Course Syllabus
AMH 2010 - 1792

History of the United States I Fall Term 2023-2024 (0625)

This course includes the following section numbers: 1792

Welcome

Welcome to American History Pre- 1865. This is a dual enrollment course heal on the SPHS campus in Mr. Waterkeyn's room. I look forward to having a fun time learning about the History of America prior to 1865 with all of you!

Instructor Contact Information

Carter Waterkeyn
Email
waterkeyn.carter@spcollege.edu
Phone: NA
Office and Online Chat Hours:
available upon request
Office Location:
NA

Departmental Contact Information

Dr. Douglas Rivero
Title: Assistant Dean
Email: rivero.douglas@spcollege.edu
Phone Number: (727) 394-6948

Appointment Information: Call or Email contacts above to schedule an appointment

Course Information

Prerequisite(s): Prerequisites: (ENC 0020, ENC 0025, ENC 0990, ENC 0056 or ENC 0055) and (REA 0017, REA 0002, REA 0990 or REA 0056); or EAP 1695; or appropriate scores on the college placement test. (Note: Cannot be taken with IDS 2103H.)

Credit Hours: 3

Modality: Lecture discussion

Meeting Times and Location: MON TUES WED THURS FRI 12:15 PM to 01:02 PM - EpiCenter OS-OS047

Course Description: This course addresses history in the land that becomes the United States of America, beginning with the migration of the Western Hemisphere's original inhabitants. It briefly surveys the pre-Columbian Native American cultures. It also examines the impacts of the European "discovery" and settlement of North America on various groups of Native Americans, on Europeans at home and in the colonies, and on Africans forced into slavery in the New World. The course emphasizes the political, economic, social, cultural and religious aspects of life in the English North American colonies through their evolution into the United States, from the country's developmental years through the end of the Civil War. This course partially satisfies the writing requirements outlined in the General Education Requirements. (Note: Credit is only given for AMH 2010 or AMH 2010H or IDS 2103H.)

Course Objectives

1. The student will demonstrate knowledge of the early migration and gradual settlement of the Western Hemisphere by Native Americans, the European "discovery" of the New World and its impacts, including the massive forced African immigration (to 1588) by:

a. describing the migration of the Western Hemisphere's original inhabitants.

b. describing the evolution and achievements of native cultures from the Archaic phase to the eve of Columbus' discovery of America .

c. explaining why Europeans turned to overseas exploration, and describing how they dealt with their many constraints.

d. describing how the meeting of Native Americans, Europeans, and Africans in the aftermath of Christopher Columbus's discovery of the Western Hemisphere impacted and changed each group.

e. explaining what Europeans hoped to achieve by expanding into North and South America, and how economic, political, and religious developments in Europe contributed to exploration and colonization of the New World.

2. The student will demonstrate knowledge of the British entry into the New World (1603 - 1752) by:

a. comparing and contrasting the motives for the establishment of Jamestown with those of Plymouth.

b. identifying the difficulties the settlers in each location encountered and their means of addressing them.

c. explaining the relations between the settlers in these areas and the surrounding Native American populations.

d. describing the settlements of Maryland and Virginia, the constraints that affected the colonists there, and the causes and outcomes of the internal conflicts that occurred in each location.

e. describing the society Puritans hoped to create in New England, the constraints they faced, their reaction to those who differed with their views, and the results that ensued because of dissenters' activities.

f. analyzing the expectations of the people who settled in the middle colonies, with particular emphasis on the Quakers' plans for Pennsylvania.

g. explaining why the settlers of Georgia and the Carolinas used slavery and by describing the society that resulted.

3. The student will demonstrate knowledge of life in the English colonies of North America (1700-1763) by:

   a. comparing and contrasting the regional economies of the various areas of colonial British North America and examining the locations where emigrants could hope to prosper.

   b. describing regional differences in settlement patterns, family structure, labor systems, and cultural adaptation and explaining why they emerged.

   c. examining the lives of African-Americans in the colonies and the merged culture they created in North America.

   d. addressing the role of men and women of various races in and around the colonies.

   e. indicating which Enlightenment concepts and philosophical theories took root in the American colonies, and addressing the significant new ideas and institutions that were stimulated by the Great Awakening.

   f. describing the structures of government in the colonies and explaining why the governors failed to exercise much power.

   g. showing how the empires of England, France, and Spain differed in the Western Hemisphere and analyzing the results of their wars for empire.

