

Intro to Economic Development Course Syllabus

The Economic Impact course will provide an overview of economic impact methods and share how to conduct economic impact analysis utilizing an input-output model that is based on the commonly used IMPLAN model.

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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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. Economic Impact teaches a practice for conducting economic impact analysis studies which may be used for businesses, organizations or communities. Economic Impact module first reviews a tutorial for conducting an economic impact analysis of a food hub; following, participants will conduct their own study based on a project of interest. Data utilized in this module are updated regularly based on state census information.

Course Learning Outcomes

Participants will understand the need for economic impact studies and will be able to conduct an impact analysis that may benefit a community project or asset area. Participants who desire to graduate to actually using an IMPLAN model will find this session will prepare them to more rapidly learn and ultimately deploy that modeling system (or other modeling systems) for more rigorous 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

Economic Impact	Category
1.6 Activity 1	Download only- no grade
1.8 Activity 2	Creation
1.10 Activity 3	Reflection and Critical Thinking

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.

Tests

There is a pre- and post-test for Module 1, which is submitted electronically through Moodle. You must pass the post-test with an 80 percent to move on to the next module.

Important Note: Test questions are based on all Required Activities, including presentations, videos and readings in the module.

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

Part 4: Course Outline

Module: Intro to Economic Impact

Module Goal: This section will provide an overview of economic impact methods and share how to conduct economic impact analysis utilizing an input-output model that is based on the commonly used IMPLAN model.

Economic Impact Analysis

Overview: Introduce scenarios that will be transferable across different state areas (such as processing, specialty crop growers, etc.) Users can use the simplified modeling system deployed for this module to learn more about the process of modeling the kind of results that are generated from different economic scenarios.

Outcomes: Participants will understand the need for economic impact studies and will be able to conduct an impact analysis that may benefit a community project or asset area. Participants who desire to graduate to actually using an IMPLAN model will find this session will prepare them to more rapidly learn and ultimately deploy that modeling system (or other modeling systems) for more rigorous analysis.

Required Activities:

1.1 Presentation 1: An Introduction to Economic Impact Assessment for Local Foods Analysis Part 1

1.2 Reading 1: The Economics of Local Food- Modules 5-6

1.3 Reading 2: Analyzing the Linkages of Local Foods to Local Economies

1.4 Reading 3: Addressing Opportunity Cost

1.5 Reading 4: Offsetting Supply Side Opportunity

1.6 Presentation 2: An Introduction to Economic Impact Assessment for Local Foods Analysis Part 2

1.7 Activity 2: Following along with the 1.7 Presentation 2 tutorial, calculate the net economic impact of adding 120 acres of fruit and vegetable production to your county. Assume that those 120 acres must come from existing grain and oilseed cropland. Your assignment should include these elements:

1. Table of the fruit and vegetable production
2. Table of the offsets to conventional farming
3. Table of the net results
4. Paragraph explaining your methods and findings

1.8 Reading 5: Starting an Online Local Food Co-op: A Case Study from the Iowa Valley Cooperative

1.9 Activity 3: Using the [Local Foods Economic Impact Calculator](#), complete the four steps as directed in the link, filling in the appropriate information based on the 1.9 Reading (Iowa Valley Cooperative Case Study). Enter your email to receive the impact report. Once you receive the report, download and save it to your computer. Review the results and frequently asked question sections.

Based on your findings from the Local Foods Economic Impact Calculator, reflect and share your thoughts. Were you surprised by the results? Was the impact higher or lower than you had expected? Do you think a similar project, like the Iowa Valley Cooperative would have a beneficial impact on your community?

Economic Impact Evaluation