## A New Hampshire e-Learning for Educators Online Professional Development Course

### Course: CE-09 Afterschool Basics

**Instructor:** Instructor  
email address  
phone number

**Course Description** Afterschool Basics was designed to train emerging afterschool professionals, support NH Afterschool Credential requirements, and provide up-to-date resources in the field of afterschool. The three 3-week modules cover: Social, Emotional and Cognitive Development, Physical Development and Safety and Curriculum Development.

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<th>Unit</th>
<th>Orientation to Afterschool Basics</th>
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<td>This introduction to the online environment involves a short series of assignments designed to familiarize you with the course and the delivery system. You will explore the course, introduce yourselves to your classmates, send an email message to the course instructor, have a short discussion about your current understanding of the course content, and set a goal or goals for your growth in the course.</td>
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<th>Unit</th>
<th>Embarking on the Developmental Continuum</th>
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<td>This week we will examine some of the fundamental theories of youth development. This week’s readings will provide you with a broad overview of the developmental continuum, beginning with elementary aged youth. This elementary focus is highlighted in the additional resources provided under “Explore” as well as in this week’s discussion topic. As you review these documents, keep in mind that development is a continuum. Youth may lie at any point along this continuum, appearing more advanced in one area and/or struggling in another. Often, for ease in understanding progress, developmental norms are established for a particular age or age range. These norms are not meant to define or label a youth as atypical, but to assist in identifying areas of strength and those requiring additional support.</td>
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<th>Unit</th>
<th>Understanding Middle School</th>
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<td>This week we will be taking a closer look at middle school and early adolescent development. As youth enter the middle school years, peer groups, social media, identity and self-esteem become prominent features in their development. In this unit, you will review articles that consider how relationships and environments help to influence the development of adolescents. This is often a turbulent time in a child's development process. Middle school children often have challenging needs. Afterschool programs can help support these unique and changing needs in a variety of exciting and innovative way.</td>
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<th>Unit</th>
<th>The High School Challenge</th>
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<td>During this week, we will be examining the unique opportunities and challenges presented by high school programming. As you review this week’s content, consider the environmental context of youth today as well as the broader spectrum of development. As adolescents prepare to move into your adulthood, we must consider where these youth are on that continuum of change. The interests and goals of adolescents may be different than those of young adults. Likewise, the responsibilities and pressures that each may be facing represent different challenges. Afterschool programming must be designed to meet a wide range of needs in order to be interesting and engaging for the wide range of students in our high schools.</td>
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<th>Unit</th>
<th>Physical Development</th>
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<td>This week will begin a three week study of physical development and safety in Afterschool programming. During this unit, you will focus on examining the stages of physical development. You will consider how this information could be used to shape programs and activities. You will explore activities that support positive physical development and consider how the program schedule could be varied according to the developmental level of the students in the program. You will also explore accommodations for students with physical challenges.</td>
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<th>Unit</th>
<th>Safety Standards</th>
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<td>The concern for safety is vital to the success of any program. Effective programs not only have considered and incorporated safety standards into their organization, but the instructors and administrators of those programs pay attention to issues of safety. In this unit, you will examine state and national guidelines and standards for program safety. You will consider how these standards fit into both existing programs, and those you might wish to design. You will look at the relationship between national and state standards and consider how these might interact with each other in a program setting.</td>
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<th>Unit</th>
<th>Youth at Risk</th>
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<td>Today’s youth face more intense and diverse challenges that ever before. These challenges all threaten students from achieving success. Dropout rates have been increasing and attention spans have been decreasing. As schools struggle to</td>
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help students learn and achieve in their complicated environments, success is limited and often short-lived. In this unit, you will explore current issues and risks faced by today’s youth. You’ll take a deeper look at how these risk factors impact the behaviors that students might exhibit in your Afterschool programs. As you delve deeper into these risk factors, you will gain an understanding of how you could structure your activities to support positive development and foster resilience. Students have the ability to rebound and successfully adapt despite hardships, stress, or adversity. But they need positive reinforcement and consistent support in order to do so.

Unit 8 Engaging Learners

This unit is the first in a three week study on programming and environment. In each of these units, you will explore content designed to support youth engagement and program quality. During this first unit, you will explore the prominent theories of multiple intelligences, cooperative learning, and experiential learning. These theories underscore best practices for quality Afterschool experiences and youth development and you will examine best practices and standards for quality for using them in Afterschool programs. Using an overview approach, you will review key components, including linking programs to the school day, creating inviting and engaging environments, supporting positive youth-adult relationships, and providing meaningful opportunities for family engagement. You will also look at scaffolding as a means to engage learners at a variety of ability levels.

Unit 9 What is Quality?

Quality is an important factor in any program, but is especially important for Afterschool programs that are in competition with other activities that occur after the school day. During this unit, you will examine some best practice and standards for quality in Afterschool programming. Using an overview approach, you will look for some key components that indicate quality, such as linking to the school day, creating inviting and engaging environments, supporting positive youth-adult relationships, and providing meaningful opportunities for family engagement. As you explore these and other factors that indicate quality programming, you will gain a deeper understanding of how to build and maintain quality in your Afterschool program.

Unit 10 Connecting the Dots—Resources, Partners, and Collaboration

Community involvement is an important factor in gaining support for schools and education in general. Involving the community in Afterschool programs through partnerships is a great way to extend learning and add relevance through authentic projects and programs. In this unit, you will examine the Afterschool Program in the larger community context, of 21st Century Community and Service Learning. As you learn more about incorporating community partnerships into your Afterschool programs, you will also be able to identify useful resources within your community that can add value to your program by enabling community partnerships that support and extend your Afterschool programming and provide enhanced academic quality through extended learning opportunities.

