

Syllabus

ENR 5640 Natural Resources

Program Planning

Autumn 2025

Course Information

- **Course times and location:** Tuesdays and Thursdays, 9:35-10:55, 333 Kottman Hall
- **Credit hours:** 3
- **Mode of delivery:** In Person

Instructor

- **Name:** Kristi Lekies, Ph.D.
- **Email:** lekies.1@osu.edu
- **Phone Number:** 614-688-3537
- **Office location:** 320C Kottman Hall
- **Office hours:** By appointment
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Teaching Assistant

- **Name:** Brian Capobianco
- **Email:** Capobianco.17@osu.edu
- **Office Hours:** By Appointment

Course Prerequisites/Co-Requisites

ENR 3600 Management of Public Lands

Pre-req or concur: ENR 3700 Introduction to Spatial Information for Environment and Natural Resources and ENR 3200 Environmental and Natural Resources Policy OR Grad standing



Course Description

Catalog description: Inventory and evaluation of natural resources for program planning with consideration of goals, objectives and actions, budgeting, and planning documents.

This course will cover planning for various types of programs related to environment and natural resources. These can include programs developed for recreational, educational, conservation, and related purposes that take place on federal, state, and local lands and other settings. **Part I** will consist of a general overview of planning and models of planning; we will examine program components; **Part II** will involve developing specific program plans for different types of programs such as online programs or programs for individuals across the life span as well as programs focused on conservation and restoration of natural resources and the environment. In **Part III**, we will look at large scale and community planning processes. You will have an opportunity to contribute your experiences to class discussions, meet professionals in the field, and apply ideas and concepts from the course to develop a program plan that aligns with your interests.

Course Learning Goals and Outcomes

Goals:

- To critically examine current issues related to the development of program planning in the environment and natural resources field
- To understand different approaches to program planning
- To develop skills in program planning across different types of programs and settings
- To understand the importance and role of program planning in career and professional development

By the end of this course, students will:

- Describe planning approaches
- Demonstrate knowledge of the components of program planning, including goal setting, budgeting, evaluation, and volunteer management
- Examine the benefits and challenges to community, recreational, educational, and other natural resource-based programs
- Be able to develop a detailed plan for an educational, recreational, or natural resource-based plan
- Be able to present program plan ideas clearly to others
- Identify ways program planning expertise can be beneficial to one's career and professional development

How This Course Works

Mode of delivery: This course is taught in person, twice per week. Class time will include lecture material, presentation and discussion of ideas and concepts, and work in small groups. Videos and guest presentations will also be used to enhance learning.

Attendance & Participation Requirements: You are expected to attend each class period. Staying up to date on readings, attending class, completing assignments, and participating in discussions will help you to succeed in this course. If you are aware of a time in which you will not be able to attend class, please talk with the instructor in advance. In case of illness or emergency, contact the instructor as soon as possible. Long periods of unexcused absences will result in disciplinary action.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://www.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Course Materials, Fees and Technologies

Required Materials

- *Program planning for adult learners: A practical guide (4th ed.)* (2021) by Sandra Ratcliff Daffron and Rosemary S. Cafferella. Jossey-Bass Publishers. This book is available through the OSU library and will be linked on Carmen. If you anticipate going into the program planning field, you may want to purchase a hard copy.
- Readings, videos, and other materials will be posted on Carmen for each week's topic. You are expected to complete the readings for the week prior to the start of class each week.

Fees and/or Additional Requirements

- There may be a small cost (\$5.00) to attend the Environmental Professionals Network breakfast on October 14. If you have concerns about the cost, please talk to the instructor.

Course Technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** go.osu.edu/IT



- **Phone:** 614-688-HELP (4357)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Baseline Technical Skills

- Basic computer and web-browsing skills
- Basic skills with Microsoft Word, Excel, and PowerPoint
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

Required Equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

Required Software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Information can be found at BuckeyePass (<http://buckeyepass.osu.edu>).
- Users will only receive one SMS passcode at a time. Using the "Trust Browser" feature on a user's first authentication log in of the day will allow the user to bypass the need for another passcode for 24 hours
- [Install the Duo Mobile application](https://it.osu.edu/learner-technology-handbook/ch3/duo) (<https://it.osu.edu/learner-technology-handbook/ch3/duo>) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.



Grading and Faculty Response

How Your Grade is Calculated

Your grade will be based on the following:

1. Environmental Professionals Network assignment - 50 points
 2. Program plan topic idea – 50 points
 3. Program case study assignment – 100 points
 5. Development of program plan – 200 points
 6. Presentation of program plan – 50 points
 7. Peer reviews – 30 points
 8. In-class participation/case plans (10@20 points each) – 200 points
- Total = 680 points

More information about the assignments and activities will be presented in class. All assignments are due at the designated time unless other arrangements are made with the instructor.

Letter Grade	Percentage
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	60-66.9%
E	Below 60

See Course Schedule for due dates.

