**HUS 1620:  PRINCIPLES & BEST PRACTICES IN AFTER SCHOOL PROGRAMS**

Fall Semester 8/14/23-12/7/23

3 CREDIT HOURS (ONLINE)

Instructor: Stefanie C. Silvers

Phone: (727) 341-3721

E-mail: You may e-mail me in the MyCourses online course.

Office Hours: By appointment only. Please email me to schedule appointment.

\*I will make every attempt to respond to your correspondence the same business day. I will be sure to respond to you within 48 hours.

**Course Description :**

This course is an overview of the knowledge and skills necessary to implement a developmentally appropriate after school program for children and youth. The course examines established quality program elements and standards and best practices and their practical application to daily program practice. (47 contact hours).

**Major Learning Outcomes:**

1. The student will articulate the importance of and be able to intentionally develop after school programs for children and youth, based on quality elements and standards.

2. The student will identify and apply child and youth development principles in designing effective program environments.

3. The student will develop skills in designing safe learning environments for children and youth.

4. The student will develop skills in building relationships with youth, family, school and community.

5. The student will identify and apply principles of diversity to work in after school settings.

6. The student will apply classroom course content, including theory and skills, to a job situation.

Course Objectives Stated in Performance Terms:

1. The student will articulate the importance of and be able to intentionally develop afterschool programs for children and youth, based on quality elements and standards by:

a. researching and evaluating evidence-based programs for developing quality after school programs.

b. utilizing planning skills to design a supportive environment to teach social skills which enables youth to practice appropriate and acceptable behaviors as individuals and as a group.

c. identifying and comparing research information on state and local rules and regulations that govern youth programs in Florida.

d. constructing a written philosophy and goals for a youth after school program.

e. identifying and explaining professional standards, any licensing or accreditation criteria, and evaluation instruments used in the design and implementation of quality programs for youth and families.

f. adhering to guidelines from an accredited program to create a list of recommendations for enhancing the quality of an existing youth after school program.

2. The student will identify and apply child and youth development principles in designing effective program environments by:

a. comparing and contrasting data related to developmentally appropriate methods of instruction for youth.

b. analyzing general principles and components of developmentally appropriate youth programs.

c. classifying the data relating to developmentally appropriate programs/activities for the stages of primary and middle school years.

d. assessing recreational, sports, leisure and learning needs, interests and desires of youth of different ages.

3. The student will develop skills in designing safe learning environments for children and youth by:

a. creating appropriate individual, small group, and large group activities and experiences.

b. planning, organizing and delivering sports, recreation, and learning activities for youth of different age groups.

c. formulating plans for a safe environment for youth that will provide an interesting, safe and stimulating environment that promotes wellness while also preventing injuries and illnesses.

4. The student will develop skills in building relationships with youth, family, school and community by:

a. proposing a plan to discuss their program’s education and recreational goals with parents, schools and community partners.

b. comparing and contrasting ways to strengthen the program’s network with families, schools and community partners.

c. identifying ways to integrate family perspectives and lifestyles within daily and weekly program activities.

d. including the youth voice in planning, discussions, and program development.

e. conducting research on how youth initiates and sustain involvement in after school programs.

5. The student will identify and apply principles of diversity to work in after school settings by:

a. researching, and respecting various family structures, cultures and customs of youth represented in the program.

b. describing ways to include a multi-cultural and anti-bias approach to activities.

c. learning methods to teach acceptance and respect for each other, encouraging feelings of empathy and mutual respect and encouraging youth to communicate and develop positive interpersonal skills.

d. discovering programs and curricula that are non-discriminatory, inclusive, and culturally sensitive.

e. considering the context of the program (rural or urban; school or community based; fee-based or free admission; academic or enrichment-focused).

6. The student will apply classroom course content, including theory and skills, to a job situation by:

a. securing a Cooperative Education/internship site in the youth development field

b. participating in group discussions regarding their experiences in applying course content to work with youth.

c. researching grant opportunities for youth programs.

