

## **CURRICULUM WRITE-UP EXAMPLES**

**\*\* These examples are provided for the sole purpose of demonstration of how others who have recently gone up for promotion and tenure have approached reporting items in RiV. They are shared for learning purposes only and are NOT intended to be a guarantee of P&T success if modeled.**

### **EXAMPLE #1:**

#### **Title: Simple, Safe, Easy to Learn Home Food Preservation**

Overall Objective: Participants will learn how to preserve foods safely using USDA recommended food safe handling practices.

Target Audience: Consumers, who grow their own food in a home or community garden, buy their food at a local farm market; want to be able to control the processing of their food and those who use food preservation as a hobby.

Curriculum Description: This curriculum includes fact sheets, five lessons with note pages, branded marketing materials, sample news release, and a retrospective survey evaluation.

Use by Others: A statewide training was conducted for 43 Extension Family and Consumer Sciences Professionals. As a result, professionals in 19 counties in Ohio have used this curriculum to teach local consumers, reaching over 1000 local consumers.

Impact: In 2010 and 2011, 19 counties used the Home Food Preservation curriculum to conduct local classes reaching over 1000 consumers. Class results showed that of those attending classes, 27% freeze vegetables, 22% freeze fruits, and 22% use a water bath canner. In this retrospective survey, at the end of the program participants showed anticipated change of behaviors:

- 94.4% Wash hands with soap and warm running water for at least 20 seconds before working with foods. (5.8% change of behavior)
- 93.2% Prepare bands, lids, and jars according to guidelines. (27.5% change of behavior)
- 91.7% Use the correct headspace after filling the jars. (28.9% change of behavior)
- 84.6% Use current OSU Extension and USDA canning and freezing recommendations. (39.8% change of behavior)
- 80.6% Acidify tomatoes with lemon juice or citric acid. (46.9% change of behavior)
- 78.4% Blanch vegetables before freezing. (20.8% change of behavior)
- 76.5% Use a boiling water bath canner to process high acid foods. (24.6% change of behavior)
- 69.6% Use a pressure canner to process low acid foods. (38.3% change of behavior)

Note: The team received a \$5,000 Innovative Grant to develop and implement this project. I was an integral part of the team, writing a lesson, and reviewing and branding each of the lessons. These materials have been peer reviewed. I also put 2 of the lessons into a video format for on-line use. In 2011 and 2012, I conducted programs throughout the Western Reserve EERA. This program was a National Award Winner - 1st Place Educational Curriculum at the NEAFCS 2011 Annual Meeting.

## **EXAMPLE #2**

### **Title: Pastures for Profit Schools**

Overall Objective: Teach livestock owners the basic principles of Management intensive Grazing (MiG).

Target Audience: Livestock producers and graziers. A 'grazier' is a farmer who practices grazing management.

Curriculum: McCutcheon helped lead the process of updating the curriculum. Team members reviewed existing material and decided what should be taught in future schools. Topics from the original curriculum were divided among members to update.

McCutcheon was responsible for the lessons: What is MiG?; Water Systems; Matching Forage Values to Animal Needs; and co-responsible for Pasture Fertility. Lesson plans and handout material for each section were developed. The Forage Team reviewed and critiqued all of the material. McCutcheon also was responsible for updating the notebook (see Research 2.m. entry #36), with all the background material, that the Ohio Forage & Grasslands Council provides attendees.

Use by Others: The team completed the process of updating the curriculum in the fall of 2007. McCutcheon led the team in conducting a "Train the Trainer" program that was attended by 44 participants consisting of USDA Natural Resource Conservation Service (NRCS), Soil & Water Conservation District, and Extension personnel in April of 2008. Since then 19 programs have been hosted by attendees of the "Train the Trainer" program across Ohio. Those programs utilized the curriculum provided and were attended by 544 producers.

The individual sections of one Pasture for Profit School, conducted in April, 2012, were recorded. McCutcheon taught two of the eight sessions and was responsible for the recording of the sessions. The recordings were posted on-line in May of 2012.  
(<http://fairfield.osu.edu/topics/agriculture-and-natural-resources/news/find-recent-grazing-school-presentations-on-line-here>)

Since May the recordings have been downloaded a total of 6,984 times. Four individuals have completed the voluntary on-line evaluation. Respondents were from Ohio, Tennessee, Indiana and Mexico. All four indicated they would apply information learned from watching the sessions.

