

**SARE Sustainable Agriculture Curriculum and Continuing Education Program for  
Cooperative Extension Faculty and other Ag Professionals**

**Nebraska Curriculum Design Team Meeting Summary  
Lied Lodge Conference Center  
September 12-14, 2004**

**Participants:** David Chaney, Kim Kroll, Vern Grubinger, Deborah Cavanaugh-Grant, Deborah Young, Andy McGuire, Julie Sexton

**A G E N D A**

⇒ Before the meeting:

- Look at SARE Logic Model (Kim will send email about this)
- Skim results of Regional PDP surveys
  - Northcentral: (Kim will send email with this info)
  - Western: see <http://msg.calsnet.arizona.edu/fcs/azyfc/WSARE/>
- Look over entire Curric. Framework, read Core Competency 1 in detail (\*\**see updated version on project Web site*)

Sunday

If you've arrived by then and would like to get together, meet in the dining room at 7 p.m. Otherwise, dinner is served until 9 p.m. *Identify that you are with the Univ. of Vermont/USDA SARE group. The meals are inclusive and part of the direct bill.*

Monday

6:30 If you're an early riser, breakfast starts in dining room at 6:30.

9:00 Welcome / Overview

**Meeting outcomes:**

- Clarify how national and regional/state training efforts integrate and relate to each other in context of the curriculum framework.
- In light of above, have plan developed for completing the curriculum framework including: finalizing draft, review/evaluation process.
- Design team is familiar with the CECP online education system and how the national SARE PDP course will fit into that system.
- Design team provides input on course template mock-ups and identifies key design elements.
- Finalize specific learning outcomes for pilot online course (Module 1) and identify tools/methods for assessing if outcomes have been met.
- Have plan developed for writing pilot course.

9:15 Agenda Review and Questions

9:30 Curriculum Framework: Integrating National and Regional Training Efforts (Kim Kroll)

*(General outcome statement for Curric. Framework from project proposal: National project has guide for writing/developing online basic course; SARE Regions have a more clearly defined framework and guide for building in-depth professional training without having to spend time on basics.)*

10:30 Break

10:45 Action Plan for Framework Review/Evaluation (Kim Kroll)  
Address how to get buy-in from regions and states

<b>Task</b>	<b>Who</b>
complete final edits to draft	
Format to send out for review (Web vs. word doc)	
Evaluation form w/ common questions vs. text review and comments	
Compile feedback / revise framework	
...add to this...	

12:00 Lunch in the dining room

1:00 Preview CECP Web campus / How SARE course will fit in to this system (Julie Sexton)

2:00 Preview design templates for pilot course (Dave Chaney)  
Facilitated Discussion: what do you like, what works best, what changes

2:45 Break

3:00 Clarify learning outcomes for pilot course (1<sup>st</sup> Core Competency)

4:00 adjourn / walk the grounds

6:30 dinner in the dining room

Tuesday

6:30 breakfast starts in the dining room

8:30 Review Pilot Course Learning Outcomes:  
any changes or revisions to what we decided yesterday?

8:45 Identify Outcome and Learning Objectives Measures  
[assessing knowledge vs. behavior/application in field]

Objective / Outcome	Measure (assessment tool / target)	
	Knowledge assessment	Behavior assessment
...		

10:15 Action plan for developing/writing pilot course content (Kim Kroll)

Task	Who

10:45 Discuss ways of getting best participation we can from target audience. Incentives, motivations and how to enhance those. Other promotion/advertising ideas. (Dave Chaney)

12:00 Revisit Project Timeline (Kim Kroll)

12:30 Adjourn / Lunch in the dining room

=====

### Summary of Main Points

1. Develop a schematic diagram of the project; a visual representation of the whole program. [Done: see [www.sare.org/pdpcurriculum/visualrep.pdf](http://www.sare.org/pdpcurriculum/visualrep.pdf)]
2. How will the framework be used? Framework will be used by PDP regional coordinators, PDP state coordinators, and others developing professional development programs in sustainable agriculture. It may also be of interest to ANR leaders.
3. Need to develop a simplified version of the framework. It's too complicated and difficult to navigate in the current form. The more detailed version of the framework for each Core Competency will be important and useful when it comes to developing and writing the online course for each, but in selling the program to our colleagues and getting their buy-in we want something that's more streamlined and easier to read and understand.
4. Assignments for developing simplified version of each framework:
  - 1: all
  - 2: Vern
  - 3: Kim
  - 4: Andy
  - 5: Deborah Y, Deborah C-G, with input from Andy
 [all completed as of October 15, 2004]
5. We'll work out the details later, but the general goal will be to organize regional focus groups to evaluate the framework (in simplified format).

6. Outcomes/evaluation of the course:

Level I (knowledge and convey)—use of pre- and post-tests + online activities

Level II (application and leadership)—need to develop outcomes and ways to measure for these

7. Add statement of COURSE objectives (benefits, what participant will come away with for their investment of time) to the top of simplified version of the framework for each Major Topic.

8. In developing the online course for each of the Major Topics (Core Competencies) the first step would be to write a detailed course outline. The detailed learning outcomes from the original, more complex framework could be incorporated into that outline.

9. Action plan for developing and writing the pilot course on Competency 1 (Concept Overview):

- ID web design team [**Julie Sexton and Brian McCann at Miss. State**]
- develop design templates and infrastructure
- ID writer
- write course outline with detailed learning outcomes, and with suggestions for online activities
- write the course (need to develop more detailed plan for this)
- evaluate and test the course (need to develop more detailed plan for this)

10. Possible online activities for pilot course on Competency 1 (Concept Overview):

- participant writes their own definition of sustainable agriculture
- magnetic poetry game using concept terms
- not just list of definitions, but identify common themes

11. Incentives / motivations for participation in online course

<b>political/administrative</b>	<b>bribery</b>	<b>personal satisfaction/certification</b>
Get extension directors on board—ANR leaders <ul style="list-style-type: none"> <li>▪ West: Deb Young, Jack Payne</li> <li>▪ NC: Dave Baker</li> <li>▪ SO: Joan Duskey</li> <li>▪ NE: Jack Watson</li> </ul>	<ul style="list-style-type: none"> <li>▪ offer money for travel or other uses if they take the course</li> <li>▪ free books</li> <li>▪ state coordinators request for state impl. funds ???</li> </ul>	<ul style="list-style-type: none"> <li>▪ certificate</li> <li>▪ CCA credits</li> <li>▪ other credits</li> <li>▪ prof. dev. hours for merit pkgs.</li> </ul>

12. Online course delivery strategies (in addition to individuals taking the course on their own time at their own pace and schedule)

- mentor teacher
- have people come to site to take course together at a computer lab and add other on-site activities
- cohort classes (groups of people who commit to taking the course together and meet periodically)

13. Venues for promoting the course:

- NACAA regional meetings
- Association of Nat. Res. Professionals
- other scientific societies
- Community Development Association

14. Work with Sean McGovern on advertising and promotion plan once the course is near completion. He's offered to help.

15. Design team immediate assignments:

- full review edit of detailed learning outcomes for Comp 4 and 5 in the original framework due to Dave by October 1
- simplified frameworks due to Dave by September 28
- Julie—work with Brian McCann on incorporating chosen design into the CECP system.