Recommended:

Links to Learning: A Curriculum Planning Guide for After-School Programs by NIOST & Selected readings to be distributed in class

NAA Standards for Quality School-Age Care by the National Afterschool Association

Best Practices: Guidelines for School Age Programs by Michael Ashcraft

Teaching Methods:

 Class Interactions/Discussion, online lecture, online research, and textbook reading.

**Grading Policy:**

*\* A minimum grade of “C”* is required for successful completion of this class as well as all other General Education courses, Support courses, and Major courses for the Human Services program.

Communication with your instructor is required for any absence.

The documentation must be provided to the Human Services program office via fax (727-444-6097) or email.

* + You MUST attend class meetings to learn, practice and meet the stated objectives (MLOs) of each course.
* Online Classes: Active participation in online classes includes completion of all lesson assignments (reflections, discussions, exams, quizzes, research papers, etc.) by the due date.

The program has PLO’s and MLOs for each course. In order to accomplish the PLOs of the program and MLOs of each course, all assignments must be completed. Zero grades are not acceptable. All coursework must be completed to remain in the courses and successfully complete them.

## FALL 2023 ACADEMIC CALENDAR

|  | **FALL FULL TERM** | **1ST 8-WEEK SESSION** | **WEEKEND COLLEGE** | **12-WEEK EXPRESS SESSION** | **2ND 8-WEEK SESSION** |
| --- | --- | --- | --- | --- | --- |
| **TERM/SESSION DATES** |
| First day of term/session | Aug. 14 | Aug. 14 | Aug. 18 | Sept. 11 | Oct. 9 |
| Last day of term/session | Dec. 7 | Oct. 6 | Dec. 3 | Dec. 7 | Dec. 7 |
| **ADMISSIONS** |
| Application deadline for non-health programs, including Bachelor's programs | Admission to programs are aligned to students' first term (or session) at SPC and do not observe specific deadlines. |
| Health programs admissions deadlines | [**Dates vary by program. View Health Admissions website for details.**](https://www.spcollege.edu/future-students/admissions/program-requirements/health-programs-admissions) |  |
| International students application deadline | June 1 | June 1 | June 1 | June 1 | June 1 |  |
| Last day to apply for Study Abroad trips | [**Dates vary by trip. View Study Abroad website for details**](https://blog.spcollege.edu/international/study-abroad/) |  |
| **REGISTRATION** |  |
| View classes | April 10 | April 10 | April 10 | April 10 | April 10 |  |
| View textbook and General Education course syllabi | June 30 | June 30 | June 30 | June 30 | June 30 |  |
| Special programs registration begins | April 17 | April 17 | April 17 | April 17 | April 17 |  |
| Registration for all students begins | April 19 | April 19 | April 19 | April 19 | April 19 |  |
| Senior citizens/state employees | Aug. 11 | Aug. 11 | Aug. 11 | Aug. 11 | Aug. 11 |  |
| Last day to add a class | Aug. 16 | Aug. 14 | Aug. 23 | Sept. 12 | Oct. 9 |  |
| **TUITION/FINANCIAL AID** |  |
| Tuition/Fee payment due | July 12 | July 12 | July 12 | Sept. 1 | Sept. 29 |  |
| FAFSA priority deadline date | May 1 | May 1 | May 1 | May 1 | May 1 |  |
| Many funds are awarded on a first-come, first-serve basis, so the earlier you submit your FAFSA, the more funds you could be awarded. |  |
