HEHD: The Engaged College with a Personal Touch

As a college, HEHD has worked over the past several years to create and refine its guiding documents, including the Learner Dispositions. These six statements create learning outcomes designed to cut across all areas of the HEHD curriculum. As part of their first-year experience, students in the Living and Learning Community (LLC) will become immersed in the dispositions and understand how they relate to them as students and as future professionals. The HEHD LLC will help develop these 21st century learners and leaders through four interconnected avenues as students live, learn, serve and play together.

Our Vision
The College of Health, Education, and Human Development (HEHD) will be the innovative force for creating collaborative models to enhance community well-being thus providing a foundation for social and economic development.

Our Mission
The College of HEHD will be recognized for innovative, multidisciplinary instruction, research and outreach/service that support and enhance human capabilities in all life stages and environments by preparing skilled professionals and creative leaders and by building healthy, well-educated communities.

Our Priorities
• Enhance academic programs.
• Increase research performance.
• Develop graduate programs with special emphasis on doctoral programs.
• Increase collaboration and outreach linkages.
• Expand distance/distributed learning opportunities.
• Create a diverse, yet cohesive community of faculty, staff and students.

Our Goals
• Ensure academic excellence and programs of distinction at the undergraduate and graduate levels through the incorporation of the HEHD Guiding Principles and Dispositions.
• Secure and allocate resources to support research and scholarship that advance the knowledge and distinctiveness of HEHD.
• Increase the number and quality of graduate programs and increase external funding support.
• Advance HEHD collaborative areas through interdisciplinary teaching, research and service/outreach with emphasis on diversity, global competitiveness and economic development.
• Develop and sustain quality alternative delivery systems.
• Attract, recruit and retain quality faculty, staff and students with a focus on increasing percentages of diversity.

Our Guiding Principles and Dispositions
• The College of Health, Education, and Human Development strives for excellence in teaching, research and outreach/service while developing human potential.
• Our teaching prepares skilled professionals and creative leaders.
• Our research validates the creation of national models for “best practices” and policies.
• Our outreach/service provides research-based programs and services.
• Our faculty, staff and students’ professional development adds value to the college.

Through its programs in the Eugene T. Moore School of Education, the School of Nursing, the Department of Public Health Sciences and the Department of Parks, Recreation and Tourism Management and other support units, the College of HEHD strives for excellence in teaching, research and outreach/service while developing human potential. HEHD strives to educate leaders who are prepared to create and administer integrated education, health and human service systems. These leaders will be capable of bringing the collective resources of the community together to address the concerns and challenges facing many citizens of South Carolina.

Dispositions are determined by what we value. These include working collaboratively, leading creatively, demonstrating resilience and an entrepreneurial spirit, possessing ethical conduct, possessing global perspective, becoming lifelong learners, appreciating diversity and understanding the complex global economy.

HEHD will prepare professionals who, in addition to content knowledge and skills, hold these six dispositions:
• Possess skills necessary to work collaboratively with individuals, families and community groups from diverse backgrounds.
• Possess skills necessary to lead effectively and creatively in complex and changing environments and to become agents of change.
• Demonstrate flexibility, resilience, adaptability, caring, ethical decision-making and ethical conduct.
• Possess knowledge of organizational behavior and how governance and systems work.
• Engage in professional development for continual growth and lifelong learning.
• Attain a global perspective and level of knowledge and skill necessary to succeed in a complex global economy.
# The HEHD Leading Edge

## Shaping Education and Change in a Global Society

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Dear HEHD alumni, friends and partners,

This past year has been one of the most challenging in my 30+ years in higher education. The economic challenges we face are demanding that we review everything we do in the college. We have gone through an arduous year, and it appears that next year might be worse, but we will not deviate from our core values, and we have reaffirmed the direction we undertook in the college nine years ago.

Our vision states, “The College of Health, Education, and Human Development will be the innovative force for creating collaborative models to enhance community well-being thus providing a foundation for social and economic development.” Because of the unique configuration of our college, we have been able to study and address many social issues and problems from a multifaceted and collaborative perspective. As a result, we have been able to provide many outstanding programs and services to the citizens of our great state and beyond. These outreach efforts have been wonderful opportunities for our students to gain real-world experience.

We have a motto in the college — **The Engaged College with a Personal Touch**. This motto is at the core of who we are! I want to take this opportunity to highlight some of our amazing outreach programs that epitomize our motto and are making a significant difference in the lives of the individuals they touch.

Reading Recovery is one of the college’s longstanding programs that supports short-term, one-on-one literacy intervention for the lowest achieving first-graders across the state. Literacy levels in South Carolina continue to be a serious problem. In 2008, the U.S. Department of Education’s What Works Clearinghouse reported that Reading Recovery has the strongest research base of any early intervention reviewed. The Clemson Reading Recovery University Training Center supports 22 teacher leaders in 36 school districts who in turn support 306 Reading Recovery teachers who make a difference in the lives of thousands of children a year by helping them reach the average classroom literacy level in 12 to 20 weeks. This is an amazing program that is critically needed in South Carolina.

At the heart of the vision of HEHD is the Joseph F. Sullivan Center (JFSC), which provides a *living laboratory* for our students while supporting healthy initiatives for the Clemson community. Our multidisciplinary focus brings together students from different disciplines to gain hands-on experience and apply classroom concepts in real work settings. The JFSC is one of the longest continuously operating nurse-managed health centers in the United States. Since its inception, the JFSC has been providing student-centered, nurse-managed health and wellness services for a diverse group of clients, both in the Clemson community and throughout the Upstate. JFSC provides more than 250 students and 5,000 hours of directed service-learning and practical experience. It serves more than 4,000 patients per year, many of them through the JFSC mobile outreach program in four Upstate counties with free clinics serving underserved populations. The mobile clinic serves many who would otherwise go without health care. The Eugene T. Moore School of
Education operates the Community Counseling Clinic within the JFSC through an ongoing partnership.

Our ClemsonLIFE™ (Learning is for Everyone) program is a postsecondary education program that promotes independent living and employment skills for young adults with intellectual disabilities. In the 2009–2010 academic year, it served 10 young adults, and in 2010–2011 there are plans for 12 young adults. The program serves as a laboratory school for undergraduate and graduate students in special education, supporting three doctoral students, four master’s students and 16 part-time undergraduates. In addition, more than 100 Clemson undergraduate and graduate students volunteer several hours per week to help support the program. To date, the program has sponsored five doctoral projects and one master’s thesis. Recently, the S.C. Division of Career Development and Transition announced that the ClemsonLIFE Postsecondary Transition Program has been awarded the Outstanding Transition Program of the year.

Other important programs serving young people with special needs are the Challenger Baseball and Top Soccer programs. These therapeutic recreation leagues each provide up to 45 children with physical or mental disabilities the opportunity to play organized baseball every spring and soccer every fall. Clemson undergraduate and graduate students volunteer their time to serve as coaches and buddies to assist these children.
Another wonderful program and facility serving individuals with special needs is the Outdoor Laboratory. It is a beautiful hideaway on Hartwell Lake located just five miles from the Clemson campus. This facility touches the lives of a variety of people through its camps and retreat center. The heart of the Outdoor Lab shows in all the services the staff provide. The Outdoor Lab welcomes nearly 15,000 guests annually and throughout the year hosts residential camps for nearly 1,000 campers with a variety of disabilities. Most of our campers are from right here in South Carolina, a handful of whom have been spending summers with us for more than 40 years. HEHD students and others across the campus who serve at the Outdoor Lab have the perfect opportunity to put their education to work.

Students in the Community Health Promotion (HLTH 480) class in the Department of Public Health Sciences are in the third year of the Health and Heritage collaborative effort with Pendleton Pride in Motion, a local community coalition, and the town of Pendleton to promote walking in Pendleton. The project promotes walking by building on one of Pendleton’s greatest assets, the rich history of the community. Through this collaboration, the students have worked with local community residents to map and mark two historical walking trails, host four walking events and create a history walking tour podcast for each trail. These podcasts will soon be available through iTunes University, the Pendleton District Historic Commission and the town of Pendleton.

