Overview of International Extension Systems
AEC 6316
Spring 2021; Synchronous: 9:35 – 11:30 a.m. (W); Asynchronous: ~1 hour weekly

Instructor:	Dr. Amy Harder Professor amharder@ufl.edu (E-mail is preferred) 117B Bryant Hall (across from the Hub) 352-273-2569
Office Hours:	Wednesdays 11:30 a.m. – 1:00 p.m.
Student Feedback:	Please use UF e-mail as the fastest way to reach me. Students can expect a response within 24 hours from Monday – Friday. Questions sent after close of business on Friday (5 p.m.) may not be answered until Monday.
Required Texts:	Swanson, B. E., Bentz, R. P., & Sofranko, A. J. (1997). *Improving agricultural extension: A reference manual*. Rome, Italy: Food and Agriculture Organization of the United Nations. Retrieved from: http://www.fao.org/docrep/W5830E/w5830e00.htm Swanson, B. E., & Rajalahti, R. (2010). *Strengthening agricultural extension and advisory systems: Procedures for assessing, transforming, and evaluating extension systems*. Retrieved from: http://siteresources.worldbank.org/INTARD/Resources/Stren_combined_web.pdf The World Bank. (2012). *Agricultural innovation systems: An investment sourcebook*. Washington DC: Author. https://bit.ly/3ncxOJc
Additional Materials:	American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000 Course assignment descriptions, additional readings, and other critical documents will be posted on the TEAMS page.

Course Description
AEC 6316 focuses on a broad range of topic areas in the field of extension education. The primary purpose is to further students' understanding about extension systems throughout the world.

As a graduate course, emphasis will be placed upon research, theory, history, and conceptual models of extension for establishing a strong philosophical foundation. The course is structured

to provide maximum student participation and interaction. Classes will consist of case study analyses, discussion, student-led instruction, guest presentations, and lecture. A key component of the class will be a capstone project that takes an in-depth look at a critical topic impacting international extension.

Course Objectives
Upon successful completion of this course, learners will be able to:

1. Correctly identify the countries of the world on a map.
2. Describe the evolution of extension as a nonformal educational provider.
3. Differentiate between the various models of extension used throughout the world, including structure, funding, methodologies, effectiveness, organizational missions, and educational program areas.
4. Explain extension's connection with different levels of government and non-governmental organizations (NGOs), including the role of each.
5. Compare and contrast current and best practices in extension using relevant literature and interview data.

Course Philosophy
This course is heavily influenced by the philosophers John Dewey and David Kolb, both of whom emphasized the critical importance of actual experience in learning and then reflecting upon that experience to see how it connects with prior knowledge. Accordingly, you will have many opportunities to experience new things and then an equal number of opportunities to process what you have experienced through personal and group reflection activities designed to help you create meaning. I value cultural awareness, critical thinking, real-world experience, diversity, life-long learning and teamwork; this course is guided by those values.

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Course Policies
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Attendance
You will find attending class on a regular basis provides the best opportunity for success in this course. You are expected to complete all assignments within the course during the time frame specified. Assignments are due on the dates listed in the syllabus.

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Preparation/Participation in Course Discussion
This course heavily utilizes discussion as a learning tool. For us to have valuable discussions, you must: come prepared by having done the required readings, participate actively in the conversation, and ask insightful questions of guest speakers.

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Assignments, Grades, and Dates
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Grading

Assignment	Date Due	Point Value	My Score
Geography Knowledge	Jan. 20 – March 17	100	
Reflection Paper	February 10	125	
Public/Privatized Debate	March 31	75	
Capstone Project	April 14	175	

A = 441-475; A- = 427-440; B+ = 413-426; B = 394-412; B- = 380-393; C+ = 365-379;
C = 346-364; C- = 332-345; D+ = 318-331; D = 299-317; D- = 285-298; E = ≤284

Grades and Grade Points
For information on current UF policies for assigning grade points, see
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Geography Knowledge
There will be weekly geography quizzes on which you will be expected to identify the countries of the world. Acquiring this knowledge is an important part of building a foundation that leads to credibility and respect within the international extension profession. See assignment handout for more specific information.

