



# YOUTH DEVELOPMENT LEADERSHIP

Student Handbook  
Updated June 2022

**Department of Parks, Recreation and Tourism Management  
College of Behavioral, Social and Health Sciences**

## Introduction to Clemson University

### Location

Clemson University is located in Clemson, South Carolina in the foothills of the Appalachian Mountains. You can learn more about Clemson University at <http://www.clemson.edu/about/>.

### Accreditation

Clemson University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor's, Master's, Education Specialist, and Doctor's degrees. Questions related to this accreditation should be directed to Southern Association of Colleges and Schools, Commission on Colleges, 1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501. More information is available on the web page at <http://www.sacs.org>.

### Department of Parks, Recreation and Tourism Management (PRTM)

Clemson PRTM is among the most innovative, comprehensive, and successful programs of its kind in the nation and the world. We serve 359 undergraduate majors and 162 graduate students, with learning options in six areas of focus, including community recreation and sport management, park and conservation area management, recreational therapy, travel and tourism, **youth development leadership**, and nonprofit leadership (undergraduate certificate and minor).

<https://www.clemson.edu/cbshs/departments/prtm/about/index.html>

### Graduate School

All graduate programs are governed by the policies and procedures established by the Graduate School (<http://www.grad.clemson.edu/>).

## **Introduction to the Master of Science in Youth Development Leadership Program**

### Overview

The Master of Science in Youth Development Leadership Program (MS YDL) is designed to equip students with the competencies, knowledge, and skills to help young people develop into healthy, resilient and contributing citizens. The program prepares students to address issues facing youth in the context of family and community with an emphasis on positive outcomes through a dynamic learning environment. Weekly synchronous online class time is scheduled in each course.

The MS YDL program requires 36 semester credit hours of course work. The 2-year MS degree program is designed to prepare leaders to build the capacity for youth to successfully act within their families and communities by equipping them with the knowledge and skills related to:

- Principles and Best Practices in Youth Development
- Child and Adolescent Development
- Developing Youth Programs
- Family Intervention
- Leadership Skills Development
- Grantsmanship
- Assessment and Evaluation
- Recruiting and Retaining Staff/Volunteers

All courses in this program are delivered through distance education technologies. Students must register for two courses each semester. The courses are delivered in an accelerated format lasting 6-7 weeks. Students will take one course during the first half of the term and the second course during the second half of the term.

### Web Page

The MS YDL program web pages can be found here

<http://www.clemson.edu/online/programs/youth-development-leadership.html>

<http://www.clemson.edu/cbshs/departments/prtm/academics/graduate/ms-youth-development-leadership/index.html>

### Graduate School

Throughout your program, there are deadlines for submitting various forms to the Graduate School. The current schedule of these Very Important Dates is available at <https://www.clemson.edu/graduate/students/deadlines.html>.

Many of your written assignments will be in the form of a research paper. The Graduate School provides a set of guidelines for the format of these papers at <https://www.clemson.edu/graduate/students/theses-and-dissertations/format.html>.

## MS Youth Development Leadership Fall 2022-24 Cohort Schedule

### 1<sup>st</sup> Year Cohort

Term	Dates	Course	Faculty
<b>Fall I 2022</b>	Aug 18- Aug 19	YDL New Student Orientation	All Faculty
	Aug 22- Oct 14	YDP 8000: Theories of Youth Development	Bowers
<b>Fall II 2022</b>	Oct 17- Dec 16	YDP 8060: YD in Context of a Global Society	Gillard
	Nov 23- Nov 25	Thanksgiving Break	
<b>Spring I 2023</b>	Jan 9- Mar 3	YDP 8880: Special Topics	Garst Melton
<b>Spring II 2023</b>	Mar 6- May 5	YDP 8010: Child and Adolescent Development	Bowers
	Mar 20- Mar 24	Spring Break	
<b>Summer I 2023</b>	May 16- Jun 23	YDP 8020: YD Programming in a Contemporary Society	Bowers
<b>Summer II 2023</b>	Jun 28- Aug 7	YDP 8090: Management of Staff and Volunteers	Garst

