

Development and Role of Extension Education

AEC 3313

Summer 2015, Web-based Course

3 credits

Instructor:	Dr. Amy Harder Associate Professor 117B Bryant Hall amharder@ufl.edu	Teaching Assistant:	Mr. Milton Newberry Doctoral Candidate 308 Rolfs Hall miltonius3@ufl.edu
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Office Hours: By appointment

**Student
Feedback:** Students should contact the instructor via e-mail at amharder@ufl.edu for fastest responses. Students using this method can expect a response within 48 hours.

Required Text: *Education through Cooperative Extension* (3rd ed.), by Seevers & Graham (2012), ISBN 9781565021075

**Recommended
Reading:** *Taking the University to the People*, by Rasmussen (1989), ISBN 0-8138-0419-1

Course Philosophy:

This course is designed to foster an awareness of the history of Cooperative Extension, common programs within Extension, the leadership of Extension, and opportunities for Extension employment. A survey approach is taken; many topics are covered. Learners are encouraged to tailor course assignments to reflect their own interests.

Course Objectives:

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

- Articulate the process and philosophy of non-formal education as organized and conducted in Cooperative Extension;
- Outline the legislative acts which have significantly impacted the development of modern Extension;
- Identify, analyze, and evaluate the importance of emerging issues that may alter Extension's programming;
- Evaluate program plans related to relevant issues faced by Extension;
- Articulate appropriate strategies for teaching different types of learners; and
- Develop a vision of the future of Extension.



Course Policies:

Since this is an online learning course, use of the Internet, e-mail, and Canvas is essential. It is important for all students to access Canvas at least once a week in order to keep up with assignments, as well as to check for any announcements. **It is your responsibility to make sure your assignments have been received by the instructor;** if you suspect you are having computer issues, you will need to submit a copy of a UF Help Desk ticket as proof of your technical issues. Otherwise, your assignment will be considered late.

Absences and Make-Up Work:

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/ugrad/current/regulations/info/attendance.aspx>.

The majority of your assignments should be submitted via the Canvas assignments tool in Word (.doc or .docx) or .pdf format and are due on the dates listed in the syllabus. You may submit **ONE** late assignment within seven calendar days of its due date without penalty. Otherwise **late assignments will receive a zero**, unless *prior* accommodations have been approved by the instructor or you have a valid, University-approved excuse. Students are expected to complete all assignments within the course during the time frame specified. You may work ahead, if you wish.

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/honorcodes/honorcode.php>.

Course Evaluation:

Assignment	Date Due	Point Value	My Score
Syllabus Quiz	May 18	25	
Legal Mysteries	May 25	25	
Issues Paper	June 15	100	
Generational Learning Interview	July 13	100	
Future of Extension Paper	August 3	100	
Discussion Postings	Weeks 1-3, 5-6, 8, 10-12	15/135	

A = 451-485; A- = 436-450; B+ = 421-435; B = 402-420; B- = 388-401; C+ = 373-387; C = 354-372; C- = 339-353; D+ = 324-338; D = 305-323; D- = 291-304; E < 291

Assignments:

Please be sure all work is typed and double-spaced with 1" margins. Only .doc, .docx, and .pdf files will be accepted. *Spelling and grammar will be considered when grades are assigned.* You also need to follow the guidelines of the American Psychological Association (6th ed.) for in-text citations and reference formatting. If you do not own an *APA Manual*, Purdue has a decent formatting and style guide (<https://owl.english.purdue.edu/owl/resource/560/01/>). Please see the assignment rubrics on Canvas for specific criteria.

Syllabus Quiz (25 points) – Due: May 18

Review the course syllabus carefully before completing the syllabus quiz. The quiz is designed to make sure you fully understand important course policies so that you are prepared to be successful in 3313.