Capstone Project
A key component of this graduate class is the semester-long capstone project, which focuses on linking the practical experience of the guest speakers with the theoretical and research-oriented course discussions and assignments. You will be assigned a topic to investigate for the capstone project; we will work together as a class to brainstorm a list of appropriate topics. For example, your topic may be the challenges associated with the monitoring and evaluation of international development projects. It will be your responsibility to gather information related to your topic throughout your engagement in the course. You will compare what you learn about current practices in agricultural extension and international development from the guest speakers and contrast them with what you have learned about best practices from the readings. There will be two parts of the capstone project.

Part 1. Voices in Agricultural Extension and Development (50 points)
Most weeks of class will feature an expert in agricultural extension and/or development as a guest speaker. They will share their experience and then answer questions from the class. You will need to prepare for the guest speaker by reviewing the assigned readings for the week *before* Wednesday. Then, write two questions that you would like to ask the speaker based on that week's reading. You may get information that answers your questions during the speaker's formal presentation; take careful notes. If not, use the discussion time after to ask at least one of your questions. By the end of Wednesday, you need to post your questions and answers to the shared Google document.

Part 2. Evaluation of Agricultural Extension and Development (125 points)

How closely do today's practices in agricultural extension and development align with the best practices advocated for in the literature? Use your personal notes, the Collaboration Space notes, and the literature (both assigned and additional resources you find on your own) to evaluate the present status of agricultural extension and development. Present your findings in a written paper, which should be approximately 5-6 double spaced pages. Students in the Department of Agricultural Education and Communication must follow *APA* 7th ed. for format and style; students in other departments should follow their profession's preferred style. You do **not** need a cover page for your papers. A reference list is required and does not count against the page limit. Papers should be submitted online as Word documents.

Critical Reflection Paper (125 points)
You will write a paper pertaining to extension systems and issues in extension. Papers should focus on *international* extension systems but may include references to the U.S. Extension system for comparative purposes. Your paper should be approximately 5-6 double spaced pages. Students in the Department of Agricultural Education and Communication must follow APA 7th ed. for format and style; students in other departments should follow their profession's preferred style. You do **not** need a cover page for your papers. The intention of the reflection paper is for you to develop, articulate, and defend an educated opinion on your chosen topic, based upon the concepts covered in AEC 6316 and related courses. Use in-text citations to provide substantiation for your opinions. Including literature beyond the assigned readings is expected. You may use real-life examples to help articulate your point of view. A reference list is required and does not count against the page limit. Your paper should be submitted online as Word document.

Choose **one** of these topic areas.
  A. Describe how extension systems have evolved since their inception to where they are today. Possible key areas to investigate are structure, funding, program areas, clientele, delivery methods, linkages, and diversity.
  B. Describe the effect of linkages between research, extension, and clientele. How can linkages be facilitated in international extension systems where they are currently lacking to better improve the livelihoods of subsistence/small scale farmers and their families?

Public vs. Privatized Extension Debate
 You will be assigned to a team to take an affirmative or negative position on a stance related to public versus privatized Extension. You and your teammates will be expected to thoroughly research both sides of the topic so that you can (a) make an effective argument for why your position is the correct one, and (b) be prepared with counter-arguments for the case you believe the opposing side will make. Acceptable resources to include in your debate preparation include notes from guest speaker presentations, course readings, and additional published fact-based literature (e.g. refereed journal articles, government reports). Additional information is provided in the assignment handout.

HELPFUL INFORMATION

Academic Honesty
As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*" You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*"

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

Online Course Evaluation Process
Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/.

Services for Students with Disabilities
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation
0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/

U Matter, We Care
Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,* **www.counseling.ufl.edu/cwc/**
  Counseling Services
  Groups and Workshops
  Outreach and Consultation
  Self-Help Library
  Wellness Coaching

- *Career Connections Center,* First Floor JWRU, 392-1601, **www.career.ufl.edu/**

Software Use
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Student Complaints
Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/