Impacts: The Forage Team conducts periodic surveys of Pasture for Profit School attendees. The most recent survey (2009) had a response rate of 60%. Respondents indicated they increased combined forage production by 1,116 tons – a value of \$89,280 at \$80 per ton. In addition, participants increased their net profits by decreasing feed costs and fuel and increased the number of grazing days by 64 days per year. Those extra days could potentially reduce winter feed costs by \$253,067.

Notes: Pastures for Profit Schools were developed by the Ohio Integrated Forage Management Team (Forage Team) in 1994. Prior to transfer to faculty track McCutcheon has co-authored

eight OSU Extension fact sheets that supplement the original handout material. Early in 2006, Forage Team members identified the need to update the curriculum for the Pastures for Profit Schools. To help accomplish this McCutcheon searched for funding sources and developed and submitted proposals to fund those activities. Funding was secured through a competitive grant.

### **EXAMPLE #3**

#### **Title: Grass Finishing Short Course**

**Overall Objective:** To assist beef and sheep producers in improving their production practices for grass fed production systems.

**Target Audience:** Beef and sheep producers interested in finishing animals on forages.

**Curriculum:** McCutcheon developed an eight session “Grass Finishing Short Course” in 2008. McCutcheon selected the topics presented. State specialists were utilized where appropriate. McCutcheon specifically developed the curriculum and taught the lessons of Direct Marketing of Grassfed Meat, Grazing Management for Finishing Livestock, Using Annuals and Tying it All Together into a System. The curriculum for those four sections included lesson plans, activities and handouts.

**Use by Others:** The curriculum was incorporated into a project sponsored by the Small Farm Institute. The most visible outcome of the Small Farm Institute’s Grass Fed project is the Grass Fed Notebook. <http://smallfarminstitute.wordpress.com/grassfedbeef-notebook/> McCutcheon contributed to most of “Section 2: Grazing Management Resources” of the notebook. The Grass Fed Notebook is being translated into Spanish.

**Impact:** Thirty-five producers representing beef and lamb participated in the course. Participants in the course reported marketing 497 head of beef and 57 head of lambs directly to consumers. Taking the average value participants reported receiving for the direct marketing of those livestock the course participants represented \$1,041,868 in direct marketed meat sales. On the end of meeting evaluation, over 95% of the participants felt that information learned in the course will positively impact their profitability.

**Title (name of program or citation):** National Extension Parent Education Framework (Formal)

**Overview:** In 2000, an Extension team comprised of state family and human development specialists and staff, and the national program leader for family life and human development met for the purpose of outlining the critical skills and practices of parenting educators.

**Overall Objective:** To identify and discuss the six critical “process” practices for educators – Grow, Frame, Develop, Embrace, Educate, and Build.

**Target Audience:** Parent Educators and other professionals working with parents.

**Curriculum description (components of program/materials created and used):** Consists of literature review/background of each process practice, identification of resources to

enhance process skills, and an interactive online site that includes handouts and links to various supplemental materials.

Use by Others: This framework is utilized widely by Extension professionals across the nation and has been described recently in the following way: “This exemplary conceptual design still exists as one of the premier Extension models for training parent educators across the nation.”

Impact: The model has been shared widely, both as a curriculum and in a Journal of Extension article, as well as the NEPEF website. **Role:** Kirby Wilkins coordinated the gathering of the leaders as the Chair of the Parenting Special Interest Group of the National Network for Family Resiliency. She also wrote the “Educate” Section of the model.

#### **EXAMPLE #4**

##### **Youth Safety and Health Education**

Formal Curriculum

Citation: Hedrick, J. (2009). FARM SAFETY DAY CAMP. Accessed upon request in hardcopy or electronic format.

Overall objectives: Putnam County is the fifth largest agricultural county in the state of Ohio. Agriculture accidents are one of the leading causes of accidental child deaths in Putnam County. The primary objectives for the farm safety day camp are to increase awareness, improve knowledge, and change behavioral intentions in the direction of safe practices for youth.

Target Audience: Nine Putnam County school districts participate in the county-wide program, averaging 600 third grade students annually. Since 2009, 1223 students have participated in the day camp.

Description and role: Beyond coordinating the county-wide effort to conduct the farm safety day camp in Putnam County, in 2009 the candidate developed 3 lesson plans that are used during the educational sessions. The candidate conducts a train-the-trainer session for educators who use the curriculum.