Legal Mysteries (25 points) – Due: May 25

Read each "Legal Mystery." The mystery will describe what was happening in the months and years preceding the passage of each piece of critical Extension legislation. It is your job to identify the Act associated with each Legal Mystery. You will need to include a reference for each response – in other words, where did you find the answer to each mystery? You will receive points for each correct answer and reference you provide. You will receive 1 pt. extra credit for each reference you provide that comes from a SCHOLARLY source (NOT Wikipedia) other than your textbook and Rasmussen (1989).

Issues Paper (100 points) – Due: June 15

Cooperative Extension is a dynamic system which shifts in response to current issues in the United States. For example, areas that experience severe drought often have Extension programs offered which specifically address concerns related to that issue. You will need to select an issue you feel has ramifications for Extension. You will be expected to: (a) identify your issue, (b) defend the importance of your issue with at least three references (minimally, one must be

scholarly), and (c) discuss how this issue could or should be addressed by Cooperative Extension. Your assignment should be 3-4 pages, double-spaced, plus a reference list.

Generational Learning Interview (100 points) – Due: July 13

Identify an individual from a *different* generation than yourself to interview. Find out (a) how he/she characterizes his/her own generation, (b) what are his/her preferences for learning, and (c) how he/she characterizes your generation. You will use this information to develop a two part report. For Part 1, write a summary of your interview, including specific examples shared by your interviewee. Quotes are required. For Part 2, discuss how you would teach an Extension activity attended by people from the interviewee's generation and how their perceptions of your generation might affect how they view you as an educator. Your assignment should be at least 3 pages, double-spaced.

Future of Extension (100 points) – Due Aug. 3

Reflect on all the topics that have been covered over the course of the semester and how those have influenced your perception of Cooperative Extension. Using references as appropriate to support your argument, discuss (a) the present state of Extension, (b) what you see as Extension's future, and (c) how you see yourself fitting into that future. Your assignment should be 4-6 pages, double-spaced, plus a reference list. **You may not use your late pass for this assignment.**

Discussion Postings (15 points/week) – Due: Weeks 1-3, 5-6, 9-12

The discussion board is a tool we will use throughout the course to communicate with one another. You must post by Sunday of the week it is assigned in order to earn credit. Due dates are listed in Canvas. If you are not the first person to post, you are expected to respond to – and expand upon – your classmate's posts. If you are the first person to post, you should go back and review your classmate's posts if you want to get the most benefit out of this activity. **Late posts will receive a zero**, unless *prior* accommodations have been approved by the instructor or you have a valid, University-approved excuse. **You may not use your late pass for discussion posts.**

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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, www.dso.ufl.edu/drc/

Course Schedule and Readings:

Week	Date	Topic	Weekly Reading	What's Due
1	May 11	Course Overview, Mission & Philosophy	Chapter 1 Overview of Extension History	
2	May 18	Extension Legislation	Chapter 2	Syllabus Quiz (May 18)
3	May 25	Organization, Structure, & Administration	Chapter 3 IFAS Extension	Legal Mysteries (May 25)
4	June 1	The Relationship Between Issues and Program Areas in Extension	Chapter 4	
5	June 8	Program Development	Chapter 5	
6	June 15	The Teaching-Learning Process	Chapter 6	Issues Paper (June 15)
7	June 22	Summer Break		
8	June 29	Generational Differences	Scholarly Readings	
9	July 6	Delivery Methods	Chapter 7 Scholarly Readings	
10	July 13	Evaluating Extension Programs	Chapter 8	Generational Learning Interview (July 13)
11	July 20	Management of Volunteer Programs	Chapter 9	
12	July 27	Career Opportunities in Extension	Chapter 10	
13	August 3	Course Wrap-Up	--	Future of Extension Paper (Aug. 3)

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. These resources include:

1. University Counseling & Wellness Center, 301 Peabody Hall, 392-1575, counseling services, groups and workshops, outreach and consultation, self-help library, training programs, community provider database, www.counseling.ufl.edu/cwc/ ;
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling; and

4. Career Resource Center, First Floor Reitz Union; 392-1601, career development assistance and counseling, www.crc.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:

Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. See <http://distance.ufl.edu/student-complaints> for more details.