

CLEMSON[®]

College of BEHAVIORAL, SOCIAL AND HEALTH SCIENCES

Welcome to the Master of Science in Youth Development Leadership online degree program!

Please accept this flash drive with our compliments. It contains a virtual orientation to the Clemson University, the College of Behavioral, Social, and Health Sciences, and the Master of Science in Youth Development Leadership (MSYDL) program. It contains information or resources that will help you move from admission to graduation. Since this information is subject to change, please contact your adviser for the most current information.

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The Administrative Assistant for the YDL program is:

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Thank you for enrolling in our program.

CLEMSON[®]

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>.

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, competent, coping 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 page is at <http://www.clemson.edu/hehd/departments/youthdevelopment/>.

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

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 <http://www.grad.clemson.edu/Manuscript/format.php>.

MS (non-thesis) Youth Development Leadership
Fall 2016-18 Cohort
Course Sequence

Term	Dates	Course	Faculty
Fall I 2016	Aug 18-20	On Campus Orientation	All
	Aug 18- Oct 7	HEHD 8000: Foundations of YDL	Bowers
Fall II 2016	Oct 10- Dec 9	HEHD 8060: YDL in Context of a Global Society	Pinckney
	Nov 7-8 Nov 23-25	Fall Break Thanksgiving Break	
Spring I 2017	Jan 9- Mar 3	HEHD 8880: Special Topics	Garst
Spring II 2017	Mar 6- May 5	HEHD 8010: Child and Adolescent Development	Bowers
	Mar 20-24	Spring Break	
Summer 1 2017	May 17-Jun 23	HEHD 8020: YDL in a Contemporary Society	Quinn
Summer II 2017	Jun 28-Aug 7	HEHD 8090: Management of Staff and Volunteers	Garst
Fall I 2017	Aug 21-Oct 13	HEHD 8050: YDL in the Context of a Family	Quinn
	Oct 16-17	Fall Break	
Fall II 2017	Oct 18- Dec 15	HEHD 8030: Creative and Ethical Leadership in a Changing Society	Garst
	Nov 22-24	Thanksgiving Break	
Spring I 2018	Jan 8- Feb 26	STAT 8420: Introduction to Statistics	TBA
Spring II 2018	Mar 5- May 3	HEHD 8040: Assessment and Evaluations of Youth Programs	TBA
	Mar 19-23	Spring Break	
Long Summer 2018	May 15- Aug 6	HEHD 8900: Master's Portfolio	TBA
Summer II 2018	Jun 25- Aug 6	HEHD 8080: Grantsmanship	Brown
	Aug 10	Graduation	

Course Descriptions (all courses are 3 credit hours)

HEHD 8000: Foundations 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.

HEHD 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.

HEHD 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.

HEHD 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.

HEHD 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.

HEHD 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.

HEHD 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.

STAT 8420: Statistical Methods This course covers the role and application of statistics in research. Students gain knowledge and skills in statistical applications to include estimation, test of significance, analysis of variance, multiple comparison techniques, basic designs, mean square expectations, variance components analysis, simple and multiple linear regression and correlations, and nonparametric procedures.

HEHD 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.

HEHD 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.

