

# Local Food Systems for Cooperative Extension Agents

3 Credit Hours

\*Course meetings begin February 2015

## Instructor Information

NC State University, HS/FYD 590 - SUM1 (10 week), 2015

NC STATE

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Contact for logistical questions.

NC A&T State University, AGED 611 - Dual Summer Session, 2015

NORTH CAROLINA A&T  
STATE UNIVERSITY

**Professor of Record:** Dr. Antoine Alston  
Professor & Associate Dean, Academic Studies, School of Agriculture & Environmental Sciences

Clemson University, APEC 8990 - Dual Summer Session, 2015

CLEMSON  
College of AGRICULTURE,  
FORESTRY AND LIFE SCIENCES

**Professor of Record:** Dr. R. David Lamie  
Associate Professor Extension Specialist, Community Economics, School of Agricultural, Forest, and Environmental Sciences

Virginia Polytechnic Institute, CSES 5984 - Dual Summer Session, 2015

VirginiaTech  
Invent the Future

**Professor of Record:** Eric S. Bendfeldt  
Extension Specialist, Community Viability, Virginia Cooperative Extension



## Course Description & Structure

This course will be a comprehensive training program in local food systems focused toward an audience of Extension agents from all program areas (ANR/CRD, FCS and 4-H). The course is made possible by the [Southern Sustainable Agriculture Research and Education Program \(SARE\)](#). This course will increase the capacity of Extension educators to work with and educate growers, buyers, and community members in the development of high performing local food systems.

Unique features of the graduate course include an interdisciplinary and systems approach to local foods education and demonstrations/tours to reinforce each session. Additionally, the content will be designed such that it will be relevant for agents from all program areas and will develop skills for networking across disciplines/ program areas relevant for local food system work. Session meeting dates (6 total) will span 2 days each and will take place at different county Extension and other offices and tour sites throughout North Carolina.

**\*NOTE:** All course meeting sessions are required. Due to the non-traditional format used specifically to meet the needs of Extension agents, the course sessions will begin in February and end in July, and the semester of enrollment will be Summer Session 1 (10 week) at NC State University and Dual Summer Session at NC A&T State University.

## Course Learning Outcomes

The overall goal of this course is to increase the capacity of Extension and other educators to work with and educate growers, buyers, and community members in the development of high performing local food systems. Course participants:

- (1) Will understand and can knowledgably explain the benefits and challenges of localized food systems and can assess and act on the key leverage points of making food systems change in their counties.
- (2) Can identify the structure and components of food systems and can effectively lead or facilitate a collaborative process aligning these structures and components with agricultural and general community strengths for local food system expansion.

