

FNR 59800: Theory & Application of Natural Resource Extension Programming

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COURSE DESCRIPTION: This course will provide an opportunity for students to develop and implement extension activities based on their research interests. The course will focus on important natural resources issues, identify common target audiences, provide examples of extension programming, discuss outputs developed from various extension programs, and outline metrics used to evaluate program impact.

COURSE OBJECTIVES:

- 1) Become familiar with the breadth of natural resource extension programs
- 2) Create a logic model based on student research and extension interests
- 3) Develop a plan that outlines student extension goals
- 4) Communicate technical information to non-scientific audiences

COURSE POLICIES: There will be no required texts for this course. Assigned readings will be posted throughout the course on Blackboard and should be read before you come to class. In addition, lecture outlines will be available on Blackboard and you should download these materials prior to class.

There will be several assignments that are aligned with meeting the extension requirements for all FNR graduate students. Students will be asked to develop a logic model, a one-page written plan outlining their extension activities, provide a thorough review of one extension plan from the class, and make a short oral presentation.

GRADES:

Assignments and Activities	Point Value	Grading Scale
Logic Model Review	25 points	475-428= A
Output Review	25 points	427-380= B
Logic Model	50 points	379-333= C
Extension Plan – Draft	50 points	332-285= D
Extension Plan – Final	100 points	< 284= F
Review of Draft Extension Plan	50 points	
Oral Presentation	25 points	
Attendance (weeks 2 through 7) (25 pts each)	150 points	
Total	475 points	

Coursework: All assignments and supplementary materials will be listed on Blackboard. Unless otherwise noted, all assignments will be due Friday 5:00 PM via Blackboard immediately following the class it was assigned. Late assignments will be penalized 10 percentage points for each day it is late.

Attendance & Class Discussion: Because of the importance of student participation in class discussion to satisfying course goals, regular attendance at class sessions is critical and required. As a result, during every class, student attendance will be recorded. If you miss a class or assignment without an excused absence, you will receive a zero. To receive an excused absence you must notify the instructors in advance and explain the reason for your absence. In addition, you will be required to show documentation for not being able to attend (e.g. physician's note in case of illness, etc.).

Output Review and Presentation: Students will be divided into groups. Each group must find and evaluate five (5) different extension outputs. One, and only one, must be from Purdue. The other four outputs must each come from 4 different institutions of your choice. Your selected five outputs must also include at least one of the following: 1) web site, 2) publication, 3) webinar, 4) video or podcast. For each output, evaluate the issue addressed, target audience, strength(s) of the output, weakness(es) of the output, and why/why not it accomplished the goal. Groups will present their findings in a short presentation in class.

Logic Model: The logic model is a program development and evaluation framework that has been generally adopted by extension across the country. You will draft a 1-pg logic model for your graduate project, a specific aspect of your graduate project, or separate extension program with an emphasis on the extension deliverable you will conduct to meet the departmental policy requirement. A logic model is a series of conditional if/then segments that includes the situation, inputs, activities, participation, and outcomes.

Students are strongly encouraged to meet with their major professor to discuss their logic model – this is the outline for your extension plan. The Logic Model you turn in must be initialed by your major professor.

Extension Plan: An extension plan is required for partial fulfillment of the FNR Graduate Student Policy on Extension and Outreach. Your plan must include what issue you are addressing, your target audience, what you plan on doing, and how this will benefit your target audience. Your plan should not exceed 2 pages in length and should be understandable to readers outside of your area of discipline. This assignment will be submitted as a draft and final plan separately. **Your major professor must review and sign-off on your final plan.** Each student will also anonymously provide a critical review of another student's draft plan.

Oral Presentation: Each student will provide a 8- to 10-minute oral presentation of their extension plan which will include the same components of the plan - what issue you are addressing, your target audience, what you plan on doing, and how this will benefit your target audience. Students will also be expected to briefly (~1-2 mins) describe the

importance of their research that can be understood by a general audience (aka an elevator speech).

Students with Disabilities: If you have a documented academic disability, please notify the instructor at the beginning of the semester to ensure appropriate accommodations can be made during lectures and exams. All communication between students and the instructor will be strictly confidential.

Academic Honesty: Any student caught cheating will receive a “Zero” for the first offense. A second offense will result in an “F” in the course. Cheating is a serious breach of intellectual integrity and will not be tolerated in this course.

Diversity: In this course, each voice in the classroom has something of value to contribute. Please take care to respect the different experiences, beliefs and values expressed by students and staff involved in this course. We support Purdue's commitment to diversity, and welcome individuals of all ages, backgrounds, citizenships, disability, sex, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

Campus Emergencies: In the event of a major campus emergency or any campus-wide circumstances that disrupt the normal course schedule, the course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructors’ control. Here are ways to get information about changes in this course:

- Blackboard web page
- Instructors: Rod Williams, rodw@purdue.edu, office phone: (765) 494-3568, and Brian MacGowan, macgowan@purdue.edu, cell phone: (513) 907-3743.

Assigned Readings:

Bunting-Howarth, et al. 2013. Fundamentals of a Sea Grant Extension Program, 2nd ed. National Oceanic and Atmospheric Administration, National Sea Grant College Program, Silver Spring, MD.

http://seagrant.noaa.gov/Portals/0/Documents/how_we_work/outreach/extension_fundamentals_web_final-2013.pdf

FNR. 2012. Extension and outreach requirements for graduate study in FNR. Pages 25-26 in Graduate Student Policy Manual, Department of Forestry and Natural Resources, Purdue University, West Lafayette, IN.

Powell-Taylor, E., Steele, S., and Douglass, M. 1996. Planning a program evaluation. University of Wisconsin Cooperative Extension Publication G3658-1, Madison, WI.

<http://learningstore.uwex.edu/assets/pdfs/g3658-1.pdf>

Note, additional short readings may be assigned during the course schedule.

Suggested Readings:

NASULGC. 1999. Returning to our roots: The engaged institution. New York, NY: National Association of State Universities and Land-Grant Colleges, Office of Public Affairs.
 W. K. Kellogg Foundation. 2001. W. K. Kellogg Foundation Logic Model Development Guide. Battle Creek, MI.

COURSE OUTLINE:

Date	Topic(s)	Lecturer(s)	Readings
Week 1 March 10	Introductions Extension: history and purpose Logic Model: a primer Assignment 1: Logic Model Review	R. Williams B. MacGowan	FNR 2012
March 17	Spring Break		
Week 2 March 24	Natural Resources Extension Portals Student Elevator speeches Assignment 2: Extension Output Review	B. MacGowan	Bunting-Howarth, et al. 2013
Week 3 March 31	Student Extension Deliverable Presentations Assignment 3: Logic Model		
Week 4 April 7	Student Elevator speeches Extension plan critique - (in class group activity) Assignment 4: Draft extension plan		
Week 5 April 14	Extension Program Evaluation Student Elevator speeches Assignment 5: External review of extension plan	B. MacGowan	Powell-Taylor, E et al. 1996
Week 6 April 21	Extension Plan Oral Presentations Assignment 6: Final extension plan		
Week 7 April 28	Extension Plan Oral Presentation		