HEHD 8880: Special Topics

HEHD 8900: Master's Portfolio

Faculty Members



Lawrence R. Allen
Professor
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Research interest: resilience, collaborative programs, program development, community capacity
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William H. Quinn
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Barry A. Garst
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Research interests: Youth development outcomes of camp and other out-of-school time experiences, Influence of overparenting, Program fidelity and evaluation
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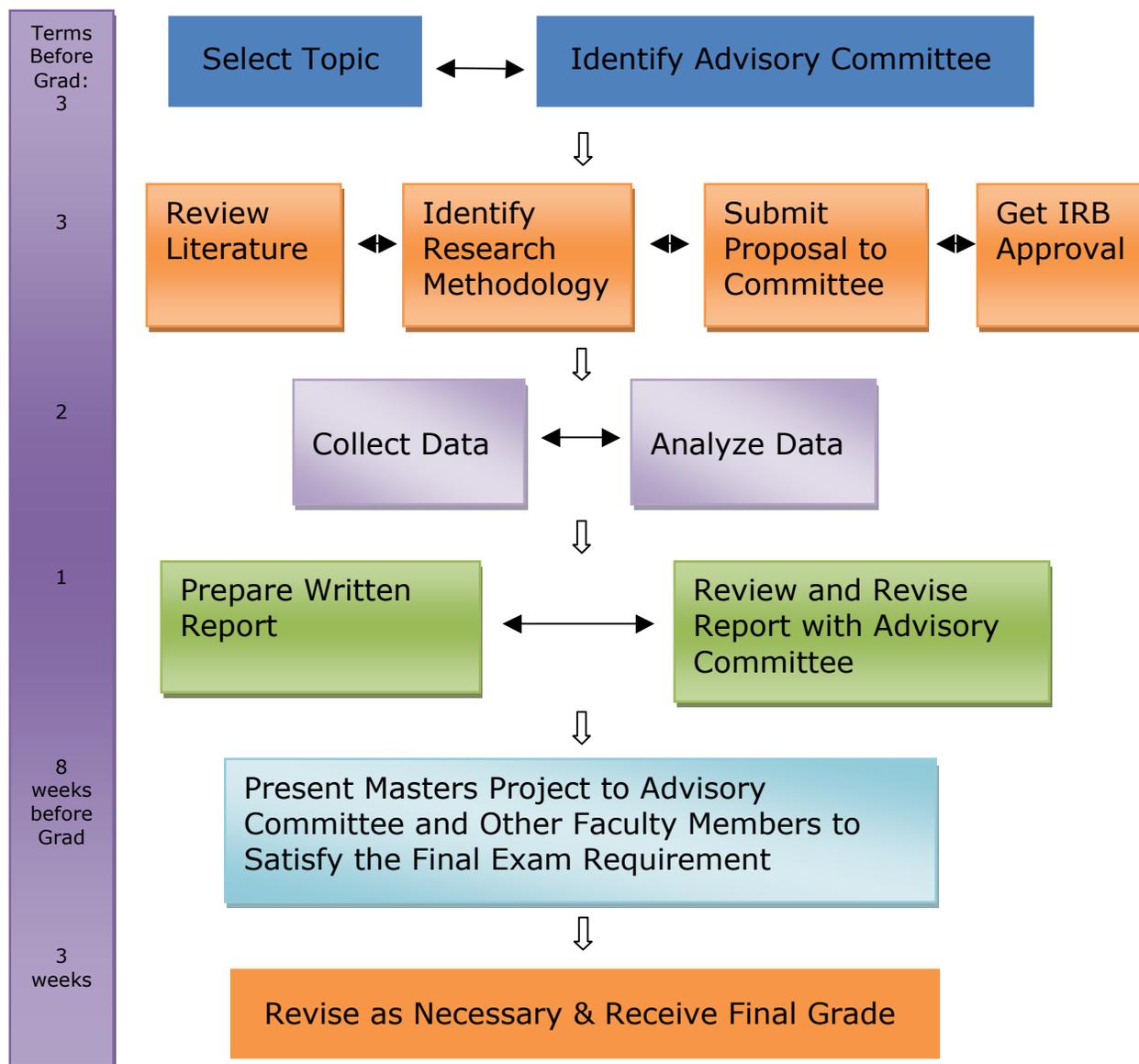
Ed P. Bowers
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Masters Project and Final Exam

Description

The Masters Project is intended to encourage you to develop and expand your professional skills within the Youth Development discipline through a guided research and analysis of a specific area.

Process Diagram



Topic

The topic of your project should be related to your specific area of interest in youth development leadership. Examples may include

- an assessment of a particular youth program,
- a needs analysis for a youth program or organization,
- a study of perceptions about a program or organization,
- the development of a new program or organization,
- exploring various funding opportunities for new or existing entities,
- expansion of your experience through a working internship, or
- any number of approaches to researching and analyzing the youth development profession.

Recommendations

- Pick a topic that really interests you
- Don't be too broad – a narrow topic is easier to research and analyze in the available time of the program
- Pick a topic that will broaden your knowledge base and expand your experiences

Advisory Committee

Every graduate student at Clemson University must have an advisory committee. The advisory committee approves your degree curriculum, supervises your masters project, facilitates the final examination, and initiates the recommendation for the awarding of the degree.

