ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators*

*who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS

EDF 4123

Design & Implementation of Youth Programs

*The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

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| **Course Prefix:** | EDF 4123 |
| **Section #:** | 1080 |
| **Credit Hours:** | 3 |
| **Co-requisites:** |  |
| **Pre-requisites:** | Admission to Educational Studies and Community Leadership (Bachelor of Science) (EDST-BS) |

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| **Day, Time and Campus:** | Online | Enter Time | | Online |
| **Modality:** | Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment. | | | |
| **Professor:** | Dr. Meg Delgato | | | |
| **Office Hours:** | <https://web.spcollege.edu/instructors/id/Delgato.Meg> | | Check my Faculty Page for office hours. If my days and times do not fit your schedule, we will find a good time to meet or talk. Just let me know what works for you and your schedule. | |
| **Office Location:** | St. Pete Gibbs | | TE 105-C | |
| **Office Phone:** | 727-341-4422 (office) 727-543-5629 (cell) Text is a quick way to reach me. | | | |
| **Email Address:** | [Delgato.Meg@spcollege.edu](mailto:Delgato.Meg@spcollege.edu) | | | |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean:** | Kimberly Hartman, Ph.D. | |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

This course prepares individuals to plan, manage, and implement programs for children, youths, and families. Topics include creating a youth program, designing curriculum and activities for youths, creating policies and procedures to maintain the program, and developing tools to evaluate the program’s effectiveness.

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**
2. The student will develop appropriate curriculum and activities for a youth program by:
   1. describing how youth development is both a framework and a service model
   2. identifying developmental youth outcomes and varying views on necessary youth competencies
   3. describing the historical impact of demographics, culture, and economics on youth programs and the evolution of youth development concepts
   4. developing a system of comprehensive guidance and counseling
   5. creating curriculum and assessments appropriate to the youth and/or community organization
   6. designing curriculum goals in response to developmental characteristics of youths
   7. identifying materials and resources that demonstrate acceptance of all children’s gender, family, race, language, culture, and special needs
   8. designing learning opportunities that reflect a wide variety of cultures, including those represented in the program community
   9. using a variety of instructional strategies to encourage a child’s development of critical thinking, problem solving, and competence
   10. creating daily, weekly, monthly, and annual routines and schedules
   11. identifying types of instruction and assessment methods that will match the participants in each unique youth or community setting
   12. identifying effective strategies for communicating and collaborating with families and caregivers
3. The student will create the proper policies and procedures for monitoring a new youth program by:
   1. Identifying community-based alternative learning environments
   2. Creating drop-out prevention strategies
   3. Describing a plan for tutoring, study skills training, and instruction for youths
   4. Creating partnerships with career centers, job placement agencies, and technical education centers to connect youth to occupational skills training and work experiences
   5. Developing employment programs that are linked to academic occupational learning
   6. Identifying youth development opportunities, including community service and peer centered activities
   7. Describing ways to encourage responsibility and other social behaviors during non-academic hours
4. The student will demonstrate how to properly evaluate and assess a youth program.
   1. Explaining the importance of program evaluation in measuring effectiveness and sustainability
   2. Assessing program success using data based on youth development indicators and outcomes
   3. Communicating assessment procedures, goals, and results to parents and caregivers
5. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
6. **Required Textbooks**

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| Textbook(s) | Required: no textbook required |
| Recommended: |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students.  Note: This course does not have any AP assignments. |

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Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

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| Resources: | |
| Materials: | |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

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| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **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.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

1. **ALL Course Assignments**

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| Module Discussions | 20 pts. x 4 modules=  80 pts. |
| Module Projects | 40 pts. X 6 projects =  240 pts. |
| Chapter Quizzes | 20 pts. X 2 quizzes=  40 pts. |
| Culminating Project (Youth Program Plan) | 140 pts. |
| **Total Points for Course** | **500 pts.** |

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| ***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.*  *Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

*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.

1. **Assignment Late Policy**

**Flexed due dates:** Dropbox assignments have flexed due dates to allow you to submit work in a date range with no late penalty. Dropbox assignments are due by Tuesday\*, 11:59 pm, and you have until Thursday, 11:59 pm to submit with no late penalty. \*Unless otherwise noted on your syllabus.

I encourage you to stick to the Tuesday deadline to keep you on track in this course. Take advantage of the flex due date when something unexpected comes up.

**Late work:** Dropbox work may be submitted up to Sunday, 11:59 pm. Dropbox work submitted after 11:59 pm on Thursday and before 11:59 pm on Sunday will be considered late work.