Components/Materials created and used: Lesson plans and outlines for teaching Lawn Mower Safety, Chemical Handling and Grain Entrapment. Material lists, discussion guides, PowerPoint slides to assist topic delivery, a supplement resource list, and evaluations are included with the lessons.

Use by Others: Adopted for use by 4-H Camp Palmer (2009 – 2011). Teaching materials requested by 4-H professionals in Fulton, Van Wert and Monroe Counties.

Impact: In May of 2010, 92% (N=462) of third grade students in 12 elementary schools who participated in the Putnam County Farm Safety Day Camp completed a research survey

conducted by the candidate. Results indicated 86% of students learned a safety lesson they could use, 92% indicated the demonstrations held their interest, and 93% indicated the candidate answered their safety questions clearly.

## **EXAMPLE #5**

### **NUTRITION AND FOOD SAFETY PROGRAMS**

I have worked extensively to develop nutrition and food safety programs which address the needs for programming in the county and state of Ohio. I have also served on numerous statewide teams to work collaboratively on projects which serve the needs of local clientele.

#### Home Food Preservation (FOOD SAFETY):

Overview: A renewed interest in home gardening and purchasing of local foods across Ohio has revived consumer interest in preserving food at home, through canning, freezing and drying. This renewed interest in home food preservation led to the development of materials to use in assisting local clientele in learning safe methods to preserve local produce.

Title: Simple, Safe, Easy to Learn Home Food Preservation

Overall Objective: Participants will learn how to preserve foods safely using USDA recommended food safe handling practices. Target Audience: Consumers, who grow their own food in a home or community garden, buy their food at a local farm market; want to be able to control the processing of their food and those who use food preservation as a hobby.

Curriculum Description: This curriculum includes fact sheets, five lessons with note pages, branded marketing materials, sample news release, and a retrospective survey evaluation.

Use by Others: A statewide training was conducted for 43 Extension Family and Consumer Sciences Professionals. As a result, professionals in 19 counties in Ohio have used this curriculum to teach local consumers, reaching over 1000 local consumers.

Impact: In 2010 and 2011, 19 counties used the Home Food Preservation curriculum to conduct local classes reaching over 1000 consumers. Class results showed that of those attending classes, 27% freeze vegetables, 22% freeze fruits, and 22% use a water bath canner. In this retrospective survey, at the end of the program participants showed anticipated change of behaviors:

- 94.4% Wash hands with soap and warm running water for at least 20 seconds before working with foods. (5.8% change of behavior)
- 93.2% Prepare bands, lids, and jars according to guidelines. (27.5% change of behavior)
- 91.7% Use the correct headspace after filling the jars. (28.9% change of behavior)
- 84.6% Use current OSU Extension and USDA canning and freezing recommendations. (39.8% change of behavior)
- 80.6% Acidify tomatoes with lemon juice or citric acid. (46.9% change of behavior)
- 78.4% Blanch vegetables before freezing. (20.8% change of behavior)
- 76.5% Use a boiling water bath canner to process high acid foods. (24.6% change of behavior)
- 69.6% Use a pressure canner to process low acid foods. (38.3% change of behavior)

Note: The team received a \$5,000 Innovative Grant to develop and implement this project. I was an integral part of the team, writing a lesson, and reviewing and branding each of the lessons. These materials have been peer reviewed. I also put 2 of the lessons into a video format for on-line use. In 2011 and 2012, I conducted programs throughout the Western Reserve EERA. This program was a National Award Winner - 1st Place Educational Curriculum at the NEAFCS 2011 Annual Meeting.

## **EXAMPLE #6**

### Family Meals (FOOD AND NUTRITION ADULT):

Overview: A review of research and literature on value and benefit of family meals indicates that eating together can also have an effect of the family's nutritional status and health, children's character development, social skills and the development of family traditions. Recognizing this, a team of Extension Educators looked for multidisciplinary ways to incorporate information regarding the value of family meals extension educational opportunities. Two pilot studies were conducted before publishing these materials.

Title: Family Meals: Feeding Body and Soul

Overall Objective: To provide interdisciplinary materials and background information for both family life and nutrition educators to use in encouraging families to eat meals together, show that when families eat together they eat healthier, develop better relationships, and have reduced drug use among teens.

