ALCE 4884 (80269)—Youth Program Management
Fall 2021
Course location: Virtually via Canvas

Lead Instructor: Dr. Sarah Hanks
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Office Hours: By appointment via phone or Zoom

Course Purpose:
Practices and principles gained in this course will provide an understanding of the important components of successful youth leadership development programs. This interdisciplinary approach to preparing students for future positions working with youth programs is deemed necessary by the increasing complexity of the professional's position as a leader, educator, and businessperson.

Course Expectations:
- Active participation is required. Because there is no set class time, you will need to be disciplined in staying current with the course.
- As contributing members of the class, each student is expected to be prompt, responsible for class assignments, follow the honor code, participate in class discussion, and demonstrate respect for all.
- Contact the instructor if you have questions; I am very responsive to email and happy to schedule a time to visit via phone.
- Demonstrate positive reflection, respectful interaction, and develop self-awareness.

Course Objectives:
By the end of this foundational course, the student should be able to:
- Describe the competencies needed to effectively manage youth program;
- Develop plans to manage youth program funding, marketing, volunteer management, and evaluation;
- Recognize diversity of youth program models;
- Reflect on case studies of a youth programs and their effectiveness in meeting the developmental needs of youth participants;
- Explain the factors associated with adolescent development, leadership, and learning;
- Evaluate the literature to determine research-based practices associated with managing a youth program;
- Evaluate the literature to determine researched-based findings associated with youth program outcomes of success.

Instructional Techniques: The course will be taught asynchronously and relies on an inquiry-based approach of teaching, and active student participation. Activities associated with this approach include: online discussions, critical thinking exercises, and reflective writing. Students are expected to be organized and prepared.

Course Websites:
Canvas: http://canvas.vt.edu

Textbooks and Supplemental Readings:
- All readings will be available using Canvas (htpps://canvas.vt.edu)

Assignments:

Assignment guides, grading rubrics, and resources will be posted in Canvas. Assignment overviews are intended to provide a sense of course deliverables and application of learning; adjustments to assignments may be reflected in final assignment guides to better accommodate student learning goals and course outcomes. A course schedule will be posted in Canvas.

Discussion
Each week students will complete course readings and participate in an online discussion hosted in Canvas. Each discussion thread will include a prompt and will require your thoughtful response (response forms may vary), and responses to other posts within the discussion. A rubric will be provided to support your reflection, critical thinking, and development of discussion posts.

Case Studies
In order to apply course content to the development of effective youth programs, students will complete three case studies during the course of the semester. Case studies will highlight challenges facing youth and families, youth development professionals, and aim to provide opportunities to reflect on program management techniques.

A selection of case studies will be provided in Canvas, as well as a rubric to guide your critical reflection and integration of course content, your experiences, and current best practices and literature in the field.

Philosophy Paper
Students will reflect on course content and develop a leadership and advising philosophy paper, articulating their beliefs and approach to youth programming. This assignment will require the integration of your thoughts and opinions, as well as course literature to support your views and approach. A rubric will be provided to guide your reflection and the development of a personal philosophy.

Program Evaluation & Improvement Plan
Students will be provided a comprehensive program plan and asked to evaluate the plan, recommend changes and improvements that are supported by literature and course content, and create a narrative offering their professional recommendations for enhancing the program, based on the criteria provided. A rubric will be provided to guide your assessment and plan of improvement.

Annotated Bibliography & Literature Review
Students will choose one of the topics discussed in the course related to youth program management and conduct a review of literature associated with the topic. The review should explore the topic in breadth and depth as it relates to your youth organization of choice and must be completed in a formal academic style. style. This exercise will serve as a comprehensive final course assignment; an annotated bibliography will be due mid-semester. A rubric will be provided to guide your research and writing.