**Late work does come with a penalty of a reduction in points.** When you submit late work, I will grade your work on the rubric as appropriate; the highest score you may earn is 80%. For example: if the work is worth 100 points, late work will earn 80 points. If the work is worth 20 points, late work will earn 16 points.

**What this means for you for dropbox assignments:** In the course, you will find a due date of Tuesday and an end date of Sunday. Flexed due dates\*\* mean you have a date range (Tuesday – Thursday) to submit with no penalty.

**The end date on the dropbox reflects a Sunday late-submission due date. If you submit after 11:59 pm Thursday but by Sunday, at 11:59 pm, your assignment is late.**

Assignments not submitted by the Sunday late-work date will earn a zero in the grade book.

**BONUS POINTS:**

There will be an opportunity at the end of the course for a bonus points assignment. The bonus points assignment is

not mandatory but is an opportunity to earn points for missed work or deducted points on an assignment.

**\*\*IMPORTANT:** There is no flexed or late-date submission for the Mod 7 Final Youth Program Plan.

**NOTE regarding discussion posts and quizzes:** Discussions and quizzes are only open during the times designated in the course syllabus; therefore, you cannot make up a missed discussion post or quiz.

1. **Grading**

Course assignment details can be found in the modules in MyCourses by clicking on the Course Content tab.

Incomplete assignments will NOT be graded. Instead, I will issue a placeholder grade (see below) to let you know the assignment is incomplete.

**Placeholder grades:**

If there is an issue with your dropbox submission, you can expect a grade of 0.1 to appear in the grade book for the assignment.

Do not panic. This is a placeholder grade until the issue is corrected. It is your responsibility to check the feedback in the grade book.

**Note: You may resubmit the assignment if the drop box is open. Your work may be subject to the late policy.**

Please make it a priority to check the grade book regularly. It will be your responsibility to fix an incomplete or incorrect assignment and submit by the deadline. If the dropbox is closed after you realize an issue, you will not be able to submit edited/fixed work.

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**TIP**: The consistent error I see with incomplete or incorrect submissions is a student uploading a blank document or template. Please check your work to ensure you have uploaded a completed assignment. **Again, always check the grade and feedback box for assignments.**

**Academic Integrity Issues:** I will also issue a placeholder grade of 0.1 for assignments that have an academic integrity concern. Penalty for academic integrity issues will be handled on a case-by-case basis.

**If you are repeating this course, you may not resubmit work that was submitted in a prior of this course (or any course) – for me or for another professor’s course. You will receive a grade of 50% if you submit work that has been previously submitted.**

Other important things to know about grading:

**Course repeaters:**

If you are repeating this course, you may not reuse or resubmit work previously submitted without a discussion with me and permission from me first. If you do not discuss/receive permission from me before you submit work previously submitted, you will receive 50% credit for the work submitted.

10% can be deducted from assignments because of not following the assignment directions, poor presentation, conventions (e.g. grammar, APA style), and support documentation as described in the assignment directions. This is in addition to the penalty for late work.

**Grade Scale & Rounding grades:**

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| **3000 & 4000 Level COE Courses**  **Grade Scale** | |
| 90% – 100% | **A** |
| 83% – 89% | **B** |
| 75% – 82% | **C** |
| 68% – 74% | **D** (Repeat course) |
| 67% or less | **F** (Repeat course) |

Final grades in the course will be rounded up when the final grade meets the criteria for rounding. The final grade would have to be at least 89.5 to be eligible to round to a 90 (A-grade) or 82.5 to be eligible to round to 83 (B-grade) or 74.5 to be eligible to round to a 75 (C-grade).

Important to know about the grade book: The grade book system does not round automatically. I will add bonus points to push your average to round up, and I will make a note in the grade book so that you know your final grade has been rounded up.

**E. Attendance**

Attendance is required for COE courses.

Attendance in online classes means submission of student work to a dropbox and/or posting each week or submission of a quiz. Submission of weekly work (to a dropbox, post or quiz) is necessary to be considered actively participating in the course.

Important: Emails and/or logging into the course will not count for attendance/active participation in the course.

I will report attendance during weeks 1 and 2 as well as at the 60% point in the course through our SPC PeopleSoft computer records. Students who are marked absent in week both 1 and week 2 will be automatically withdrawn from the course. You will be marked absent if you are not actively participating in the course.

**Other important class policies**

**(No) Emailed work:**

All work is to be submitted in the course. Emailed or texted assignments will not be accepted.