## Course Schedule \* (subject to change)

Session	Topic	Date	Outside Presenters/Facilitators:	Session Location
1	Introducing Local: Where we have been and where we are going	Day 1: Wed. 2/25/15 10 AM to 5:30 PM <i>Optional 7-8PM</i> Day 2: Thurs. 2/26/15 8:30 AM to 3:30 PM	John O'Sullivan, CEFS, Emeritus Nancy Creamer, CEFS Shorlette Ammons, NC A&T SU Scott Marlow, RAFI USA Debbie Hamrick, Farm Bureau Dave Lamie, Clemson University Johnnie Westbrook, NC A&T SU Aaron Newton, Carolina Farm Stewardship Association David Fogarty, Cabarrus County Cooperative Extension	Cabarrus County Cooperative Extension Office, Concord, NC <i>Field Trip Site:</i> <i>Elma C. Lomax Incubator Farm</i>
<p><b>Pre-Session 1 Homework/Readings:</b></p> <ul style="list-style-type: none"> <li>• Salvador, Ricardo. (2014). Fooling the Nine Billion: Why We Need Good Food, Not More Food, and the Role of Land Grant Universities. <a href="http://cals.online.ncsu.edu/online/Play/Of98252a1b284b3e98f2d104be4124a71d">http://cals.online.ncsu.edu/online/Play/Of98252a1b284b3e98f2d104be4124a71d</a></li> <li>• Choices Magazine special issue - Selected Issues - Local Food - Perceptions, Prospects, and Policies. <a href="http://www.choicesmagazine.org/magazine/block.php?block=44">http://www.choicesmagazine.org/magazine/block.php?block=44</a> <ol style="list-style-type: none"> <li>a. Michael S. Hand and Stephen Martinez. Just What Does Local Mean? <a href="http://www.choicesmagazine.org/magazine/article.php?article=108">http://www.choicesmagazine.org/magazine/article.php?article=108</a></li> <li>b. Yuko Onozaka, Gretchen Nurse, and Dawn Thilmany McFadden. Local Food Consumers: How Motivations and Perceptions Translate to Buying Behavior. <a href="http://www.choicesmagazine.org/magazine/article.php?article=109">http://www.choicesmagazine.org/magazine/article.php?article=109</a></li> <li>c. Larry Lev and Lauren Gwin. Filling in the Gaps: Eight Things to Recognize about Farm-Direct Marketing. <a href="http://www.choicesmagazine.org/magazine/article.php?article=110">http://www.choicesmagazine.org/magazine/article.php?article=110</a></li> </ol> </li> <li>• Hendrickson, M. K., &amp; Heffernan, W. D. (2002). Opening spaces through relocalization: Locating potential resistance in the weaknesses of the global food system. <i>Sociologia Ruralis</i>, 42(4), 347-369. Retrieved from <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=lah&amp;AN=20023199022&amp;site=ehost-live&amp;scope=site">http://search.ebscohost.com/login.aspx?direct=true&amp;db=lah&amp;AN=20023199022&amp;site=ehost-live&amp;scope=site</a></li> <li>• Hinrichs, Clare. (2003). The Practice and Politics of Food System Localization. <i>J.Rural Stud.</i>, 19, 1, 33-45.</li> <li>• Lamie, R.D., Dunning, R., Bendfeldt, E., Lelekacs, J.M., Velandia, M. and Meyer, L. (2013). Local Food Systems in the South: A Call for a Collaborative Approach to Assessment. <i>Choices</i>. 4th Quarter. Retrieved from <a href="http://www.choicesmagazine.org/choices-magazine/theme-articles/developing-local-food-systems-in-the-south/local-food-systems-in-the-south-a-call-for-a-collaborative-approach-to-assessment">http://www.choicesmagazine.org/choices-magazine/theme-articles/developing-local-food-systems-in-the-south/local-food-systems-in-the-south-a-call-for-a-collaborative-approach-to-assessment</a>.</li> <li>• Ammons, S. 2014. Shining a Light in Dark Places - Raising up the Work of Southern Women of Color in the Food System: A Policy Brief. Center for Social Inclusion. <a href="http://www.centerforsocialinclusion.org/?cat=blogsss&amp;s=shining+a+light+in+dark+places">http://www.centerforsocialinclusion.org/?cat=blogsss&amp;s=shining+a+light+in+dark+places</a></li> </ul>				
<p><b>Session 1 Learning Objectives</b></p> <ol style="list-style-type: none"> <li>1. Students are able to describe:             <ol style="list-style-type: none"> <li>a. The evolution of the global food system, and the emergence of social movements around food (and local food in particular).</li> <li>b. The evolving heritage of food &amp; farming in NC, from multiple perspectives.</li> </ol> </li> <li>2. Students are able to explain:             <ol style="list-style-type: none"> <li>a. Key concepts about local foods and the place-based nature of 'local food' in their community.</li> <li>b. The evidence-based impacts of local food, and how to clarify common misconceptions.</li> </ol> </li> <li>3. Students learn how to plan local foods programs/projects in a manner that allows them to quantify results and access resources /tools to evaluate impacts.</li> </ol>				
2	The Bottom Line: Economic Opportunities & Challenges of Local Food Systems	Day 1: Wed., 3/25/15 10 AM to 5:30 PM <i>Optional 7-8PM</i> Day 2: Thurs., 3/26/15 8:30AM to 3:45PM	Dave Lamie, Clemson University Kathryn Boys, NCSU Becky Bowen, NCSU, NCCE, CultivateNC Noah Ranells, NC A&T SU Eric Bendfeldt, Virginia Tech Eric Henry, T.S. Designs Caroline Hampton, Octopus Gardens Rick Larson, Natural Capital Investment Fund Jay Cook, Farm Credit Tami Schwerin, Abundance Foundation	Forsyth Co Cooperative Extension Office, Winston-Salem, NC <i>Field Trip Sites:</i> <i>Lowes Foods Signature Store; Buffalo Creek Farm and Creamery</i>