### 2<sup>nd</sup> Year Cohort

<b>Fall I 2023</b>	Aug 15- Oct 7	YDP 8050: YD in the Context of a Family	Melton
<b>Fall II 2023</b>	Oct 10- Dec 9	YDP 8030: Creative and Ethical Leadership in a Changing Society	Garst
	Nov 23- Nov 25	Thanksgiving Break	
<b>Spring I 2024</b>	Jan 9- Mar 3	PADM 8410: Public Data Analysis	Bowers
<b>Spring II 2024</b>	Mar 6- May 5	YDP 8040: Assessment and Evaluation of Youth Programs	Melton
	Mar 20- Mar 24	Spring Break	
<b>Long Summer 2024</b>	May 15- Aug 7	YDP 8900: The Profession of Youth Development Leadership (ePortfolio)	Various
<b>Summer II 2024</b>	Jun 26- Aug 7	YDP 8080: Grantsmanship	Outley
	Aug 11	Graduation	

## Course Descriptions

(All courses are 3 credit hours)

**YDP 8000: Theories of Youth Development—An Applied Perspective-** This course examines theories of positive youth development with an emphasis on how to apply them to “real world” issues facing young people. Students explore the various theories and practices from a historical and 21st century perspective. While acknowledging the history of youth development, students explore existing models, examine theoretical and applied literature, and discuss current social changes that impact positive youth development.

**YDP 8010: Child and Adolescent Development-** This course focuses on child and adolescent development emphasizing a strength-based approach. Students develop an understanding of early childhood and adolescent growth and development from a social, cultural and psychological perspective. Attention is given to exemplary instructional practices used in child and adolescent development to include collaboration, partnerships and effective program models and strategies used across the nation. The course helps students recognize major issues and transitions young people face as they navigate the developmental stages.

**YDP 8020: Youth Development Programming in a Contemporary Society-** This course introduces students to the developmental stages of youth in the context of family, home, school, community and other influences. Students explore programs and administrative policies and procedures that govern youth development programs at the local, state and national levels. Successful models and “best practices” for youth in their environment are studied. Model programs with an emphasis on prevention and early intervention are emphasized. A cross-sectional approach is used to examine assets and protective factors in the contexts of family and community.

**YDP 8030: Creative and Ethical Leadership in a Changing Society-** This course focuses on the development of leadership and group dynamic skills as they relate to program development and supervision of staff and volunteers. Techniques and skills necessary to be an effective leader in educational and service settings are explored. Students engage in learning situations that will strengthen their skills in the areas of listening, empowerment, and motivation utilizing the latest approaches in the field of leadership. Professional ethics related to human service professionals are integrated.

**YDP 8040: Assessment and Evaluation of Youth Programs-** This course focuses on the development of a working knowledge of rationale, procedures and tools for conducting intake, needs and environmental assessments of youth, families and communities. Effective skills for mastering comprehensive program evaluation strategies are taught. Students explore statistical packages specifically appropriate for evaluation of youth programs.

**YDP 8050: Youth Development in the Context of Family-** This course focuses on youth in the context of family development and interpersonal relationship skills. Students gain knowledge and skills in approaches to strengthen families while understanding youth and family development issues and family functioning. Students become aware of and respect diverse family structures, parental involvement, and the influence of culture and ethnicity on family dynamics. Ultimately, students gain the skills to develop effective programs involving the family unit and the ability to conceptualize youth development from a systemic perspective.

**YDP 8060: Youth Development in the Context of a Global and Diverse Society-** This course focuses on developing an understanding of life span development, especially as related to behaviors and issues of youth in at-risk situations and environments. Students gain an understanding of diversity, cultural awareness/sensitivity and related issues from a Western as well as non-Western cultural perspective. Students obtain a working knowledge of methods, strategies and techniques to address issues relative to racial, ethnic, gender, disability, sexual preference, academic, athletic, and other areas of diversity. Issues of poverty, mass culture, physical environment, crime, and abuse are included as they relate to youth development in a global context.

**YDP 8080: Grantsmanship-** Students conduct searches on possible funding agencies for youth development, identify a funding agency and grant opportunity, write a proposal to include purpose, rationale, background information, literature review, identification of collaborators/partners, budget, budget justification and human-subjects review. Students utilize collaborative partnerships identified during their internship in the development of the proposal.

**YDP 8090: Management of Staff and Volunteers-** Examines approaches and strategies for successful management and development of staff and volunteers in youth-serving organizations, including effective organizational systems and working with boards and advisory committees. Covers business and organizational principles and practices for success as well as challenges of recruiting, supervising, and retaining staff and volunteers.