Your advisory committee is composed of a minimum of three faculty members. The majority of the advisory committee, including the chair, must be comprised of Clemson University faculty members who hold full-time, tenure-track positions. Part-time visiting or other non-tenure-track faculty members employed by Clemson University may serve on the advisory committee but may not serve as chair. Persons not employed by the University may serve on the advisory committee; if they serve as one of the statutory members of the committee, they must be appointed to adjunct faculty status.

Institutional Review Board (IRB) Approval

The Institutional Review Board (IRB) is an administrative body established to protect the rights and welfare of human research subjects recruited to participate in research activities conducted by students and faculty members at Clemson University. More information is available at <http://www.clemson.edu/research/orcSite/orcIRB.htm>.

Please review the *Getting Started* information at http://www.clemson.edu/research/orcSite/orcIRB_Start.htm. Contact your advisory committee chair to help determine the type of approval needed and the process for receiving the approval.

The IRB provides a multi-module online training program on research with human subjects. More information is available at <http://www.clemson.edu/research/orcSite/orcTraining.htm>. You should complete the online training sometime before the *SOC 805 Evaluative Research* course. You must complete the training before you will be able to receive IRB approval.

You must have IRB approval before you conduct the research for your Masters Project.

Written Report

The written report of your Masters Project should reflect a comprehensive understanding of your research, the literature supporting your research, the methodology used in your research, summary of the findings, analysis of the findings, and discussion of the findings. The analysis should reflect and apply the theories and practices discussed in each of your program courses.

The format of the written report is to be in APA manuscript style as described in the *Publication Manual of the American Psychological Association*. It should also follow the format recommended by the Graduate School at <http://www.grad.clemson.edu/Manuscript/format.php>.



The basic outline of components includes:

- Abstract
- Table of Contents
- Research Design and Methods
- Results
- Discussion
- Appendices
- References

Final Exam

Graduate School policy dictates that each candidate for the master's degree must pass a final examination. The purpose of the examination is to validate your understanding and comprehension of the

information, theories, and practices discussed throughout the program.

The final examination for the MSYDL program is an oral presentation of your Masters Project. This will be a web conference with your advisory committee and any other faculty members who wish to attend. During this time, you will present your research, findings, and analysis. Your advisory committee and other faculty members will ask questions regarding your project and any other subjects necessary to validate your understanding of the program materials.

After the oral presentation, you will revise the written report as recommended and submit it to the advisory committee for grading.

The *HEHD 892 Masters Project* course is a Pass/Fail course.

Timeline for the Masters Project, Final Exam, and Graduation

Term	Courses	Masters Project	Graduation**
Spring *	HEHD 8050 SOC 8050	-Select Topic and Advisory Committee -Review Literature -Select Research Methodology -Submit Proposal to Advisory Committee -Secure IRB Approval	Review Graduate School Calendar and Deadlines for Graduation http://www.grad.clemson.edu/Deadlines.php
Sum I	HEHD 8060	Collect Data	
Long Sum	HEHD 8900	Complete Data Collection Analyze Data	Final Curriculum Plan is Filed
Sum II	HEHD 8080	-Prepare Written Report and Submit to Committee -Present Project in Web Conference (Final Exam) Before -Revise Report and Submit to Committee for Final Grade (Pass/Fail) Before November 15 th	Diploma Order due http://tigerweb.clemson.edu Order cap and gown www.clemson.edu/bookstore/gsupplies.htm Final Exam Form is Filed Certifying Candidate for Graduation Aug 10 -- Graduation!

*3 semesters before graduation

** There are expensive fines for missed deadlines



Campus Visit Schedule
Subject to change

Wednesday, August 17, 2016

1-4:30 pm Required for those that have not paid fees –accounts must be paid before Thursday to participate in campus orientation). Go to Hendrix Center to make Tiger Stripe Card.