Graded Assignments: All assignments are due at 11:59PM on the date indicated. Letter grades will be assigned based on the following:

Assignment	Possible Points
Canvas Discussions	250
Youth Program Case Studies (3)	300
Program Evaluation & Improvement Plan	100
Philosophy Paper	150
Annotated Bibliography & Literature Review	200
	1000

Grading Scale: A = 94.0-100.0%, A- = 90.0-93.9%, B+ = 87.0-89.9%, B = 83.0-86.9%, B- = 80.0-82.9%, C+ = 77.0-79.9%, C = 73.0-76.9%, C- = 70.0-72.9%, D+ = 67.0-69.9%, D = 63.0-66.9%, D- = 60.0-62.9%, F = <59.9%.

Late Assignments: All assignments <u>are due at 11:55PM of the date indicated and submitted via Canvas.</u> If extenuating circumstances prevent you from submitting on time, contact the instructor in advance. **It is at the instructor's discretion to accept late assignments. If accepted, late assignments will be penalized by 10% before being graded. If accepted, late assignments beyond 7 days late will be penalized by 50% before being graded.**

Accommodations for Students with Special Needs:
If you have special needs for learning addressed by the American Disabilities Act (ADA) and need assistance, please notify the Services for Students with Disabilities (SSD) located in 310 Lavery Hall, or online at http://www.ssd.vt.edu. Once been confirmed by the University as having special need for learning, please notify your instructor. Reasonable efforts will be made to accommodate students with special needs according to the accommodations plan created for student through SSD.

Absences and Excuses:
Because this is an ongoing online course with no specific meeting time, it is difficult to be absent or tardy for class discussion. However, there may be times a student may be unable to participate due to prolonged illness, personal emergency, or professional/academic conferences/meetings. Please let the instructor know in advance of your absence should you need to miss a class deadline for any reason. A note or documentation is needed to be considered excused and must be provided to instructor within one week of absence, unless otherwise arranged with instructor. The student will be responsible for contacting the instructor to determine how to proceed with completion of assignments during a prolonged absence. It is preferred if assignments are completed in advance.

Technical Support and Requirements:
If you need technical assistance, please call 4HELP. Software used in the course will include MS Word for submitting assignments, and YouTube for watching videos.

Instructor Response Time:
Questions sent via the forums and email will be checked each day and responded to within a minimum of 24 hours. Grades to assignments and forums will be provided within seven days. Note that not every forum post will be responded to, however the instructor will provide regular,

Counseling Services:

Resources are available on campus for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include:

- Career Services: at corner of Washington Street & West Campus Drive, Ph: 231-6241, http://www.career.vt.edu/
- Schiffert Health Center: (including mental health & sexual assault services): at intersection of Washington Street and West Campus Drive, Ph: 231-6444, http://www.healthcenter.vt.edu/
- Student Success Center: (for tutoring and study skills): 110 Femoyer Hall, Ph: 231-5499, http://www.studentsuccess.vt.edu
- Writing Center: Second Floor Newman Library, Ph: 231-5436 (check website for Open Hours) http://www.composition.english.vt.edu/writing-center/index.html

Professionalism Statement: Leaders are professionals guided by specific values and engage in particular behaviors. These values and behaviors include respect, cooperation, active participation, intellectual inquiry, punctuality and regular attendance. In addition to what you know and can do, you will be evaluated on your growth as a professional. Professional characteristics on which you will be judged include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and other class interactions, attendance is crucial to your success and that of your classmates. If you are ill or an emergency occurs, contact your instructor PRIOR TO the scheduled class time; otherwise, your attendance and participation are firm expectations.

