**Extension Education**

**ADED 7670 D01 Syllabus – v1**

**Auburn University**

**Department of Educational Foundations, Leadership, and**

**Technology College of Education**

**Spring 2025**

# Class Time: Asynchronous - Weekly Location: Canvas

**Professor:** Dr. Leslie Cordie

Associate Professor, Adult Education Affiliate Faculty – University Writing

**Office:** Haley Center 4082 **Email:** [lesliecordie@auburn.edu](mailto:lesliecordie@auburn.edu) **Office Tel:** (334) 844-3089

**Office Hours:** Tuesdays and by appointment

**Course Number:** ADED 7670 - D01

**Course Title:** Extension Education **Credit Hours:** 3 semester hours (graduate) **Pre/Corequisites:** None

# Required Texts: NONE

# We will utilize current journal articles and publications free of charge, including credible sources from various websites.

**Other Required Readings, Resources, and Course Materials** will be posted online or made available through eReserves and the Library, the web, or as links.

**Course Description:** Exploration of the unique relationship between adult education and the Cooperative Extension System.

# Course Objectives:

Upon completion of this course, students will be able to:

* Demonstrate understanding of the cooperative extension system from both the historical

and present perspectives;

* Describe the principles and functions of the various programs and roles found in extension education;
* Analyze different models of program development in extension programs;
* Evaluate content and learning processes that facilitate the achievement of planned outcomes

of extension programs;

* Describe the foundation of justice and value in extension programs;
* Explore best practices of volunteer management in extension programs;
* Discuss the various professional development opportunities and needs in the extension system;
* Examine the role of adult education in lifelong and community learning across the globe and its connection to extension;

# Course Content and Philosophy:

**There are approximately 15 sessions** during the semester that include a variety of topics related to cooperative extension programs and education. This course is asynchronous and will include weekly modules with resources and materials to enhance the learning experiences. Some key components of the course include online lectures, open-access resources, guest speakers, discussions, group activities, and other tasks to provide knowledge and skills related to adult education and extension services.

This is a graduate education course in workforce education**. All participants are considered adults and are expected to study and practice Andragogy by taking responsibility for their learning.** Thus, the participant is expected to participate regularly, contribute to the class setting by participating in discussions and activities, and be collaborative and supportive of all members in the learning setting. In addition, *students will be called upon to summarize and critique the information and resources shared in a variety of assignments. As graduate students, they are expected to demonstrate critical thinking development and researching additional literature and resources to increase their knowledge and skills.*

Additional course materials are made available through Auburn University’s learning management system (LMS), which is Canvas to support learning. Interactivity is possible through the LMS, which allows for videoconferencing, online discussions, email, web conferencing, along with testing and submission of assignments.

# A student taking this course will need a reliable computer, Internet access, webcam, microphone, and must understand how to operate a variety of software programs. Some items and functions in Canvas DO NOT work in the mobile or tablet environment. DO NOT USE a smartphone or tablet to complete assignments!

**Artificial Intelligence Policy:**

In this course, you are permitted to utilize artificial intelligence (AI) applications such as ChatGPT to augment your writing process. I do still expect your work to represent your own thinking and learning, but such applications can be useful tools for starting, organizing your ideas, or providing final polish. I will not penalize the grade so long as AI did not produce the entire final product**.**

* **If you use an AI application, you will need to include an author’s note explaining the contribution the application made to your final product**. In what ways did you use it, why did you use it that way, and how valuable was the experience**?**
* **If you use AI and do not acknowledge the actual use, you will be subject to failing the course and penalized according to the Academic Honesty Policy as noted in the Student Handbook -** [**https://www.auburn.edu/student\_info/student\_policies/**](https://www.auburn.edu/student_info/student_policies/)

# Course Requirements/Assignments:

**All assignments are INDIVIDUAL for this class – no group projects.** In addition, all assignments in this course, grammar, and spelling count toward your grade. Please use Grammarly or the University Writing Center for assistance, if necessary. ***Additional directions and materials for each assignment are posted in Canvas.***

# Participation/Discussions/Reflections (45 points total)

|  |  |
| --- | --- |
| **Assignment** | **Points** |
|  |  |
| Syllabus Acknowledgement | 5 |
| Course Introduction | 5 |
| Discussion – 4 @ 5 pts each | 20 |
| Reflection – Equity | 5 |
| Logic Model Assignment | 10 |
| Online Participation/Analytics | Final Grade Implications |
|  |  |