### Pre-Session 2 Homework/Readings:

- Boys, K. A., & Hughes, D. W. (2013). A regional economics-based research agenda for local food systems. *Journal of Agriculture, Food Systems, and Community Development*, 3(4), 145-150. <http://dx.doi.org/10.5304/jafscd.2013.034.012>
- Bregendahl, C. and Enderton, A. 2012 Economic Impacts of Iowa's Regional Food Systems Working Group. Leopold Center: Iowa State University. October, 2013. <http://www.leopold.iastate.edu/sites/default/files/pubs-and-papers/2013-11-2012-economic-impacts-iowas-regional-food-systems-working-group.pdf>
- Matteson, Gary. 2012. The Emergence of Retail Agriculture. *The Voice of Agriculture*. April 2. <http://www.fb.org/index.php?action=newsroom.focus&year=2012&file=fo0402.html>
- Meter, K. (2011, January). Learning how to multiply. *Journal of Agriculture, Food Systems, and Community Development*, 1(2): 9-12. [http://www.agdevjournal.com/attachments/article/149/JAFSCD\\_Meter\\_Column\\_2\\_Multipliers\\_Jan-2011.pdf](http://www.agdevjournal.com/attachments/article/149/JAFSCD_Meter_Column_2_Multipliers_Jan-2011.pdf)
- Bowen, B. 2014. Growing a Healthy Economy with Local Foods - 6 Steps to Success Toolkit. Review and be familiar with toolkit and economic developer videos. <http://communitydevelopment.ces.ncsu.edu/wp-content/uploads/2014/12/GHELF-Toolkit.pdf>
- Watch webinar (or its recording). Basic Business Models for Local Food Value Chain Businesses. Becky Bowen. March 11, 11:30-12:30. Link for webinar will be sent as a Moodle announcement one day before the webinar.
- Articles in preparation for evening discussion, Day 1.
  - Clancy, K. and Ruhf K. 2010. Is Local Enough? Some Arguments for Regional Food Systems. *Choices*. 25 (1). [http://www.choicesmagazine.org/magazine/pdf/article\\_114.pdf](http://www.choicesmagazine.org/magazine/pdf/article_114.pdf)
  - Lusk, J. and F. B. Norwood. 2011. The Locavore's Dilemma: Why Pineapples Shouldn't Be Grown in North Dakota. *Library of Economics and Liberty*. <http://www.econlib.org/library/Columns/y2011/LuskNorwoodlocavore.html>

### Session 2 Learning Objectives

- Students are able to identify economic opportunities and challenges in their county or region.
- Students have a basic knowledge of strategic marketing tactics for food businesses.
- Students understand and are able to explain:
  - Business basics for financial success - terminology, tools, and business models.
  - Triple-bottom line impacts of local foods.

<b>3</b>	<b>Value Chain: Farm to Fork - Part 1</b>	<b>Day 1:</b> Tues., 4/21/15 10AM to 5:30 PM <i>Optional 5:30-6:30 PM</i> <b>Day 2:</b> Wed., 4/22/15 8:30 AM to 3 PM	Tammy Kelly, CED, Lenoir County Cooperative Extension & rural economic development panel Vivian Howard, Chef & the Farmer Restaurant Noah Ranells, NC A&T State University Leslie Hossfeld, UNC Wilmington Sarah Blacklin, NC Choices Linda Rouse Sutton, Lenoir County Commissioner Jane Parsons, Visit Kinston Pat Jenkins, Kinston Farmers Market	Lenoir Co Cooperative Extension Office, Kinston, NC <i>Field Trip Sites:</i> Nooherooka Natural Beef and Oak Wood Farm, Chef & the Farmer Restaurant
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### Pre-Session 3 Homework/Readings:

- FINAL PROJECT PROPOSAL is due at the beginning of Session 3. See the assignment for details. Project proposal includes a project abstract & Workplan/Timeline. Deliverables include PDF uploaded to Moodle and 1 print copy.
- Selfa, T., & Qazi, J. (2005). Place, taste, or face-to-face? Understanding Producer-Consumer Networks in "Local" Food Systems in Washington State. *Agriculture and Human Values*, 22(4), 451-464.
- With team defined during Course Session 2, read section of below article determined for your team at Session 2. Diamond, Adam, Debra Tropp, James Barham, Michelle Frain Muldoon, Stacia Kiraly, and Patty Cantrell. Food Value Chains: Creating Shared Value to Enhance Marketing Success. U.S. Dept. of Agriculture, Agricultural Marketing Service, May 2014. Web. <http://www.ams.usda.gov/AMSv1.0/getfile?dDocName=STELPRDC5107776>
- Watch an episode of your choosing of A Chef's Life. <http://www.pbs.org/food/features/a-chefs-life-episodes/>

