



Course Syllabus

EDF 3214 - 3583

Student Development and Learning Principles K-12 Fall Term 2025-2026 (0655)

This course includes the following section numbers: EDF 3214- 3583

Welcome

I'm excited to have you in this course and look forward to supporting your learning journey. Throughout this term, we'll explore key concepts and work on assignments designed to enhance your understanding of the subject. Be sure to review the syllabus and course schedule to stay on track, and don't hesitate to reach out if you have any questions. Let's make this a great semester together!

Instructor Contact Information

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Email

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As needed

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Clearwater

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n/a

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College of Education Specifics

The mission of the College of Education is to prepare compassionate and skilled educators who are dedicated to meeting the unique needs of all students, cultivating positive learning environments, and inspiring a commitment to lifelong learning and growth.

UCC Assignments

Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course. Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.

If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C. In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.

For courses with lesson planning

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not

mean “copy and paste.” It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment. Anything adapted or used verbatim must be cited with credit given to the author(s). This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work. This applies to all COE lesson plans unless the instructor directly specifies otherwise.

[SPC College of Education Syllabus Addendum](#)

Each student must read all topics within this syllabus and the content of the links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor. If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.

Uniform Core Curriculum / Program Learning Objectives Assignments

[UCC Tables for Active Courses.xlsx](#)

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s).

School Based Hours (SBH) or Field Experience Hours (FEH)

Course Requirements & Expectations

School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements

This course requires 0 hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Course Information

Prerequisite(s): Prerequisites: Admission to EDST-BS or ESEDR-BS or MGMED-BS or MTSED-BS or ICERT-NO.

Credit Hours: 3

Modality: Online

Course Description: This course is designed to address principles of learning and student development and their applications to learning/teaching situations. Topics include self-concept, motivation, views of intelligence, and assessment. Students will analyze teaching and learning scenarios in order to develop a repertoire of teaching approaches. This course emphasizes the interaction between the role of the teacher and the academic and social-emotional needs of students at various developmental ages and stages.

Course Objectives

1. The student will evaluate the theories related to physical, cognitive, emotional, social and moral development by:
 - a. connecting the major contributors to physical, cognitive, emotional, social and moral development.
 - b. explaining the characteristics of physical, cognitive, emotional, social and moral development.
 - c. analyzing the effect of student development on learning, given specific teaching/learning situations.
 - d. distinguishing between cognitive and affective domains using Bloom's Taxonomy 2.0.
2. The student will explain the principles and contributions of major learning theories by:

- a. contrasting empiricism and rationalism.
 - b. connecting contributors to behaviorism, Gestalt psychology, psychodynamics and developmental psychology.
 - c. applying principles of each of the major learning theories.
 - d. distinguishing between classical conditioning and operant conditioning.
 - e. analyzing the use and effectiveness of learning theory given a specific classroom situation.
3. The student will evaluate the debates related to self-concept, motivation, views of intelligence and assessment by:
- a. stating examples of self-concept, self-esteem and self-efficacy.
 - b. comparing the differences between extrinsic motivation and intrinsic motivation.
 - c. discussing the relationship of different learning theories to motivation.
 - d. explaining the origin and limitations of intelligence tests.
 - e. examining issues related to multiple intelligence and the impact on teaching/learning situations.
 - f. analyzing issues related to assessment of learning.

First Day Access (Digital Books) Program

What is First Day Access: Textbook Savings Program?

This course is participating in the First Day Access Program. You will be given access to the course materials through the Learning Management System (LMS). You will receive instant access to the required materials and save 20-50% or more off the retail price. **You have the option to opt out of the program within the first 10 days of class** if you want to purchase your materials elsewhere. Opting out of the program is likely to cause you to pay a higher rate. **The opt-out date is 10 days from the first day of class.** ([View Opt-out deadline dates](#)).

The materials that are accessed through the LMS are **NOT** included in your tuition. **If you do not click on the button to opt-out, you agree to pay the discounted fee and SPC will bill your student account at the First Day price after the opt-out deadline passes-approximately 2**

weeks after your class starts. This will show as a bookstore charge. Please check your student account. If you have BLOC or are a 3rd Party vendor then the charges will be covered
***exceptions do apply,** if you are self-pay, please make those payments to the business office.

Refund Policy

If you drop a class within the drop deadline for your course, the refund policy will be the same as SPC's [drop w/refund policy](#). If you withdraw after the drop deadline ([see your schedule for dates](#)), then you will be responsible for those charges on your account (For example, if you receive a "W" you will not be eligible for a refund).