Student work in the course serves as evidence of grade earned and competency in meeting program goals and ensures that our program works to maintain academic rigor and robustness as part of program evaluation and accreditation.

**Turn-around time for submitted work:**

Since the official due date for work is Tuesday, my grading days are Wednesday and Thursday. I will get the work back to you by Wednesday evening or Thursday afternoon at the latest. If there is going to be a delay after Thursday, I will email the class.

If you submit early, I will do my best to grade early.

If you submit within the flex date range (meaning after Tuesday) or submit late, I will do my best to grade the work when received.

Please note that if you take advantage of the flex date, you may delay the return of your work until the following Wednesday/Thursday when I am scheduled to grade work.

**Generative AI Not Permitted**

You are strictly prohibited from using Generative AI (Artificial Intelligence), including ChatGPT and similar AI tools, in this course. The work produced by AI writing tools is not your own original work and is therefore not acceptable for the assignments in this course. If you cite AI-generated content, the work will be considered incomplete and receive a zero. If you do not cite, the work will be considered plagiarism and receive a zero. If you have any questions about this, please reach out to me. I am glad to offer guidance!

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/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.***

1. **CALENDAR AND TOPICAL OUTLINE**

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

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| **Week** | **Module/Topics** | **WORK DUE** |
| **Week 1: May 20** | **Module 1:**  **What is Youth Development?** | BEGIN HERE Introduction Post – **for attendance Week 1**  **Initial Post DUE: Sunday, May 26**  Module 1 Discussion Post – **closes Tuesday, May 28** |
| **Week 2: May 27** | **Module 1:**  **Identifying a Need** | Module 1 Identifying the Need Activity  **DUE: Tuesday, June 4** |
| **Week 3: June 3** | **Module 2:**  **Types of Programs**  **Program Outcomes**  **Developing Program Outcomes** | Module 2 Quiz and  Module 2 Learning Outcomes Assignment  **DUE: Tuesday, June 11** |
| **Week 4: June 10** | **Module 3:**  **Enhancing Cultural Competence**  **Unit Plans** | Module 3 Discussion Post- **closes Tuesday, June 18**  Module 3 Unit Plan Assignment  **DUE: Tuesday, June 18** |
| **Week 5: June 17** | **Module 4:**  **Resources & Materials for Youth and Community Programs** | Module 4 Discussion Post – **closes Tuesday, June 25**  Module 4 Materials and Resource List Assignment  **DUE: Tuesday, June 25** |
| **Week 6: June 24** | **Module 5:**  **Assessment & Evaluation** | Module 5 Quiz and  Module 5 Assessment Tool Assignment  **DUE: Tuesday, July 2** |
| **Week** | **Module/Topics** | **WORK DUE** |
| **Week 7: July 1** | **Module 6:**  **Marketing & Communication Plans** | Module 6 Discussion – **closes Tuesday, July 9**  Module 6 Marketing and Communication Plan Assignment  **DUE: Tuesday, July 9** |
| **Week 8: July 8** | **Module 7:**  **Globalization**  **Youth Program Plan/Culminating Project** | Module 7 Program Plan Project – Draft  **Draft DUE:** **Tuesday, July 16** |
| **Week 9: July 15**  **Week 10: July 22** | **Module 7:**  **Globalization**  **Program Plan/Culminating Project** | Module 7 Youth Program Plan/Culminating Project  **DUE: Tuesday, July 23\***  **\*No flex due date or late-date submissions for Youth Program Plan/Culminating Project** |

1. **Uniform Core Curriculum / Program Learning Objectives Assignments**

[​xlsx icon UCC Tables for Active Courses.xlsx](https://nam02.safelinks.protection.outlook.com/ap/x-59584e83/?url=https%3A%2F%2Fspcollegeedu-my.sharepoint.com%2F%3Ax%3A%2Fg%2Fpersonal%2Fcaruana_victoria_spcollege_edu%2FEUkz7J7OnDlCn0a88jTI28wBD3Qmg5VG1aGcZwmsdFVh-A&data=05%7C01%7CDelgato.Meg%40spcollege.edu%7Cedbd30db05bc4f4923fa08db83dea498%7C575038c8ac704295810e0df79c005f41%7C0%7C0%7C638248764548820427%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=slqWegeTMgThmrBAlBeO3rT%2BRwb1lnSWy7lL0tII5XQ%3D&reserved=0).

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): Not mapped on UDL framework or list the numbers of the components.