Thursday, August 18, 2016

8:00 am- 9 am	Coffee with Faculty
9:00 am - 11:15 am	Orientation to Blackboard and Adobe Connect-Edwards
11:15 am – 11:30 am	Have photo taken for Tiger Stripe ID card
11:30 am – 1:00 pm	Lunch at Schilletter Dining Hall
1:00 pm – 2 pm	Orientation to Library
2 pm – 2:30 pm	Writing I Class
2:30 pm – 4 pm	HEHD 8000
4:00 pm – 5:00 pm	Refreshments w/ 2 nd year students

Friday, August 19, 2016

7:45 am	Meet in Edwards Hall lobby
8:00 am	Vans leave for Outdoor Lab
8:30 am – 10:30 am	HEHD 8000 Class with faculty at Outdoor Lab
10:30 am – 11:30 am	Faculty Panel
11:30 am – 1:00 pm	Lunch on the premises
1:30 pm – 4:30 pm	Group Initiatives Activities at the Outdoor Lab (Outside activities—dress appropriately)
4:30 -	Vans leave for Campus (or PRTM Back to School Bash!)

Saturday, August 20, 2016

8:00 – 8:30 am	Writing II Class in 201 Edwards
8:30 am – 12 noon	HEHD 8000 Class in 201 Edwards

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

Learning Online – Being Successful

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.

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 <http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integrity> .

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.

Communicating Electronically Netiquette Expectations

Always practice Internet Etiquette (Netiquette) when communicating electronically. The purpose of communicating electronically in an online course is to share information.

- Be respectful of other participants, their time, their bandwidth, and their opinions.
- Remember that you are communicating with people who do not have the advantage of seeing your body language or hearing your voice inflections, and who may interpret your message differently than you intended.
 - Using all caps may be interpreted as shouting.
 - Use humor and sarcasm carefully (we can't see the twinkle in your eye); add emoticons to provide a visual representation of your intent.
 - Keep your critiques constructive; antagonistic criticism is called "flaming" and may cause an unwanted reaction.
- Remember that you are judged by the quality of your writing.
 - Spelling and grammar do count.
 - Be coherent and succinct.
 - Don't plagiarize; respect copyrights.
 - Don't depend on a single source when contributing new information from external resources.
 - Be professional.

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.

Information on accessing your Clemson University email messages is located in the file entitled "Learning Online – Using the Technology."

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 *Blackboard* learning management system. Information on accessing your *Blackboard* is located in the file entitled "Learning Online – Using the Technology."

The following chart shows how your discussion board participation may be evaluated. Specific methods of assessing participation will be included in each course syllabus.

Guidelines to Successful Online Discussion

Criteria	Excellent	Good	Average	Below Average	Poor
Postings	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
Description of Contribution	<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 *Blackboard* in the Communications area. To succeed in a team assignment:

- Be an active team player
- Contribute to the assignment and share the work load
- 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

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

Selecting **Distance Education** in the left column will lead you to information about policies, email accounts, network space, web page space, etc.

- Open your browser to <http://www.clemson.edu/ccit>
- Select **Distance Education** in the left column under Support and Services --
http://www.clemson.edu/ccit/support_services/it_support/distance_education/index.html
- Select **Getting Started** in the block for Current Students --
http://www.clemson.edu/ccit/support_services/it_support/distance_education/02_students/02_getting_started/index.html
- Click on the **Student Computing Orientation** option --
http://www.clemson.edu/ccit/support_services/it_support/distance_education/02_students/02_getting_started/01_orientation/index.html

Acceptable Use of Technology Policy

The policy for acceptable use of technology by students is located at http://www.clemson.edu/ccit/about/policies/accept_use_student.html. This web page includes specific examples of misuse of computer resources, general guidelines, and disciplinary actions for violations. The policy states:

“Use of university computing resources, including network facilities, account numbers, data storage media, printers, plotters, microcomputer systems, and software for computing activities other than those authorized by the university is strictly prohibited. Unauthorized use of such resources is regarded as a criminal act in the nature of theft and violators are subject to suspension, expulsion, and civil and criminal prosecution.”

CUID, UserID, and Password

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

You also received your UserID and password upon admission. 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.

Your initial password is the last four digits of your social security number. The first time you login, the password will be marked "expired" and must be changed (you will see screen prompts guiding you through the process). Passwords last one year, but they may be changed at any time.