Our outreach efforts also go international. The International Leaders in Education Program (ILEP) is a program sponsored by the U.S. State Department that brings master teachers from many countries to the United States for five months of study. This spring, our School of Education had the honor of hosting 16 teachers from nine countries (Bangladesh, Brazil, Jordan, India, Indonesia, Morocco, the Philippines, Senegal and South Africa). The teachers took four graduate classes at Clemson, practice-taught in local middle and high schools in the Upstate, created professional development modules to take back to their home countries, went on many cultural excursions and became members of the Clemson community. They were incredible ambassadors for their countries, and I suspect we served as effective ambassadors for South Carolina and the United States.

The ILEP teachers taught in 16 local classrooms and directly impacted more than 500 students in their classes. They also visited other classes in the schools, provided professional development to American teachers and took part in after-school events, indirectly impacting the 2,750 students enrolled in the three schools they attended. Clemson community members (not affiliated with the University or the schools) also served as mentors and developed personal friendship with our visitors.

Our college also is a site for the National Writing Project. The Upstate Writing Project (UWP), as we refer to it, provides professional development, develops resources,
generates research and acts on knowledge to improve the teaching of writing and learning in Upstate schools and communities. UWP develops a leadership cadre of local teachers (called “teacher-consultants”) through the annual invitational summer institute, works in partnership with area school districts to offer high-quality professional development programs for educators and provides a diverse array of continuing education and research opportunities for teachers and students at all levels. This past year, we had 1,093 students and 1,039 teachers participate in the program. We held 65 activities and had 14,096 contact hours with the students and 12,713 contact hours with the teachers.

One of our truly outstanding programs is Call Me MISTER® (Mentors Instructing Students Toward Effective Role Models). This program is having a significant impact in South Carolina and nationally. The mission of Call Me MISTER is to increase the pool of available teachers from a broader, more diverse background, particularly among the state’s lowest performing elementary schools. College student participants with high academic potential, a demonstrated commitment to teaching and a servant-leadership orientation are largely selected from among underserved, socioeconomically disadvantaged and educationally at-risk communities. As graduates, students are expected to have an impact by returning to critical-need schools and communities to pursue their professional careers.

The program partners with 15 two- and four-year institutions in this state and 13 institutions in six other states, including Florida, Kentucky, Virginia, Georgia, Pennsylvania and Missouri. As of fall 2009, 150 MISTERs were enrolled in S.C. institutions. Our goal is to have 200 in the pipeline. An estimated 300 students have been recruited over the past two years with fewer than 90 matriculating, limited only by available resources. Since 2004, 60 MISTERs have graduated. This represents 25 percent of the number of existing African-American male elementary teachers in the state. MISTERs are currently teaching in Aiken, North Augusta, Anderson, Greenville, Orangeburg, Oconee, Berkeley, Lexington and Richland counties, to name a few. Call Me MISTER has received national acclaim, and in 2009, program director Roy Jones, Ed.D., was named recipient of the Pacesetters Award by the American Association of Blacks in Higher Education for his commitment to leadership in closing a gap in higher education.

These are but a few of the outreach programs that are giving our students real-life experiences and providing valuable services to the citizens of South Carolina and many other states. We are proud of these programs, and we need to continue them to continue to be at the forefront of educational experiences for our students.

In these economic times, we need your help more than ever. Please consider making a donation to our College of HEHD so we can continue to graduate the best-educated professionals and to provide critical service to our citizenry. Any size contribution will be most appreciated.

Please do not hesitate to contact me if I can provide any assistance. Enjoy reading about our many other outstanding programs in this issue of HEHD Leading Edge.

Respectfully,

Lawrence R. Allen, Dean
As many of you have heard, on August 27, 2010, Clemson announced The Will to Lead, a campaign to raise more than $600 million by July 2012. The money raised will ensure our students are offered the best education and the best college experience possible. It will also help Clemson forge ahead as one of the country’s top public research universities.

The College of Health, Education, and Human Development (HEHD) directly affects the life of every citizen in South Carolina. Our students go on to become teachers, nurses, public health advocates and recreation specialists — professionals who are critical to developing and maintaining a healthy and educated workforce, placing us at the core of the state’s economic development.

Our uniqueness as a college helps us attract nationally recognized faculty and develop cutting-edge programs and units, many of which are cited as national models for health, education, lifestyle and family functionality. We are conducting research in all of these areas and looking to create new initiatives that address the present and future concerns surrounding our society.

HEHD is “the engaged college with a personal touch.” We educate and produce the thinkers, leaders, entrepreneurs and global citizens who will navigate us successfully through the 21st century. In continuing this important work, the college has outlined funding priorities that will support its most critical needs. As a college, HEHD has identified four major priorities across our units:

• Raise unrestricted dollars to be used where the need is greatest
• Recruit and retain top students
• Attract and keep outstanding faculty
• Support initiatives that make a Clemson education exceptional

In the current economic climate, it is imperative that we continue to improve the quality of our students, faculty, public service and student life. Funding the College of Health, Education, and Human Development is funding the future — future educators; health care professionals; and park, recreation and tourism specialists.

Allow me to introduce you to some of the reasons HEHD is so engaged, collaborative and focused. Bob Powell’s long road to Clemson spans six continents and meanders through rain forests, white water, glaciers and the Ivy League. His concern for wild places and local populations intensified through his 20 years as an adventure guide before he earned advanced degrees in environmental studies at Yale.
Now he’s leveraged his experience and knowledge into an academic program at Clemson that focuses on environmental stewardship and reduction of poverty. As a faculty member of the Department of Parks, Recreation and Tourism Management (PRTM), he hopes to instill in Clemson students the same kind of passion and to challenge them to “contribute to earth’s fragile environments and make a big difference in people’s lives.”

When Ab Watkins arrived at Clemson, he was determined to take advantage of every opportunity the University offered. He participated in the Eugene T. Moore School of Education’s Call Me MISTER® program, which gives African-American males the opportunity to go to college and become teachers. Last year, Watkins was awarded a prestigious Fulbright grant to study and teach English in Indonesia. He fulfilled his obligation year for the Fulbright and had an opportunity to return and teach a second year in Indonesia. When he returns, he plans to teach in a school in the Upstate. “This experience will help me help my students understand what it means to be a global citizen,” Watkins says. “And, it will show them that if I can have this type of opportunity, they can, too.”

Now let me introduce you to some of the college’s donors who have invested in this college. Bettye Cecil of Pawleys Island just recently made a gift of $160,000 to fund a fellowship in the School of Nursing’s healthcare genetics doctoral program. The Oliver Kent Cecil and Bettye C. Cecil Annual Fellowship in Geriatrics and Genetics will be awarded over the course of four years to a Ph.D. student who intends to specialize in geriatrics research or care.

Bettye and her husband, the late Oliver Kent Cecil, a Clemson alumnus, founded White Oak Manor, an assisted-living and retirement home business with facilities in North Carolina and South Carolina. The Cecils have made several gifts to Clemson’s School of Nursing, which include creating the Oliver Kent Cecil Memorial Distinguished Professorship for Architecture and Nursing and providing funding for the School of Nursing Clinical Learning Research Center.

Attorney Marsha Ward of Atlanta, Ga., has established a $75,000 endowment that will award a fellowship to a PRTM doctoral program student who intends to study play and its value in modern society.

The Marsha A. Ward ’79 Fellowship Endowment for Play at Clemson University will enhance the department’s initiative to support the concepts of “No Child Left Inside,” a national movement to encourage childhood play in society. Ward also is giving an annual gift of $3,000 until the endowment matures.

HEHD is looking to its alumni and friends to help us create a pipeline of givers to help us scale up our efforts as a college. We understand that everyone has to be smart about philanthropy, but we also understand that giving, even in hard times, is necessary for growth.

Let me introduce you to the idea that it is not the amount of the gift that counts, but establishing the habit of giving that makes a difference.

To support students and faculty like Ab Watkins and Bob Powell or to join donors like Bettye Cecil and Marsha A. Ward, please call 864-656-5896 or visit clemson.edu/giving.
In 1872, Yellowstone National Park began what Wallace Stegner described as America’s greatest idea. Today, according to the World Commission on Protected Areas, there are more than 108,000 parks/protected areas worldwide covering an area the size of China and India combined. These areas are essential to the overall health and quality of life for people and the environment.