## Discussion Posts:

* There will be approximately **four (4) discussions** posted during the semester
* Each of the discussion areas will be based on a main topic/foundational area for the course and supported by core concepts and resources
* Students are expected to be graded on their participation in all discussions
* *If there is a learning need noted by the instructor during the semester, additional discussions may be added to the course*

# Participation in all discussions may affect the Final Grade.

## Weekly Readings/Lectures/Resources

* + All students are expected to view any videos, complete the readings, and review any of the resources posted in Canvas listed for each week
  + Students will be called upon to summarize and critique the information and resources shared during assignments
  + Students are expected to demonstrate critical thinking development at the graduate level; additional literature and resources can AND SHOULD be researched to enhance KSAs
  + Make sure you are spending the time necessary to read and review the information posted in the course (at a minimum) to help develop competencies related to the content; **for example, for every 3 hours of classroom time, an additional 6 to 9 hours of study, reflection, and application time are the minimum for a graduate level course according to the research and literature on higher education; thus, you should be spending a minimum of 6 hours per week for the course**

***Peer Reviews*** *(multiple assignments)*

* + Several assignments require you to provide your classmates with suggestions

/improvements/corrections

* + Peer Review is a researched learning technique that develops critical thinking skills and enhances the learning process
  + Your peers will review your work and give you feedback you can use to improve your work; you will also review other students’ work and give them feedback on their work as well.
  + Rubrics and resources are provided to guide the feedback process in Canvas

***Reflection Summaries (15 points)***

* + Several assignments require you to reflect on content and connect it to the course theory, along with developing your critical thinking and communication skills
  + These assignments include an individual reflective written summary or video post or other creative way of sharing your thoughts and connect theory to practice
  + **Reflection - Equality, Justice, and Value (5 points)**
    - This assignment is a reflection on how extension educators can work to remove systemic barriers and promote equitable access to resources and opportunities for all individuals and communities, regardless of race, ethnicity, gender, socioeconomic status, or geographic location?"
    - You are encouraged to reflect on your own biases and how they may unintentionally perpetuate inequities.
    - Try to share examples of successful strategies for promoting equity in a specific Extension program using adult learning theory, if possible.
  + **Extension Program using the Logic Model - Activities and Reflection (10 points)**
    - The final product for this assignment is a 1-page word summary OR a 3 to 5-minute video recording to show completion of the assignment.
    - Complete the online modules from UW Extension on the Logic Model @ <https://logicmodel.extension.wisc.edu/> (ONLY Sections 1, 2 and 3)
    - Complete a series of activities in the online course
    - Comment on your scores and attempts
    - Describe what areas you found most confusing about the Logic Model
    - Discuss other strategies for learning about the Logic Model and practice
    - Explain how you might use the Logic Model in your job or graduate school coursework

# Extension Education Presentation (75 points total)

Select a Presentation Topic 5

Presentation Outline & Draft Submission 10

Presentation Outline Draft Peer Review 10

Final Presentation Submission 20

Final Presentation Peer Reviews (3 weeks @ 10 pts each) 30

The main goal of this course is to develop basic skills and knowledge related to cooperative extension services education and research. Thus, the Final Presentation assignment will be a RECORDING focused on an area related to area of cooperative extension services. A suggested structure for any presentation includes the following main parts:

* + a welcoming and informative introduction (overview)
  + body - a coherent series of main points presented in a logical sequence
  + a lucid and purposeful conclusion
  + references from which the presentation was developed

# Presentation main requirements:

* + Approximately **a minimum of 20 to a maximum of 30 minutes** in length (not including activities or Q & A)
  + Main components:

# Topic

* + - * Discuss how the topic is relevant to cooperative extension
      * Explain how the topic fits into the major content of the course – **see Canvas for more information on developing a topic**

# Objective(s)

* + - * Share the purpose for the presentation
      * Include at least one (1) measurable objective (what the audience will be able to do at the end of the presentation; develop a measurable objective

using Bloom’s Taxonomy)

* + - **Presentation overview** (explain topics that will be covered and why)
    - **Key points** - Develop a minimum of three key points on the topic in a logical order that support the content
    - **Visuals, images and charts** should be used to enhance the content and should be included with appropriate copyright permissions!!
    - **Summary** - this is a recap or conclusion for this presentation (related to the objective)
    - **References –** support your presentation with 3 to 5 credible references in APA format

# Audience Engagement -

* + - * Engaging the audience before, during, and after the presentation, using a variety of adult learning strategies to enhance the content
      * The presentation is more than a lecture or speech; thus, try to include reflective questions, tables, charts, animations, discussions, quizzing, polling, and other modes of engaging the audience in the materials rather than waiting for the end Q & A

# Annotated Bibliography and Peer Review (20 points)

Annotated Bibliography – Instructor Submission (10 points)

Annotated Bibliography - Peer Review (10 points)

This assignment involves developing an annotated bibliography that will help you with the creation of your presentation. An annotated bibliography is a reference list with an additional summary statement (annotation) after each reference. The annotation outlines the background and current research regarding the article or learning resource and involves a critique or evaluation of the source. The annotated bibliography is to be submitted in APA format and must include a minimum of 3 empirical, research or expert sources. Empirical research refers to research articles that present novel findings (as opposed to providing an opinion or a review).

