

# AEC 3313

## Development and Role of Extension Education 3 Credits / Spring 2021



### **Instructor information:**

Instructor: Dr. Matt Bengé  
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Office hours: By appointment

T.A.: Micah Gallagher  
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\*Due to COVID-19, please only contact me via email, as I will not be in the office.

\*Office hours will be available via Zoom by request.

### **Course meeting time & location:**

Online using the Canvas platform. You can access the site with your UF username and password [here](#).

### **Required textbooks:**

Seevers, B., & Graham, D. (2012). *Education through Cooperative Extension* (3<sup>rd</sup> ed.). University of Arkansas.

### **Notes:**

- The textbook is currently unavailable through the University of Arkansas Bookstore due to COVID-19. You DO NOT have to buy it for the course, as I will be posting the chapters to Canvas. However, if you wish to buy it from another source, you are welcome to.
- Additional readings will be made available in Canvas.

### **Course description:**

This course takes a survey approach to understanding Cooperative Extension within the United States. The course will cover many topics including the history of Cooperative Extension, common educational programs, program and administrative leadership, and opportunities for employment. 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:

1. Articulate the process and philosophy of non-formal education as organized and conducted in Cooperative Extension;
2. Outline the legislative acts which have significantly impacted the development of modern Extension;
3. Identify, analyze, and evaluate the importance of emerging issues that may alter Extension's programming;

4. Evaluate program plans related to relevant issues faced by Extension;
5. Articulate appropriate strategies for teaching different types of learners; and
6. Develop a vision of the future of Extension.

### **Course Attendance:**

Due to the course being online, there is no ‘mandatory’ attendance or attendance points. However, in order to pass and/or have a high grade in the course, students must be engaged by participating in online discussions and completing the assignments. The online learning environment provides each learner the flexibility and comfort of engaging in the course on whatever time is best for them.

- Excused absences – Following an excused absence, students may turn in late work without penalty within 3 business days of the absence.
- Unexcused absences – For non-university excused absences, late work will be accepted up to 3 business days past the due date and will be penalized 10% per day.

### **Keys to success:**

1. Complete the assignments and discussions on time.
2. Contact the instructor at the beginning of the course if there are issues with the assignment deadlines and your spring schedule.
3. Plan ahead! Though the course is online, that does not mean you have to engage in the course ‘when time becomes available’. My recommendation is to set aside time each week (twice a week) to engage in the course to ensure you don’t miss an assignment or discussion post.
4. Don’t get behind on the modules. And, don’t wait till last minute to work on assignments. It’s the best way to hate a course!!

### **Academic honesty:**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code”. On all work submitted for credit by students 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”.

The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor of your course.

Plagiarism will not be accepted! Students must conduct their own work, and the instructor will use measures to ensure plagiarism is not being conducted. The University of Florida defines plagiarism as not representing “the student’s own work all or any portion of the work of Another”. Further information on Plagiarism and student conduct can be found [here](#). Plagiarism includes, but is not limited to, the following:

- Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
- Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authorized by the student
- Unauthorized use of materials or resources
- Prohibited collaboration or consultation

- Submission of paper or academic work purchased or obtained for an outside source

### **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.

### **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 students. Resources are available on campus for students having personal problems or lacking career and/or academic goals, which interfere with their academic performance.

1. [University Counseling & Wellness Center](#)
  - a. (352) 392-1575
  - b. 3190 Radio Road, Gainesville, FL
2. [Career Resource Center](#)
  - a. (352) 392-1601
  - b. First floor, Reitz Union, Gainesville, FL

### **UF Computing Help Desk and technical difficulties**

The [UF Computing Help Desk](#) is available 24 hours a day, 7 days a week: (352) 392-HELP (4357), [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). In the event of a technical difficulty with E-Learning, please contact the UF Help Desk.

If your technical difficulties will cause you to miss a due date, you **MUST** report the problem to E-learning. Include the ticket number that you are given in an e-mail to the instructor to explain the late assignment/quiz/test. Late work that involves technical difficulties with E-learning **MUST** be accompanied by a ticket number from the Help Desk.