Because of an incredible range of goals, parks bring together a diverse group of managers, researchers, policymakers, environmental leaders, educators and the public in a very special way. Currently, there is no publicly accessible or centralized catalog of materials held by parks, and there is no clear or easy way for managers to connect with other managers or park researchers to solve problems or direct research. Since 2007, an interdisciplinary team led by the University’s Department of Parks, Recreation and Tourism Management (PRTM) has been working on a vision and a plan to connect these scattered park researchers, managers and supporters into a cohesive network called the Open Parks Grid (OPG). The goal has been to answer the following question:

*How can we use technology to help ensure the long-term health and sustainability of park resources and the possibility of protecting more resources, and to begin to look at the large-scale network of parks across the landscape as one seamless system of parks where the sharing of information is second nature?*

The College of HEHD departments and programs have been working to promote 21st century skills that include working through cross-disciplinary collaboration, becoming agents of change and learning to think creatively about our professions in the changing global economy. It is no surprise that HEHD Dean Larry Allen and PRTM chair Brett Wright were part of the conversation that created this concept. Clemson Provost Doris Helms first coined the phrase Open Parks Grid at a meeting among park professionals and University administrators hosted by George B. Hartzog Jr., former director of the National Park Service (NPS), at the Cosmos Club in Washington, D.C., on April 17, 2007.

Over the past three years, a Clemson interdisciplinary team has crafted a working vision and a prototype for the OPG. The team includes the University’s PRTM department, Department of Forestry and Natural Resources, School of Computing, Clemson Libraries and a world-renowned team from Clemson Computing and
Information Technology, as well as Purdue University’s HUBZero Consortium. Clemson is also fortunate to have Fran Mainella, former NPS director, as a visiting scholar and serving as an integral part of this project. The NPS was our essential first partner because of the organization’s role as the manager of the first national parks in the world and because of their leadership in the parks community and commitment to science and the public.

We’ve been able to present to and get feedback from five former NPS directors, two regional directors and many other top NPS officials with the goal of determining the role of the NPS as the leading partner to begin work on this Southeastern comprehensive vision. At a March 2009 conference led by NPS Southeastern region director David Vela, a need was expressed for creating a repository of information currently not accessible and for developing a professional network concerning parks.

Each park has its own library and artifacts stored locally, primarily in a nondigital format. Access to social networking sites of any kind is blocked on the NPS network. As a result, there is frequent duplication of effort in parks, incomplete data on land use and climate change, an inability of park managers to share information and barriers for both park researchers and those managing other adjacent conservation lands, as well as lack of access for citizens who need to search for important park information.

The NPS and Clemson have partnered to sign a Memorandum of Understanding and agreed to use the parks in the region to begin building the OPG. Work has begun with Congaree National Park, Cowpens National Battlefield, Great Smoky Mountains National Park and Augusta Canal National Heritage Area. Clemson PRTM faculty have also approached other nonfederal Southeastern parks and protected resources partners that hold park-related resources, artifacts and libraries, and these organizations were eager to participate and share their resources in the hopes of being linked to the larger parks community.

The OPG has the potential to create avenues for researchers to address many of the complex problems that require networking across multiple scales and jurisdictions, problems such as large natural disasters, climate change, traditional cultural resource use, habitat protection, loss of biodiversity and decentralized park management, to name only a few. Parks and protected areas of all scales provide vast resources in terms of research arenas and educational opportunities.

Parks are our national and state treasures. As such, citizens, regardless of ability to travel to a particular park, can benefit from access to information about the history and collections. These collections include herbarium and fauna data, old photos of landscapes or people living on the site, drawings from landscape designers on intent of trail and roadway design, construction plans for buildings of historic significance, internal research reports and park artwork, to name only a few of the resources that are challenging to find.

It is our turn to take the reins of responsible stewardship so clearly echoed in the words of the late George B. Hartzog Jr., NPS director from 1964 to 1972, and expand it to meet the global challenges of all parks: “The national park idea has been nurtured by each succeeding generation of Americans. Today, across our land, the National Park System represents America at its best. Each park contributes to a deeper understanding of the history of the United States and our way of life, of the natural processes which have given form to our land and to the enrichment of the environment in which we live.”
The HEHD Leading Edge

Encouraging Deep Play

by Beatrice Bailey, Ed.D.

“My Shakespeare unit erased ‘too-cool-for-school inhibitions’ and helped create involved scholars.” This claim within Ashley Sebastian’s teacher research essay could make even the Bard smile, yet her evidence that supports it is what earns kudos within the educational arena. Just look at her photo, or what she calls her research “artifact.” Teenagers are engaged. Sebastian, one of 12 beginning English teachers within the Eugene T. Moore School of Education, experimented with helping resistant teens play at being Shakespearean actors and directors as she also studied the results.

In February of 2010, Sebastian launched a carefully crafted Macbeth unit at Pickens High School. Like other student teachers, Sebastian spent the fall semester designing a unit of instruction that could enable students to get so involved in “playful literary enterprises” (Bailey and Kerns, in press) that they would lose track of time and enter what educational psychologist Mihaly Csikszentmihalyi calls “flow” or an intense form of “play.”

By taking on the identities of actors and directors, the teens could abandon for a while their assumed roles as bored students and try on other identities that require the content and skills needed within active literary life. The students pictured within her artifact are not worrying about their next text messages. They are enthralled. They have spent weeks learning to be Shakespearean actors who are fully focused on their lines and blocking. Sebastian helped them get to this point through thoughtful curricular and instructional design. It did not just happen.

Early on within the unit, Sebastian helped her high school students develop basic background about the Elizabethan period, Shakespeare’s life, and the setting and context for Macbeth. For
part of her efforts, she developed a Google Earth presentation that took students from South Carolina to the Globe Theatre and then back in time to the Scottish settings within this historical tragedy.

The disenchanted scholars slowly became involved as they worked within groups to imaginatively construct the Elizabethan period and settings. Sebastian noted in her research reflection, “They seemed to get into the flow.” She then continued with a Gateway Activity encouraged by Peter Smagorinsky that helped her students become curious scholars by participating in improvisations related to one of the play’s major themes: thirst for power. One group of teens staged a scene that had an ambitious youth who wanted to be prom king. He just happened to have an equally ambitious girlfriend whose motto was “Just do it.” Their enactment helped peers figure how far they would go to earn the coveted crown, an apt prelude for the Macbeths they would soon encounter. 

In addition, Sebastian knew that students would need to overcome their fear of Shakespearean language, so like Connie Truesdai, her cooperating teacher, and thousands of Folger Shakespeare teachers, she let students hurl Shakespearean insults that they devised using the playwright’s extensive word stock, insults such as “thou hammering beetle-headed clotpole.” She also invited them to have fun with a staple “line toss” activity from Shakespeare Set Free. Basically, the teens tossed around a beanbag the size of a baseball as they practiced key lines such as “Screw your courage to the sticking-place.” By the end of the toss activity, they had memorized their own lines and many others while getting a feel for the heady Shakespearean language. In addition, Sebastian encouraged her young Shakespearean scholars as they wrote and illustrated scene summaries and as they analyzed selected quotes and crafted personal responses. She noted in her teacher research project how her budding Shakespearean scholars were becoming engaged: “Each activity melted into the other, and students lost track of time.” 

Yet, what really enabled the Pickens students to get into a flow was when Sebastian invited them to use their scholarly preparation to become directors and actors. Students brought Macbeth off the page and onto the stage as a culminating activity, generating directors’ notebooks and major scene performances through group collaboration. Students were drawn into this real-life simulation as they devised scripts, choreographed performances, rehearsed their lines and combined all they had learned about the play into their dramatic portrayals. 

Even though Sebastian was focused on flow, she also made sure that students were performing in accordance with the state’s English course standards as they engaged in composing and reading processes, explored the history and meaning of words, used communications strategies, researched the life and times of Shakespeare, and read canonical literature as well as supplementary texts by authors from diverse racial and ethnic backgrounds who dealt with similar literary themes. 

Clearly, Sebastian crafted and studied an instructional design that helped students engage in playful literary enterprises as they envisioned Shakespeare’s Macbeth. Other secondary English student teachers at Pickens and elsewhere studied the effects of playful literary enterprises. They came together throughout their student teaching experience to analyze factors that helped or hindered the effectiveness of their enacted unit designs. 

As the semester progressed, the focused teacher candidates proudly shared student artifacts. Conor Aubry enabled aspiring writers to forge mythic heroes as they studied The Odyssey. Caitlin Bellinger helped students become short story writers. Brittany Marshall prepared freshman poets for a poetry slam after they read about one in the young adult novel Bronx Masquerade. Kevin Mood let his students play at being cultural critics as they grappled with George Orwell’s Animal Farm, while Josie Patterson helped students stage scenes in Macbeth. Meredith Strmac turned teens into magazine editors as they responded to Clyde Edgerton’s Walking Across Egypt. 