**Requirements for the Annotated Bibliography:**

* A minimum 3 credible sources
* Annotation for each source that includes:
  + The purpose of the work
  + A summary of its content
  + What type of audience the work is written for
  + The relevance of the work to the topic
  + Any special features of the material
  + The strengths, weaknesses, or biases in the material - the analysis
  + Citation of the source in APA format
* Peer review (part 2 of assignment)

# Evaluation/Grading of Assignments:

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| **Presentation**   * Select a Presentation Topic – 5 * Presentation Outline & Draft Submission – 10 * Presentation Outline & Draft Peer Review - 10 * Final Presentation Submission – 20 * Final Presentation Peer Reviews - 30 | **75** |
|  |  |
| **Annotated Bibliography**   * Submission - 10 * Peer Review - 10 | **20** |
|  |  |
| **Discussions/Reflections/Participation**  Syllabus Acknowledgement 5  Course Introduction 5  Discussion – 4 @ 5 pts each 20  Reflection – Equality 5  Extension Logic Model 10 | **45** |
|  |  |
| Online Participation/Analytics | **Final Grade** |
|  |  |
| **Total Points** | **140** |

The following grading scale will be used:

A = 90% - 100% / 126 - 140 points

B = 80% - 89% / 112– 125.9 points

C = 70% - 79% / 98 – 111.9 points

Below 70% = Failing Graduate Grade (< 98 points)

# Course Policies:

* **Course Specifics**
  + Absences from attending class asynchronously

# This class requires at a minimum weekly online attendance at class; logins are required to review course materials and submit assignments

* + - See the [Student Handbook](http://www.auburn.edu/student_info/student_policies/) for excused absences based on Auburn University policy
  + Technology
    - A student taking this course will need a **reliable computer, microphone and webcam (NOT a tablet or a smartphone), and must understand how to operate a variety of software programs**

# Besides a reliable computer, the student will need access to a reliable and stable Internet

* + Communication
    - All course communications and interactivity are possible through the LMS (learning management system), which allows for videoconferencing, discussions, email, web conferencing, and chats with the instructor, along with testing and submission of assignments.
    - **Replies to Student Email**: When contacting me via email, I will respond within 48 hours if possible; if it is an emergency, please call my office phone; my cellphone can be made available in certain circumstances; do not expect a response in the immediate hour or day!
  + **Academic Regulations:** All due dates for assignments are posted in Canvas and the tentative Schedule (see separate document)

# Late Assignments

* + - This pertains only to those with valid excuses according to the [Student](http://www.auburn.edu/student_info/student_policies/)  [Policy eHandbook](http://www.auburn.edu/student_info/student_policies/)
    - Late assignments will be accepted if you notify me **BEFORE** the assignment is **DUE;** notification requires written documentation for your missed assignment **within one week (7 days) after the due date and if your instructor determines that the missed due date is excused based on Auburn University policy**
    - The explanation must be on original letterhead, contain the original signature of the attesting official (physician, judge, social worker), and provide the name and phone number of a contact person (nurse, assistant, etc.)
  + A**cademic Honesty**:
    - All work is expected to be original and creative.
    - Plagiarism and other forms of cheating will not be tolerated.
    - The Department of Educational Foundations, Leadership, and Technology follows the guidelines for "Academic Regulations" as described in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) found at [Academic Regulations](http://www.auburn.edu/studentpolicies).
    - You are responsible for knowing and adhering to the AU Guidelines.
    - **Papers, presentations, projects, or any other assignments previously submitted for credit in another course will not be accepted in this course**; if previously submitted work is submitted, a grade of zero will be awarded to the assignment; **if you have a question about this, notify me and ASK.**
    - **Group or Team assignments** receive grades based on group and individual work. Unsatisfactory participation in team assignments may result in a lower participation grade or a lower grade on the team assignment itself. You may be called upon to evaluate your own or your team members' performance on group assignments.