Should you choose to purchase the required materials out of pocket you **MUST** opt out to avoid being charged. If you do not opt out by the deadline, which is 10 days from the start of class, then you must request to be opted out and proof of purchase must be submitted to tharrison@bncollege.com to prevent First Day Fees being added to your account.

If you are unsure whether this course participates in the First Day program, please contact your instructor for clarification.

Important Dates

Class Dates: 18-AUG-2025 to 12-DEC-2025

Drop Date: 22-AUG-2025

Withdrawal Date: Please reference the Academic Calendar below

<https://www.spcollege.edu/academic-calendar>

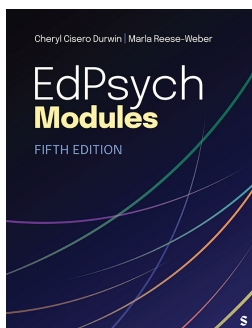
Required Textbook and Other Resources

EdPsych Modules

Required or Optional: Required

ISBN: ISBN: 9781071955895 Ebook: 9781071978658

Authors: Durwin & Weber



Publisher: SAGE

Publication Date: 12/2024

Edition: 5th

Performance Assessment and Grading

Student performance in this course will be assessed through a combination of assignments, discussions, assignments and a final exam. Each assessment is designed to align with course objectives and support students in developing the knowledge and skills needed for mastery.

Grading Scale

A: 90%-100%

B: 80%-89%

C: 70%-79%

D: 60%-69% (Repeat Course)

F: Less than 60% (Repeat Course)

Late Work Policy

ALL assignments are expected to be submitted on time. Any assignment submitted past the due date will lose one letter grade from the earned grade. No assignments are accepted past 7 days of due date unless under extenuating circumstances with the proper documentation and as discussed with the instructor. Some assignments are not accepted late including **quizzes** and **discussions** and will close on the due date without exception.

Availability of Course Content

Course Content is available the Friday before the first day of the semester.

Canvas Assignment Schedule

Due Date	Name	Type	Points
	Activity #1:VARK	Assignment	20
	Activity #2: Dropbox_Piaget and Vygotsky comparison	Assignment	20
	Activity #3 Operant and Classical Conditioning	Assignment	20
	Activity #4: Triarchic reciprocal Causality Assignment	Assignment	20
	Activity #6: Behavioral Theory: Intrinsic and extrinsic motivation	Assignment	20
	Activity #7:Cognitive Theories: Reflect and Evaluate Assignment	Assignment	20
	Activity #8: Self Esteem	Assignment	20
	Activity#5: Blooms taxonomy	Assignment	20
	Discussion # 6: Self efficacy and concept	Discussion	10

Due Date	Name	Type	Points
	Discussion #1: Types of Studies-M1	Discussion	10
	Discussion #10:Ability	Discussion	10
	Discussion #11: Types of Motivation	Discussion	10
	Discussion #12: Technology in Education	Discussion	10
	Discussion #13: Student development on Learning	Discussion	10
	Discussion #14: Assessment	Discussion	10
	Discussion #2: Higher Standard	Discussion	10
	Discussion #3: Brain Based Research	Discussion	10
	Discussion #4: Contrast Empiricism and Rationalism Discussion	Discussion	10
	Discussion #5 Positive Behavior Supports and Premack	Discussion	10
	Discussion #7 Metacognition	Discussion	10

Due Date	Name	Type	Points
	Discussion #8: Perception and Creativity	Discussion	10
	Discussion#9:Rewards	Discussion	10
	Final Exam	Assignment	50
	Introductions	Discussion	10

Course Assignment Schedule

Week/Date	Topics & Readings	Assignments to be Submitted by Sunday evening at 11:59 pm.
Week 1 Aug. 18	Unit One: Personal Development Modules 1-2	• Read the syllabus and Start here Module • Introduction Discussion due Fri. 8/22 replies due 8/24 • Discussion #1 Types of studies due Fri. 8/22 replies due Sun. 8/24
Week 2 Aug. 25	Unit One: Social & Moral Development Modules 3-4	• Discussion # 2 Higher Standard due Fri. 8/29 replies due Sun. 8/31
Week 3 Sept 1	Unit Two: The Developing Learning Module 5	• Discussion #3 Brain-based Research due Friday 9/5 Fri. replies due Sun. 9/7 • Activity #1 Vark due 9/7
Week 4	Unit Two: The	• Discussion #4 Empiricism vs. Rationalism