**YDP 8880: Special Topics-** Provides opportunities to students in youth development to explore topical areas of the discipline not currently covered in required courses, but which are receiving greater attention in the field. Examples include youth and technology, volunteerism, sports, school-community partnerships, education and employment.

- **(Special Topics Course Example) YDP 8880: Youth Development and Nature-** This course examines nature as a positive youth development setting. We will explore nature-based experiences and contexts and their influence on youth development outcomes, drawing on multi-disciplinary research across environmental psychology, sociology, recreation/leisure, youth development, history, geography, and evolutionary biology. We will also critically analyze assumptions associated with human-nature relationships.

**YDP 8900: The Profession of Youth Development Leadership (ePortfolio)-** Students create and submit a digital portfolio as evidence of academic and experiential mastery of the ten core competencies of youth development leadership. Competencies include growth and development, youth programs, observation and assessment, family, school, and community relationships, safety and wellness, and youth engagement.

**PADM 8410: Public Data Analysis-** Considers various aspects of database management, storage and retrieval; data description; univariate, bivariate and multivariate analysis in policy studies and decision-making theory.

## Master of Science in Youth Development Leadership August 2022 Orientation Schedule

### Thursday, August 18, 2022

8:00 am – 9:00 am	Coffee and Introductions with Faculty (128 Serrine Hall all day) - Be sure to bring an item from home to share
9:00 am – 9:30 am	Connectivity with Marian
9:30 am – 10:00 am	Introduction to the YDL program
10:00 am – 10:15 am	Break
10:15 am – 11:15 am	YDP 8000 Class
11:15 am – 11:30 am	Cohort Photo
11:30 am – 12:30 pm	Lunch with the faculty at the Dining Hall
12:30 pm – 1:15 pm	Writing Class, Part 1
1:30 pm – 4:30 pm	Group Initiatives Activities at the Outdoor Lab (Outside activities—dress appropriately)
4:30 pm – 5:30 pm	Dinner at the Outdoor Lab (BBQ)
5:30 pm – 7:00 pm	Tour of Campus and Football Stadium, shopping trip

### Friday, August 19, 2022

8:00 am – 8:30 am	Reflection of the day before (128 Serrine Hall all day)
8:30 am – 9:00 am	Connectivity with Marian
9:00 am – 11:00 am	YDP 8000 Class
11:00 am – 12:00 pm	Orientation to the Library
12:00 pm – 1:00 pm	Lunch provided (PIZZA)
1:00 pm – 1:45 pm	Writing Class, Part 2
1:45 pm – 2:00 pm	Break
2:00 pm – 3:00 pm	YDP 8000 Class
3:00 pm – 4:00 pm	Refreshments with alumni and other students
4:00 pm – 4:30 pm	Wrap up: The Path Forward to Degree

**Note: The appropriate dress for all of the planned activities is casual. You will need to prepare for outdoor activities Thursday afternoon. The average August temperature in Clemson is between the mid 90's to low 70 degrees.**

## Program Expectations and Policies

### Success in Online Courses

Online students have the same rights, privileges, and responsibilities as on-campus students; however, the means used to exercise the rights and responsibilities require the development of additional skills. Your success in online courses depends on your ability to communicate and collaborate electronically.

### Requirements for On-Campus Visits

Recognizing the value of face-to-face engagement with faculty and peers to build relationships and group cohesiveness, and to develop a shared understanding of the degree program goals and expectations, students enrolled into the Youth Development Leadership (YDL) online master's degree program **are required to attend two on-campus visits during the 2-year degree program.**

- **YDL Orientation Visit**—The first visit typically occurs in mid-to-late August, immediately prior to student's First Fall term according to Clemson's academic calendar. The visit is designed to provide students with a comprehensive orientation to the program. In addition to meeting the YDL faculty and students, students will participate in team-building activities to better understand the strengths of their cohort. Students will become oriented to the Canvas and Zoom learning platforms and complete class sessions for the first course: YDP 8000: Child and Adolescent Development. A tour of Clemson's campus is a featured element of the Orientation Visit.
- **Second Year Visit**—The second visit occurs in mid-to-late April. Coinciding with the final assignment for YDP 8040: Assessment and Evaluation of Youth Programs (in the Second Spring Term of students' second year), students present their evaluation plans to faculty, PRTM graduate students, and their YDL cohort. The Second Year Visit also provides training in the development of a professional ePortfolio to prepare students to complete the requirements for the capstone course- YDP 8090: The Profession of Youth Development Leadership. The YDL Awards Banquet is a highlight of the Second Year Visit.