Types of questions that should be directed to the Help Desk:

1. I can't log into E-learning
2. I have clicked on the "submit" button for my quiz and nothing is happening
3. I can't upload an assignment (be sure that you have reviewed the tutorial on how to do this **BEFORE** you contact the Help Desk)
4. E-learning has given me an error message and I can't submit my assignment

### **Services for students with disabilities:**

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester

### **Course evaluation:**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals/Default.aspx>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### **Course grading scale:**

Please note that grades are based on points, not percentages. The total points available for this course is 600.

<b><u>Letter Grade</u></b>	<b><u>Points</u></b>	<b><u>Percentage</u></b>
A	540 – 600	90 – 100%
B+	522 – 539	87 – 89%
B	480 – 521	80 – 86%
C+	462 – 479	77 – 79%
C	420 – 461	70 – 76%
D+	402 – 419	67 – 69%
D	360 – 401	60 – 66%
E	359 or less	59% or less

### **Assignment summary:**

The following table provides a summary of the course assignments, their due dates, and total points available for each. Please note that **ALL** assignments are **ALWAYS** due on **Fridays by 8am**. Please note the following regarding course assignments:

- Format: All assignments are to be typed, double-space with 1” margins.
- Document Type: Only .doc and .docx, files will be accepted.
- Grammar: Spelling and grammar will be considered when grades are assigned.
- APA: All assignments must follow guidelines according to the American Psychological Association (APA, 7<sup>th</sup> ed.). If you do not own an APA manual, Purdue University offers a decent formatting and style guide [here](#).

<b><u>Assignment</u></b>	<b><u>Points Available</u></b>	<b><u>Due Date</u></b>	<b><u>Course Objective(s)</u></b>
Syllabus Quiz	25	January 15	-
Legal Mysteries Quiz	25	January 29	1, 2
Issues Paper	100	February 12	3, 4
Generational Learning Interview	100	March 12	4, 5
Future of Extension	100	April 9	1, 3, 4
Fact Sheet of Cooperative Extension	100	April 16	All
Discussion Postings (10 total @ 15 pts each)	150	Varies	All
<b>TOTAL points available</b>	<b>600</b>		

### **Assignment descriptions:**

The following descriptions provide detailed expectations for each assignment.

## Discussion Postings

*Due Date:* Weeks 1, 2, 3, 5, 7, 9, 10, 11, 12, 13 (Fridays @ 8am)

*Points Available:* 150

*Description:* There will be 10 discussion board posts throughout the course. For each, a topic/idea/situation will be proposed related to that assigned week's content. You must (1) make a post of your own, and (2) reply to someone else's post. You will have one week to complete each discussion board post. Late posts will receive a zero, unless prior accommodations have been approved by the instructor or you have a valid, University-approved excuse. In addition, points will be taken away for grammatical errors.

<b>Rubric – Discussion Boards</b>		
<b>Item</b>	<b>Points (per post)</b>	<b>Total Points</b>
Rich in content	5	45
Connection made to course content and/or experience	5	45
Response to another student's post	5	45
<b>TOTAL</b>	<b>15</b>	<b>135</b>

## Syllabus Quiz

*Due Date:* January 15<sup>th</sup>

*Points Available:* 25

*Description:* Complete the Syllabus Quiz. You can find all the answers to the questions in the course syllabus.

## Legal Mysteries Quiz

*Due Date:* January 29<sup>th</sup> @ 8am

*Points Available:* 25

*Description:* Complete the "Legal Mysteries" Quiz. The questions pertain specifically to how Extension was created and grew throughout the United States. This is an open book quiz, but you will have only 1 quiz attempt. All answers can be found in Chapter 2 of your textbook.

## Issues Paper

*Due Date:* February 12<sup>th</sup> @ 8am

*Points Available:* 100

*Description:* 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.