Sept 8	Developing Learning Modules 6-7	due Fri. 9/12 replies due Sun. 9/14 • Activity #2 Piaget & Vygotsky due 9/14
Week 5 Sept. 15	Unit Three: Learning Theories Module 8	• Discussion #5 Positive Behavior supports and Premack due Fri. 9/19 replies due Sun. 9/21 • Activity #3 Operant and Classical conditioning due 9/21
Week 6 Sept 22	Unit Three: Learning Theories Modules 9-10	• Discussion #6 Empiricism vs. Rationalism due Fri. 9/26 replies due Sun. 9/28 • Activity #4 Triarchic reciprocal causality due 9/28
Week 7 Sept 29	Unit Four: Cognitive processes Modules 11-12	• Discussion #7 Metacognition due Fri. 10/3 replies due Sun. 10/5
Week 8 Oct. 6	Unit Four: Cognitive processes Module 13	• Discussion #8 Perception and Creativity due Friday Fri. 10/10 replies due Sun. 10/12 • Activity #5 Bloom's Taxonomy due 10/12
Week 9 Oct. 13	Unit Five: Motivation Module 14	• Discussion #9 Rewards due Friday 10/17 replies due Sun. 10/19 • Activity #6 Intrinsic and Extrinsic motivation due 10/19
Week 10 Oct. 20	Unit Five: Motivation Module 15	• Discussion #10 Ability due Friday 10/24 replies due Sun.10/26 • Activity #7 Cognitive theories due 10/26

Week 11 Oct. 27	Unit Five: Motivation Module 16	• Discussion #11 Types of Motivation due Fri 10/31 replies due 11/2 • Activity # 8 Self-Esteem due 11/2
Week 12 Nov 3	Unit Six: Classroom Management and Instruction Modules 18-19	• Discussion #12 Technology in Education due Fri. 11/7 replies due 11/9

Communication Plan

Emails sent Monday through Friday (MyCourses preferred) will receive a response within 24 hours, barring any exceptional circumstances. For emails sent on Saturday or Sunday, please allow up to 48 hours for a response. Since many assignments are due by 11:30 pm on Sundays, avoid waiting until late Saturday night or Sunday to reach out with questions about the assignments, as I might not be able to provide feedback in time for you to incorporate it. Please review the assignment expectations before the weekend to ensure you understand what is required.

Expectations

Students are expected to follow the guidelines of the syllabus and communicate with the professor if there are any extenuating circumstances that the professor should know.

How to Be a Successful Student

Embarking on the journey of higher education can be transformative, and embracing the habits of successful students is a key component of that transformation.

Habits of Successful Students:

- Proactive and disciplined attendance: punctual attendance, active engagement in class activities.

- Actively seek to catch up on missed materials: acquire notes and assignments promptly.
- Engage in continuous study outside class: deepen understanding through self-study.
- Integrate feedback and seek extra credit opportunities.
- Remain fully involved in the educational process.

Mindset and Strategic Approach:

- Set realistic and specific learning goals for focus and direction.
- Recognize the value in each task to sustain effort.
- Maintain a positive attitude and break tasks into manageable parts.
- Regularly monitor progress and understanding.
- Embrace mistakes as learning opportunities for resilience and genuine interest in the subject.

Course Attendance

Due to the need to demonstrate course competencies, it is essential that students attend class and show professionalism by being on time. Due to the participatory nature of this course, attendance is essential. Up to the date of the last day to withdraw, a student may be penalized for exceeding the allowed number of absences.

For a traditional (asynchronous) online class, participation is defined as completing an assignment or participating in a discussion board or other activity each week. Simply emailing will not be counted as participating in the class.

In a blended class, students are only permitted one absence for scheduled face-to-face or live online class sessions throughout the semester, and students must participate in all online class sessions.

If excused or unexcused absences exceed the limit after the drop date, the instructor may give a failing grade, lower the student's final grade, or assign make up work to cover

the content missed. The final decision is at the instructor's discretion. Participation points (if awarded) will be impossible to earn if you are not present. Students are expected to be on time and remain in class for the entirety of every class session (three tardies/leaving class early equals one absence in a face-to-face or blended course).

SPC Policy: Academic Honesty

St. Petersburg College expects students to be honest in all of their academic work. By enrolling at the College, students agree to adhere to the College's standards of academic honesty and integrity. Failure to comply may result in academic and disciplinary action, up to and including expulsion from the College. As members of the College community, students also have an ethical obligation to report violations of the SPC academic honesty policies they may witness.