Failure to attend one or more of these visits may make students ineligible to graduate or result in "0" (zero) credit for major course assignments in YDP 8000 and YDP 8040.

Expenses associated with the On-Campus visits are the students' responsibility.

Students may contact the Program Coordinator to discuss individual circumstances impacting the YDL Orientation Visit and the Second Year Visit. Graduate policy information related to class attendance can be found at <https://www.clemson.edu/graduate/students/policies-procedures/index.html> as well as related academic regulations at <https://catalog.clemson.edu/content.php?catoid=18&navoid=536>.

### Course Attendance Policy

All YDL courses (i.e., courses with a YDP prefix) adhere to the same attendance policy. In addition, all courses include synchronous (live) meetings between students and instructors through the Zoom platform. Students are expected to be logged into the Zoom meeting room at and prepared for class each week.



Students are expected to attend all synchronous meetings. Any student who is absent for two or more weekly synchronous meetings can be considered for dismissal from the course and assigned a grade of F. An excused absence is only granted by the instructor if the student provides documentation in advance of a class conflict due to a professional obligation or personal or immediate family illness. Unexpected absences (e.g., illness or injury) may be excused at the discretion of the instructor and will be considered only when appropriate documentation has been presented. In the case of an excused absence, the student to receive credit must listen to the class recording and write a 2-page summary of content covered and learned from the recording. Specific details of the 2-page summary will be provided by the course instructor.

Students are required to wait 15 minutes for the instructor to arrive for a synchronous class. If the instructor has not arrived within 15 minutes, then you may leave the Zoom meeting room.

### Time Commitment and Weekly Interactions Requirements

To be successful in these online courses, you must be willing to allocate sufficient time to access course materials, participate in online classes and discussion groups, and complete all of the assignments. Similar to traditional classroom courses, you will interact with the content, your teacher, and your classmates on at least a weekly basis through course assignments, asynchronous discussion, and synchronous meetings as indicated in this syllabus. During each course, you should plan on scheduling 15 to 18 hours per week.

### Web-Camera Use Policy for Zoom Meetings

YDL courses involve regular student/instructor interaction through synchronous video conferencing platform such as Zoom. While there are pedagogical reasons why the use of web cameras (webcams) adds to the educational experience and supports student success (e.g., opportunity to build community and complete small group assignments, opportunity for instructors to respond to student nonverbal cues, opportunity for students to demonstrate student participation and engagement), there are other reasons why students may not prefer to or be able to use their webcams (e.g., bandwidth limitations, privacy concerns, distracting background that could impact other students' learning, disability impacted by the video feed, inequity in access to technology, and other personal or environmental concerns).

Considering these benefits and potential concerns, YDL courses adhere to the following webcam use policy: *Webcams are encouraged yet not required in YDL courses. Non-video tools and strategies (e.g., microphones, chat features, polling features, other tools identified by the instructor) are accepted in place of webcam use to meet instructor expectations for participation and engagement and for grading purposes, if needed.*

### Sending and Receiving Email

The instructor(s) will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours. All email messages from the instructor(s) will be sent to the student's Clemson University email address. To avoid having your message mistakenly identified as SPAM, please identify the course in the subject line.

### Discussion Board Forums

Discussion Board Forums are designed to facilitate asynchronous interactions about a particular thread or topic. You enter the discussion on your time schedule, read the postings, add comments, and introduce new material related to the topic. The purpose of a threaded discussion is to expand your knowledge through the collective research and comments on the subject. To be successful in online discussion forums, you need to visit the site frequently and become actively engaged in the process.

- Research the topic and add constructive comments and information
- Practice professional netiquette when communicating with others
- Visit the discussion frequently
- Stay on the subject
- Share relevant experiences and external resources
- Strive for quality more than quantity of postings
- Include open ended questions in your postings to encourage dialogue

All students are expected to participate in all Discussion Board Forums. Participation will be graded on the quality of the posting, the use of outside resources, sharing information from agencies and/or specific programs, and contributions to new knowledge.

Access to the Discussion Board forums is through the *Canvas* learning management system. Information on accessing your *Canvas* is located in the document entitled "Learning Online – Using the Technology."