4. The student will demonstrate knowledge of the aftermath of the French and Indian War and the mounting rebellion British demands incited in the colonies (1763 - 1776) by:

   a. explaining how and why George Grenville expected the American colonists to help England pay for the costs of the British empire and describing the colonists' reactions.

   b. describing Charles Townshend's ideas for raising revenues in the colonies and explaining why he thought his plan would succeed and how the colonists responded.

   c. explaining why the Tea Act added to American suspicions of England and how the Americans responded.

   d. analyzing whether the Revolutionary War could have been avoided and exploring whether it was an inevitable conflict once the colonists met in the

first and second Continental Congresses.

5. The student will demonstrate knowledge of the American independence movement, the Revolutionary War, and the emergence of a new nation (1775-1783) by:

   a. identifying the strengths of the British army at the outset of the Revolutionary War and accounting for England's failure to quickly win the war.

   b. explaining why France joined the war on the American side and the importance of this decision to an American victory.

   c. analyzing how different British and American choices during the war might have changed its outcome.

   d. explaining how white women and African-American men and women hoped to improve their positions in society and analyzing the degree to which their conditions actually changed after the war.

6. The student will demonstrate knowledge of the competing visions of "republic," the creation and contents of the Articles of Confederation and of the original United States Constitution, and the major divergence in Alexander Hamilton's and Thomas Jefferson's views of government (1776-1796) by:

   a. explaining how Americans of the late eighteenth century defined "republic," and showing how their different definitions influenced the state constitutions they adopted.

   b. explaining why some political leaders believed the Articles of Confederation hindered national growth and prosperity and describing the alternatives they proposed.

   c. describing the arguments surrounding the relative power of the national government and demonstrating how the Constitution of United States mirrors those arguments.

   d. analyzing how Alexander Hamilton's vision of the future of the United States differed from Thomas Jefferson's and assessing the impact of Hamilton's influence during Washington's presidency.

7. The student will demonstrate knowledge of the early republic, the limited war with France, the emergence of a two-party system, and the impacts of the Jeffersonian era (1796-1804) by:

   a. explaining what the Federalists sought to achieve by engaging in a limited war with France in 1798 and explaining how the Republicans reacted.

   b. analyzing the emergence of the two-party system -- Federalists versus Republicans.

   c. describing Jefferson's vision of America's future development when he became president and in the policies he later adopted.

   d. analyzing the impact of westward expansion on Native Americans and on American society during Jefferson's presidency.

8. The student will demonstrate knowledge of America's renewal of independence (1805-1814) and the effects of the War of 1812 by:

   a. tracing how the steps taken by the warring powers of Europe affected Jefferson's efforts to remain neutral in the struggle between France and England.

   b. describing the effects of Jefferson's embargo policy on the United States and explaining why Westerners began advocating war with Britain.

   c. explaining why the United States declared war on Britain in 1812.

   d. analyzing the effects of the War of 1812 on the United States.

9. The student will demonstrate knowledge of the Era of Good Feelings, of the changing regional economies, of African Americans' lives in the South, and of the technological and political changes in America (1815-1819) by:

   a. describing the initiatives in domestic and foreign affairs undertaken during the presidencies of James Madison and James Monroe and the expectations from which they arose.

   b. explaining how the South's economy changed dramatically during the first part of the nineteenth century.

   c. describing conditions of life among the South's African-American population.

d. identifying the technological and political developments leading to the transportation revolution in America during the first half of the nineteenth century.

e. explaining how Chief Justice John Marshall's decisions during the early nineteenth century stimulated business enterprise.

10. The student will demonstrate knowledge of the United States' dynamic growth and the consequences of that growth from 1820-1827 by:

a. explaining how prevailing economic practices and policies during the early nineteenth century led to the Panic of 1819 and to the emergence of sectional and political conflicts.

b. describing the emergence of the factory system of manufacturing and the new social relationships it created.

c. showing how and why a distinctively new and different working class emerged in the U.S. between 1825 and 1860.

d. analyzing the sources of social reform during the first half of the nineteenth century and providing examples of reform movements which attempted to improve conditions in the U.S..

11. The student will demonstrate knowledge of the politics and change in Jacksonian America (1828-1840) by:

a. describing the widespread changes in American political institutions apparent by the middle of the 1820's accounting for Andrew Jackson's victory in 1828.

b. explicating Jackson's major policies and explaining how they contributed to the formation of a new opposition political party.

c. tracing the evolution of the American Whig party from its origins in the early 1830s to its victory in the presidential election of 1840.

d. discussing the major elements of American cultural thought during the Jacksonian era and describing efforts by some thinkers to cope with what they thought was an excess of individualism.