To better understand what academic integrity means and the potential consequences of violating it, please watch the following videos:

- [What is Academic Integrity?](#) (1:29)
 - [Transcript for "What is Academic Integrity?"](#)
- [What Happens When You Violate Academic Integrity?](#) (2:08)
 - [Transcript for "What Happens When You Violate Academic Integrity?"](#)

The academic honesty policy and procedures are available online:

- [Academic Honesty Policies, Honor Code](#)
- [Academic Integrity Policies and Procedures](#)

These documents include details on what is meant by:

- Cheating
- Plagiarism
- Bribery
- Misrepresentation
- Conspiracy

- Fabrication
- Collusion
- Duplicate submissions
- Academic misconduct
- Improper Use of Any Electronic Device

Cheating - The improper taking or tendering of any information or material submitted for a course.

Examples of cheating, improper use of electronic devices, and improper online course use include, but are not limited to:

- Using unauthorized materials during a test, such as the course textbook, notebook, formula lists, notes or crib sheets, including information accessed through a calculator or other electronic devices.
- Unauthorized access, modification, use, creation or destruction of calculator-stored or computer-stored data and programs.
- Selling or giving away all or part of the information on an electronic device, which will be used as course work.
- Sharing an electronic device while leaving answers on display or in memory.
- Submitting a duplicate homework or test with only the student's name changed.
- Unauthorized use of an electronic device to search for solutions during an exam.
- Having or providing unauthorized outside help when completing online quizzes or assignments.
- Obtaining access to confidential test materials or questions before quizzes or assignments.

Some of your courses may include online material that is protected by copyright. This means that the work is available for you to use in your studies, but you can't copy and share the materials (copyright.gov). Please see [SPC's copyright information](#). It's your responsibility to be academically honest in all of your work.

Technology Requirements & Policy

View the [Canvas Minimum Technology Requirements](#)

If you need technical assistance, please [Contact the Technical Support Center](#).

Minimum Technical Skills: Students should know how to navigate the course and use the course tools (email, discussion, gradebook, etc.). Learning Management System (LMS) tutorials are available to students new to this LMS and are located at the beginning of the course. Most features in the LMS are accessible on mobile devices, although it is recommended that you use a computer for quizzes, tests, and essay assignments.

Students also MUST become proficient with Google and the tools contained within the program to be successful in this course.

Accessibility of Technology

- [Canvas Accessibility](#)
- [Microsoft Accessibility](#)
- [Google \(YouTube\) Accessibility](#)
- [Panopto Accessibility](#)
- [Copyleaks Accessibility](#)
- [Cengage Accessibility](#)
- [McGraw-Hill Accessibility](#)
- [Pearson Accessibility](#)

Privacy

- [Canvas Privacy](#)
- [Microsoft Privacy](#)
- [YouTube Privacy](#)
- [Panopto Privacy](#)
- [Copyleaks Privacy](#)
- [Cengage Privacy](#)
- [McGraw-Hill Privacy](#)
- [Pearson Privacy](#)

SPC Policy: Attendance/Participation/Withdrawal

Withdrawing from a course with a “W” or “WF” may impact students’ academic standing and financial aid eligibility including placing the student in early repayment. It is the student’s responsibility to understand the consequences of withdrawing.

Attendance

College policy requires students to attend class prior to the published deadline to drop with a refund. The instructor is required to report non-attendance and the student will be dropped after the first week of classes.

If you don't attend during the first week of the term, you will be automatically dropped, and the class removed from your schedule. If you receive financial aid, your award amount may be adjusted if the drop changes your enrollment status (e.g. full-time to part-time).

It is the student's responsibility to know the attendance policy of the class in which they are enrolled.

- Depending on the modality of the course, attendance may be online, LIVE Online, blended, or on-campus.

- For LIVE Online classes, attendance will be taken online during the normal class meeting time/days.
- Students who are feeling ill for any reason should communicate in a timely manner with their instructor regarding attending online instead of on-campus, and/or the responsibility of excused absences. Students are also responsible to discuss completing any missed work with the instructor.

Participation

College policy require the instructor to report any student who is not actively participating at the 60% point of a class. The instructor will report the student by the end of the week immediately following the 60% point of the class and the student will be withdrawn from the course and assigned a "W" grade. It is the student's responsibility to understand the instructor's requirements for 'active participation.