| Payment Plan enrollment deadlines | [**View all tuition payment plan dates**](https://www.spcollege.edu/financial-aid/other-ways-to-pay-for-college/tuition-payment-plan) |
| Financial aid deadlines | [**View all financial aid deadlines**](https://www.spcollege.edu/financial-aid/financial-aid-dates) |
| **LAST DAY TO DROP, RECEIVE REFUND, AND/OR CHANGE TO AUDIT** |  |
| Last Day to Drop With A Refund | Aug. 18 | Aug. 18 | Aug. 25 | Sept. 15 | Oct. 13 |  |
| **LAST DAY TO WITHDRAW \*WITH GRADE OF "W"** |  |
| Last Day to withdraw with Grade of "W" | Oct. 28 | Sept. 20 | Oct. 27 | Nov. 6 | Nov. 14 |  |
| **LAST DAY TO WITHDRAW \*WITH GRADE OF "WF"** |  |
| Last Day to withdraw with Grade of "WF" | Dec. 6 | Oct. 5 | Dec. 2 | Dec. 7 | Dec. 7 |  |
| \* FINANCIAL ASSISTANCE RECIPIENTS: | If you completely withdraw from the College anytime on or before the dates of your session, you may incur repayment of Financial Assistance funds. See financial aid withdrawal deadlines. |
| **EXAMS** |  |
| Mid-term exams (online) | Oct. 6-8 |  |  |  |  |  |
| Final exams (online) | Dec. 1-3 |  |  |  |  |  |
| Final exams | Dec. 4-7 |  | Nov. 30-Dec. 2 | Dec. 4-7 |  |  |
| **GRADUATION** |  |
| Fall Commencement TBD. |  |
| **NO CLASSES FOR STUDENTS (ALSO SEE COLLEGE CLOSED DATES BELOW)** |  |
| Discovery Day | Oct. 31 | Oct. 31 | Oct. 31 | Oct. 31 | Oct. 31 |  |
| Winter Break | Dec. 9, 2023 - Jan. 15, 2024 | Dec. 9, 2023 - Jan. 15, 2024 | Dec. 9, 2023 - Jan. 15, 2024 | Dec. 9, 2023 - Jan. 15, 2024 | Dec. 9, 2023 - Jan. 15, 2024 |  |
| **COLLEGE CLOSED** |  |
| Labor Day | Sept. 4 | Sept. 4 | Sept. 4 | Sept. 4 | Sept. 4 |  |
| Veterans Day (observed) | Nov. 10 | Nov. 10 | Nov. 10 | Nov. 10 | Nov. 10 |  |
| Thanksgiving Break | Nov. 19-25 | Nov. 19-25 | Nov. 19-25 | Nov. 19-25 | Nov. 19-25 |  |
| Winter Break | Dec. 18, 2023 - Jan. 1, 2024 | Dec. 18, 2023 - Jan. 1, 2024 | Dec. 18, 2023 - Jan. 1, 2024 | Dec. 18, 2023 - Jan. 1, 2024 | Dec. 18, 2023 - Jan. 1, 2024 |  |
| **FACULTY SCHEDULE** |  |
| Report for duty | Aug. 10 | Aug. 10 | Aug. 10 | Aug. 10 | Aug. 10 |  |
| Students may access their classes on MyCourses at the latest by the Friday prior to the first day of classes. |  |
| Last working day | Dec. 8 | Dec. 8 | Dec. 8 | Dec. 8 | Dec. 8 |  |
| Final grades due in PS by 2 p.m. | Dec. 8 | Oct. 6 | Dec. 8 | Dec. 8 | Dec. 8 |  |
| Discovery Day | Oct. 31 | Oct. 31 | Oct. 31 | Oct. 31 | Oct. 31 |  |

## 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](https://www.spcollege.edu/future-students/admissions/registration) regarding when classes  **can be added**.

You may drop a course through the [Drop with Refund](https://web.spcollege.edu/botrules/P5/P5_19.doc) 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](https://www.spcollege.edu/current-students/student-affairs/student-support-resources/advising) or a [financial aid counselor.](https://www.spcollege.edu/financial-aid/askfas)

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.

**ATTENDANCE/ACTIVE PARTICIPATION/WITHDRAWAL POLICIES**

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**](https://web.spcollege.edu/botrules/P4/P4_31.doc) 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](https://www.spcollege.edu/current-students/student-affairs/student-support-resources/advising) to totally withdraw.