Target Audience: Families with preschool and school age children.

Curriculum Description: This curriculum includes a complete lesson including current research on family meals, family values/rituals and how they are shared around the dinner table, suggestions for nutritious family meals, eating out as a family, parents as role models, and strategies for making family meals a priority. The package includes: lesson, five fact sheets, background research, and placemats for use with families.

Use by Others: Extension professionals in Lucas, Lorain, Wayne, and Auglaize counties in Ohio. Adapted for use by Rutgers Cooperative Research and Extension and by the Englewood, NJ Area Community Foundation who incorporated the materials into a project funded through the American Academy of Pediatrics in a Fit Families project.

Impact: In Lucas County, the family meals materials have been used over the past four years for Family Day activities. In New Jersey they have been used as part of their statewide "Visions" newsletter. Materials can be found on the website at: <http://www.hec.ohio-state.edu/famlife/family/famtap.htm> The curriculum has been presented at three national and one state conference and has been peer reviewed and added to the Children, Youth and Family Education and Research Network (CYFER) website.

Note: As part of the Family Meals team, I helped conduct the background research for this project, wrote 1 fact sheet and developed the placemats.

## **EXAMPLE #7**

### Planning Healthy Meals for Meetings (FOOD AND NUTRITION ADULT):

Overview: Dietary habits are associated with four of the leading causes of death in the United States: coronary heart disease, some types of cancer, stroke and type II diabetes. Health conditions cost an estimated \$200 billion annually in health care costs and lost productivity. To address these concerns, a team of OSU Extension educators, specialists, program directors, and personnel from the Ohio Department of Health developed this curriculum.

Title: Planning Healthy Meals for Meetings

Overall Objective: To encourage healthier food choices when organizational funds are used to purchase food for in- services/meetings by identifying and promoting healthy eating, purchasing healthy choices, providing recommended portion sizes and encouraging employees to model healthy food behaviors and take part in physical activity.

Target Audience: Extension employees (primary), Extension committee members and others who participate in Extension sponsored meetings (secondary).

Curriculum Description: This curriculum includes a Planning Healthy Meals PowerPoint presentation, fact sheets which include information on the program guidelines, commitment form, selecting and working with a caterer, selecting healthy food for meetings, and ideas for presentation to organization staff and community groups.

Use by Others: Endorsed by OSU Extension Administrative Cabinet in August of 2008. Introduced to all OSU Staff at their annual meeting in December of 2008.

Impact: OSU Extension Administration posted the materials on their administrative website: <http://extensionhr.osu.edu/resources/meetings/meeting.htm> The materials were endorsed with the following statement: "Ohio State University Extension promotes healthy lifestyles, including healthy food choices and regular physical activity, through our statewide programming efforts. As such, we recognize the importance of modeling our commitment to healthy lifestyles by striving to create a healthy work environment. Due to the strong relationship between diet and health and the increasing rates of overweight and obese people, we are committing to health by supporting healthy food choices at work. Therefore, employees shall select healthy, low-calories food and beverage options for all Ohio State University meetings." Materials have also been shared at three National Conferences.

Note: As part of the Planning Healthy Meals team, I worked on the PowerPoint presentation and materials for selecting and working with a caterer.

## **EXAMPLE #8**

### Level I Food Safety Certification Training (FOOD SAFETY):

Overview: This curriculum is to provide food safety training and certification for local food establishment personnel, school food service workers, nursing home workers and others. The

Serving Safe Food curriculum has been offered since 2001. In 2010 the Ohio Department of Health mandated a certified training for this same audience. In partnership with the local health department, I revised my local training curriculum to fit the certification guidelines of the Ohio Department of Health and became a certified provider of this training.

Title: Serving Safe Food - Level I Certification

Overall Objective: Food service employees will learn safe food handling procedures to ensure the safety of meals prepared and served.

Target Audience: Food service personnel who prepare and serve food. The audience includes food service personnel from public schools, nursing homes, day care centers, food banks, restaurants and catering facilities.

Curriculum Description: A power point lesson, activities, handouts, test, evaluation and certificate.

Use by Others: Curriculum has been used by Extension Educators statewide providing this training, including Butler, Cuyahoga, Greene, Holmes, and Trumbull.