12. The student will demonstrate knowledge of America's Westward Expansion and Manifest Destiny (1841-1849) by:

    a. explaining why Americans moved westward between 1820 and 1848 and their beliefs about the importance of their migration.

    b. comparing and contrasting the new societies and cultures that emerged in the different regions of the West.

    c. analyzing the effects of westward expansion on domestic politics and on the United States' relations with other nations.

    d. demonstrating how and why the war with Mexico contributed to growing sectional division within the United States.

13. The student will demonstrate knowledge of the sectional conflict that shattered the American union (1850-1860) by:

    a. identifying the issues that shaped public opinion during the early 1850s and analyzing their impact on the nation's political parties.

    b. explaining Stephen Douglas' motivations when he proposed the Kansas-Nebraska Act, describing this law's effect on relations between the North and South.

    c. exploring the motivations that led to Bleeding Kansas.

    d. analyzing the election of 1860 in terms of the deep division of opinion within the United States over westward expansion of slavery, and charting the course of events that led to secession.

    e. describing the choices available to Abraham Lincoln and Jefferson Davis in March of 1861.

14. The student will demonstrate knowledge of the causes, events, outcomes and impacts of the Civil War (1861-1865) by:

    a. analyzing the constraints that Abraham Lincoln and Jefferson Davis faced as the Civil War began, describing their decisions.

    b. describing the relative strengths and weaknesses of the conflicting militaries.

c. indicating how the military events of the war from first Manassas to Antietam affected expectations in the Union and in the Confederacy.

d. describing the outstanding events and dominant personalities of the war.

e. describing how the war affected the home fronts, the people, and the land.

f. explaining how and why the Union gradually won the war between 1863 and 1865.

g. addressing the overall impacts of the war.

15. The student will demonstrate increased ability in writing by planning and writing one or more of the following (all of which will be evaluated):

a. research, analysis, outline, evaluation or other types of papers completed outside of the direct classroom experience.

b. research, analysis, outline, journal, evaluation or other type of essays completed during the direct classroom experience.

c. any type of expository, evaluative, persuasive or personal response writing as described in the college publication entitled "A Resource Manual for Writing Across the Curriculum."

16. The student will demonstrate critical thinking skills in writing assignments and in classroom discussion by:

a. analyzing the motives of historical actors in various historical context.

b. explaining the causal connections between historical events.

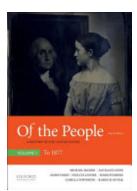c. analogizing historical events to one another and to the present.

Required Textbook and Other Resources

Of the People
ISBN: 9780190910204
Authors: Michael E. McGerr, James Oakes, Jan Lewis, Nick Cullather, Mark Summers, Jeanne Boydston, Camilla

Townsend, Karen M. Dunak
Publisher: Oxford University Press, USA
Publication Date: 2018-09-14

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 MyCourses. 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.**

The materials that are accessed through MyCourses 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 appl**y, 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.

Performance Assessment and Grading

This course will consist of a combination of Quizzes, Exams, Projects and a 1200 Word Paper.

Grading Scale

100 to 90 A

89 to 80 B

79 70 C

69 to 60 D

59 and below

You must receive a final grade of a "C" for credit in this course.

Course Attendance

Attendance will follow PCS and SPC standards for Dual Enrollment.

Technology Requirements & Policy

View the [MyCourses Minimum Technology Requirements](#).

Minimum Technical Skills: Students should know how to navigate the course and use the course tools (email, discussion, gradebook, etc.). MyCourses tutorials are available to

students new to this LMS and are located at the beginning of the course. Most features on MyCourses 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 [publisher or other 3rd party tools or platforms here] and the tools contained within the program to be successful in this course.

