a practical and theoretical level.	***Adequately addresses research questions*** designed to fill gaps in existing knowledge of community leadership and development. Supports the acquisition of knowledge on both a practical and theoretical level.	***Addresses research questions*** connected to community leadership and development. Marginal supports for the acquisition of knowledge on both a practical and theoretical level.	***Does not adequately address research questions.*** Does not effectively connect to community leadership and development. No support for the acquisition of knowledge on both a practical and theoretical level.
Excellent grasp of qualitative methods to analyze and interpret data acquired from interviews, participant observations, and electronic and hard copy documents. Understands ethics, social, political, and cultural issues confronted by researchers.	***Effective use of qualitative methods to analyze and interpret data*** acquired from interviews, participant observations, and electronic and hard copy documents. Understands ethics, social, political, and cultural issues confronted by researchers.	***Marginally effective use of qualitative methods to analyze and interpret data*** acquired from interviews, participant observations, and electronic and hard copy documents. Understands ethics, social, political, and cultural issues	***Does not effectively employ qualitative methods to analyze and interpret data*** acquired from interviews, participant observations, and electronic and hard copy documents. Understands ethics, social, political, and cultural issues

		confronted by researchers.	confronted by researchers.
Supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective. *Written to a level of publication*. Few grammatical errors. Few stylistic errors.	*Supports diagnosis and opinions with arguments and evidence*; presents a balanced view; interpretation is objective. Few grammatical errors. Few stylistic errors. ***Doctoral level work.***	*Supports diagnosis and opinions with limited reasons and evidence*; presents a somewhat one-sided argument. Grammatical or stylistic errors. ***Marginally doctoral level work.***	***Does not support diagnosis and opinions with evidence***; argument is one-sided and not objective. Obvious grammatical and stylistic errors. Errors interfere with content. ***Not acceptable as doctoral level work.***

EDLD 794 - Educational Leadership Seminar
"Community Leadership and Development"
Summer 2021
Tentative Schedule

*[NOTE: All dates and **assignments subject to change until the first day of term.**]*

Session	Topics	Readings	Assignments
1 June 1-6	Defining Community Leadership & Development The Great Society: A History of Community Development in America	Ch. 1-2, Green & Haines Kageyama, Ch. 1-2 Phifer https://www.wku.edu/compliance/training.php	Video Lectures Discussion Board Posts **IRB Training and submission- DUE**
2 June 7-13	Community Power Structures, Growth Coalition Theory, Complex Adaptive Coalitions Role of Community Based Organizations	Ch. 3-4, Green & Haines Domhoff Research Readings: Improvement Science, Interviewing & Observing	Video Lectures Discussion Board Posts
3 June 14	**Community Residency:** AM- Community Leadership Place and Placemaking PM- Mixed Methods Research Training to conduct interviews and observations in the community	Berube, Friedman, Gardner, Jeffres Kageyama, Ch. 3-5 Brake, N. (2021). *Thriving in middle America: Five community development trends for small cities in the 21st Century*	**Case Study Project:** Training to conduct interviews and observations in the community

4 June 15	**Community Residency:** AM- Ed.D. Convocation PM- Fieldwork, Interviews and Observations in downtown and around Bowling Green	Resources for Content Analysis	**Case Study Project:** Research, Interviews and Observations in the Community
5 June 16	**Community Residency:** All Day- Fieldwork, Interviews and Observations		**Case Study Project:** Research, Interviews and Observations in the Community
6 June 17	**Community Residency:** AM- Creative Class Debate Social Justice Leadership Speaker PM- Case Study Next Steps	Kageyama, Ch. 5-8 Brooks Florida Pigg	**Case Study Project:** Research, Interviews and Observations in the Community
7 June 20-26	Talent, Human Capital and Community Development Financial Capital Physical Capital Brain Drain	Ch. 5, 7-8 Green & Haines Kageyama, Ch. 5-7 Wiederhold-Wolfe The Flow of Money; How Local Economies Grow and Expand	Video Lectures Discussion Board Posts

8 June 27- July 4	Political Capital Cultural Capital and Social Capital	Ch. 6, 10-11, Green & Haines Putnam Besser	Video Lectures Discussion Board Posts
9 July 5-9	Environmental Capital Land, Sustainable Development	Ch. 9, 12, Green & Haines	Video Lectures Discussion Board Posts **Case Study Project DUE by <u>July 15</u>**