### Session 3 Learning Objectives

- Students are able to:
  - Explain what a value chain is, using correct terminology, and with awareness of different value chain structures, functions and stakeholders and their relevance for different contexts.
  - Articulate values in the value chain.
  - Identify which values are relevant in their county.
- Students learn how to help their clients self-assess their position in the value chain, options and readiness to change their position in the chain for improved profitability, and Extension educator options for supporting these changes and overall value chain development.
- Students understand what value chain stakeholders need to know relative to rules, regulations and resources to assist stakeholders.
- (For those attending evening discussion) Students understand different label claims and consumer dietary choices, and how these impact farmers.

4	Food as a Common Denominator: Bringing Everyone to the Table	<b>Day 1:</b> Tues., 5/26/15 10 AM to 6 PM <b>Day 2:</b> Wed., 5/27/15 8:30 AM to 3 PM	Shorlette Ammons, NCA&TSU Susan Jakes, NCSU, NCCE Michelle Eley, NCA&TSU Abbey Piner, NCSU Mary Jac Brennan, Forsyth County Cooperative Extension Jared Cates, Carolina Farm Stewardship Association Tes Thraves, CEFS, NCSU Sue Perry Cole, NC Association of Community Development Corporations Crystal Smith, Warren County Cooperative Extension Gabe Cummings, Warren County Economic Development Commissions Alice Ammerman, UNC Center for Health Promotion and Disease Prevention Caroline Stover, FoodCorps Jamilla Hawkins, Edgecombe County Cooperative Extension (evening discussion leader)	Nash County Cooperative Extension Office, Nashville, NC <i>Field Trip Site:</i> Conetoe Family Life Center
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**Pre-Session 4 Homework/Readings:**

- FINAL PROJECT LOGIC MODEL is due at the beginning of Session 4. See the assignment for details. Deliverables include PDF uploaded to Moodle and 1 print copy.
- Giancattarino, A. and Noor, S. 2014. Building the Case for Race Equity in the Food System. Center for Social Inclusion. <http://www.centerforsocialinclusion.org/building-the-case-for-racial-equity-in-the-food-system/>
- Read Report Summary. Ver Ploeg, Michele; Breneman, Vince; Farrigan, Tracey; Hamrick, Karen; Hopkins, David; Kaufman, Phillip; Lin, Biing-Hwan; Nord, Mark; Smith, Travis A.; Williams, Ryan; Kinnison, Kelly; Olander, Carol; Singh, Anita; and Tuckermanty, Elizabeth. (2009). Access to affordable and nutritious Food-Measuring and understanding food deserts and their consequences. Washington, DC: USDA Economic Research Service. <http://www.ers.usda.gov/publications/ap-administrative-publication/ap-036.aspx#.U8Qr6vldXT0>
- Watch Webinar - Don Boekelheide and Lisa Valdivia; Growing Food, Growing Communities.
- Read Pages 9-27 of Bargainer, M.C., Eley, M., Jakes, S., Peery, S., Prohn, S., Sanberg, N., and Smutko, S. (2011). Community-based food system assessment and planning (Facilitator's Guidebook). Virginia Cooperative Extension Publication 3108-9029. [http://www.pubs.ext.vt.edu/3108/3108-9029/3108-9029\\_pdf.pdf](http://www.pubs.ext.vt.edu/3108/3108-9029/3108-9029_pdf.pdf)
- Emery, M., Fey, S., and Flora, C. (2006). Using Community Capitals to Develop Assets for Positive Community Change. CD Practice. Issue 13, Pp. 1-19. <http://srdc.msstate.edu/fop/levelthree/trainarc/socialcapital/communitycapitalstodevelopassets-emeryfeyflora2006.pdf>

**Session 4 Learning Objectives**

1. Students understand the diverse populations that make up local foods stakeholder groups, as well as strategies for ensuring participation from diverse stakeholder groups.
2. Students can describe the barriers and facilitators to systems change, including strategies for institutional and structural interventions and maintaining community ownership of projects.
3. Students understand and can explain the structural causes of injustices in the food system that affect both producers and consumers, including the diverse ways that food access is conceptualized and measured.
4. Students learn the concepts and questions to facilitate youth participation, education, and leadership in local food projects.
5. Students can identify a wide array of community partners, projects, and resources, and will be able to assess which are needed in different contexts to achieve collective impacts.
6. Students learn tools to identify community capitals within a community food context and to facilitate community conversations about the development & empowerment of local residents as food system decision makers.

