



Course Syllabus

EDF 4604 - 3707

Education in America Fall Term 2025-2026 (0655)

This course includes the following section numbers:3687/3707

Welcome

Welcome to the course.

Download and read the Syllabus. This will be your guide to assignments for the course.
Keep it handy.

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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): Prerequisite: Admission to EDST-BS

Credit Hours: 3

Modality: Online

Course Description: The course will examine the role of education in American culture. This course is designed to provide students with the general knowledge, skills, and principles necessary to understand the events, opportunities, and challenges they will confront as education professionals. Students will receive instruction on proper conflict resolution, effective interpersonal and intrapersonal communication, and appropriate soft skills (people, social, communication, character traits, attitudes, career attributes, social and emotional intelligence) necessary to successfully navigate a variety of academic and professional environments.

Course Objectives

1. The student will evaluate events, opportunities and challenges that characterize academic and professional environments by:
 - a. analyzing social and cultural complexities related to the growing diversification of the workforce.
 - b. discussing the importance of learning and continued professional growth as a powerful tool for economic mobility in a global economy.
 - c. assessing methods and models for addressing needs within workplace groups, departments or organizations.
 - d. investigating strategies and best practices for managing change in the workplace.
 - e. adapting specific tools needed to leverage skills and increase effectiveness as an educated professional in the public or private sector.
2. The student will examine the personal, organizational and societal benefits of conflict management by:

- a. identifying the definitions, myths, and issues related to managing and resolving conflict.
- b. recognizing the nature of conflict and its impact on interpersonal relationships and organizations.
- c. using interpersonal communication skills effectively in a range of specific conflict situations.
- d. integrating a broad range of practical and theoretical concepts, processes, and methodologies in managing and resolving conflicts relevant to his or her emphasis of work or study.
- e. applying conflict intervention strategies such as coaching, negotiation, and mediation in the management and resolution of conflict.
- f. exploring the influence of gender, cultural differences, persuasion, perception, and power in conflict resolution.
- g. assessing individual conflict management styles.

3. The student will assess aspects of effective communication by:

- a. characterizing the foundations, elements, and principles related to interpersonal and intrapersonal communication.
- b. identifying the role of communication in personal and professional success.
- c. developing a repertoire of strategies for active listening and improved communication in verbal and non-verbal contexts.
- d. applying interpersonal and intrapersonal skills, proficiencies and strategies in a variety of settings and contexts.
- e. investigating psychological, social, and cultural factors that influence perceptions of self and others.
- f. recognizing the interpersonal nature of communication behaviors such as giving feedback, receiving criticism, and resolving conflict.
- g. organizing and presenting appropriate messages adapted to specific audiences.

4. The student will apply appropriate social and emotional competencies related to employability skills by:

- a. identifying social and emotional aptitudes and behaviors that impact work-based relationships and situations.
- b. comparing and contrasting key principles and concepts within social and emotional intelligences.
- c. utilizing the social dimension of human intelligence to navigate and negotiate complex social situations and environments.
- d. utilizing core abilities and techniques of emotional intelligence within workplace situations.
- e. employing social and emotional intelligences to improve personal decision-making and professional contributions in the workplace.
- f. assessing potential and actual barriers to successful use of social and emotional and behaviors.

5. The student will assess character traits, attitudes and career attributes needed to successfully navigate academic and professional settings by:

- a. identifying key personal attributes and skills deemed highly valued by employers and essential for effective performance in the workplace.
- b. analyzing personal strengths and limitations in developing and improving workplace values such as resiliency, confidence and adaptability.
- c. relating ethical concepts to ethical problems, challenges and dilemmas in a range of specific professions.
- d. employing appropriate methodologies in gathering and analyzing information pertinent to decision-making and problem-solving.
- e. recognizing an individual's role and personal ability as a means to enhance collaboration and communication within an organization, agency or institution.
- f. engaging in self-evaluation and informed critical reflection to support achievement of goals and professional growth within an organization, agency or institution.

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

No textbook is required.

Performance Assessment and Grading

Introduction	10 pts.
Weekly Assignments (Discussion Posts and Dropbox Assignments)	560 pts.
Topic 1: Academic and Professional Environments = 120 points	
Topic 2: Communication = 110 points	
Topic 3: Conflict Management = 110 points	
Topic 4: Social and Emotional Competence = 120 points	
Topic 5: Professional and Career Attributes = 100 points	
Projects	300 pts.
Milestone 1 (SWOT Analysis) = 40 points	
Milestone 2 (Gap Analysis) = 40 points	
Project 1: Professional & Career Development Short Term Plan= 40 points	
Milestone 1 (STAR Behavior Examples) = 40 points	

Milestone 2 (Strengths Summary) = 40 points	
Project 2: Interview Portfolio = 100 points	
Total Points for Course	870 pts.

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 due on the due date posted in the course calendar.

Communication Plan

Communication Channels

I will communicate using announcements, discussions, emails, and Virtual Office Hours via Zoom.

Response Time

I will respond to messages, calls, and texts within 48 hours of initial contact, excluding weekends.

Communication Schedule

Timely feedback will be provided within two days for regular assignments and within one week for major assignments.

Expectations

Expectations for Student Communication – Whether you are in an online class or a physical classroom, certain behaviors are expected when you communicate with your peers and your instructors.

Reach out if you have any questions about an assignment prior to the deadline and to communicate if you have any clarifying questions about assignment feedback.

When communicating with classmates, please remember to be professional and respectful, avoiding offensive or dismissive language. Actively engage with classmates' posts and assignments, offering considerate and well-thought-out responses. Acknowledge and respect the diversity of opinions and backgrounds among classmates and be open to differing viewpoints. Respond to posts and messages in a timely manner.

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

Online: Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment.

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 [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

- [Canvas Accessibility](#)
- [Microsoft Accessibility](#)
- [Google \(YouTube\) Accessibility](#)
- [Panopto Accessibility](#)
- [Copley Accessability](#)

- [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.

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.

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 eaeo_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>