Descriptions of Course Assignments

Written Assignments and Presentation

Description: There are 4 written assignments due throughout the semester: 1) Program plan topic idea; 2) Environmental Professionals Network (EPN) assignment*; 3) Program case study assignment; and 4) Program plan. The fourth assignment also includes a short presentation to the class and peer reviews of class presentations for helpful feedback. Assignments 1-3 are shorter assignments (typically 2-4 pages) designed to help you reflect on

program planning and give you ideas for your own plan (approximately 8-10 pages) which you will present to the class at the end of the semester.

Academic Integrity and Collaboration: Your written assignments should be your own original work. In formal assignments, you should follow APA style (<https://apastyle.apa.org/>) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in for editing purposes, but no one else should revise or rewrite your work. The Writing Center (<https://cstw.osu.edu/our-programs/writing-center>) offers free help with writing at any stage of the writing process for any member of the university community.

Your presentation should be your own original work. You are encouraged to practice your presentation in front of others, but no one else should revise or rewrite your work but yourself.

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with the instructor.

*Note: The EPN meets from approximately 7:45-9:30 a.m. with doors opening at 7:15 for networking and breakfast. There is also an related program afterwards from 9:45-10:45. If you are unable to attend due to a course or personal conflict, please talk to the instructor for an alternative option.

In-Class Participation Requirements

Description: You are expected to attend each class period. During class, we will be working on case plans and other small-group activities, as well as listening to guest speakers. On 12 occasions throughout the semester, you will be asked to complete case plans or an in-class activity for up to 20 points each. Ten (10) of these activities/attendance checks will count toward your final grade. Note that there are two extra participation activities as a backup in the event that you miss class on those days.

Academic Integrity and Collaboration - In-Class Discussion and Participation

Checks: All discussion and class activities are open book. You can use notes, lecture slides, videos, documentaries, the Internet, Google, calculators, books, articles. However, you must complete the activities yourself, without any external help or communication, unless otherwise directed by the instructor. Note that some participation checks will consist of small group activities in which you are allowed to work with others.



Late Policy

Please refer to Carmen or this syllabus for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Assignments must be turned in on the day they are due by the designated time. Any assignments turned in after this time will be considered late and will receive a 10% penalty. For each additional day (24 hours) the assignment is late, a 10% penalty will be deducted from the final grade. No assignment will be accepted after 3 days in which it is due, unless documentation of a valid excuse is provided or arrangements have been made with the instructor.

Instructor Feedback and Response Time

- **Grading and feedback:** Assignments and discussion posts will be graded in a timely manner. You can typically expect a grade and feedback within **7-10 days**. Assignments submitted after the due date may have reduced feedback and grades may take longer to be posted.
- **Email:** The Instructor and Teaching Assistant check and reply to emails daily Monday-Friday. Please email lekies.1@osu.edu or Capobianco.17@osu.edu as this is the email dedicated to the course. Please use your OSU email account to send emails to this account.



Grading Scale

Letter Grade	%	Mastery
A	93.00–100.0	The student met the learning objectives in an excellent manner.
A-	90.00–92.9	
B+	87.00–89.9	The student met the learning objectives of the course in an above-average manner.
B	83.00–86.9	
B-	80.00–82.9	
C+	77.00–79.9	The student met the learning objectives of the course in an average manner.
C	73.00–76.9	
C-	70.00–72.9	
D+	67.00–69.9	The student met the learning objectives of the course in a low but acceptable manner.
D	60.00–66.9	
E	00.00–59.9	The student failed to meet the learning objectives of the course.

Other Course Policies

Discussion and Communication Guidelines

Students in this course come from a variety of backgrounds and have differing viewpoints regarding the topics covered in class. We are here to learn, be open to new ideas, and think critically. Expectations are that we all will be respectful of our classmates, instructor, and teaching assistants, even if we disagree. In addition, while in class, students are expected to refrain from using cell phones, computers, and other electronic devices that are unrelated to class purposes. Failure to show respect may result in dismissal from the class.

In this course we will adhere to the 4Cs of civil discourse: Be Curious, Be Charitable, Be Conscientious, and Be Constructive. To acquaint yourself with this framework, please visit Ohio State's Center for Ethics and Human Values website: go.osu.edu/4Cs.



Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [*Code of Student Conduct*](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact Dr. Lekies.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes.

Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)



Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

Disability Services Contact Information

slds@osu.edu

<https://slds.osu.edu/>

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances

against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

24-hour emergency help is also available through the 988 Suicide and Crisis Line at 988 (call or text), More information is available at 988lifeline.org. If you are a Veteran, you can call 988 or the Veterans Crisis Line at 1-800-273-8255 (or text 838255).

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

Military-Connected Students

The [Military and Veterans Services](#) (MVS) Office offers a wide range of resources for military-connected students. Whether using educational benefits or not, all military-connected students are encouraged to learn more about how the university supports military-connected students (i.e., information about tutoring, transition services, access to the veteran's lounge, etc.). For service members, should you receive military orders during the semester or know of classes that will be missed due to service commitments, please speak with your instructor as soon as possible on possible accommodations. MVS contact information: milvets@osu.edu; 614-247-VETS; veterans.osu.edu/; 185 Student Academic Services Building, 281 W. Lane Avenue.