Course Projects

Learners will complete three projects, one linked to each of the three modules:

1. Working as a team learners will target a behavioral issue and create a plan for addressing this issue.
2. Learners will visit an afterschool program and observe a program using a Site Visit Observation Form as a tool. Learners will share strategies they observed in the program and recommendations based on the visit.
3. Participants will design an academic enrichment afterschool activity linked to Core Academic Standards and youth development.

Course Standards

This course is focused on developing afterschool professionals and programs based on NH's Core Knowledge Areas for Afterschool as outlined below.

Professionalism and Leadership

As a youth-serving professional you play a key role in the life of your community. You are providing care, opportunities for development and a caring relationship to your community’s greatest asset, its youth. As such, it is important that you demonstrate and conduct yourself in an ethical and professional manner, provide leadership and support to your program, and seek out opportunities to grow and improve your knowledge and practice.

Family, Community and School Relationships

Children and youth thrive when the family, community and school work together. Through partnerships and collaboration, afterschool programs provide safe environments in which youth can access opportunities and experiences to enrich their development and learning. These core competencies provide a basis for offering a strong program which capitalizes on these relationships.
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Programming and Environment
Creating a safe and inviting environment filled with engaging activities and experiences is at the heart of a successful afterschool program. Afterschool educators provide a safe, organized, and well-managed environment that allows children and youth to explore new interests and challenges.

Child and Youth Development
Knowledge of developmental domains and influences creates an understanding of the whole child. This understanding is central to designing a program that challenges, engages, and meets the individual needs of all youth.

Course Goals

The goals for this course are outlined for each 3 week module:

Module 1: Social, Emotional, and Cognitive Development
- Define 3 developmental domains (social, emotional, and cognitive)
- Provide examples of how age groups differ across these domains
- Identify elements of an activity or program that meet the developmental needs of youth

Module 2: Physical Safety and Development
- Define the domain of physical development
- Design an activity that meets developmentally appropriate needs of youth
- Recognize elements of program space to meet the needs of diverse children and youth
- Recognize risk in outdoor and indoor environments and suggest solutions

Module 3: Programming and Environment
- Illustrate the process of applying quality standards to developmentally appropriate and inclusive activities and daily program.
- Provide sufficient and appropriate materials to support program activities both inside and outside
- Demonstrate knowledge, understanding and skills that support a learner-centered environment
- Integrate youth development and academic content to contribute to participant’s school success
- Design activities to support participants’ learning of new knowledge and skills

Course Expectations

This course is divided into three modules of three one-week units beginning with an orientation unit. Each unit in this ten week course includes readings, an activity, and discussion assignments, which participants are required to complete. The estimated time required for completion of each unit is five to six hours.

Your instructor will review and assess your progress throughout the course. At the conclusion of each session, your instructor will update your course Gradebook. It is important to review the assessment criteria in the course rubric that will be used to determine your grades. In short, if you pay attention to the following, you will do just fine:

1. Make sure you complete the readings each week and do the activities each week. Afterwards, your first posting in the discussion area should make reference to the readings and activities in such a way that your instructor can tell you read the material and engaged in the activities.
2. Make sure you post at least 2 message replies in the discussion area each week, and that each posting contains substantial comments (i.e., a comment like “oh, that’s interesting” is NOT substantial).
3. Choose at least 2 different days each week when you will participate in the discussions. We suggest posting at least once within the first few days of the week, with your second post at least two days
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before the next week begins. If you only post on one day each week, you will not receive full credit because one posting a week does not help the group develop rich ongoing discussions.

4. Make sure you post on time, not after everyone else has moved on to the next week’s discussion.
5. Keep up with your weekly journal. While you may not be asked to submit your journal, it will be very helpful to you as you work on your final project.

Participants will be evaluated on the frequency and quality of their participation in class discussions. Participants are required to post a minimum of three substantial comments for each discussion, including one that addresses the discussion starter and demonstrates understanding of the course/unit concepts, citing examples from the readings. Additional postings should provide substantive comments to other participants, which are thoughtful, relevant, and serve to extend the discussion.

Progress will be reviewed and assessed throughout the course. At the conclusion of each unit, the course Gradebook will be updated to reflect the quality of your participation in the course.

In order to receive a Certificate of Completion at the end of the course, participants must earn a passing grade of 60 or more in the course requirements.

In order to be eligible to receive a Certificate of Completion, you must participate in all of the weekly discussions and complete all assigned tasks. Participants will be evaluated on the frequency and quality of their participation in class discussions. Participants are required to post a minimum of three substantial comments for each discussion, including one that addresses the discussion starter and demonstrates understanding of the course/unit concepts, citing examples from the readings. Additional postings should provide substantive comments to other participants, which are thoughtful, relevant, and serve to extend the discussion.

Progress will be reviewed and assessed throughout the course. At the conclusion of each unit, the course Gradebook will be updated to reflect the quality of your participation in the course.

In order to receive a Certificate of Completion at the end of the course, you must earn a passing grade of 60% or more in the course requirements.

Graduate Credit

If you choose to take the course for graduate credit, there is an additional requirement to complete a Reflection Paper, which is worth an additional 50 points. The guidelines and rubric for this paper are posted in each course. You will need to (a) send your tuition registration form with payment directly to the university graduate studies office no later than the start of the last unit of your course and (b) notify your instructor that you have registered for graduate credit. If taking the course for graduate credit, a passing grade is 70% or more.