All of the English teacher candidates persisted with careful design work as they studied their teaching. As they helped students engage in playful literary enterprises, they discovered that students often lose their inhibitions as they try on the personas and tinker with the skills and texts that the literary world honors and supports. As they studied the effects of their unit designs, they began to trust these playful literary enterprises that often engage students who are sometimes too cool for school.

Professor Bailey is program coordinator for secondary education and professor of English education in the Eugene T. Moore School of Education. A researcher herself, she is the recipient of the National Council of Teachers of English (NCTE) Promising Research in the Teaching of English award and NCTE’s Conference on English Education Richard A. Meade Award for Distinguished Research in English Education. She is currently team-teaching and researching the emerging concept of “playful literary enterprises” with Bill Kerns, a graduate student seeking a Ph.D. in curriculum and instruction at Clemson. ☛
During the last two years, we have all become accustomed to doing a lot with a little. Having our budgets cut and being short-staffed have forced us to use our time and money wisely. However, one program in Clemson’s Eugene T. Moore School of Education has been fiscally responsible without sacrificing program delivery or effectiveness. The Reading Recovery® University Training Center (UTC) accomplished all of this by increasing its use of technology.

Reading Recovery is a national Early Intervention Service (EIS) that provides students with assistance before the student is identified as learning-disabled. As a research-based EIS, Reading Recovery is a targeted or intensive intervention using individualized literacy instruction. By intervening early, Reading Recovery can halt the debilitating cycle of failure for low-achieving children. Reading Recovery researchers have 25 years of data showing the program’s effectiveness, and luckily for South Carolina, Clemson’s Reading Recovery UTC has been working with the state’s youth for 20 of those years.

The Reading Recovery UTC serves 36 school systems, 2,750 students in one-on-one sessions, 7,000 students in small-group instruction, 306 teachers and 22 teacher leaders. The children served are the lowest performing in their first-grade classes in reading and writing. They resemble the diversity of students in urban, suburban and rural public schools.
The UTC provides training and professional development to teachers across the state. Reading Recovery training is an apprenticeship model in that teachers begin working with children at their schools from the beginning of the training year. Throughout the year, teachers learn progressively how to teach these hardest-to-teach children. Additionally, the teachers are involved in ongoing professional development for as long as they work with children in Reading Recovery. Because of this professional development style, training sessions often contain time-sensitive information. The UTC was asked by all 36 districts to present the same information in approximately the same time frame, which is an impossible task. As a result, many districts felt they were not receiving the level of service they wanted from the UTC. Furthermore, in 2008, the UTC was faced with addressing the problems of districts with a shrinking budget.

As a solution to these problems, Clemson’s UTC partnered with the National Guard, which provides technical and operational support, and the UTC began to offer professional development using virtual training classes (VTCs). Maryann McBride, the UTC teacher leader-in-residence, conducts the five VTCs at Clemson, and the class is simultaneously broadcast to approximately seven National Guard locations all over the state, reaching from 160 to 200 teachers at once.

This method of providing professional development has resulted in a positive change in satisfaction level from teachers, teacher leaders, school districts, school administrators and Clemson’s UTC staff. After attending a VTC, one teacher said, “The content was very appropriate for where my children are, and it was the support I needed.” School districts and administrators are happy with the VTCs because their teachers are now receiving training consistently throughout the year. An administrator from Spartanburg One said, “The presenter provided tremendous support to all the districts during these most difficult times. My teachers and district appreciate the opportunity Clemson has given us.”

The VTCs are also beneficial for the UTC staff. We were able to reduce travel costs and time out of the office while increasing productivity. This savings in our travel budget has allowed us to offer the VTCs free of charge to districts. The benefits have crossed state lines. The UTC has also connected with Georgia State University for a VTC.

While school districts have needs that must be met during a budget crisis, Clemson’s Reading Recovery UTC was able to use the National Guard’s VTC as a tool to help reach hundreds of teachers who then reached thousands of the state’s students. The VTCs have become an innovative way to satisfy the needs of many by increasing the results for children without expanding the budget or exhausting personnel.

Advancing the Mission

C.C. Bates, Ph.D., is an assistant professor of reading education and director of the Reading Recovery UTC. She spent 2009–10 completing a year of postdoctoral study at the Ohio State University readying herself to serve as Clemson’s Reading Recovery university trainer. Her study involved course work in reading theory, leadership and teaching. The teaching portion of her postdoctoral work was in conjunction with Georgia State University, where Bates received her doctorate in 2004.

Bates began her career in education as a kindergarten and first-grade teacher. Her dissertation, which examined the contextual elements in a first-grade classroom and their influence on literacy learning, was given the Outstanding Dissertation Award by the College of Education at Georgia State University. Bates’ work with Reading Recovery has stimulated her interest in the transitions and continuity between the general education classroom and the supplemental services children are provided.

Other members of Clemson’s UTC are Bill Fisk, site coordinator; Flo Thornton-Reid, trainer; Maryann McBride, teacher leader; Kathleen Grant, program coordinator; and Jennifer Horace, graduate assistant.
The Need for Action

As South Carolina and the nation confront one of the worst fiscal environments in the past two decades, prospects for strong economic growth are hampered by a huge problem, one that remains invisible to most Americans: the high school dropout crisis. Nationwide, at least one student in four drops out of school, and in South Carolina, the numbers are worse. Dropouts cost the nation more than $300 billion in lost wages and increased public expenses.*

The Challenge in South Carolina

This issue isn’t new, but it is now widely recognized by all segments of society, including our political leaders from the highest levels of state and national government, as well as by business and educational leaders throughout the country. The dire social and economic implications for our current dropout rate are enormous.

What are these costs? Socially and economically, families and communities are affected. Consider the additional costs for an increased unemployment rate, higher welfare expenditures, increased health problems and employer costs related to illiteracy. When one considers that more than 75 percent of state prison inmates are dropouts, it is apparent that the costs for failure are even more striking.

Leading the Way in Dropout Prevention

by
Sam Drew, Ph.D., and
Marty Duckenfield, M.S.
Here in South Carolina, the challenge is even greater. Just over half of S.C. high school students are graduating on time. The obvious impacts on our state’s future economic development could not be clearer.

For nearly a quarter of a century, the College of HEHD, as the home of the National Dropout Prevention Center (NDPC), has provided leadership in local, state, regional and national arenas, and is now positioned to play an even more significant role in efforts to reduce the dropout rate in our state and nationwide. The mission of NDPC is to increase high school graduation rates through research and evidence-based solutions. NDPC is a nationally recognized research center and serves as a first-stop, single-source clearinghouse of dropout prevention information, research, model programs and best practices for researchers, policymakers, community/business leaders, state education leaders, local school district practitioners and other stakeholders. The center offers research-based products, technical assistance services and outreach activities that provide leadership for school-reform activities and support for students graduating from high school.

The Opportunity of EEDA

In response to the statewide need, the S.C. Legislature passed the Education and Economic Development Act (EEDA) in 2005. One component of this act required every high school in the state to present a dropout-prevention plan to the S.C. Department of Education (SCDE) by the fall of 2007. The At-Risk Student Committee (ARSC), one of six statewide committees charged with implementation oversight of the EEDA, is responsible for constructing and implementing dropout-prevention programs in all S.C. schools. An early effort of the ARSC was to construct The At-Risk Intervention Implementation Guide. ARSC worked with the assistance of the NDPC to produce the guide, which contained approved research-based dropout-prevention programs from which the schools could select. With more than 80 schools in the state failing to identify an approved plan by the year-one deadline, the NDPC made a proposal to SCDE through the ARSC to select a group of schools in need of intensive help and provide ongoing assistance to both analyze problems and facilitate the schools’ development of a long-range dropout-prevention plan. The proposal was accepted.

The NDPC formed a team to work with these selected high schools. This multi-year effort, called the Nine Schools + Project, now includes 12 schools, both high school and middle school levels, and each school is striving to develop a comprehensive approach to dropout prevention.

The body of research to end the dropout crisis is complete. We know how to prevent dropout. The problem is schools are not implementing those practices we know work. Nine Schools + is an attempt to ingrain these proven practices in these schools. Programs often are abandoned when resources are scarce. Practices, once adopted, are not. The combination of practices including better use of data to identify student risk, effective classroom instruction, community involvement and quality professional development is what Nine Schools + seeks to ingrain in the schools we are working with.