5	Value Chain: Farm to Fork - Part 2	<b>Day 1:</b> Tues., 6/23/15 10AM to 5:30 PM <i>Optional 7-8PM</i> <b>Day 2:</b> Wed., 6/24/15 8:30AM to 3:30PM	Rebecca Dunning, NC State University Trish Tripp, Carolina Farm Stewardship Association Noah Ranells, NC A&T State University Jaclyn Mace, Appalachian Sustainable Agriculture Project Kathleen Wood, Appalachian Foodshed Project Rob Hawk, Jackson/Swain County Cooperative Extension	Mountain Horticultural Crops Research & Extension Center 455 Research Drive, Mills River, NC 28759 <i>Field Trip Sites:</i> TRACTOR Blue Ridge Food Ventures Manna Food Bank
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**Pre-Session 5 Homework/Readings:**

- Read pages 5-13 of LeRoux, M. Guide to Market Channel Selection: How to Sell through Wholesale & Direct Market Channels. Cornell Cooperative Extension of Tompkins County. <http://files.campus.edublogs.org/blogs.cornell.edu/dist/0/2113/files/2012/04/Market->

[Channel-Assessment-132dr2l.pdf](#)

- o Scan the remainder of the document.
- o Come prepared to class to talk about, using specific examples, small/mid-scale producers in your area that are selling through a range of marketing channels.
- o Come prepared to class to talk about a food sector in your county or region (sector meaning 'fresh berries' or 'pastured hogs') that you think has the potential to expand and benefit your county or region.
- Lelekacs, J.M., Bloom, J.D., Ranells, N., Jakes, S., Schwab, S., and Melton, T. 2015. Extension Agent Guide for Evaluating the Type and Level of Support for Local Food Entrepreneurship Projects. PDF is in Moodle and Agents may access here: <http://www.ces.ncsu.edu/?p=344668>
- Read in preparation for panel discussion. Bring questions for panel.
  - o Growing Your Local Food Business: A guide to North Carolina laws and regulations (2012). Carolina Farm Stewardship Association. <http://www.carolinafarmstewards.org/north-carolina-reg-guide/>
  - o Marks, Peter. (2014). The Regulatory Environment for Farms in Western NC. Appalachian Sustainable Agriculture Project. <http://asapconnections.org/downloads/the-regulatory-environment-for-farms-in-western-north-carolina.pdf>

### Session 5 Learning Objectives

Learning objective from Session 3 span Session 5 as well.

<b>6</b>	<b>Understanding &amp; Influencing Regulatory Policy &amp; Frameworks / Local Leaders: Framing Local Policy &amp; Final Project Presentations</b>	<b>Day 1:</b> Wed., 7/15/15 10AM to 5:30 PM <i>Optional 7-8PM</i> <b>Day 2:</b> Thurs., 7/16/15 8:30AM to 3:30PM	Ted Feitshans, NC State University Rochelle Sparko, Carolina Farm Stewardship Association Jared Cates, Carolina Farm Stewardship Association Abbey Piner, CEFS - Community Food Strategies Carol Mitchell, Local Foods Coordinator, Wake County Extension Mary Jac Brennan, Ag Agent - Hort, Forsyth County Extension	Room 203, 512 Brickhaven Drive, Raleigh, NC <i>Field Trip Sites:</i> <i>Raleigh City Farm</i> <i>Galley Store</i>
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### Pre-Session 6 Homework/Readings:

