

**COURSE OUTLINE**

**BUS 301**

**COMMUNITY ECONOMIC DEVELOPMENT**

**3** **CREDITS**

PREPARED BY: Business Administration and Indigenous Governance Faculty

DATE: November 28, 2019

APPROVED BY: Stephen Mooney, Interim Dean DATE: December 24, 2019

APPROVED BY ACADEMIC COUNCIL: Click or tap to enter a date

RENEWED BY ACADEMIC COUNCIL: Click or tap to enter a date





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Version 1.2 revised and approved by Academic Council: April 17, 2019

Academic Council, Governance Office

Academic Council MyYC: Policies, Procedures and Forms

**COMMUNITY ECONOMIC DEVELOPMENT**

**INSTRUCTOR: OFFICE HOURS:**

**OFFICE LOCATION: CLASSROOM:**

**E-MAIL: TIME:**

**TELEPHONE: DATES:**

**COURSE DESCRIPTION**

What role does economic development play in Yukon communities? What do new business owners need to think about when designing and developing their ventures? What considerations are specific to Yukon?

In this course, we will use a community focused approach to examine how an entrepreneur might develop a Yukon market business idea. Students will analyse basic dynamics of community and regional development while exploring the relationships between economic, political, social and cultural development. We will consider local market dynamics (including third and barter/or alternative economies), importing and exporting, and the importance and implications of working with First Nations governments and various other First Nation organizations.

**PREREQUISITES**

LEAD 292 or FNGA 200

ACCT 222 or FNGA 103

**RELATED COURSE REQUIREMENTS**

None

**EQUIVALENCY OR TRANSFERABILITY**

This course has recently been re-developed, and its transferability is still being evaluated. Receiving institutions always determine course transferability. Further information and assistance with transfers may be available from the School of Business and Leadership.

**LEARNING OUTCOMES**

*Upon successful completion of the course, students will be able to:*

* + Grok the role that community economic development plays in shaping wellness and economic, social, environmental sustainability in the Yukon
  + Communicate how the general and specific provisions of the Final and Self-Government Agreements enable economic development in Yukon First Nation communities
  + Explain how various environments (including political, geographic, economic, sociocultural, and technological) influence CED in the North
  + Identify key stakeholders (e.g. all levels of government, First Nation development corporations, community corporations, investment corporations, trusts) who could influence the success of a community economic development project, and analyse their positions through their values and interests
  + Research community development capacity and assess in terms of different capital types: cultural, natural, physical, financial, social, organizational and human
  + Analyse and synthesize community development research and effectively communicate to a variety of audiences
  + Collaborate in teams to create and present a business plan appropriate for a community partner

**COURSE FORMAT**

The course will be offered in a weekly, 3-hour, in-class seminar and work-group format. Students will be expected to participate in individual and group activities, both in class and independently over the week.

Our time in class will be split into two segments: in-class concept review to address any questions students have with respect to the learning material, and group work on case studies to apply the learning material to a specific business opportunity. At the end of the course, we will take all the topics we have covered and create a business plan for the opportunity outlined in the case study.

**ASSESSMENTS:**

**Assignments**

There will be a number of assignments over the term:

* Local Business Environment Analysis (written)
* Market Analysis (verbal)
* Regular progress reports (verbal and written)
* Business plan (written)

**Leadership & Engagement**

This course is largely group based and adopts an experiential approach to learning. The learning outcomes will be achieved through active participation in all class activities. Several evaluation methods will be utilized to assess engagement, including: instructor feedback (through a rubric), self-assessment, journaling, and peer-assessment.

**Final Project**

Detailed feasibility analysis of a business opportunity in Yukon.

**EVALUATION:**

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| --- | --- |
| Assignments | 60 |
| Leadership & Engagement | 10 |
| Final Project | 30 |
| Total | 100% |

**REQUIRED TEXTBOOKS AND MATERIAL**

TBD

**ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

**PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

**YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

**ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student’s responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): lac@yukoncollege.yk.ca.

**TOPIC OUTLINE**

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| --- | --- |
| **Week** | **Topic** |
| **1** | Course introduction and overview of business concepts |
| **2** | Being an entrepreneur |
| **3** | The business environment   * Stakeholders * First Nations governments and development corporations |
| **4** | Product development |
| **5** | Building blocks for businesses (1)   * Labour pool/capacity * Facilities * Market |
| **6** | Building blocks for businesses (2)   * Financing a start-up * Understanding and Engaging First Nations * Product differentiation |
| **7** | Looking at your competition   * Local * Virtual   Business and ethics |
| **8** | Creating your organization |
| **9** | Business and technology |
| **10** | Operations management |
| **11** | Intro to Business models |
| **12** | Growth strategies  Business model development |
| **13** | **Presentations** |