Weather or other short-term closing

Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's [Weather or Other Short-Term Closing Policy](#). Please [visit this webpage](#) to learn more about preparing for potential closings and planning ahead for winter weather.

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via email.

ADDITIONAL INFORMATION:

Principles of Community

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://cfaesdei.osu.edu>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.



Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates. Note that the schedule and reading list can change slightly due to guest speakers, class discussion, and special in-class activities.

SCHEDULE

Part I: Overview and Planning Models

Week of August 26 (Week 1): Introduction to Program Planning

Hansman, C.A., & Mott, V. W. (2000). Philosophy, Dynamics and Context: Program Planning in Practice. *Adult Learning*, 11(2), 14-16.

Learning about programs: The role of organizations, professional associations, professional journals, and networking

Week of Sept. 2 (Week 2): Planning Frameworks: The Interactive Model of Program Planning and Logic models

Cafferella, R. A. (1998-1999). Planning programs for adult learners: An interactive process. *Adult Learning*, Winter, 27-29.

Daffron & Cafferella, Planning Programs for Adult Learners, Ch. 1 and 2

Logic Model Guidebook, Chapter 1.

University of Wisconsin Extension Logic Models.

<https://fyi.extension.wisc.edu/programdevelopment/logic-models/>

Week of September 8 (Week 3): Program Context, Support, Goals and Objectives

Daffron & Cafferella, Planning Programs for Adult Learners, Ch. 5-7.

Optional reading: Chapter 4.

Week of September 15 (Week 4): Funding, Budgets, and Grant Writing

Daffron & Cafferella, Planning Programs for Adult Learners, Ch. 12

Grant applications as assigned

Assignment 1 due (program plan topic), Friday, Sept. 19, 11:59 p.m.



Week of September 22 (Week 5): Program Details: Content, Staffing, and Logistics

Daffron & Cafferella, Ch. 8 and 11

Week of September 29 (Week 6): Marketing and Evaluation

Daffron & Cafferella, Planning Programs for Adult Learners, Ch. 10 and 13

Note: No class Thursday, October 2 (will have alternative activity)

Week of October 6 (Week 7): Additional Program Details and Challenges

Daffron & Cafferella, Planning Programs for Adult Learners, Ch. 14 & 15

O'Hara, J. K. (2024). Developing children's local food programs: One volunteer's perspective. *Journal of Agriculture, Food Systems, and Community Development*, 13, 277-289.

Week of October 13 (Week 8): Program Planning in Practice/Fall Break

Attend Environmental Professionals Network Breakfast on October 14 (7:45-9:30 with optional program following) at the 4-H Center

Note: If you are unable to attend due to a schedule conflict, an alternative option will be provided.

No class, Thursday, October 16 (Fall break)

Part II: Planning for Specific Programs

For this part of the semester case examples and webinars will be assigned

Week of October 20 (Week 9): In-person programs

Assignment 2 due (EPN assignment), Friday, October 24, 11:59 p.m.

Week of October 27 (Week 10): In-person programs

Week of November 3 (Week 11): Online programs and webinars

Daffron & Cafferella, Chapter 3 Planning Programs in Difficult Times Using Technological Tools

Assignment 3 due (Program case study), Friday, November 7, 11:59 p.m.

Week of November 10 (Week 12): Conservation and natural resource-based programs; Review of Federal Planning Frameworks

Cahill, K., Collins, R., McPartland, S., Pitt, A., & Verbos, R. (2018). Overview of the Interagency Visitor Use Management Framework and the uses of social science in its implementation in the National Park Service. *The George Wright Forum*, 35(1), 32-41.

No class on Tuesday, Nov. 11 (Veterans Day)

Week of November 17 (Week 13): Conservation and Natural Resource-Based Programs

Dayer, A. A., Redford, K. H., Campbell, K. J., Dickman, C. R., Epanchin-Niell, R. S., Grosholz, E. D., Hallac, D. E., Leslie, E. F., Richardson, L. A., & Schwartz, M. W. (2020). The unaddressed threat of invasive animals in U.S. National Parks. *Biological Invasions*, 22, 177-188.

U.S. Fish and Wildlife Service. Aquatic invasive species.
<https://www.fws.gov/program/aquatic-invasive-species>

Part III: Large Scale and Community Planning

Week of November 23 (Week 14): Developing Comprehensive Plans

No class, Thursday, November 27 (Thanksgiving)

Columbus Urban Forestry Master Plan (2021).

Week of December 2 (Week 15): Developing Comprehensive Plans/Class Presentations

Ohio State Wildlife Action Plan (2015) and website

Ohio Department of Natural Resources (2018). *Ohio Statewide Comprehensive Outdoor Recreation Plan (SCORP).*

Class presentations

Week of December 8 (Week 16): Class Presentations

Last day of class, Tuesday, Dec. 9

Plan to meet during the final exam period Friday, Dec. 12 from 8-9:45 a.m.

Final program plan due Friday, December 12 at 11:59 p.m.