The team, led by Sam Drew, Ph.D., Susan Burke, Gwenda Greene, Ph.D., and Susie Turbeville, began its work by conducting a Performance and Assessment Review (PAR) with each school’s local stakeholders to identify the particular needs of each school. The process incorporates an analysis of local data, including demographics, academic performance, attendance and discipline; administrative policies; school curriculum; and school climate. On-site observations and interviews provided further information for assessment. Local Action Teams at each school, including community members, were established to review the findings and develop a plan that would increase the dropout-prevention capacity of the school. Each school received some additional funds to facilitate this process and provide professional development for school staff.

In addition to the continuous technical assistance provided by the NDPC team, professional development has been a key feature of the Nine Schools + Project. Staff from all schools have engaged in fall and spring symposia, as well as attended the At-Risk Youth National FORUM sponsored each February by the NDPC and held in Myrtle Beach. As members of the National Dropout Prevention Network, the schools have all received publications and additional online support from the NDPC.

Two particular resources have been developed through this project, which assist not only the staff from the 12 schools, but potentially all S.C. schools. The first new product is a Dropout Early Warning System. Using data to make wise decisions regarding appropriate interventions for specific dropout problems is at the heart of any successful dropout-prevention effort. The Nine Schools + Project has enabled the NDPC and South Carolina to create a resource that can benefit all schools at all levels nationwide. The early warning system developed through the Nine Schools + Project and the state’s recently developed early warning system, Student Potential Performance Snapshot, are now being combined into one very powerful and cutting-edge system that will serve all schools in the state.

The second product was the development of some teacher-training modules for effective classroom instruction, Making the Most of Instruction, developed in partnership with Newberry College and the Institute for Evidence-Based Decisions in Education. These are captured digitally and therefore can be disseminated widely.

The NDPC mission is being put to the test in South Carolina. Working with local schools and with state support, the NDPC is providing the leading edge right here in the state.

Despite President Nixon’s declaration of a war on cancer and his goal of having a cure by 2000, in 2010 there still has been little progress in reducing the incidence of cancer or of developing effective cures. Chemotherapy and radiation treatments can have devastating effects both physically and emotionally. All too frequently, these treatments fail to result in a real cure, even though they do increase survival time. The goal of our cancer research group in Clemson’s interdisciplinary healthcare genetics program is to identify naturally occurring compounds that will destroy cancer cells, reduce their ability to spread, increase the effectiveness of currently used therapies and/or enhance the body’s ability to reject cancer.

Data show clearly that the incidence of cancer, autoimmune diseases, Alzheimer’s disease and other dementias of the elderly are significantly lower in societies where the diets are composed primarily of vegetables and fruits. A few of the compounds isolated from these products have been tested, and results show that animals exposed to carcinogens are protected from cancer, heart disease and other health hazards. Resveratrol, for example, suppresses the nausea and heart damage produced by some of the drugs used in standard chemotherapy.

Our research has been focused on the anti-cancer effects of berries and extracts from them. We have shown that several types of berries can block the ability of some carcinogens to
induce mutations that can transform healthy cells into cancer cells. Raspberries, blackberries and muscadine grapes also can inactivate the enzymes cancer cells use to invade surrounding tissue and spread to distant tissues.

Most recently, funding provided by Clemson graduates Jim and Carolyn Creel has allowed us to investigate the possible use of a raspberry extract in cancer therapy. Extracts from berries can kill cancer cells in culture as shown in figure 1. Also, both raspberry extract and resveratrol from grapes can greatly enhance the ability of the commonly used drug gemcitabine to destroy pancreatic cancer cells, indicating that using either of these to complement chemotherapy might improve efficiency of treatment for this aggressive type of cancer (figure 2). As indicated in the table, when some healthy people consume freeze-dried berries, their blood plasma becomes more effective at killing various types of cancer cells. We are currently planning to begin a study using raspberry extract to supplement chemotherapy in breast and pancreatic cancer patients. Our cell studies have also produced data to support the enhancement of prostate cancer growth by dairy products, an effect proposed by Robert Bibb, M.D., of Myrtle Beach.

This “bench” research is one of the three cognate areas available to students in the healthcare genetics doctoral program offered through the School of Nursing. Other areas include an ethics and/or policy focus and the caring cognate as an interventionist. Recently, Bettye Cecil, a visionary in elder care, created the Cecil Fellowship in Geriatrics and Genetics for an RN student who has an interest in geriatrics and genetics. Like the field of genetics, this geriatric focus joined with genetics has exciting implications for the future of elder care. As the only program of its type in the nation, Clemson’s healthcare genetics program brings the disciplines of genetics, health care, ethics and other fields to address the emerging needs of a society dealing with the outcomes of the genetics revolution.

![Graph 1: Fraction of drug-resistant cancer cells still surviving as a function of doses of raspberry extract or the fruit extract resveratrol.](image1)

![Graph 2: Killing of drug-resistant pancreatic cancer cells by the addition of raspberry extract to the traditional chemotherapy agent gemcitabine.](image2)

<table>
<thead>
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<th>Cell Type</th>
<th>Change in Survival</th>
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<tr>
<td>Prostate Cancer</td>
<td>15.6</td>
</tr>
<tr>
<td>Breast Pre-Cancer</td>
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Clemson University has been recognized for providing an innovative and challenging approach to learning through the Creative Inquiry program. Creative Inquiry provides intensive, discovery-oriented approaches to learning inspired by student curiosity and pursued by student research teams focused on answering a specific research question. Since the motto of the College of HEHD is “The engaged college with the personal touch,” Creative Inquiry is the perfect vehicle for promoting the college goals of providing students with meaningful, applied, undergraduate research experiences that promote reasoning and critical thinking, ethical judgment, communication skills, resilience, adaptability and leadership.

In the Department of Public Health Sciences, Creative Inquiry emphasizes a faculty-mentored, three- to four-semester project that focuses on engaged learning and permits students to directly apply classroom knowledge to the complex and challenging problems in public health. To incorporate Creative Inquiry into the curriculum, the department developed a new course, HLTH 497 Creative Inquiry in Intervention Research. Specific sections of this course permit faculty to offer a range of “Creative Inquiry experiences” based on their current research activities. My section of the course was initially based on a three-year research project funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAA) to develop more effective methods of reducing heavy, high-risk alcohol consumption among college students. Students enrolled in the course were primarily involved in research work directly related to the activities of the grant: training in delivering a peer-presented alcohol abuse-prevention program, developing research skills in data entry and analysis, and developing and presenting research results based on the grant.

Feedback from students enrolled in the course between 2007 and 2009 gathered from weekly reflection papers and student course evaluations indicates that the course was successful in permitting students to participate in their own learning, to learn through direct experience and to go beyond the descriptions of research in textbooks and class lectures to see how the research process really works. One student commented, “I first enrolled in the class as a sophomore in spring 2007. Now a junior, with this being the completion of my third semester in the course, I feel my research-based knowledge has expanded and grown. I have been part of a truly incredible project and have been able to actively participate in ensuring the success of this project.”
The NIAAA-funded grant project ended in July 2008. The program developed during this grant, the Alcohol Skills Training Program in Context (ASTP+Context), was adopted by the University for use with incoming first-year students and was used as part of the alcohol-awareness programs for first-year student athletes, new Greek system members and students enrolled in CU 101, Clemson’s introduction to college. During the transition from the development of the intervention to its implementation as part of the freshman orientation program, I found it more and more difficult to find research activities connected with the new intervention program in which my Creative Inquiry students could participate.

During the 2009-2010 academic year, I tried a new approach to the course. I gave my students the goal of developing, refining and implementing their own qualitative research project. The students were given the responsibility for creating and implementing a series of focus group sessions with incoming first-year students in 2009-2010 to gather new background data for refining the context component of the initial intervention program. The ASTP+Context program places alcohol consumption and refusal-skills training within specific high-risk drinking contexts. In order to keep these high-risk contexts relevant to the experiences of current incoming freshmen, it is necessary to gather new information on the drinking experiences of incoming freshmen to find out if the high-risk contexts have remained the same or changed over time. While I acted as their faculty mentor and guide, the students were solely responsible for developing and completing each phase of the focus group research plan.