# See Artificial Intelligence policy noted above

* **Accommodations:**
  + Students who need accommodation are asked to electronically submit their approved accommodations through AU process
  + **You will not be able to use your accommodations until you meet with me, as noted in the AU Policies;** please make an individual appointment with me during the first week of classes.
  + Some parts of this course may be recorded; you can enable closed-captioning during the session to help you with comprehension; in addition, you may be able to review the recordings after the session to help provide comprehension and understanding
  + If there are video materials posted from outside, they usually have closed captioning (CC) and transcripts that allow you to take notes if needed
  + If you have any questions about accommodations, please contact the Office of Accessibility [Accommodations](https://fp.auburn.edu/disability/), 1228 Haley Center, 334-844-2096 (voice/TDD).

# Justification for Graduate Credit:

Participants in this class must have an advanced knowledge level of the clientele for workforce education as provided in the required prerequisites. Participants will be required to demonstrate their ability to evaluate the completeness and appropriateness of a workplace basic skills education program based upon application and synthesis of principles associated with this course.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | | | **Topic(s)** | **Assignments/Activities/Readings** | | |
|  | **New week begins on Tuesdays** | | |  | **Due Dates on Mondays – NLT 11:59 PM** | | |
| 1 | **Jan 13-14** | | | Welcome / Introduction – Course Overview and Syllabus | * **DUE – Syllabus Acknowledgement** * **DUE – Course Introduction - Discussion** * **REVIEW Course Syllabus / Canvas web site materials** * POST any course questions in the FAQ Discussion Board | | |
|  |  | | |  |  | | |
| 2 | **Jan 21** | | | History and Philosophical Foundations of Extension Education | * **DUE – Discussion 1 – History of Extension** * REVIEW any additional resources posted in the Course Module | | |
|  |  | | |  |  | | |
| 3 | **Jan 28** | | | Program Areas in Extension | * **DUE – Select Topic for Presentation** * REVIEW any additional resources posted in the Course Module | | |
|  |  | | |  |  | | |
| 4 | **Feb 4** | | | Learning Processes in Extension Education | * **DUE – Discussion 2 – Adult Learning Theories** * **DUE – Annotated Bibliography** * REVIEW any additional resources posted in the Course Module | | |
|  |  | | |  |  | | |
| 5 | **Feb 11** | | | Extension Models for Program Development and Evaluation | * **DUE – Extension Program using the Logic Model - Activities and Reflection** * REVIEW any additional resources posted in the Course Module | | |
| 6 | | **Feb 18** | Management of Volunteer Programs in Extension | | | * **DUE – Peer Review - Annotated Bibliography** * REVIEW any additional resources posted in the Course Module |
| 7 | | **Feb 25** | Social Justice in Extension | | | * **DUE – Reflection - Equality, Justice and Value in Extension** * **DUE –Presentation Outline & Draft** * REVIEW any additional resources posted in the Course Module |
|  | |  |  | | |  |
| 8 | | **March 4** | Professional Development  in Extension | | | * **DUE – Discussion 3 – Professional Development** * REVIEW any additional resources posted in the Course Module |
| **March 10-14 - Spring Break** | | | | | | |
| 9 | | **March 18** | Extension Programs across the Globe | | | * **DUE – Discussion 4 – Cultural Competence** * **DUE –Peer Review - Presentation Outline & Draft** * REVIEW any additional resources posted in the Course Module |
|  | |  |  | | |  |
| 10 | | **March 25** | Optional Guest Speakers | | | * **Choice of Guest Speaker recordings** * Work on Final Presentations * REVIEW any additional resources posted in the Course Module |
|  | |  |  | | |  |
| 11 | | **April 1** | Final Presentation Submission | | | * **DUE – Final Presentation Submission** * REVIEW any additional resources posted in the Course Module |
|  | |  |  | | |  |
| 12 | | **April 8** | Student Presentations | | | * **DUE – Final Presentation – Peer Review 1** * REVIEW any additional resources posted in the Course Module |
| 13 | | **April 15** | Student Presentations | | | * **DUE – Final Presentation – Peer Review 2** * REVIEW any additional resources posted in the Course Module |
| 14 | | **April 22** | Student Presentations | | | * **DUE – Final Presentation – Peer Review 3** * REVIEW any additional resources posted in the Course Module |
| 15 | | **April 29** | The Future of Extension | | | * **Lessons Learned and Course Summary** * REVIEW any additional resources posted in the Course Module |
|  | |  | No Final Exam as the Course is Application-Based | | | Classes end Wed, April 30  Final Exam period May 5-9  Final Grades to be Posted in Canvas and Banner  \*\*please notify me if you are graduating May 2025\*\* |