- FINAL PROJECT presentations will be delivered during Session 6. See the assignment for details. Deliverables due at the time of presentation include PDF uploaded to Moodle and 1 print copy, Narrative of 10 pages maximum + Appendices.
  - o Presentations must be uploaded to Moodle by midnight on July 14.
  - o Reports must be submitted to Moodle by 5 p.m. on July 17.
- Respond to the Small Group Activity Preparation Assignment on Policy: What's your problem anyway. Available in Moodle.
- Watch Blackboard webinar. Ted Feitshans on Role of Extension Agents in Local Food Systems: Distinguishing Government, Policy, and Law - 1.5 hour. June 30, 2015, 11:30 - 1:00. Web link [https://collaborate.wolfware.ncsu.edu/join/?join\\_session\\_id=-RRyKr1IU6M](https://collaborate.wolfware.ncsu.edu/join/?join_session_id=-RRyKr1IU6M).
- Read Sections 1 and 3: The Harvard Law School Food Law and Policy Clinic. (2012). Good Laws, Good Food: Putting Local Food Policy to Work for Our Communities. [http://www.law.harvard.edu/academics/clinical/lsc/documents/FINAL\\_LOCAL\\_TOOLKIT2.pdf](http://www.law.harvard.edu/academics/clinical/lsc/documents/FINAL_LOCAL_TOOLKIT2.pdf)
- Become familiar with Organizational Chart of North Carolina State Government. <http://digital.ncdcr.gov/cdm/ref/collection/p249901coll22/id/704114>
- Mukherji, Nina and Alfonso Morales. (2010). Practice Urban Agriculture. Zoning Practice. American Planning Association. March 2010. <https://www.planning.org/zoningpractice/2010/pdf/mar.pdf>
- Review pages 23-63, paying close attention to tables and summary sections: PolicyLink. (2011). Healthy Food, Healthy Communities - Expanded Version. <http://www.policylink.org/find-resources/library/healthy-food-healthy-communities-expanded-version>
- Skim: Mettam, Laurie, Brandon King, and Rebecca Dunning. (2013) A Community and Local Government Guide to Developing Local Food Systems in North Carolina. AG-744/LF-001. Raleigh, NC: The Center for Environmental Farming Systems. <http://content.ces.ncsu.edu/21902.pdf>

### Session 6 Learning Objectives

1. Students understand the basic terminology and concepts of government and the law as they relate to establishing federal, state, and local regulatory frameworks.
2. Students understand how to identify, assess, and verify potential policy or regulatory issues in local food systems.
3. Students are able to identify strategies and resources for addressing local, state, and federal policy and/or regulatory issues.
4. Students understand the appropriate role of Extension in addressing legislative, regulatory, and policy issues.

## Course Materials, Costs, & Special Considerations

### Textbooks

None required.

## Transportation, Meals & Lodging for Session Dates

**Transportation:** Students will be required to provide their own transportation to each of the six (6) course session sites.

**Site Tour Transportation:** The grant will support some transportation between classroom sites and site tour locations for students taking the course for graduate credit and non-credit students.

**Meals:** Lunch will be offered both days at each Course Session at a cost to you (amount TBD).  
Dinner on Day 1 and breakfast on Day 2 (if not provided by hotel) will be on your own.

**Lodging:** The course coordinator will make every effort to establish a block of rooms available at the State rate in the vicinity of each course session meeting location. *This expense is optional based on student point of origination - see below.*

### **Travel cost coverage:**

NC Students taking the course for graduate credit are eligible for reimbursement for lodging at 1/2 the state rate if traveling more than 35 miles to the course session.

## Special Considerations

Site tours will continue rain or shine. Be prepared; bring comfortable walking, close-toed shoes, water, sunblock and a way of keeping notes in wet weather.

## Moodle On-line Forums

As a part of each course session, students will be expected to participate in Moodle Forum discussions with classmates and instructors. Participation in the Moodle Forums is a course requirement and will be considered as a part of the student's participation grade as noted below.

**Grading** - *Grading will be based on accuracy, completeness, and punctuality of your assignments.*

<b>Component</b>	<b>Weight (Portion of Final Grade)</b>
<b>Quizzes/Homework</b>	<b>30%</b>
<b>Details:</b> One quiz and/or homework assignment per session before each of Sessions 2 to 6. Quiz format will be un-proctored, open book/note quiz via Moodle before sessions. Homework will be based on previous class content and/or reading assignments.	
<b>Session Topic Team Reports</b>	<b>15%</b>
<b>Details:</b> At the beginning of sessions 2 through 5, teams will present (10-15 minutes) a summary and analysis of the previous session class lectures/field trips/discussions. During Session 1, individuals will sign up to be on a team for their session of interest (Sessions 1-4, 1 team per session).	
These team reports will analyze existing and potential Cooperative Extension involvement with the session topic, identify existing resources and tools, and share all with their student peers.	
Your grade will be based on the quality and content of the final product as well as input from you and your student team members on how well members of the group - including yourself - participated in creating the team report.	

## Participation

20%

**Participation:** Students are expected to actively participate in class discussions; to have completed required readings before class; and to participate in moderated discussions on Moodle between class sessions.

This is a class intended to increase your ability to think critically and creatively about local food systems. As such, being prepared to participate in discussions is a course requirement. This entails having read, annotated, and thought about the reading assignment carefully before the beginning of each class session.