The following chart shows how your discussion board participation may be evaluated. Each professor has their own criteria for evaluating discussion board posts. Specific methods of assessing participation will be included in each course syllabus.

### Sample Guidelines to Successful Online Discussion

Criteria	Excellent	Good	Average	Below Average	Poor
<b>Postings</b>	5 postings, well distributed throughout the week	4 postings, well distributed throughout the week	3 postings, well distributed throughout the week	2 or less postings throughout the week	No postings throughout the week
<b>Description of Contribution</b>	<p>Use of Analysis, Synthesis and Evaluation</p> <p>Critical and/or creative contribution</p> <p>Very clear that readings were understood and incorporated well into responses</p> <p>Asks questions that extend the discussion and makes insightful, critical comments</p> <p>Contributes new information and identifies the source</p>	<p>Use of Comprehension and Application</p> <p>Readings were understood and incorporated into responses</p> <p>Exhibits good insights and understanding of discussion question</p> <p>Relates the issue to prior material covered in the course</p>	<p>Use of Knowledge</p> <p>Postings are not on tract with readings</p> <p>Repeats basic correct information related to discussion</p>	<p>Seemingly, no evidence that readings were understood or incorporated into the discussion</p> <p>Didn't do the readings</p>	No participation

### Team Presentations

Many of your courses will include team assignments. To be successful in a virtual group or team, you need excellent communications skills and a willingness to collaborate. Your team may meet in a variety of different ways, including chat rooms, discussion boards, email messages, and telephone calls. Group pages for your team are located in *Canvas* in the Communications area. To succeed in a team assignment:

- Be an active team player
- Contribute to the assignment and share the workload
- Share your thoughts about the process, problems, and concerns
- Provide constructive feedback to the other group members
- Remember that this is a learning process and should increase your knowledge

### Academic Integrity Policy

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.” (Clemson University Graduate School)

### Plagiarism

Plagiarism is a violation of the academic integrity policy. The definition of plagiarism used by the Graduate School is “theft of the work accomplished by someone else. It includes copying words, phrases, sentence structure, computer code or files, images, or ideas from any source and attributing the work to one’s own efforts. Blatant examples of plagiarism include failure to use quotation marks, to indent text of more than three lines and failure to cite consulted sources either in footnotes, endnotes or within the body of the text of a document. More subtle examples of plagiarism include paraphrasing or using others’ conceptual frameworks for developing creative works without acknowledgement or permission or citing a source within the text but then directly quoting the materials without the use of quotations marks or text indentation.”

More information on Graduate School academic policies is available at

<https://www.clemson.edu/graduate/students/policies-procedures/index.html#integritypol>

## Learning Online – Using the Technology

### Technology at Clemson University

Technology at Clemson University (and off-campus) is coordinated by the Clemson Computing and Information Technology (CCIT) area. You can access the available resources through the CCIT homepage at <https://ccit.clemson.edu/support/>

Selecting **Incoming Students** in the left column will lead you to information about policies, email accounts, network space, web page space, etc. <https://ccit.clemson.edu/support/new-to-clemson/>

### Acceptable Use of Technology Policy

The policy for acceptable use of technology by students is located at <https://ccit.clemson.edu/support/current-students/safe-computing/> This web page includes specific examples of misuse of computer resources, general guidelines, and disciplinary actions for violations.

### CID, UserID, and Password

Your Clemson University Identification Number is a unique, nine-digit number that serves as your student identification number. You received your CID number in your Admissions Acceptance packet from the Graduate School.

The next step is for you to set-up your Clemson username and password. To do this, you will visit: <http://myusername.clemson.edu>. Passwords last one year, but they may be changed at any time.

The UserID is needed to log on to the Clemson University network and it remains active as long as you are enrolled. Following graduation, your UserID remains active for a year.

Once your username has been set-up, you will be able to visit iROAR, the Clemson University portal at: <http://iroar.clemson.edu>. Once you have logged into iROAR with your username you will be able to register for classes.

More information about CIDs, UserIDs, and passwords may be found at <https://ccit.clemson.edu/cybersecurity/policy/usernames-passwords/>

### Email Account

All students are automatically assigned a Clemson University email account and web space upon receiving your UserID and password. Your university email address is [userid@clemson.edu](mailto:user@clermson.edu).

All information about your program and courses will be sent to your university email address.