Student feedback on the course evaluation for the new approach confirmed the value of the experience-based learning and revealed that the transition from structured applied-research activities within a particular research project to a more student-driven and student-controlled project made the HLTH 497 course even more effective in promoting understanding and appreciation for the steps in conducting research.

Student evaluations indicated they were becoming familiar with all the little things that go into creating a successful research project and also with the unanticipated problems that sometimes alter or limit the success of a project. One student observed, “I never realized how challenging it was to get students to participate.” Another commented, “I found the IRB process very useful. I had never seen what goes into getting approval of a research project, and I didn’t realize the detail it involved.” Participation in the Creative Inquiry project also reinforced the value of collaboration and teamwork. One student said, “This class has shown me how important it is to communicate with your team members about all aspects of the research. Having everyone on the same page allows for the research to run more smoothly.”

The most rewarding outcome for me as the faculty mentor was seeing the students transition from being learners of the research process to practitioners who were able to evaluate past approaches and recommend modifications in the process to improve the success of the project. By the end of the semester, students were critical thinkers, able to analyze the steps taken over the past year and propose solutions to the problems encountered. One student observed, “We want to be more flexible with our focus group times and inform a much larger group of freshmen about the project.” Students also suggested innovations in recruitment methods that would more effectively reach incoming freshmen, such as using a Facebook event invitation.

At the end of the spring semester 2010, student feedback was very positive and encouraging about the more student-directed approach. One of the students said, “The course is really nice for real-world research experience. It is very interactive and gets everyone involved in meaningful research.” Another commented, “Students were able to develop their own related projects outside of the course or choose to work on a part of the class project, which was an incredible experience.”

Originally, I had planned to conclude the Creative Inquiry course at the end of the spring 2010 semester. Much to my surprise, the students enrolled in the course requested that I offer it in the fall because they had several friends who were interested in participating in the focus group project. As one student explained, “Originally, the Creative Inquiry group was not scheduled to continue next year. We convinced Dr. Spitler to do otherwise, and he is going to add the four underclassmen, including myself, to a section for next fall. Now that we know how to recruit, we will be more effective in rallying freshmen for our research project. We want to start focus groups sooner and recruit more vigorously.”

I am very pleased to see how enthusiastic and committed to the project my students have become. I take great pride in the fact that my students now refer to this Creative Inquiry course as “our” project, and they are engaged in planning what “we” need to do to make it more successful in the fall semester.
A lot can happen in 12 years. When the S.C. Center of Excellence for Instructional Technology Training was established at Clemson in 1998, the technology landscape looked considerably different than it does today. The World Wide Web as we know it was only four years old; Google was still just a really big number; most adults didn’t have cell phones; most cameras still used film; and VHS was the dominant consumer video technology.

Today, even children carry cell phones, and those cell phones have evolved into smart phones that can surf the Web, play music, shoot video and serve as personal GPS units. The Web affects (some would say dominates) virtually every aspect of our lives. We use it to shop, communicate, meet prospective partners, manage our portfolios, misdiagnose our physical ailments, sell our homes and post condolences for the families of the recently departed. Facebook and MySpace engage millions every day in something now known as social networking, and other new terms like viral video, collective intelligence and mass amateurization have entered the popular vocabulary.

In the midst of all this progress, America is still trying to figure out how best to take advantage of technology in our schools. That’s where the Center of Excellence comes in. Created as a partnership between Clemson’s Eugene T. Moore School of Education and the S.C. Commission on Higher Education, the center’s mission is to help the state’s teachers use technology effectively in support of classroom instruction.
Our primary focus is on the hundreds of future teachers enrolled in teacher-certification programs at Clemson. The center is responsible for teaching two technology courses that are required of most education majors, and we work closely with other education faculty to help them capitalize on technology within their courses. Our goal is to ensure that a teacher entering the workplace with a Clemson degree in hand is ready to hit the ground running with technology, equipped with knowledge and skills that will benefit students and colleagues in their schools.

In our early years, this technology training might have focused almost exclusively on the Microsoft Office suite and on increases in personal productivity that mastery of such tools can offer. These days, the focus has shifted away from simply learning to use technology and toward using technology to learn. Training still includes productivity software, but now we also spend a great deal of time exploring how innovative technologies such as digital media editing, Google Earth and a variety of Web 2.0 applications can increase student engagement, facilitate cognitive processing and open new opportunities to increase student achievement. Students in our classes create websites, edit digital video, create composite digital photographs, explore the world around them with digital probes and microscopes, and make presentations with interactive whiteboards.

In addition to working with preservice teachers, the center is also committed to helping current teachers strengthen their ability to use technology to help their students. We teach graduate classes in the field and have contracted with several Upstate school districts to provide advanced training for their technology curriculum coaches. Since 1998, we have secured almost $5 million in grant funding to support the effective integration of technology into K12 instruction.

Two of our recent funded projects have drawn considerable attention, both locally and nationally. The Digital Xpress (mydigitalxpress.com) is an online writing and publishing system that lets teachers embed digital images and videos in writing prompts that they post online. Students use the system’s online word processor to respond to the prompts and publish their creative works for their teachers to evaluate and also to receive feedback from online writing buddies around the world.

Club 2:45 (sites.google.com/site/club245) is a 21st Century Community Learning Center project in which we helped establish a technology-themed after-school program in a local elementary school. Club 2:45 serves more than 120 children daily, offering homework assistance and a variety of activities ranging from digital video editing to piano lessons in an electronic keyboard lab. The results have been impressive. Student participants show decreased behavioral problems and significant increases in academic performance. We are now partnering with two additional school districts to establish similar programs for their students.

Lately, our involvement has expanded beyond South Carolina’s borders to take on an international dimension. This past spring we worked with 16 teachers from Africa, South America, Asia and the Middle East to deepen their ability to use technology in their home countries. Outside the U.S., center personnel conducted technology classes for impoverished Bahamians and made presentations at The Global Forum on Technology & Innovation in Teaching and Leading in Dubai.

Technology keeps changing, and the Center of Excellence will continue to change along with it, adjusting our strategies, securing new resources and working hard to translate new developments into new opportunities. No matter how amazing the next wave of technology might be, the important thing isn’t how cool or impressive it is. It’s the benefit that technology can offer South Carolina’s students and teachers that makes it worth the effort and that guides our every step. Some things never change.
The mission of the College of HEHD highlights a commitment to innovative and multidisciplinary instruction, research and outreach/service, preparing skilled professionals and creative leaders while focusing on building healthy, well-educated communities. At the heart of the mission of HEHD, the Joseph F. Sullivan Center (JFSC) provides a living laboratory engaging students in service-learning to support healthy initiatives for the Clemson community. As an academic support unit, the multidisciplinary focus brings together students from different disciplines to gain hands-on experience and apply classroom concepts in real-world settings. The JFSC is one of the longest continuously operating nurse-managed health centers in the United States. Since its inception, the JFSC has been providing student-centered, nurse-managed health and wellness services for a diverse group of clients both in the Clemson community and throughout the Upstate.

Students appreciate this diversity as they work collaboratively with individuals, families, communities and students from other disciplines, as well as with staff and clients from diverse backgrounds. Clemson students learn and refine their skills under the guidance of caring professionals. The majority of students are from the School of Nursing, Department of Public Health Science and Eugene T. Moore School of Education programs in counselor education and languages. Students from other disciplines interested in health or who plan health-profession careers also regularly participate (architecture in health, industrial engineering, business, premed, etc.). Clinical experiences include everything from direct patient care, to developing and implementing community programming, to developing and designing health care facilities with a “green” focus. Graduate and undergraduate students work through the center and mobile health unit to gain a practical perspective that supports classroom concepts.

The JFSC allows students to lead projects that stretch their creativity and knowledge of systems and how governance works. The JFSC uses a variety of teaching methods, such as small-group discussions, teach back, applied programs, shadowing, interaction with health professionals and student teams that work together to solve problems.

The JFSC operates as a clinic without walls, traveling with a mobile health unit and collaborating with agencies such as the local free clinics in off-site locations. The 40-foot mobile unit travels weekly throughout the Upstate. Students are involved in the delivery of health services to a wide variety of populations, especially targeting underserved and culturally diverse groups. One example is a contract with the Best Chance Network in...
which advanced practice nursing and public health science students are involved in breast and cervical cancer screening clinics. Under the guidance of skilled and seasoned nurse practitioners, advanced practice nursing students learn the skills needed to complete an annual woman’s health visit and follow-up. Public health science interns assist in planning and coordination with area agencies, radiology centers and hospitals in addition to recruiting, calling and qualifying women for the services. Students learn flexibility, resilience, caring and the principles of ethical conduct and decision-making.