We are including participation as a part of your grade because we want you to: ask questions, be curious, and be able to share and consider different perspective about the readings - and of course, engage in dialogue in a productive and supportive manner. Your thoughts and questions will provide starting points for class discussions.

Your active participation will be factored into your final grade for the course. If you're reluctant to speak up, please talk to the instructors, and we'll figure out a way for you to participate.

## Local Food System Final Project

35%

**Details:** Option to work individually or in regional teams (up to 4 people per team).

Teams will have the choice of:

1. Conducting an analysis of existing local foods project or program in North Carolina
2. Developing a proposal for a future project/program that fits a community identified need

Projects selected must inform or support Cooperative Extension efforts with local food systems in agents' communities. Project teams or individuals will develop a final case study report summarizing the project and will develop and deliver a 10 minute presentation (subject to increase based on the number of individual vs. team reports we have) on the project to the class at the last session of the course. *If the allotted amount of time per presentation is increased, you will be made aware of this by the second class session via Moodle announcement.*

Your grade will be based on the quality and content of the final product as well as on your completion of project milestones throughout the course. A grading rubric will be shared with you the first day of class.

The Local Food Systems Project will be graded based on completion of the following deliverables:

<b>Project Milestones</b>	<b>Grade Weight</b>	<b>Project Deliverables</b>
<b>Project Proposal</b>	<b>25%</b>	<b>Project Abstract Completed</b> (due beginning of Session 3)
		<b>Project Work Plan / Timeline Completed</b> (due beginning of Session 3)
<b>Other Key Deliverable</b>	<b>20%</b>	<b>Logic Model</b> (due beginning of Session 4)
	<b>20%</b>	<b>Class Presentation</b> (due Session 6)
	<b>30%</b>	<b>Final Report using Case Study Format defined below</b> (due beginning of Session 6)
<b>Participation</b>	<b>5%</b>	<b>Teamwork / Peer Reviews or Self-Assessment of Process</b>
<b>Total</b>	<b>100%</b>	<b>of Local Food System Final Project grade.</b>

## Letter Grades

This Course uses Standard NCSU Letter Grading:

97 ≤ A+ ≤ 100	83 ≤ B < 87	70 ≤ C- < 73	0 ≤ F < 60
93 ≤ A < 97	80 ≤ B- < 83	67 ≤ D+ < 70	
90 ≤ A- < 93	77 ≤ C+ < 80	63 ≤ D < 67	
87 ≤ B+ < 90	73 ≤ C < 77	60 ≤ D- < 63	

## Course Expectations

**Professionalism:** Students are expected to engage in professional behavior throughout the course. This includes:

- Taking responsibility for your learning
- Producing work in a timely manner
- Courtesy toward all members and visitors of the class, which includes listening carefully and with respect
- Collaboration with your peers when appropriate
- Positivity toward problem solving and openness to listening to differing points of view
- No use of cell phones during class unless in case of an emergency
- Use of personal computers only for class-related purposes

## Course Policies

### Attendance Policy

*Attendance Policy* - Students must attend all six course sessions.

*Absences Policy* - Only in extreme circumstances, not caused by a student's own negligence, and at the instructors' discretion, will exceptions be made for an excused absence. Students must communicate with instructors about absences as soon as possible.

*Makeup Work Policy* - Only in extreme cases allowing for an excused absence, student and instructor will discuss a reasonable expectation for making up missed work.

*Additional Excuses Policy* - None.

For complete attendance and excused absence policies, please see <http://policies.ncsu.edu/regulation/reg-02-20-03>

### Policies on Incomplete Grades

Incompletes will only be issued for extreme unforeseen/emergency circumstances.

At the discretion of the instructors, students may be given an IN (incomplete) grade for work not completed because of a serious interruption in the work not caused by their own negligence. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments or projects missed, as a result of a documented serious event, would enable that student to pass the course.

*NC State University students:*

At NC State University, if an extended deadline is not authorized by the Graduate School, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) by the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student.

The NC State University policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-03>. Additional NCSU information relative to incomplete grades for graduate students can be found in the Graduate Administrative Handbook in Section 3.18.F at [http://www.fis.ncsu.edu/grad\\_publicns/handbook/](http://www.fis.ncsu.edu/grad_publicns/handbook/).

*NC A&T State University students:*

At NCA&T an incomplete grade must be removed within SIX WEEKS after the beginning of the next semester. If the student has not removed the incomplete within the time specified, the incomplete is automatically changed to a n "F".