### STUDENT 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. 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](https://web.spcollege.edu/botrules/R4/4_461.doc)
* [Academic Integrity Policies and Procedures](https://web.spcollege.edu/botrules/P4/P4_461.doc)

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](http://www.copyright.gov/)). Please see [SPC's copyright information](https://www.spcollege.edu/friends-partners/about/compliance-statements#copyright). It's your responsibility to be academically honest in all of your work.

### 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.](https://www.spcollege.edu/friends-partners/safety-and-security/campus-safety)

The college website ([spcollege.edu](https://www.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](https://offender.fdle.state.fl.us/offender/sops/home.jsf). A list of sexual offenders or predators registered for classes at SPC is also available.

### TITANS CARE

As an SPC student it's vital that you know Titans Care. You can access resources through [SPC's Student Assistance Program (SAP)](https://www.spcollege.edu/current-students/student-affairs/student-support-resources/student-assistance-programs), 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](http://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.

### COMPENSATION FOR RECRUITERS AND ADMISSIONS STAFF

Recruiters and Admissions supervisors or representatives are Administrative and Professional employees on an annual contract similar to other Administrative and Professional employees. We do not have an incentive program, separate salary structure, different compensation package, incentives, profit-sharing package or different evaluation process for these staff members.

### 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.

### OTHER SUPPORT SERVICES:

* [Academic Calendar](https://www.spcollege.edu/academic-calendar)
* [Learning Resources](https://www.spcollege.edu/current-students/learning-resources)
* [Career Services](https://www.spcollege.edu/current-students/student-affairs/student-support-resources/career-services)
* [International Student Services](https://www.spcollege.edu/future-students/admissions/international-students)
* [Veterans Services](https://www.spcollege.edu/current-students/student-affairs/student-support-resources/veterans-services)

ACCESSIBILITY:

This course is designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning.

Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

St. Petersburg College recognizes the importance of equal access to learning opportunities for all students. Accessibility Services (AS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with AS, who are requesting accommodations, are encouraged to contact their instructor by the first week of the semester.

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 the Accessibility Coordinator (AC) that serves your campus for a confidential discussion. To find your AC for your specific campus, please go to the college-wide Accessibility Services website: <https://www.spcollege.edu/accessibility>

This syllabus is subject to revision. You are responsible to attend each class and note any changes announced by instructor.  This syllabus is only a guide and may be changed during the course.  The schedule and procedures in this course are subject to change in the event of extenuating circumstances.

You are responsible to be aware of and make a note of any changes announced by the instructor.  Please attend all classes to stay informed of any changes.

\*\* Please see assignments/due dates in the MyCourses calendar

 \*\* This course is not a self-paced course.  It is the expectation that the class will work through each lesson together one week at a time.

 \*\* To successfully complete a weekly lesson, you must complete the assignment, post to the discussion forum, respond to one other student's post and complete the weekly journal assignment.

 \*\* ***Coursework is due by 11:55 pm on Sunday*** evenings unless otherwise noted in the calendar. \*\* Late work will not be accepted.

**SYLLABUS ACKNOWLEDGEMENT:**

I have thoroughly read the course syllabus and understand the requirements of this course, I have read the syllabus and carefully reviewed the course calendar. I have made note of the due dates for assignments and will check the calendar tab in the course if I need clarification regarding a due date.

I understand that I must earn my grade in this course and that includes submitting quality and relevant responses regarding the lesson for the week. All submissions (whether in class or online) including discussion question posts, responses/feedback to classmates; reflection assignments, exams and quizzes must demonstrate that I have an understanding of the lesson content. I understand that I will receive the grade that I earn. I will keep in touch with my instructor throughout this course and will advise him/her on a timely basis if I have difficulties in this course.

Now please go to the lessons tab and complete the brief survey "Syllabus Acknowledgement”

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