

Development and Role of Extension Education

AEC 3313

Summer 2017, Web-based Course

3 credits

Instructor: Dr. Priscilla Zelaya
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Office Hours: By appointment

Student Feedback: Questions about assignment submissions, discussion posts, or how to use Canvas, course content, expectations for assignments, or issues impacting your course participation, should be directed to Dr. Zelaya via UFL e-mail, not Canvas e-mail.

Students can expect a response within 24 hours from Monday - Friday. Questions sent after close of business on Friday (5 p.m.) will not be answered until Monday.

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

Order from: <http://shop.uofastore.com/p-32983-education-through-cooperative-extension-156502107x.aspx>

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. **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 15	25	
Legal Mysteries	May 28	25	
Issues Paper	June 11	100	
Generational Learning Interview	July 16	100	
Future of Extension Paper	August 2	100	
Discussion Postings	Weeks 1-3, 5-6, 9-12	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 15

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 28

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 11

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 16

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. 2

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 classmates’ 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.

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>

Course Schedule and Readings:

Week	Date	Topic	Weekly Reading	What's Due
1	May 8	Course Overview, Mission & Philosophy	Chapter 1 Overview of Extension History	Discussion
2	May 15	Extension Legislation	Chapter 2	Discussion Syllabus Quiz (May 15)
3	May 22	Organization, Structure, & Administration	Chapter 3 IFAS Extension	Discussion Legal Mysteries (May 28)

4	May 29	The Relationship Between Issues and Program Areas in Extension	Chapter 4	
5	June 5	Program Development	Chapter 5	Discussion
6	June 12	The Teaching-Learning Process	Chapter 6	Discussion Issues Paper (June 11)
7	June 19	Summer Break		
8	June 26	Generational Differences	Scholarly Readings	
9	July 3	Delivery Methods	Chapter 7 Scholarly Readings	Discussion
10	July 10	Evaluating Extension Programs	Chapter 8	Discussion Generational Learning Interview (July 16)
11	July 17	Management of Volunteer Programs	Chapter 9	Discussion
12	July 24	Career Opportunities in Extension	Chapter 10	Discussion
13	July 31	Course Wrap-Up	--	Future of Extension Paper (Aug. 2)

Other Information

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/

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. These resources include:

1. University Counseling & Wellness Center, 3190 Radio Road, 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/.

Course Evaluations

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 will have the opportunity to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at [GatorRator](#).

Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. It is expected that you will contribute your feedback for this course and the others in which you are enrolled this term. Summary results of these assessments are available to students at [GatorRator](#).

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.