Student Withdrawals

You may drop a course through the [Drop with Refund](#) date listed on your Fee Schedule and be eligible for a refund, although withdrawing may affect your financial aid. If you withdraw prior to completing 60% of a class and receive any form of federal financial aid (grants or loans) you will be required to repay a portion. If you are thinking of withdrawing, please speak with your instructor, an [Academic Advisor](#) or a [financial aid counselor](#).

Withdraw requests submitted after the last date to withdraw with a "W" (see academic calendar) will result in a "WF". Students and instructors will automatically receive an email notification through their SPC email address whenever a withdrawal occurs. Students should consult with an academic advisor or financial assistance counselor prior to withdrawing from a class.

Students who wish to withdraw completely from SPC are not able to totally withdraw from all classes through MySPC. A student must contact an Academic Advisor to totally withdraw.

Course Specific Academic Honesty Policy

AI is not acceptable to use for this particular course, and all items taken from sources need to be cited to give credit where credit is due.

College of Education AI Policy

What is AI Generated Content?

"AI-Generated Content (AIGC) refers to content or material created by AI systems. The content can range from being entirely accurate to potentially deceptive." (Clark, 2023 p. 90)

AI Policy in this Course

I will not accept directly copied AI-generated responses for any of our assignments in this class unless specified within the assignment. If I sense that you have used AI to create your responses, you receive an initial zero in the gradebook for the assignment and a meeting with me will be required. In the comments, I will indicate that you did not receive credit due to an AI-generated response. If you would like to resubmit the assignment for credit, you will need to meet with me to discuss the resubmission. If this happens more than twice, you will lose your ability to resubmit assignments where AI usage has been suspected.

What Would Cause Me to Suspect AI Use?

- The format of the response. AI responses tend to follow a specific formatting style.
- High-level vocabulary that is beyond what typical students would use when discussing the content.
- Topics, events, people, etc. mentioned in the response that we have not discussed at all during the course.
- Answers that do not address the questions being asked. Instead, there is a general overview of the topic in the question.

How Can You Ensure That There Are No Suspicious Responses?

- Write out your answers in a way that you might describe the response to a fellow student. Use everyday language and clear statements to answer the prompts.
- Cite your sources. If you read something in our textbook, cite it. From our PPTs cite it. Citing where you got the information for your responses is the best way to

ensure that I know how you gathered the information for your response.

- Make sure that you have carefully read each of the prompts given to you and that your answers match up with each of the questions asked.

AI can be an excellent tool to learn how to use and I am sure that it will become an increasing part of our lives in the future. That is why you need to learn how to use it as part of your learning process and not just use it to avoid the act of learning and developing your critical thinking skills in all of your courses.

References

Clark, H. (2023). The AI Infused Classroom.

Respondus LockDown Browser Proctored Testing Information

Proctored Testing Requirement

This course requires one or more of your quizzes/exams in the Learning Management System (LMS) to be virtually proctored. Proctoring will be conducted using an online proctoring service called LockDown Browser & Respondus Monitor. You DO NOT need to create an account or schedule an appointment. Your quizzes will be accessible on the dates your instructor has set for you to take them. To take a LockDown Browser & Respondus Monitor quiz, you will need the following: a computer, a working webcam/microphone, your ID, and a stable internet connection. Check out [LockDown Browser & Respondus Monitor Support for Test-Takers](#) to learn more or for technical assistance.

Room Scan & ID Information

To uphold academic integrity and ensure a fair testing environment for all students, you will be asked to conduct a room scan and show a valid, official ID prior to beginning your examination. Please be aware that this process involves your webcam recording and inspecting your physical testing environment. This includes the surface of your desk, any

surrounding walls, and the area under your desk. By participating in this course and its assessments, you acknowledge and consent to these conditions.

Your official ID should include your name, photo, and signature for identity verification purposes. Acceptable forms of ID include a university ID, driver's license, passport, or other government-issued identification. No examination will be permitted to start without a proper ID check.

What is my responsibility?

For courses that utilize LockDown Browser & Respondus Monitor, students are required to have a Windows, MAC computer, iPad, or Chromebook, a Web Cam, and download the LockDown Browser. You will be prompted to download the Lockdown Browser when launching the quiz.

For students who don't have access to technical equipment and need to borrow a computer check out the [Respondus Laptop Lending Process](#).