The mobile unit also travels to rural areas of the Upstate to provide care to migrant and seasonal farm workers. In this area of the country, the majority of farm workers are Hispanic. These clinics are in many ways the most valued opportunities for students. The students receive enhanced education in a unique collaborative environment that is unlike any other experience they would have in the traditional community setting. Language students shadow officially trained JFSC interpreters to learn both the role and skills needed to excel as interpreters. Students are able to apply their classroom knowledge in a setting that is challenging and safe.

Every fall on the Clemson campus and in the surrounding community, undergraduate nursing students have a chance to assist in providing vaccinations during the JFSC annual seasonal flu campaign. The School of Nursing and the JFSC work collaboratively to coordinate this and similar activities that provide students with an educational experience that also meets a need in the community.

The JFSC is responsible for the University’s Occupational Health and Medical Surveillance program and also provides a variety of wellness services to employees. In one such program, health science students work alongside JFSC staff to counsel clients on cardiovascular risk management, healthy choices and behavior-change strategy. Students are involved in the patient’s journey throughout the program, from filling out a personal health-risk assessment profile, to making the lab visit, to receiving health counseling on the results. With a program focus of preventive health, students work to ensure that clients understand not only what their health risks are, but how to make lifestyle choices through behavior change. While taking inventory of both a client’s modifiable and nonmodifiable risk factors for disease, the goal is to counsel the patient regarding long-term health-risk reduction.

The School of Education operates the Community Counseling Clinic within the JFSC through an ongoing partnership. Graduate students in counselor education extend services to underserved populations by providing mental health support under the direction of licensed professional instructors. Students participate in routine evaluation, screening for mental issues, evaluation and referral when critical problems are identified and counseling for patients who request services.

The JFSC living laboratory allows students to observe professionals utilizing knowledge gained through continuous education and implementing the new information into programs and methods of treatment. For example, public health, nursing and counselor education students work alongside faculty on a BlueCross BlueShield-funded project focused on improving health for at-risk populations. Using the health-risk appraisal, clients are assessed using both a mental and physical composite score. Through a collaborative approach targeting nursing and counseling, case-management skills are developed following at-risk individuals through their health care plan. This association between mental and physical health has been the subject of programs and services, and has served as the stimulus for various collaborative research activities.

The College of HEHD is engaged in a bold objective to develop graduates with specific 21st century skills. The living laboratory forms a scaffold by which most of these skills can be taught, practiced, demonstrated and experienced. Through both on-campus and mobile outreach into a diverse community, students are offered a global perspective on health, education and human development. 🎓
Each year, about 60,000 children are born in South Carolina. About 12,000 of these children — one in five — will be referred to the S.C. Department of Juvenile Justice (DJJ) as a result of delinquent behavior. Their crimes will range from “status offenses” such as truancy to violent crimes including rape and murder. The costs of juvenile delinquency are enormous. Repeat offenders may cost a state $1 million or more in victim and criminal justice costs, along with lost productivity, over a 10-year period. There is an effect on public morale and trust. A public perception of unbridled juvenile delinquency may lead to resentment about public spending, cynicism about government programs and policies, and suspicion of other people. And there is a cost to the child him- or herself, as the offending child may lose valuable time in school, experience rejection by nondelinquent peers and have difficulty developing a positive and coherent sense of identity.

While much is known about the causes and consequences of juvenile delinquency, there are important questions to be answered if we are to address this critical problem. For example, many delinquent youth come to the attention of juvenile authorities because of truancy. What are the life-paths of young people whose first offense is truancy, compared to those who commit more serious first-time offenses? Do weighty punishments for minor offenses such as truancy increase or decrease the probability that the juvenile will commit more serious crimes? And do delinquent youth differ in the way they respond to their experiences with the juvenile justice system? For example, do some youth learn more from their experiences than others?

These are the types of questions being addressed by HEHD researchers at Clemson. David Barrett, Alumni Distinguished Professor of Teacher Education, Antonis Katsiyannis, professor of special education, and Dalun Zhang of Texas A&M are conducting research on the causes of and “protective factors” against juvenile delinquency. The goal is to obtain information that can help state and national policymakers more effectively address the problem of juvenile delinquency. In addition, they are introducing their students to issues relating to delinquency prevention. Whenever possible, the team tries to involve undergraduate and graduate students in projects. HEHD has a responsibility to help students develop the skills and sensibilities that will enable them to work more effectively with families, youth and communities. Understanding the factors that can interfere with healthy youth development is necessary for any person who plans to teach or work with young people.

The collaboration among Barrett, Katsiyannis and Zhang began in the early 2000s. Katsiyannis had already published several papers on delinquency and recidivism (repeat offending) among youth in a Midwest detention facility. In 2002, he enlisted Zhang’s and Barrett’s collaboration on a new statistical analysis involving the Midwest data. Their first collaborative study was published in 2004 in *Journal of Emotional and Behavioral Disorders*. At the same time, the work of the Clemson group had come to the attention of the S.C.
Department of Juvenile Justice. In 2004, Clemson signed a Memorandum of Understanding with DJJ, which provided the University with access to their de-identified data files of juvenile offenders in the state.

With the help of funding from the University’s Division of Public Service and Agriculture, the team completed an extensive study of more than 100,000 juveniles whose cases were processed by DJJ in the 1990s and 2000s and who are now adults. On the basis of this project, the researchers added important information to the literature on the effects of prosecuting juveniles, the influence of background variables such as father absence and special education, and the biases that exist in the system with respect to race and gender. Their studies have been published in Journal of Child and Family Studies and in a sequence of articles in Remedial and Special Education. In addition, the team recently completed a chapter for the prestigious Handbook of Juvenile Psychology and Psychiatry (published by Springer) on the problem of delinquent behavior among children with special needs.

The key to the researchers’ success has been collaboration. Each of them brings a unique strength to the project. Barrett’s strength is in the areas of child development and research design. Katsiyannis is among the most highly regarded scholars in the country in the field of special education policy and has a great deal of experience in delinquency research. Zhang is a nationally recognized expert in the area of training individuals with special needs to succeed in postsecondary education and in the workplace. With the support of HEHD and Clemson, the researchers created a successful team, stronger still because of the diverse skills and background experiences of the principal investigators.
Eugene T. Moore School of Education

David Fleming, Ph.D.

David Fleming, Ph.D., is an associate professor in the Eugene T. Moore School of Education. He has taught research methods, leadership and doctoral seminars within the unit. He also serves as graduate coordinator for the School of Education, which enrolls about 1,000 degree- and nondegree-seeking students in more than 20 certification and degree-granting programs each semester.

His primary research focus includes physical education/activity, program evaluation and before- and after-school education. He has been the principal or co-principal investigator for more than $3.2 million in grants and contracts to support his work, which has appeared in numerous publications and presentations at national and international venues. He has recently served as president of the Out-of-School Time SIG within the American Educational Research Association and as chair of the Research Council for SDAHPERD. One of his current projects, GoalPOST (Goal-oriented Performance in Out of School Time), studies the effects of achievement-oriented goals and out-of-school programming.

Pamela Havice, Ph.D.

Pamela Havice, Ph.D., is an associate professor in the Department of Leadership, Counseling, Human and Organizational Development in the Eugene T. Moore School of Education. Havice is the coordinator of the Master of Education program in student affairs. She is responsible for recruiting, advising, mentoring and teaching graduate students. Of the students who apply from across the country, only 25 percent are accepted into this nationally recognized program.

In addition to her duties in the M.Ed. program, Havice teaches and advises doctoral students. Since 2005, she has successfully chaired seven dissertation committees and served on numerous doctoral committees while teaching full time and coordinating one of the largest master’s programs in HEHD. She has been acknowledged and honored for her commitment to teaching and advising/mentoring graduate students by the School of Education and the College of HEHD.
Havice is highly committed to student-centered learning. A large part of her research agenda is creating and evaluating both traditional and alternative learning environments. Through her research, she has co-developed a distributed learning model that has been shared and published in multiple scholarly venues. Her work has been presented at international and national conferences, as well as published in numerous journals. She has served as a consultant on distance and distributed learning issues at both an international and national level. In collaboration with colleagues, Havice has been awarded several external and internal grants to support her research.