Virginia Tech Principles of Community:
In this course, as in all courses at Virginia Tech, we value and adhere to the VT Principles of Community. Please familiarize yourself with the VT Principles of Community described below:

> Virginia Tech is a public land-grant university, committed to teaching and learning, research, and outreach to the Commonwealth of Virginia, the nation, and the world community. Learning from the experiences that shape Virginia Tech as an institution, we acknowledge those aspects of our legacy that reflected bias and exclusion. Therefore, we adopt and practice the following principles as fundamental to our on-going efforts to increase access and inclusion and to create a community that nurtures learning and growth for all of its members:
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> ⇨ We affirm the inherent dignity and value of every person and strive to maintain a climate for work and learning based on mutual respect and understanding.
> ⇨ We affirm the right of each person to express thoughts and opinions freely. We encourage open expression within a climate of civility, sensitivity, and mutual respect.
> ⇨ We affirm the value of human diversity because it enriches our lives and the University. We acknowledge and respect our differences while affirming our common humanity.
> ⇨ We reject all forms of prejudice and discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.

> ⇨   We pledge our collective commitment to these principles in the spirit of the
> Virginia Tech motto of Ut Prosim (That I May Serve).

Honor Code Statement:
The Undergraduate Honor Code pledge that each member of the university community agrees to abide by states:

> "As a Hokie, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."
> Students enrolled in this course are responsible for abiding by the Honor Code. A student who has doubts about how the Honor Code applies to any assignment is responsible for obtaining specific guidance from the course instructor before submitting the assignment for evaluation. Ignorance of the rules does not exclude any member of the University community from the requirements and expectations of the Honor Code."
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> 1.   All assignments submitted shall be considered "graded work" and all aspects of your coursework are covered by the Honor Code. All projects and homework assignments are to be completed individually unless otherwise specified.
> 2.   Commission of any of the following acts shall constitute academic misconduct. This listing is not, however, exclusive of other acts that may reasonably be said to constitute academic misconduct.

Clarification is provided for each definition with some examples of prohibited behaviors in the Undergraduate Honor Code Manual located at https://www.honorsystem.vt.edu/

> A.   CHEATING - Cheating includes the intentional use of unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise, or attempts thereof.
> B.   PLAGIARISM - Plagiarism includes the copying of the language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work, or attempts thereof.
> C.   FALSIFICATION- Falsification includes the statement of any untruth, either verbally or in writing, with respect to any element of one's academic work, or attempts thereof.
> D.   FABRICATION - Fabrication includes making up data and results, and recording or reporting them, or submitting fabricated documents, or attempts thereof.
> E.   MULTIPLE SUBMISSION - Multiple submission involves the submission for credit—without authorization of the instructor receiving the work—of substantial portions of any work (including oral reports) previously submitted for credit at any academic institution, or attempts thereof.
> F.   COMPLICITY - Complicity includes intentionally helping another to engage in an act of academic misconduct, or attempts thereof.
> G.   VIOLATION OF UNIVERSITY, COLLEGE, DEPARTMENTAL, PROGRAM, COURSE, OR FACULTY RULES - The violation of any University, College, Departmental, Program, Course, or Faculty Rules relating to academic matters that may lead to an unfair academic advantage by the student violating the rule(s).

If you have questions or are unclear about what constitutes academic misconduct on an assignment, please speak with me. I take the Honor Code very seriously in this course. The normal sanction I will recommend for a violation of the Honor Code is an **F*** sanction as your final course grade. The F represents failure in the course. The "*****" is intended to identify a student who has failed to uphold the values of academic integrity at Virginia Tech. A student who receives a sanction of **F*** as their

final course grade shall have it documented on their transcript with the notation "FAILURE DUE TO ACADEMIC HONOR CODE VIOLATION." You would be required to complete an education program administered by the Honor System in order to have the "*" and notation "FAILURE DUE TO ACADEMIC HONOR CODE VIOLATION" removed from your transcript. The "F" however would be permanently on your transcript.

For additional information about the Honor Code, please visit: https://www.honorsystem.vt.edu/. You are encouraged to complete the Academic Integrity Module.

Nondiscrimination Statement:
The classroom environment should encourage student respect for others and their opinions, regardless of race, color, religion, national origin, ancestry, gender, age, veteran status, and sexual orientation. Faculty and staff at Virginia Tech are committed to cultural diversity and nondiscrimination towards all students.

References:

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