More information about CUIDs, UserIDs, and passwords may be found at http://www.clemson.edu/ccit/about/policies/userid_password.html.

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.

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

You may access your Clemson University by logging into Webmail at <http://mail.clemson.edu>.

More information about email accounts may be found in the Student Orientation web pages at http://www.clemson.edu/ccit/support_services/it_support/distance_education/02_students/02_getting_started/01_orientation/02_email.html .

Network Storage Space

Each student has 100 MB of storage room on the Clemson University servers. More information is available at http://www.clemson.edu/ccit/support_services/it_support/distance_education/02_students/02_getting_started/01_orientation/03_net_storage.html .

Minimum Technology Requirements

For the Master of Science in Youth Development Leadership program, you need access to e-mail, access to the Internet, and the ability to read a CD-ROM or DVD. 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, web cam, microphone, and high-speed Internet connection.

The basic system requirements are:

- Windows Operating System and Browser
 - Windows XP and Internet Explorer 6 or Internet Explorer 7 or Netscape 8.0 or Firefox 2.0
 - Windows Vista and Internet Explorer 7 or Netscape 7.1 or Firefox 2.0
- Macintosh Operating System and Browsers
 - Mac OS 10.2 and Safari 1.2, or
 - Mac OS 10.4 and Safari 2 or Firefox 1.5, or
 - Mac OS 10.5 and Safari 2 or Safari 3
- Browser Plugins
 - Java 1.5 on PC
 - Java 1.5 (Mac OS 10.4, Tiger) or higher (Mac OS 10.5, Leopard)

More information can be found at

http://www.clemson.edu/ccit/support_services/it_support/distance_education/02_students/04_sys_reqs.html.

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/hardware_software/software/laptop_software/software_installer.html
- Select and download the appropriate software from the Software Downloads page at http://www.clemson.edu/ccit/hardware_software/software/software_downloads/index.html

Getting Started with the MSYDL Courses

The electronic classrooms for these courses are located in *Blackboard* (learning management system) and *Adobe Acrobat Connect* (web conferencing software). To gain access to the course you need your Clemson University Student UserID (username) and password.

Tutorials for using *Blackboard* and other programs are available at http://www.clemson.edu/ccit/support_services/it_support/computer_training/.

You can perform a browser check to see if your computer is properly configured to use the *Blackboard Learning System* at <http://browser.skillport.com/bh/default.asp>.

The *Blackboard* 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 *Adobe Acrobat Connect* web conference software enables you to connect and interact with the teacher and other students in a synchronous (same time) environment.

Both *Blackboard* and *Adobe Acrobat Connect* are accessed through the Internet and do not require you to purchase any additional software.

Accessing Blackboard

1. Open your Internet browser to the Clemson University home page at www.clemson.edu
2. Select the URL of <http://bb.clemson.edu> and press Enter
3. Login with your Clemson University UserID and Password
4. The Welcome page will list your current courses
5. Select the appropriate course and enter the Blackboard classroom

The Blackboard Classrooms

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

Accessing Adobe Acrobat Connect

1. Open your Internet browser
2. Enter the URL listed in the course syllabus
3. Select the option to **Enter as a Guest**
4. Enter your name and click on the **Enter Room** button

The Acrobat Connect Classrooms

Camera and Voice	Attendee List	Share
Web Cam pictures Microphone controls	List of attendees in the Acrobat Connect meetings	Power Point presentation Shared Documents
Chat	Note	Poll
Attendee, presenter, and host comments and discussions	Notes	Question and multiple choice answers

You will interact with the instructor and other students synchronously through the *Adobe Acrobat Connect* web conferencing software. As a Participant, you will interact by typing your questions, responses, and comments in the Chat window. You can interact through a microphone and webcam if your instructor changes your status to Presenter. This is frequently used for team presentations.

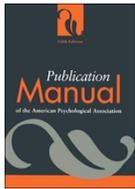
Doing Research

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 Cooper Library at Clemson University has established an Internet portal designed especially for distance education students. The web page link is <http://www.lib.clemson.edu/distance/index.htm>.

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, 5th 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 <http://www.grad.clemson.edu/Manuscript/format.php>.