<b>Rubric – Issues Paper</b>	
<b>Item</b>	<b>Points</b>
Introduction	5
Identification of issue	35
Relation of issue to Cooperative Extension	35
Paper Conclusion	5
Quality of writing	10
References and in-text citations in correct APA style	10
TOTAL	100

### **Generational Learning Interview & Paper**

*Due Date:* March 12<sup>th</sup> @ 8am

*Points Available:* 100

*Description:* 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.

<b>Rubric – Generational Learning Interview &amp; Paper</b>	
<b>Item</b>	<b>Points</b>
Interview guide	10
Summary of interview	40
Teaching a different generation	35
Quality of writing	10
TOTAL	100

### **Future of Extension Paper**

*Due Date:* April 9<sup>th</sup> @ 8am

*Points Available:* 100

*Description:* 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.

<b>Rubric – Future of Extension Paper</b>	
<b>Item</b>	<b>Points</b>
Introduction	5
Present state of Extension	25
Extension's future	25
Your role	15
Conclusion	10
Quality of writing	10
References and in-text citations in correct APA style	10
TOTAL	100

## Extension Fact Sheet

Due Date: April 16<sup>th</sup> @ 8am

Points Available: 100

Description: To culminate this course you will write a fact sheet titled, “What is Cooperative Extension”. The fact sheet needs to: (1) describe Cooperative Extension, (2) tell the history/story of Cooperative Extension, and (3) discuss what programs Cooperative Extension currently provides. The fact sheet should be 2 pages in length, double-spaced, plus a reference list.

<b>Rubric – Extension Fact Sheet</b>	
<b>Item</b>	<b>Points</b>
Description of Cooperative Extension	25
History of Cooperative Extension	30
Present-day programs	25
Quality of Writing	10
References and in-text citations in correct APA style	10
TOTAL	100

### Holidays:

January 18th – Martin Luther King, Jr. Day



The following outline provides students a summary of the summer course schedule, which includes assigned readings and assignment deadlines.

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Materials</b>	<b>Assignment Due</b>
1	January 11-15	Course Introduction	Read: Gould, Steele, & Woodrum (2014) Read: Course Syllabus Video: Intro and Course Assignments	Syllabus Quiz Discussion #1
2	January 18-22	Mission, Philosophy, and Legislation	Read: Chapter 1 Read: Chapter 2 Video: Then & Now Video: Centennial Montage	Discussion #2
3	January 25-29	Organization, Structure, & Administration	Read: Chapter 3 Reading: Necessary Pre-Entry Competencies	Discussion #3 Legal Mysteries Quiz
4	February 1-5	Issues & Program Areas	Read: Chapter 4 Video: Ellen Gustafson	
5	February 8-12	Program Development	Read: Chapter 5 Read: What is an Extension Program Read: Cooperative Extension Model Read: Logic Models	Discussion #4 Issues Paper
6	February 15-19	The Teaching-Learning Process (A)	Read: Chapter 6 Read: Teaching Styles	Activity: Good Teacher Activity: Index Learning Styles
7	February 22-26	The Teaching-Learning Process (B)	None	Discussion #5
8	March 1-5	Generational Differences	Read: Millennials at Work Video: eCornell Webinar	
9	March 8-12	Delivery Methods	Read: Chapter 7 Read: Digital Stage Read: Raison (2010)	Discussion #6 Generational Learning Interview Paper
10	March 15-19	Evaluating Extension Programs	Read: Chapter 8 Read: Fetsch et al. (2012) Video: Accountability	Discussion #7
11	March 22-26	Management of Volunteer Programs	Read: Chapter 9 Read: New Old Day Read: Crowdsourcing	Discussion #8
12	March 29 – April 2	Career Opportunities in Extension	Read: Why Work for Extension Video: Jack Payne	Discussion #9
13	April 5-9	Looking Ahead in Extension	Read: King (2018) Read: Seger & Hill (2016) Read: Henning et al. (2014) Video: FL Co of Ag	Discussion #10 Future of Extension
14	April 12-16	** Please complete course evaluation!		Fact Sheet Paper
15	April 19-23	** Please complete course evaluation!		

\*\*Reminder – All assignments are due Fridays at 8am



Holidays (No Classes):