Philip McGee, Ed.D.

Philip McGee, Ed.D., is the program coordinator for Clemson's Master of Human Resource Development program. For 17 years, McGee was involved in the design and implementation of instructional and organizational systems in education, government, industry and business through his company, Instructional Designs Inc.

Before joining the Clemson faculty, McGee served as regional program director for the Doctor of Business Administration program in the School of Business and Entrepreneurship at Nova Southeastern University. He also served as an adjunct professor of human resource development for Webster University. McGee pioneered the use of the Internet for training through his website, Free-Training.com, which provides free safety training to more than two million users a month worldwide.

As a former training consultant to Fortune 500 corporations, McGee has been able to explore new technologies and training methods. He is interested in the role that divergent fields such as complexity science and spirituality can have on the development of not only people, but also organizations. One question that drives him is "How does one design and develop systems (environments) that produce predictable results while creating cultures (work environments) that enhance and support a balanced and satisfying life?"

John Whitcomb, Ph.D.

John Whitcomb, Ph.D., is an assistant professor in the School of Nursing. He served in the Navy for 26 years before joining the faculty at Clemson. In addition to duty stations throughout the United States and Guantanamo Bay, Cuba, he served in Iraq as a medical battalion director with the first wave of military that entered Baghdad through Operation Iraqi Freedom in April 2003.

Whitcomb was one of nine Ph.D.-prepared nurses in the Navy. And of those, he was one of only five nurse scientists involved in active research, which enabled him to reach beyond nursing and collaborate with coworkers in other medical disciplines. He expanded his cardiac arrest research at the Naval Medical Center Portsmouth, where he was a member of the institutional review board and chairman of the ethics committee. He was responsible for more than 600 critical care nurses in the Navy-Active and Reserve as the specialty leader to the surgeon general for critical care nursing. He has presented his research around the world, from Belfast, Northern Ireland, to Honolulu, Hawaii, to Okinawa, Japan.

Whitcomb has a passion for critical care, and over the years, he has been recognized for his efforts and contributions. He has received three Commendation Medals, two Achievement Medals, a Humanitarian Service Medal and a Presidential Unit Citation (given to his unit in Iraq), which is equivalent to the Navy Cross as an individual medal.

Whitcomb serves on the board of directors for the American Association of Critical Care Nurses and for AACN Certification Corp., which develops and administers certification exams for specialties within critical care. As a consultant for the Society of Critical Care Medicine Fundamentals in Critical Care Support, he teaches the group's two-day Fundamental Critical Care Support course for physicians, nurses and others involved in critical care.
Faculty Highlights

Department of Parks, Recreation and Tourism Management

Bob Barcelona, Ph.D.

Bob Barcelona, Ph.D., is an assistant professor in Clemson’s online Youth Development Leadership program and in the Department of Parks, Recreation and Tourism Management. He teaches courses in youth development, organizational leadership and recreational sports management for both graduate and undergraduate students.

For the past 15 years, Barcelona has worked with numerous recreation and sport organizations in programming and research efforts. His teaching and research interests focus on recreational sport management and youth development leadership in school and community-based settings. His research has been published in national and international publications such as the Journal of Park and Recreation Administration, Managing Leisure, Recreational Sports Journal, Athletic Business and Journal of Continuing Higher Education. He is the author of several edited book chapters on recreation and sport management, and he is the co-author of the textbook Leisure Services Management. Barcelona is currently serving as the co-principal investigator on a U.S. Department of Housing and Urban Development grant examining the influence of community redesign on the quality of life for youth and families living in low-income neighborhoods and public housing in Greenville.

Barcelona has won teaching excellence awards at Indiana University and the University of New Hampshire, and he has a strong interest in distance education. He frequently presents and publishes on topics related to online learning and distance education pedagogy. He also serves as an elected member of the Board of Directors for the Society of Parks and Recreation Education through the National Recreation and Parks Association.

Department of Public Health Sciences

Khoa Truong, Ph.D.

Khoa Truong, Ph.D., joined Clemson’s Department of Public Health Sciences as assistant professor in June 2009. Prior to that, he was a doctoral fellow at the RAND Corp. and spent a year in Vietnam working as a research fellow at the Health Strategy and Policy Institute and teaching as a visiting faculty member at the Hanoi School of Public Health.

Truong was trained as a policy analyst, and his teaching interests include research methods, health economics and health policy. He serves as principal investigator of a NIAAA-funded research project that examines disparities in alcohol environments and the relationship with underage drinking. His research is empirically driven and focuses on tobacco, alcohol and illicit drug-control policies; the impacts of built environments on health; international health; and economic development.

Truong began his career with nongovernmental organizations and multilateral development projects in Southeast Asia. He has professional experience in the public, private and nonprofit sectors. He has received several awards and honors, which include a Fulbright scholarship and Most Outstanding Paper for Oral Presentation at the AcademyHealth Annual Research Meeting. Truong has published in top-tier public health journals with findings cited by several media sources, including the Los Angeles Times and Radio New Zealand National, and numerous Internet sites.
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Every Gift Makes a Difference
HEHD: The Engaged College with a Personal Touch

As a college, HEHD has worked over the past several years to create and refine its guiding documents, including the Learner Dispositions. These six statements create learning outcomes designed to cut across all areas of the HEHD curriculum. As part of their first-year experience, students in the Living and Learning Community (LLC) will become immersed in the dispositions and understand how they relate to them as students and as future professionals. The HEHD LLC will help develop these 21st century learners and leaders through four interconnected avenues as students live, learn, serve and play together.

Our Vision
The College of Health, Education, and Human Development (HEHD) will be the innovative force for creating collaborative models to enhance community well-being thus providing a foundation for social and economic development.

Our Mission
The College of HEHD will be recognized for innovative, multidisciplinary instruction, research and outreach/service that support and enhance human capabilities in all life stages and environments by preparing skilled professionals and creative leaders and by building healthy, well-educated communities.

Our Priorities
- Enhance academic programs.
- Increase research performance.
- Develop graduate programs with special emphasis on doctoral programs.
- Increase collaboration and outreach linkages.
- Expand distance/distributed learning opportunities.
- Create a diverse, yet cohesive community of faculty, staff and students.

Our Goals
- Ensure academic excellence and programs of distinction at the undergraduate and graduate levels through the incorporation of the HEHD Guiding Principles and Dispositions.
- Secure and allocate resources to support research and scholarship that advance the knowledge and distinctiveness of HEHD.
- Increase the number and quality of graduate programs and increase external funding support.
- Advance HEHD collaborative areas through interdisciplinary teaching, research and service/outreach with emphasis on diversity, global competitiveness and economic development.
- Develop and sustain quality alternative delivery systems.
- Attract, recruit and retain quality faculty, staff and students with a focus on increasing percentages of diversity.

Our Guiding Principles and Dispositions
- The College of Health, Education, and Human Development strives for excellence in teaching, research and outreach/service while developing human potential.
- Our teaching prepares skilled professionals and creative leaders.
- Our research validates the creation of national models for “best practices” and policies.
- Our outreach/service provides research-based programs and services.
- Our faculty, staff and students’ professional development adds value to the college.

Through its programs in the Eugene T. Moore School of Education, the School of Nursing, the Department of Public Health Sciences and the Department of Parks, Recreation and Tourism Management and other support units, the College of HEHD strives for excellence in teaching, research and outreach/service while developing human potential. HEHD strives to educate leaders who are prepared to create and administer integrated education, health and human service systems. These leaders will be capable of bringing the collective resources of the community together to address the concerns and challenges facing many citizens of South Carolina.

Dispositions are determined by what we value. These include working collaboratively, leading creatively, demonstrating resilience and an entrepreneurial spirit, possessing ethical conduct, possessing global perspective, becoming lifelong learners, appreciating diversity and understanding the complex global economy.

HEHD will prepare professionals who, in addition to content knowledge and skills, hold these six dispositions:
- Possess skills necessary to work collaboratively with individuals, families and community groups from diverse backgrounds.
- Possess skills necessary to lead effectively and creatively in complex and changing environments and to become agents of change.
- Demonstrate flexibility, resilience, adaptability, caring, ethical decision-making and ethical conduct.
- Possess knowledge of organizational behavior and how governance and systems work.
- Engage in professional development for continual growth and lifelong learning.
- Attain a global perspective and level of knowledge and skill necessary to succeed in a complex global economy.