Need help? Contact

[Lockdown Browser/Respondus Monitor Support](#)

Copyleaks

The instructor of this course may require the use of Copyleaks as a tool to promote learning. The tool identifies similarities and potential issues in written work that merit review. Use of the service enables students and faculty to pinpoint areas that can be improved through enhanced paraphrasing, source integration, or proper citation. Submitted papers are analyzed for originality and remain confidential within the Copyleaks system for this purpose only. Students retain full copyright to their work. Review the [Copyleaks Usage Agreement](#) for full details. Students who do not wish to submit work through Copyleaks must notify their instructor via course email within the

first seven days of the course. In lieu of using Copyleaks, faculty may require a student to submit copies of sources, preliminary drafts, a research journal, or an annotated bibliography.

View the [Accessing the Similarity Report](#) tutorial.

Learner Support and Other Student Resources

Use the following links to view web sites on SPC's:

- [Free Tutoring](#)
- [Accessibility Services](#)
- [Academic Support](#)
- [On-Campus and Online Support](#)
- [Student Services](#)

Additional Resources:

- [Academic Calendar](#)
- [Learning Resources](#)
- [Career Services](#)
- [International Student Services](#)
- [Veterans Services](#)

Course Specific Code of Conduct

Code of Conduct

The behavior of all students in class should reflect a professional, respectful, and compassionate environment. Inappropriate or inconsiderate behavior will result in consequences. Students must be thoughtful of their comments, actions, and decisions, considering how these impact classmates and instructors.

Online Student Participation and Conduct Guidelines

The practices of courtesy and respect that apply in the on-campus classroom also apply online. Any discriminatory, derogatory, or inappropriate comments are unacceptable and subject to the same disciplinary action applied in courses offered on campus.

Netiquette

Whether you are in an online class or a physical classroom, certain behaviors are expected when you communicate with your peers and your instructors. You need to contribute to a positive learning/teaching environment, respecting the rights of others and their opportunity to learn. No one has the right to interfere with the teaching/learning process. Below are the traits of a successful student. These guidelines pertain whether your course is online or in the classroom. When communicating, you should always:

- Treat everyone with respect in every communication
- Use your professor's proper title: Dr. or Prof., or if you are in doubt use Mr. or Ms.
- Use clear and concise language
- Remember that college level communication should use correct grammar, whether written or spoken. Avoid slang.
- Use correct spelling and avoid texting abbreviations
- Avoid using the caps lock feature as it can be interpreted as yelling online
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and, even when spoken, your message might be misunderstood
- Be cautious with personal information (both yours and others')

When you send an email to your instructor, department chair, dean, or classmates, you should:

- Use a subject line that describes what you are writing about
- Avoid attachments unless you are sure your recipients can open them

- Be clear, concise, and courteous
- Sign your message with your name
- Use your SPC email account to ensure delivery. Sometime emails from non-SPC accounts are stopped by the spam filter and the recipient may not receive it.

When posting to a discussion board, you should:

- Write posts that are on-topic and within the scope of the course material
- Take your posts seriously; review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Read all messages in a thread before replying
- Avoid repeating someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
- Always be respectful of others' opinions, even when they differ from your own
- Express any differing opinions in a respectful, non-critical way
- Not make personal or insulting remarks
- Be open-minded

Recordings in the classroom

Students may record lecturers in class for personal use (such as studying or documenting complaints to the institution) without explicit permission. However, students may not record non-lecture portions of class (such as skills labs, student group work, individual student instruction, Q/A sessions, recording studio critiques, group/individual production and computer lab time, practicums/internships, or clinical/simulation rotations) or other students without explicit permission, and may not disrupt class in making such recordings (such as trying to use a device with a calculator or calculator app in a class that does not allow calculators, or blocking the view or aisles for others in the class).

Having an approved ADA accommodation is considered explicit permission to record from the college.

Students making such recordings may not share recordings without explicit permission and are personally liable for unauthorized dissemination. If in doubt, please discuss with your professor before class.

The instructor has the authority to ask a disruptive student to leave a classroom or lab. The instructor may also delete posts or materials from an online or blended class and/or take disciplinary action if disruptive behavior continues. This ensures that all students in the class have an opportunity to learn.

For additional information, review the [SPC Expectations for Student Conduct](#), [Online Student Participation and Conduct Guidelines](#), and the [SPC Netiquette Policy](#). Please strive to uphold these standards to ensure a positive and productive learning environment.

Auditing a Class

Auditing a course allows a student to take a class without benefit of a grade or credit for the course. Students do not have to seek special permission to audit a course, but they do need to communicate to their instructor they are auditing. If an auditing student has something specific they are hoping to get from the course, they should discuss that with the faculty member during the first week of classes.