Accessibility of Technology

- [MyCourses (Brightspace by Desire2Learn) Accessibility](#)
- [Microsoft Accessibility](#)
- [Google (YouTube) Accessibility](#)
- [Panopto Accessibility](#)
- [Turnitin Accessibility](#)
- [Honorlock Accessibility](#)
- [Cengage Accessibility](#)
- [McGraw-Hill Accessibility](#)
- [Pearson Accessibility](#)

Privacy

- [MyCourses (Brightspace by Desire2Learn) Privacy](#)
- [Microsoft Privacy](#)
- [YouTube Privacy](#)
- [Panopto Privacy](#)
- [Turnitin Privacy](#)
- [Honorlock Privacy](#) and [SPC's Honorlock Security and Privacy FAQ](#)
- [Cengage Privacy](#)

- [McGraw-Hill Privacy](#)

- [Pearson Privacy](#)

Important Dates

Class Dates: 10-AUG-2023 to 21-DEC-2023
Drop Date: 11-AUG-2023

Withdrawal Date: Please reference the Academic Calendar below
https://www.spcollege.edu/academic-calendar

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](#)

Students' and Instructor's Expectations

It is important that all of your attention be focused on the content to be learned so when you are in class you shouldn't be using your computer, cell phone, and tablet for casual use, only academic purposes. Any use of these devices (including texting) for non-academic purposes draws your attention away from the course work and is therefore subject to disciplinary action. Whether you are taking a course online, blended, or in the classroom, you may be required to have discussions of class assignments and share papers and other class materials with instructors and classmates online. The learning management system, MyCourses, will be used for this purpose and you should complete the Introduction to MyCourses so that you are comfortable with the system and can complete your assignments. 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')

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.

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.

Your faculty member will include in the syllabus expectations for response times on email.

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.

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

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.

Academic Honesty Policies - Honor Code

We expect you to be **honest** in all of your academic work. By enrolling at the College, you agree to obey all of the standards of **academic honesty** and **integrity** and you should understand that failing to observe the rules may result in academic and disciplinary action, up to and including expulsion from the College. As members of the College community, you also have an ethical obligation to report violations of the SPC academic honesty policies you may witness. 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

- Bribery

- Misrepresentation

- Conspiracy

- Fabrication

- Collusion

- Duplicate submissions

- Academic misconduct

- Improper calculator, computer or online use

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.

How to Be a Successful Student

Attending class is vital to your success, particularly the first few days of class as you are introduced to the requirements and topics you will be covering. Therefore the college limits when you can add classes. Please [check our registration page]() regarding when classes can be added.

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 are thinking of withdrawing, please speak with your instructor, an [Academic Advisor]() or a [financial aid counselor]().

Showing up is the first step in ensuring your academic success. Active participation is the next step - whether you are in a classroom or taking classes online. Each of your faculty will give details in the syllabus about their attendance policies. If you are going to miss a session, or be offline for any reason, please let your instructor know in advance. If you

don't attend during the first two weeks of a term you will automatically be withdrawn from the class and this can cause serious problems if you receive financial aid. In fact, 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.

Policy: Attendance/Participation/Withdrawal

Students classified as "No Show" for both of the first two weeks will be "administratively" withdrawn from any class which they are not attending. It is the student's responsibility to know the attendance policy of the class in which they are enrolled.

The student's financial aid will be adjusted based on their updated enrollment status.

- 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 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.
- Students who are not actively participating in class as defined in an instructor's syllabus will be reported to the Administration during the week following the last date to withdraw with a "W" (as posted in the academic calendar on the college's web site).
- Students will be able to withdraw themselves at any time during the term. However, 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. Withdrawing after the "Last Date to Withdraw with a Grade of "W" can have serious consequences. If the student withdraws from a class after the deadline posted in the academic calendar, the student will receive a final grade of "WF", which has the same impact on the student's GPA as a final grade of "F." A "WF" grade also could impact the student's financial aid, requiring repayment of financial

assistance. 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.

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.

Turnitin

The instructor of this course may require use of Turnitin.com as a tool to promote learning. The tool flags similarity and mechanical issues in written work that merit review. Use of the service enables students and faculty to identify areas that can be strengthened through improved paraphrasing, integration of sources, or proper citation. Submitted papers remain as source documents in the Turnitin database solely for the purpose of detecting originality. Students retain full copyright to their works. Review the [Turnitin Usage Agreement](#) for full details. Students who do not wish to submit work through Turnitin must notify their instructor via course email within the first seven days of the course. In lieu of Turnitin use, faculty may require a student to submit copies of sources, preliminary drafts, a research journal, or an annotated bibliography.

View the [Reviewing a TurnItIn/Originality Report](#) tutorial.

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 MyCourses as the learning management system will be key in communicating with faculty about course materials and assignments. Make sure you complete the Introduction to MyCourses so that you are familiar with sending and receiving emails, participating in discussion posts, navigating through course materials, and submitting assignments. It is important to be able to use MyCourses 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.

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.

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) of MyCourses 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 MyCourses (possibly through duration of the course's regularly scheduled end date). We will finish this course in MyCourses, 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