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

You are assigned to an adviser upon admission into the program. Regular interactions with your adviser will make your academic journey more efficient and effective. Questions about your adviser should be directed to your academic area office.

Counseling and Psychological Services (CAPS)

<http://www.clemson.edu/studentaffairs/redfern/divisions/caps/>

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

Financial Aid

<http://virtual.clemson.edu/groups/finaid/>

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/~qsg>

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

Help with Technology

http://dcit.clemson.edu/departments/help_desk

The CCIT Help Desk is available by telephone (864-656-3594) or email (consult@clemson.edu). Check the web site for available hours.

Assistance with *Blackboard* or *Acrobat Connect* may also be available through the CCIT Technology and Learning Services area. Send an email message to ITHelp@clemson.edu.

Library Services

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

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.

Library Distance Education Services

<http://www.lib.clemson.edu/distance/index.htm>

The library distance education web pages connect you with services designed specifically for off-campus students.

Registrar's Office

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

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

Searching the Net

<http://www.lib.clemson.edu/gr/internet.htm>

Online courses frequently require you to search for resources on the Internet. The large numbers of indexes, search engines, and web pages require navigation skills. The library has prepared a guide for you at this web site.

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 Disability Services

http://www.clemson.edu/asc/sds_student_guide.html

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://whywaitforbooks.com>

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

<http://www.campusi.com>

This website searches 100 bookstores and offers a price comparison of textbooks by seller.

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.

HELP!

We all need help from time to time. Here is a list of helping resources.

Program Questions

The Program Coordinator for the MSYDL program is:

Dr. William Quinn

wquinn@clemson.edu

864-656-1501

Process and Procedures Questions

The Student Services Manager for the MSYDL program is:

Alexis Ward

Award7@clemson.edu

864-656-3400

Technology Questions

For issues with technology, you can send an email message or telephone the Help Desk.

Send an email message to 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

http://www.clemson.edu/ccit/support_services/it_support/hours/hours.html.

Other Resources

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Student Handbook

<http://stuaff.clemson.edu/handbook/2003/>

This link connects you to the online version of the Student Handbook.

Textbooks

<http://whywaitforbooks.com>

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

<http://www.campusi.com>

This website searches 100 bookstores and offers a price comparison of textbooks by seller.

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.

Clemson University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501).

<p>This syllabus is subject to change/improvement as needed. The most current version is posted in Blackboard.</p>

MS (non-thesis) Youth Development Leadership
 Fall 2016-18 Cohort
Course Sequence

Term	Dates	Course	Faculty
Fall I 2016	Aug 18-20	On Campus Orientation	All
	Aug 18- Oct 7	HEHD 8000: Foundations of YDL	Bowers
Fall II 2016	Oct 10- Dec 9	HEHD 8060: YDL in Context of a Global Society	Gillard
	Nov 7-8 Nov 23-25	Fall Break Thanksgiving Break	
Spring I 2017	Jan 9- Mar 3	HEHD 8880: Special Topics	Garst
Spring II 2017	Mar 6- May 5	HEHD 8010: Child and Adolescent Development	Bowers
	Mar 20-24	Spring Break	
Summer I 2017	May 17-Jun 23	HEHD 8020: YDL in a Contemporary Society	Quinn
Summer II 2017	Jun 28-Aug 7	HEHD 8090: Management of Staff and Volunteers	Garst
Fall I 2017	Aug 21-Oct 13	HEHD 8050: YDL in the Context of a Family	Quinn
	Oct 16-17	Fall Break	
Fall II 2017	Oct 18- Dec 15	HEHD 8030: Creative and Ethical Leadership in a Changing Society	Garst
	Nov 22-24	Thanksgiving Break	
Spring I 2018	Jan 8- Feb 26	STAT 8420: Introduction to Statistics	TBA
Spring II 2018	Mar 5- May 3	HEHD 8040: Assessment and Evaluations of Youth Programs	TBA
	Mar 19-23	Spring Break	
Long Summer 2018	May 15- Aug 6	HEHD 8900: Master's Portfolio	TBA
Summer II 2018	Jun 25- Aug 6	HEHD 8080: Grantsmanship	Brown
	Aug 10	Graduation	