The NCA&T policy on incomplete grades is located at <http://www.ncat.edu/registrar-office/student-info/incomplete.html>.

## **Late Assignments**

At the discretion and permission of the instructors, students may turn in late assignments only in the instance of a serious interruption in the work not caused by their own negligence. Permission must be received prior to the due date of the assignment.

## **Academic Integrity**

*Academic Integrity* - Students are required to comply with the NCSU policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>.

*Academic Honesty* -See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.

*Honor Pledge* - Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment." Submitting an electronic assignment implies honoring the pledge.

If a student is caught plagiarizing any work in a report or assignment, then he or she will receive a 0 (zero) score for the assignment. Students may not copy the work of classmates or others.

NCA&T Policy on Academic Honesty - "A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action but may also affect the evaluation of the student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action. The procedures for disciplinary action will be in accordance with rules and regulations of the University governing academic discipline" (North Carolina A&T State University Student Handbook).

## **Accommodations for Disabilities**

Reasonable accommodations will be made for students with verifiable disabilities. Notify the faculty facilitator so that reasonable accommodations can be made. In order to take advantage of available accommodations, NCSU students must register with the Disability Services Office (<http://www.ncsu.edu/dso>), 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

## **Non-Discrimination Policy**

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or [http://www.ncsu.edu/equal\\_op/](http://www.ncsu.edu/equal_op/). Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

NCSU and NCA&T both have rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations. Please consult the undergraduate and graduate bulletins and student handbook for detailed information about specific policies such as academic dishonesty, cell phones, change of grade, disability services,

disruptive behavior, general class attendance, grade appeal, incomplete grades, make up work, student grievance procedures, withdrawal, etc.

## Requisites, Restrictions and Permissions

**Prerequisites** Student is currently employed by NC, VA, or SC Cooperative Extension, unless exception is made by instructors.

**Co-requisites** None.

**Restrictions** Students must receive instructor approval to register for the course.

**Electronically-Hosted Course Components** This course may involve electronic sharing or posting of personally identifiable student work or other information with persons not taking or administering the course. Students will be asked to sign a consent allowing disclosure of their personally identifiable work. No student is required to sign the consent as a condition of taking the course. If a student does not want to sign the consent, he or she has the right to ask the instructor for an alternative, private means of completing the coursework.

Electronically-hosted Components: Moodle-hosted course interactions (e.g. discussion forums); final project (case study) reports.

### **Safety & Risk Assumptions**

The Universities involved with this course assume no responsibility for mishaps that occur when students provide their own transportation. We will be going on site visits to local foods related businesses and community sites.

## Copyrighted Materials

The course Moodle website contains copyrighted materials and was developed for instructional purposes to be used by graduate students in the Department of Horticultural Science and Department of Youth, Family, and Community Sciences at North Carolina State University. Students currently registered in this course and taking the non-credit parallel course are permitted to print or make copies of parts of this site for their own personal use in conjunction with completing the course. Text, audio files, images or design of this website may not otherwise be distributed or modified in any manner without the prior written permission of the instructor.

This site may also contain material by various authors that is covered under additional copyright protection. In all cases this material will be clearly cited and may not be further disseminated without the express and written permission of the legal copyright holder. The user must assume full responsibility for any use of materials, including but not limited to, infringement of copyright and publication rights of reproduced materials.

## Class Evaluations

A pre-course, mid-course, and post-course on-line questionnaire will be used to evaluate the outcomes of the course. Additionally, at the end of each two-day session students will complete a short set of questions to evaluate that session's content. The evaluation questionnaires are designed to gain student feedback so that the remainder of the course, and future local food system courses, are as valuable as they can be to the participants. All of these questionnaires related to evaluation will be collected, kept in confidence, and analyzed by Dr. Rebecca Dunning of NC State University. Students will also be contacted by telephone at the mid-point and conclusion of the course and 6-months after the course concludes for any additional feedback they wish to share.

The standard NCSU online class evaluations will also be available for students to complete during the last week of class in the enrollment semester. Students will receive an email message about this NCSU standard evaluation, directing them to a website where they can login using their Unity ID and complete evaluations.

All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.

NCSU Evaluation website: <https://classeval.ncsu.edu>  
Student help desk: [classeval@ncsu.edu](mailto:classeval@ncsu.edu)  
More information about ClassEval: <http://oirp.ncsu.edu/eval/clev/students-info>

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