Development and Role of Extension Education
AEC 3313
Spring 2025 - 3 credit hours

Instructor

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Teaching Assistant

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Class Times	Location
Monday (3-4 period (9:35-11:30am))	Weimer Hall, Room 1070
Friday (5th period (11:45am-12:35pm))	Zoom

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 Design

The course uses a hybrid approach for teaching, learning, engagement, assignment submission, and grade posting. All online course activities will be through Canvas.

Requirements

Textbook:

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

Technology:

To succeed in this course, you must have access to the following technology:
- Desktop Computer or Laptop
  - Audio Capabilities
  - Webcam and Microphone for synchronous sessions
- Microsoft Word - Microsoft 365 basics video training
- Adobe Reader - Acrobat tutorials
- Zoom - Zoom Privacy Policy
- Internet Connection with access to Canvas
  - Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The full student guide is provided if you have additional questions.
  - View Canvas Privacy Policy
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can download it.
- University of Florida Email
  - Students are expected to check their my.ufl emails daily. View the Student Computing Requirements page for information on technology requirements and expectations.

Prerequisite Knowledge:

None.

Minimum Technical Skills:

Minimum technical skills required:
  - Proficiency in utilizing Canvas and navigating the internet effectively.
  - Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
  - Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
  - Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
  - Ability to perform online research using a variety of search engines and library databases.

Instructor Response & Feedback

The instructor is committed to responding to your Canvas and email messages **within 24 hours** when feasible during the work week, Monday through Friday, *except holidays*. I also hold office hours each week in person, and can alternatively schedule a meeting via Zoom if needed. The major assignments will be graded, with *meaningful feedback* provided, **within one week of their submission**. Quizzes are graded automatically upon submission.

Assignments

You will find participating in 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.

Course Grading:

You can find the course assignment rubrics on the Canvas site. Once I have completed grading each assignment, I will post the grade in Canvas and provide feedback with a completed rubric in class.

Grading Scale

Letter Grade & Point Percentage	Total Points
A = 90 – 100%	900 – 1,000
B+ = 86 – 89.99%	870 – 899
B = 80 – 85.99%	800 – 869
C+ = 76 – 79.99%	770 – 799
C = 70 – 75.99%	700 – 769
D+ = 66 – 69.99%	670 – 699
D = 60 – 65.99%	600 – 669
F = Below 60%	599 or less

Further information about UF grading policies can be found here:
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Reading Schedule:

Reading assignments are posted on the Canvas site.

Assignment Points, Explanation, & Schedule:

The following table provides a summary of the course assignments, their due dates, and total points available for each. **ALL** assignments are **ALWAYS** due on **Thursdays at 11:59 pm ET**. 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, 7th ed.). If you do not own an APA manual, Purdue University offers a decent formatting and style guide here.

Assignment	Points Available	Due Date	Course Objective(s)
Quizzes (6 total @ 50 pts each)	300	Varies	All
Voices in Action (10 total @ 25 pts each)	250	Varies	All
Issues Paper	150	February 8	3, 4
Generational Learning Interview Paper	150	March 7	4, 5
Future of Extension Assignment	150	April 18	1, 3, 4

Quizzes
Due Date: Weeks 2, 3, 5, 8, 11, 13
Points Available: 300
Description: Quizzes will be on various topics related to readings from those weeks. Quizzes will be open book/notes. You will only be allowed 1 chance to complete each quiz. You will be allotted 20 minutes to complete each quiz.

Voices in Action
Due Date: Varies
Points Available: 300
Description: Several weeks of class will feature an expert guest speaker with experiencing conducting needs assessments. 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 in preparation for the guest speaker's presentations. Then, write two questions that you would like to ask the speaker based on that week's reading (these will be due to the instructor via email prior to class). 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 Thursday, you need to post your questions and answers in the survey link posted on the Canvas site.

Issues Paper
Due Date: Week 5 (February 13)
Points Available: 150
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.

Generational Learning Interview Paper
Due Date: March 13 (Week 9)
Points Available: 150
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.

Future of Extension Assignment
Due Date: Week 15 (April 24)
Points Available: 150
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 appropriate references from the to support your argument: (1) Describe Cooperative Extension, (2) Tell the history/story of Cooperative Extension, (3) Discuss what programs Cooperative Extension currently provides, (4) What you see as Extension's future, and (5) How you see yourself fitting into that future. This will be a recorded presentation that will be submitted in Canvas either as a file or link. The presentation should be approximately 10 minutes in length, and you must cite your sources using APA 7th edition and provide a References slide as the last slide of your presentation.

Academic Integrity

UF's Academic Honesty Statement:
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 dishonesty to the instructor, department chair, college dean or Student Honor Court. **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: UF Student Code of Conduct Webpage.

Plagiarism:
Plagiarism includes taking **verbatim phrases of *just a few words*** without permission or full attribution. It includes *quoting too much* from your sources, thereby substituting their expression for your own, or quoting too much from one source, effectively taking more than a *fair use* of their work. **Over quoting (direct quotes)** comprising more than 10% of any assignment will be considered plagiarism. Plagiarism includes ***unique expression***, which can be a phrase of a few words or a simple moniker. Our writing is mostly *our own expression*. When writing for science and business, we base our work on **facts** obtained from a variety of **credible sources.** We give credit where it is due. We **cite our sources** so others can access the information we present. When appropriate, we very carefully,

ethically, and lawfully use others' expression of that information. We obtain permission to use our sources' expression or give full credit for a *limited, fair use,* including direct quotes.

Attendance Policies
Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: UF Attendance Policies..

Institutional Policies

Recording Statement
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code. UF IN-CLASS RECORDING

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. UF ACCEPTABLE USE POLICY

Course Evaluations
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/

Student Services

Health & Wellness

- U Matter, We Care
  - If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center
  - Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
  - 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.
- Student Health Care Center
  - Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department
  - Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- GatorWell Health Promotion Services
  - For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources

- E-learning technical support
- Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center
  - Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support
  - Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center
  - Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Writing Studio
  - 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus

- o Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.
- On-Line Students Complaints
  - o View the [Distance Learning Student Complaint Process.](#)

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, [UF Disability Resource Center.](#)
[Canvas Accessibility Standards](#)
[Zoom Accessibility Information](#)