

## Curricular Integration of Extension: a necessary transformation for university education

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The curricular integration of university extension represents one of the most significant transformations experienced by Brazilian higher education in recent decades. Grounded in the constitutional principle of the inseparability of teaching, research, and extension, and consolidated by Resolution CNE/CES N<sup>o</sup>. 7/2018, the mandatory inclusion of at least 10% of undergraduate course workloads in extension activities reaffirms the social commitment of universities and strengthens the comprehensive development of students.

Far more than a mere regulatory adjustment, this movement reflects a new understanding of the educational process, in which extension assumes a structuring role within the curricula. This conception is anchored in the guidelines of Brazilian university extension, consolidated by FORPROEX (Forum of Pro-Rectors of Extension of Brazilian Public Higher Education Institutions) and recognized as the "5 Is": **Dialogic Interaction**, which strengthens the exchange of knowledge between academia and society; **Interdisciplinarity and Interprofessional**, which integrates different fields of knowledge and professional practice; the **Inseparability of Teaching, Research, and Extension**, reaffirming knowledge production and education as interconnected processes; **Impact on Student Training**, by broadening academic, ethical, and civic experiences; and **Impact on Social Transformation**, by guiding university actions toward addressing collective challenges and fostering social and regional development.

From this perspective, the curricular integration of extension strengthens academic training by bringing the educational process closer to the concrete realities of communities and territories. By reaffirming the public and social function of the university, this movement expands the opportunities for dialogue between academic knowledge and the diverse forms of knowledge present in society.

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Based on the premises of an inclusive and diverse university committed to valuing traditional knowledge, UEA (Amazonas State University) seeks to consolidate the curricular integration of extension as a space for meaningful experiences for all involved. In this context, faculty and students are invited to engage in experiences that articulate academic training, professional practice, personal growth, and social commitment.

At Amazonas State University (UEA), the curricular integration of extension was built through a broad, democratic, and participatory institutional process. Discussions began in 2018, aligned with the national movement triggered by the publication of Resolution CNE/CES N<sup>o</sup>. 7/2018. Over the following years — including during the Covid-19 pandemic — the university promoted an intensive process of studies, debates, training, active listening, and collective construction involving administrators, faculty, technical staff, students, Core Faculty Committees (NDEs), Course Boards, and academic units in both the capital and the interior. A major milestone in this journey was the approval of the UEA Extension Policy via Resolution CONSUNIV N<sup>o</sup>. 29/2020, which established the general guidelines for strengthening university extension and its curricular integration within the institution.

The result of this collective effort materialized in Joint Technical Note N<sup>o</sup>. 01/2023 – PROEX/PROGRAD, a document that consolidated the institutional guidelines for the curricular integration of extension across UEA undergraduate courses. This note began to guide, in a gradual and planned manner, the formulation of Pedagogical Course Projects and the implementation of curricularized extension throughout the university. In 2025, aiming to broaden understanding, align procedures, and strengthen the extension culture among diverse academic actors, UEA launched the Extension Curricularization Guide. Organized in a Q&A format, with flowcharts, operational guidelines, and regulatory frameworks, the guide represents the synthesis of years of institutional development and serves as an important support tool for faculty, coordinators, managers, and students in consolidating this process across the institution.

UEA's experience demonstrates that curricularizing extension does not mean simply setting aside a specific number of hours for extension activities. It means reorganizing pedagogical practices, strengthening the role of Core Faculty Committees and Course Boards, expanding educational opportunities for students, and consolidating extension as a space for learning, innovation, and social transformation.

The consolidation and autonomy of the Core Faculty Committees (NDEs) are highly critical characteristics for legitimizing the extension curricularization process in the undergraduate programs at Amazonas State University. The selection of faculty members to compose the NDEs and the format of planning meetings are factors that directly influence the progress of the courses. This directly impacts the development of the teaching-learning process, external course evaluations (conducted by the State Board of Education), and student performance on the ENADE exams (National Exam of Student Performance).

Throughout this process, the Pro-Rector of Undergraduate Studies (PROGRAD), through the Education Support Coordination (CAE), has played a fundamental role in raising awareness and providing tools for the undergraduate faculty. Its work involves developing lectures, guides, technical notes, and other instructional materials that contribute to broadening the understanding of university extension curricularization and supporting the reshaping of Pedagogical Course Projects (PPCs).

Naturally, challenges remain. Raising awareness within the academic community, qualifying monitoring and evaluation processes, expanding extension opportunities, and integrating academic systems demand continuous institutional effort. However, the progress already achieved demonstrates that the curricular integration of extension constitutes a unique opportunity to strengthen the social relevance of the university, bring scientific knowledge closer to the population's demands, and train professionals who are deeply committed to sustainable development, citizenship, and the transformation of the Amazonian reality.