Once registered as an audit student, one may not change from credit to audit or from audit to credit after the drop/add period. However, under certain circumstances, a student may appeal to the appropriate Dean and request a change from audit to credit status after the registration period has expired, but have 60 days into the subsequent term to appeal the status change. The Dean will verify with the instructor that the student

completed all of the requirements for credit in the course. The Dean's decision is the final decision.

Audit students are required to meet course prerequisites including appropriate scores on the St. Petersburg College Placement Test unless such requirements are waived by obtaining permission through the Dean.

Please note: Not all courses are eligible for auditing.

Student Survey of Instruction

The Student Survey of Instruction is administered in courses each semester. It is designed to improve the quality of instruction at St. Petersburg College. All student responses are confidential and anonymous and will be used solely for the purpose of performance improvement.

Title IX

At St. Petersburg College, our faculty are dedicated to fostering a secure and open environment conducive to learning for all students. Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you, or someone you are aware of, has experienced sexual harassment or sexual violence, or any form of sexual misconduct, which includes incidents like sexual assault, relationship violence, or stalking, please know that there are avenues for help and support.

We strongly encourage every member of our college community to be proactive, seek assistance, and report occurrences of sexual misconduct to the Title IX Office. It's important to be aware that under Title IX regulations, faculty members are obligated to report such incidents to the Title IX Office. However, if you prefer to have a conversation

with someone who is not required to report, you can consult the [SPC's Counseling Services](#).

St. Petersburg College urges everyone in our community to step forward, seek support, and report any incidents of sexual harassment or gender-based discrimination to the St. Petersburg College Title IX Office. They can be reached via email at SPCTitleIX@spcollege.edu or by phone at 727-341-3261. Remember, these resources are here for your support and well-being.

Equal Access

St. Petersburg College affirms its equal opportunity policy in accordance with the provisions of the Florida Educational Equity Act and all other relevant state and federal laws, rules and regulations. The College will not discriminate on the basis of race, color, ethnicity, religion, sex, age, national origin, marital status, pregnancy, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this Rule, the College will not tolerate such conduct. Should you experience such behavior, please contact the Equal Access/Equal Opportunity Office at 727-341-3261; by mail at P.O. Box 13489, St. Petersburg, FL 33733-3489; or by email at eaao_director@spcollege.edu.

Accessibility Statement

St. Petersburg College recognizes the importance of equal access for all students. Accessibility Services (AS) is the campus office that supports students with disabilities to approve and coordinate reasonable accommodations. Students who have, or think they may have, a disability (e.g., learning disability, ADD/ADHD, psychiatric, medical/orthopedic, vision, and/or hearing) are invited to contact their AS campus coordinator ([Accessibility Services Contacts](#)) for a confidential discussion. If an accommodation is deemed to potentially alter the nature of the course, it will require a decision by a committee. Therefore, ample time must be provided to evaluate and process such requests. Students who are currently registered with AS are encouraged to request accommodations early in the semester by logging into their AIMS account.

Additional information is available at the college-wide Accessibility Services website www.spcollege.edu/accessibility.

Student Concerns

St. Petersburg College wants to make sure that you are able to receive prompt and fair resolutions to any concerns that you might have. If you feel that you have had a bad experience with a college employee, or you have a concern about college facilities, please bring it to our attention. Begin by speaking directly to the person responsible for the department; direct conflict resolution is an important skill to develop and usually brings about the best results. If you aren't satisfied with the outcome, or are not comfortable approaching the person directly, you may submit the information using an online form: web.spcollege.edu/survey/13002

If you're not able to submit the form online yourself, feel free to ask a college employee to submit the form on your behalf.

Safety and Security

We want to make sure that you are comfortable on campus and feel secure in your learning environment. The SPC campuses are very safe but you should be aware of your surroundings, just as you are anytime you are in a public space. In each classroom there is an Emergency Response Guide to help you during an emergency. It is also a good idea to be familiar with evacuation routes in buildings that you use frequently. **If you have an emergency, dial 911 immediately.** For information on campus safety and security policies, please call 727-791-2560. More information is also available on the [Campus Safety website](#).