You may access your Clemson University by logging into <https://ccit.clemson.edu/services/email-and-messaging/email-apps/>

More information about email accounts may be found in the Student Orientation web pages at <https://ccit.clemson.edu/training/student-computing-orientation/>

### Network Storage Space

Each student has unlimited storage space on the Clemson University servers. More information is available at <https://ccit.clemson.edu/services/technical/data-storage/box/>

### Minimum Technology Requirements

For the Master of Youth Development Leadership program, you need access to e-mail, access to the Internet, and ability to engage in virtual classrooms. You also need current versions of the operating system, word processing, spreadsheet, and presentation software. Since these courses involve sending and receiving large files of information, you will need a computer, headset microphone, and high-speed Internet connection.

### Available Software

Clemson University has acquired site licenses to a number of software packages (including *Microsoft Office*). These are available for download to students.

To access these software packages from off-campus, you need to download a Software Installer before you can download the packages.

- Download the Software Installer at [http://www.clemson.edu/ccit/help\\_support/laptops/](http://www.clemson.edu/ccit/help_support/laptops/)
- Select and download the appropriate software from the Software Downloads page at [http://www.clemson.edu/ccit/software\\_applications/software/web\\_downloads.html](http://www.clemson.edu/ccit/software_applications/software/web_downloads.html)

### Getting Started with the MS YDL Courses

The electronic classrooms for these courses are located in *Canvas* (learning management system) and *Zoom* (web conferencing software). To gain access to the course you need your Clemson University Student UserID (username) and password. Tutorials for using Canvas and other programs are available at <http://www.clemson.edu/canvas/training.html> and <http://www.clemson.edu/online/tools/zoom.html>

You can perform a browser check to see if your computer is properly configured to use the *Canvas System Compatibility Check* from [http://www.clemson.edu/canvas/getting\\_started.html](http://www.clemson.edu/canvas/getting_started.html) (located on right side, near the bottom).

The *Canvas* classroom includes links to your course documents, course announcements, access to materials placed on electronic reserve at the library, access to the discussion board forums, email distribution lists for the members of the class, and links to the grade book for the class. Your interaction with the teacher and other students will usually be asynchronous (different times). The *Zoom* web conference software enables you to connect and interact with the teacher and other students in a synchronous (same time) environment.

Both *Canvas* and *Zoom* are accessed through the Internet and do not require you to purchase any additional software.

Two-Factor Authentication (DUO)

As part of Clemson University's continuing commitment to protecting its community of research, faculty, staff and students, the University has implemented two-factor authentication for various campus systems.

Two-factor authentication (2FA, for short) asks individuals for a secondary confirmation of their identity at log in using a physical device in their possession (app, text message or phone call). Clemson University will use Duo Security for two-factor authentication. For more information go to:

<https://ccit.clemson.edu/support/current-students/two-factor-authentication-2fa/>

To register for the DUO System, follow this link: <https://2fa.app.clemson.edu/page.php?id=register-device>

Accessing Canvas

1. Open your Internet browser to the Clemson University home page at [www.clemson.edu](http://www.clemson.edu) or <http://www.clemson.edu/canvas> and press Enter.
2. Login with your Clemson University UserID and Password.
3. Approve log in through the Two-factor authentication system (DUO).
4. The Welcome page will list your current courses.
5. Select the appropriate course and enter the Canvas classroom.

**Sample Canvas Classrooms**

<b>Announcements</b>	Course announcements
<b>Course Documents</b>	Syllabus, Course Materials, Presentations, Recordings
<b>Groups</b>	Group pages for teams
<b>Discussion Boards</b>	Discussion Forums
<b>Communications</b>	Sending email messages, Discussion Boards, Group Pages, Chat Rooms, Roster, Calendar
<b>Staff Information</b>	Contact information for teachers and resource people
<b>Tools</b>	Grades, Course Evaluation, User Manual
<b>Content Collection Tab</b>	Library E-Reserves (under Institution Content)

## Conducting Research

Many of your written assignments will be in the form of a research paper. To be successful, you will need the skills of effectively searching the literature, collecting data from multiple sources, analyzing and explaining the results, properly citing and listing your references, and expressing yourself in an academic writing style. There are a number of tools available to help you along this journey.