Impact: Since revising the Serving Safe Food curriculum, it has been presented by this Educator 17 times, with 183 individuals becoming certified. Participants attending classes came from Lorain, Huron, Cuyahoga, Ashtabula, Medina, Portage and Lake counties. Food service workers have increased their knowledge of safe food handling practices. 100% of class participants have indicated they plan to use the information learned and felt more positive about the topic as a result of attending the program.

#### **EXAMPLE #9**

##### Eat Well Play Hard (FOOD AND NUTRITION ADULT):

Overview: The prevalence of overweight and obesity has more than doubled among adults and has tripled among children and adolescents. Nearly one in three children are overweight or obese. Increased food intake, a sedentary lifestyle and unhealthy environments make it difficult to choose healthy foods but easy to consume extra calories. These all contribute to the problem. In response to local needs for reducing childhood obesity, this program was developed with two Family and Consumer Sciences Educators in adjoining counties.

Title: Eat Well Play Hard

Overall Objective: To provide materials to day care and after-school care providers in order to assist them in helping children in their care:

- (1) Increase developmentally appropriate physical activity.
- (2) Increase consumption of low-fat (1% or fat-free) milk products and calcium-rich foods.
- (3) Increase consumption of fruits and vegetables.

Target Audience: Day care and after-school care providers of children birth to age 8.

Curriculum Description: The curriculum includes research data, lessons, hands-on activities and

a parent newsletter for use with preschoolers and school-age children in the areas of nutrition and physical activity.

Use by Others: This program has been used in Lorain, Wayne and Cuyahoga counties.

Impact: This program was presented 19 times reaching over 600 day care and after-school program providers. Here are the results of the evaluations returned:

- 85% Agree -This program met the stated objectives.
- 91% Agree -I gained new knowledge as a result of this program.
- 87% Agree -The materials shared were valuable to me.
- 72% Agree -I will change my actions as a result of this program.

This program has also been presented at nine state and national conferences.

### **EXAMPLE #10**

#### Basic Cooking and Grocery Shopping Skills for Military Families (FOOD AND NUTRITION ADULT)

Overview: An unmet need in the state of Ohio in providing food and nutrition education to military personnel was identified through focus group interviews. To meet the needs of providing basic meal planning and preparation skills to military personnel a basic curriculum and supporting materials was developed by OSU Extension Family and Consumer Sciences Educators.

Title: Operation MP3: Meal Planning and Preparation Program for Military Family Community

Overall Objective: The program was developed so that it could be delivered in a variety of settings and in multiple formats; as a series of 2-hour sessions over six weeks, as a series of 4-hour sessions offered over 3 weeks, or in a shortened version as a 1- day intensive workshop.

Participants will:

- Develop basic cooking knowledge.
- Develop essential cooking skills and food preparation methods.
- Understand the meal planning and management process.
- Utilize thrifty food shopping strategies.
- Understand food safety and storage.
- Understand nutrition basics.

As a result of participating in the program, military families will improve their cooking skills, increase confidence in their cooking abilities, eat healthy home-prepared meals and stretch their food dollar.

Target Audience: Members of the military family community (adults ages 18 and up, and youth ages 9-17).

Curriculum Description: Six, 2-hour instructor led lessons were developed. I was involved in writing 3 of the lessons and part of the review process for each of them. Additionally, there are supporting materials which include 6 short video segments which highlight each of the lessons. I wrote the script and was taped for one of the segments. Other supporting materials include

worksheets, fact sheets, recipes and narrated PowerPoint presentations.

Use by Others: Materials were shared at the 2011 National Extension Association of Family and Consumer Sciences Annual Meeting as a concurrent session and have been posted to a website for broad dissemination. The materials are also available to other Extension and Military-serving personnel across the nation and around the globe.

Impact: Preliminary analyses of the retrospective pre/post program evaluation pilot data (N=7) reveal that participants reported increasing their confidence in 5 of the 6 program objectives.

-Reported a positive change from being "somewhat not confident" or "very confident" about preparing a meal from items on hand.

-Reported a positive change from "somewhat confident" or "very confident" about cooking from basic ingredients and planning nutritious meals.

-Reported a positive change from "very confident" to "definitely confident" about following a written recipe and using basic cooking techniques.

-Reported a positive change of attitude from "agreeing" with the statements "cooking is frustrating" and "cooking is too much work" before the program to "somewhat disagreeing" with those statements after the program.