The college website (spcollege.edu) is the best source of information in the event of an emergency. It's possible for something like a hurricane to disrupt classes on campus; if this happens there are plans on how to help you continue your education. You should be comfortable using the Learning Management System (LMS), as it will be key in communicating with faculty about course materials and assignments. Make sure you are

familiar with sending and receiving emails, participating in discussion posts, navigating through course materials, and submitting assignments in the LMS. It is important to be able to use the LMS for learning activities if your campus is closed.

Federal and state law requires a person designated as a "sexual predator or offender" to register with the Florida Department of Law Enforcement (FDLE). The FDLE is then required to notify the college if the person attends, or is employed, by a college or university. You can find out more information by calling the FDLE hotline (1-888-FL-PREDATOR) or by visiting offender.fdle.state.fl.us/offender. A list of sexual offenders or predators registered for classes at SPC is also available.

Titans Care (Student Assistance Program)

As an SPC student it's vital that you know Titans Care. You can access resources through [SPC's Student Assistance Program \(SAP\)](#), a collaborative resource for students with mental health or general life issues. SAP provides help and education in suicide prevention, mental health, substance abuse awareness and more. It is SPC's belief that supporting mental wellness is everyone's charge and that one loss as a result of substance abuse, mental illness, or suicide is one too many. If you or a loved one are considering suicide, please call the National Suicide Prevention Lifeline at 1-800-273-8255.

Licensure for Non-FL Residents

St. Petersburg College is approved to offer online and in-person academic programs outside of the state of Florida through its participation in the National Council for State Authorization Reciprocity Agreement (NC-SARA). [NC-SARA](#) is a voluntary, regional approach to state oversight of postsecondary distance education. Institutions that are a member of NC-SARA are authorized to provide online education to students from all SARA states.

St. Petersburg College offers various programs designed to prepare students to sit for licensure in Florida. Licensure in other states may vary. Non-Florida residents should

contact the licensing agency in the state they hope to be licensed in to determine whether or not the SPC program will fulfill these requirements, or the academic program of interest who can provide you with the agency's contact information. SPC is unable to determine whether programs meet all requirements in any other states besides Florida.

Any student who feels that a person, institution, state, agency, or other organization or entity operating under the provisions of the SARA Policy Manual has violated the policies set forth in the SARA Policy Manual or of laws, standards or regulations incorporated in the SARA Policy Manual should file a complaint using the [College's Complaint Process](#). If the outcome of the College's Complaint Process does not satisfy your need, then within two years of the incident about which the complaint is made, you can appeal the decision through the [Florida State Authorization Reciprocity Agreement](#) (FL-SARA).

Terms of Instruction

Please note this syllabus is an instructional guide and that the instructor/professor reserves the right to make any changes to it, as needed. This includes changes to the course schedule and assignments, etc., throughout the term. If changes occur, you will be notified as soon as possible via email and/or an announcement in the Learning Management System (LMS). Changes may be necessary for various reasons, including instructor illness, students' progress, weather events, institutional needs, etc. Please approach any changes with flexibility and understanding.

SPC Vaccination Policy

SPC is concerned about the health and well-being of all students. We encourage all students to remain current on vaccinations as suggested by appropriate health authorities. SPC does not require vaccinations for general admissions to our degree or certificate programs, with some exceptions for specific programs.

Instructional Continuity During Emergencies

The St. Petersburg College website at www.spcollege.edu is the official source of college information regarding the status of the institution. Other important information will be

communicated via SPC Alert, local media outlets, and the college toll-free phone number 866-822-3978. All decisions concerning the discontinuation of college functions, cancellation of classes, or cessation of operations rest with the President or his/her designee. The College realizes that it is possible for a significant natural disaster to compromise SPC campus facilities sufficiently to disrupt the delivery of classes on campus/campuses for an extended period and is planning ways our operations can continue following such an emergency.

So, if a hurricane or other natural disaster causes significant damage to St. Petersburg College facilities, please visit the college website for an announcement of the College's plan to resume operations.

Further, in the event of such a disaster, the Instructor will continue using the Learning Management System (LMS) for continuation of all required learning and instructional activities in this course, including the issuing of graded online assignments and expectation of student completion of those graded assignments.

Therefore, to keep up with all activities in this course during and after a natural disaster, please plan to continue this course by maintaining online access to the LMS (possibly through duration of the course's regularly scheduled end date). We will finish this course in the LMS, as directed by your Instructor online, and your Instructor will use all graded assignments to assess and issue your final letter grade for this course, as normally planned, despite occurrence of the natural disaster.

For all current updates on pandemic conditions or other events, please visit SPC Updates at <https://www.spcollege.edu/spc-updates>