

Intro to Feasibility Course Syllabus

The Intro to Feasibility Course will provide an overview of feasibility studies and their role in food systems development.

Assistance Contacts

Curriculum Assistance: For questions regarding content in workshops and Moodle, please contact Bre Miller.

Bre Miller
millerb@iastate.edu
515-291-8004

Technical Assistance: For questions regarding technology used to support coursework, please see contacts below.

Moodle (username and password)	kaleyh@iastate.edu 515-745-2401 ei hotline@iastate.edu 515-249-1725
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IOWA STATE UNIVERSITY
Extension and Outreach

Part 1: Course Information

Course Description

Participants in this course will receive access to CFS Module 1: Introduction to Community Food Systems and Design Thinking. Introduction to Community Food Systems teaches the Community Food Systems process utilized at Iowa State University. The intro to feasibility course will provide an overview of feasibility studies and their role in food systems development. Feasibility Analysis introduces concepts and types of feasibility studies. It teaches best practices for identifying existing business data and partnership considerations to keep in mind when starting a feasibility study.

Course Learning Outcomes

- Participants will understand the need for feasibility studies and have tools for assisting businesses in feasibility work. Participants will know additional partners or organizations that may be able to support them in conducting full feasibility analysis studies.
- Participants will understand the steps for conducting a feasibility study and expected outputs needed. In addition, participants will understand where to access data needed to conduct various components of business feasibility analysis.

Part 2: Course Methods and Delivery

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Moodle
- Adobe Flash Player
- Adobe Acrobat Reader
- Audio out and in

If you need technical assistance at any time during the course, or to report a problem with Moodle, please email kaleyh@iastate.edu. See **Assistance Contacts** on page 1 for further technical assistance contacts.

Part 3: Course Requirements and Grading

You must achieve an overall course grade of 80 in percent in Moodle to receive a Mapping 101 Certificate of Completion.

Completing Assignments

All assignments for the online modules will be submitted electronically through Moodle unless otherwise instructed. Assignments that are too large to be submitted in Moodle must be submitted to instructor via email.

Activity and assignment details will be explained in detail within each learning module in Moodle. If you have any questions regarding activities, please email millerb@iastate.edu.

Moodle Grading Rubric

- A grading rubric is used by instructors to grade assignments submitted in Moodle. It is recommended for students to review the rubric prior to completing assignments to meet requirements.
- If you do not receive a grade above 80 percent for an assignment, the grader will provide comments for edits and you will have the opportunity to resubmit the assignment for a higher grade (reminder: an *overall* course grade of 80 percent is required to receive a certificate).

The grading rubric assigns a grading category to each assignment: reflection, application, critical thinking, and creation. Based on that assignment's category, review the associated rubric to understand grading requirements. If two categories are listed, the assignment will be graded based on both categories' criteria and averaged for an overall score.

Assignment Categories

Feasibility Study	Category
1.5 Activity 1	Reflection
2.3 Activity 1	Application and Critical Thinking
3.2 Activity 1	Reflection and Application

Grading Rubrics

Reflection

100%	90%	80%	Revisions Required > 80%
Thoughtful and significant response to how the question relates to personal and or professional life with meaningful examples, shows interconnectedness between work and course or lived experience, answers all components of reflection question	Thoughtful and adequate response to how the question relates to personal and or professional life, answers all components of reflection question	Limited reflection, provides satisfactory information	Unsatisfactory, insignificant response, limited to no thoughtful feedback, doesn't answer all components of reflection question

Application

100%	90%	80%	Revisions Required > 80%
Significant analysis regarding readings or presentation to their place-based programs and projects, strong examples and acknowledgement related to personal work.	Proficient analysis of readings and presentations that relate to their place-based programs and projects.	Adequate analysis but lacking strong connections to personal and place-based work.	Unsatisfactory and insignificant connections to personal and place-based work.

Critical Thinking

100%	90%	80%	Revisions Required >80%
Significant and effective reflection that demonstrates ability of the student to question their own preconceptions, and/or assumptions and define new modes of thinking as a result and consider alternate perspectives.	Adequate reflection that demonstrates ability of the student to question their own preconceptions, and/or assumptions and define new modes of thinking as a result and consider alternate perspectives.	Limited consideration of their own preconceptions, and/or assumptions and define new modes of thinking as a result and consider alternate perspectives.	Unsatisfactory, insignificant consideration of their own preconceptions, and/or assumptions and define new modes of thinking as a result and consider alternate perspectives.

Creation

100%	90%	80%	Revisions Required >80%
Strong ability to create a desired product that reflects their personal and place-based efforts through critical thinking from workshops, presentations, and readings.	Considerable ability to create desired products relating place-based work that details full understanding of assignment objectives.	Acceptable ability to create desired products relating to place-based work but lacks detail relating to assignment objectives.	Unsatisfactory and insignificant ability to create desired products relating to place-based work.

Viewing Grades in Moodle

- Click into the course
- Click on the Grades link in the Settings Box to the right of the main course page

Module: Intro to Feasibility Study

Module Goal: This section will provide an overview of feasibility studies and their role in food systems development.

Feasibility Studies

Overview: This section will share the different pieces of feasibility analysis, business plans, feasibility studies and additional assessments as it relates to food systems analysis.

Outcomes: Participants will understand the need for feasibility studies and have tools for assisting businesses in feasibility work. Participants will know additional partners or organizations that may be able to support them in conducting full feasibility analysis studies.

Required Activities:

1.1 Presentation 1: What Are Feasibility Studies and Why Are They Important

1.2 Reading 1: Des Moines Public Market Business Plan

1.3 Reading 2: Local Food Economics- Using Secondary Data

1.4 Reading 3: Finding Quick Stats

1.5 Activity 1: Where do you see the need for feasibility studies in your work?

Feasibility Analysis

Overview: This section will share the differences in business feasibility studies and feasibility analysis as well as walk through an example feasibility study.

Outcomes: Participants will understand the steps for conducting a feasibility study and expected outputs needed. In addition, participants will understand where to access data needed to conduct various components of business feasibility analysis.

Required Activities:

2.1 Presentation 1: Business Feasibility Analysis

2.2 Presentation 2: Feasibility Analysis Tools

2.3 Activity 1: First, watch the [Dubuque Local Foods Farmer and Buyer Exploration Video](#). Then, download the Feasibility Questions Template. Based on the video, consider doing a feasibility study for a producer. Write at least three questions you would ask for each section of a feasibility study.

Feasibility Teams

Overview: This section will review types of partners needed for feasibility studies.

Outcomes: Participants will know different partner organizations or expertise needed to conduct a full feasibility study.

Required Activities:

3.1 Presentation 1: Team Development for Feasibility Studies

3.2 Activity 1: Consider the various organizations in your community, as well as individuals in your workplace, that may be beneficial to have on a feasibility team. Write down each individual, their organization, and their role on the team.

Feasibility Evaluation

Full Certification Evaluation