### Accessing the Library

The Library can be accessed from the Clemson University home page ([www.clemson.edu](http://www.clemson.edu)) or at <http://www.clemson.edu/academics/libraries.html>

### APA Style

The College of Health, Education and Human Development requires that written assignments be submitted using the APA style. The guidelines can be found in the *Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition*. It can be purchased at most bookstores.

### Graduate School Guidelines

The Graduate School provides a set of guidelines for the format of research papers. The web page link for these guidelines is <https://www.clemson.edu/graduate/students/theses-and-dissertations/format.html>

### Help With Writing Skills

If you need further assistance with your writing skills, Purdue University publishes an Online Writing Lab (OWL) web site at <http://owl.english.purdue.edu/>.



## Resources

As a Clemson University online student, you have the same rights and privileges as an on-campus student. Here are additional resources and links to on-campus departments and offices.

### **Advising**

Due to the nature of the program, you are not provided an academic advisor. However, if you have any questions, the faculty and staff are always here to help. Regular interactions with faculty and staff will make your academic journey more efficient and effective. You will receive a faculty member as the chair of the e-portfolio committee. This will be assigned before year two of the program.

### **Counseling and Psychological Services (CAPS)**

<https://www.clemson.edu/campus-life/student-health/caps/services-and-programs/index.html>

CAPS is a mental health center dedicated to enhancing the personal, social, and academic well-being of Clemson University students.

### **Financial Aid**

<http://www.clemson.edu/financial-aid/student-types/graduate.html>

This link provides you with information about financial aid opportunities.

### **Graduate School Information**

<http://www.grad.clemson.edu/>

The Graduate School web pages include current policies, procedures, calendars, and related forms.

### **Graduate Student Government**

<http://people.clemson.edu/~gsg>

This web site lists the activities, meetings, and events of the Graduate Student Government organization.

### **Help with Technology**

<http://www.clemson.edu/ccit/index.html>

The CCIT Help Desk is available by telephone (864-656-3494) or email ([ithelp@clemson.edu](mailto:ithelp@clemson.edu)). Check the web site for available hours.

Assistance with *Canvas* or *Acrobat Connect* may also be available through the CCIT Technology and Learning Services area. Send an email message to [ITHelp@clemson.edu](mailto:ITHelp@clemson.edu).

### **Library Services**

<https://libraries.clemson.edu/services/>

The library web pages connect you to the many services and resources provided for Clemson University students, including online databases, e-journals, electronic books, interlibrary loan, etc.

### **Clemson Online**

<http://www.clemson.edu/online/>

The library distance education web pages connect you with services designed specifically for online students.

**Registrar's Office**

<http://www.registrar.clemson.edu/>

The Registrar's Office web site provides you with information about course schedules, registration, calendars, and grades.

**Student Financial Services**

<https://www.clemson.edu/finance/accounts-receivable/>

Student Accounts Receivable provides information about course schedules, registration, calendars, tuition fees, grades, and prepare and distribute 1098-T tuition statements each year. **Please note that Clemson will no longer accept VISA cards to pay for tuition. This policy change is explained at the site provided.**

**Student Affairs**

<http://www.clemson.edu/studentaffairs/>

The Clemson University Division of Student Affairs web site includes links to emergency and safety information, the student handbook, and general student policies.

**Student Accessibility Services**

<https://www.clemson.edu/academics/studentaccess/>

If you have a disability that may impair your participation in this course, you need to notify the course instructor and the Office of Student Disability Services before the course begins. This web site describes the available services, policies, and procedures.

**Textbooks**

<http://www.clemson.edu/campus-life/campus-services/book-store/>

Textbooks may be ordered from the Clemson University Bookstore or any of the other sources available on the Internet.

**VA Educational Benefits**

<http://www.registrar.clemson.edu/html/veteran.htm>

This link provides you with information about the Veterans Administration Education Benefit program at Clemson University.

## Questions?

### Program Questions

Dr. Barry A. Garst  
Professor, Youth Development Leadership  
Coordinator, Youth Development Programs  
[bgarst@clemson.edu](mailto:bgarst@clemson.edu)  
864-656-1891

### Technology Questions

For issues with technology, send an email message or telephone the Help Desk of the CCIT department. Send an email message to [ITHelp@clemson.edu](mailto:ITHelp@clemson.edu).

Call the Help Desk at 864-656-3494. (Be sure that the consultant understands that you are an off-campus student.) The hours for the Help Desk are located at <https://ccit.clemson.edu/support>