

HEADlines

A newsletter for the College
of Health, Education, and
Human Development

From the Dean



Alumni and students coming back to Clemson this year will find that Tillman Hall, home of the Eugene T. Moore School of Education, has a new look. The improved Tillman circle opened during the first full week in August. Along with the new look come new rules; only handicapped parking will be allowed in the circle. Some additional parking spaces around Tillman were also converted to maintain the attractiveness of this historic campus focal point.

Greetings to all of you! I hope you have had a chance to relax and enjoy your family and friends this summer. It is hard to believe that the fall semester is already upon us.

In my last letter to you I discussed our efforts to address health and education disparities in the State of South Carolina. I talked about some of the statistics that reveal the impact of these disparities on all residents of South Carolina. And, of course, these same circumstances exist in every state to varying degrees, so none of us is immune from their impacts.

Unfortunately, some recent reports have revealed that our situation in the state is not getting any better. A study conducted by the newspaper Education Week measured the graduation rate of high school students in all 50 states and in major urban

centers. Using 2003 graduation statistics, South Carolina was found to be the lowest among the 50 states at 53%. Because of varying graduation requirements and methodologies used in each state, these statistics may not represent the true situation. However, they certainly give us a fairly clear assessment of where we stand. Even the best statistics suggest that we are only graduating 78% of our students. Clearly, we have our work cut out for us.

Also, the 2006 Kids Count data was released the end of June. This is an annual report of the well-being of young people across all 50 states conducted by the Annie E. Casey Foundation. This year we dropped to 47th from 45th among all states. There are 10 measures of well-being such as: birth weight of babies, infant mortality rate, child death rate, teen death

*“The Engaged College With a
Personal Touch”*

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Fall 2006

CLEMSON
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rate, teen birth rate, teens who are high school dropouts, teens not attending school and not working, children living in families where no parent has full-time year-around employment, children in poverty and children in single parent families. In all areas we are not among the best in the nation. As you can see these measures relate directly to the health and education disparities I spoke about in my last letter to you.

I have mentioned to you in all of our HEHDlines some of the outstanding programs and services we are providing through the College that address these circumstances and statistics. You will get an update on some of these programs and hear about new programs in this issue of HEHDlines. However, my message to you this time is to encourage your involvement in addressing these problems and issues that all of our children are facing in this state and throughout the United States.

There must be a total and complete systemic effort to address the problems to which I allude above. In the College, we are trying to bring the resources and programs of all of our units together to build systemic models for human service delivery including education, health and leisure. However, the best of integrated programs will only be as good as the involvement of the community, citizens and parents.

I implore each of you to become part of the solution. For example, we need more parents, concerned citizens and other community services involved with the educational process in our communities. Teachers and principals can not do the job alone. The problems are too complex, as suggested by these most recent reports, to expect the educational establishment to be successful in addressing them. And certainly, our educational problems are directly tied to many of our health problems and vice versa. So you see the need for a total and complete systemic effort. This comprehensive systemic effort is what we are trying to instill in all of our graduates of the College and part of this will be asking you to assist them when they are working in your communities. Please make a call and get involved in those community services that are most pressing to you and you may just find an HEHD graduate at the other end of that call.

NEWS FROM AROUND THE COLLEGE

Connecting People – Building Partnerships

Eighth Annual Faculty Forum Huge Success

The College of Health, Education, and Human Development hosted the Eighth Annual Faculty Forum in the Hendrix Center. Split over a two-day period, April 21-22, the forum was designed to provide an outlet for faculty to develop research manuscripts, share projects with other faculty and the community, increase awareness of existing projects, identify research expertise among faculty and promote partnerships and collaborations internally and externally.

Promoting the college motto, “*The Engaged College with a Personal Touch*”, faculty were invited to attend a workshop to explore the nature of community-campus partnerships at Clemson and discuss best practices in developing engaged partnerships with communities. Keynote speakers Dr. Sarena Seifer and Ella Greene-Moton addressed several important areas concerning such partnerships.

Dr. Seifer is Executive Director of Community-Campus Partnerships for Health, a national nonprofit organization based in Seattle, Washington, that promotes health through partnerships between communities and higher educational institutions. Her work focuses on the principles and best practices of partnerships between communities and higher educational institutions around education, research, and community and economic development. Dr. Seifer holds a faculty appointment in the School of Public Health and Community Medicine at the University of Washington.

Ella Greene-Moton has an extensive background in community organizing and advocacy that spans over the past thirty-five years in the Flint area. Her commitment to the empowerment of community residents reaches across local, state, national, and international levels. She is currently the Program Director at Flint Odyssey House Health Awareness Center and also works with the University of Michigan’s Office of Community-Based Public Health to help them strengthen their community partnerships.

The second part of the Forum was set up so that HEHD faculty could display current and on-going research projects. Each participant was given an area within the Hendrix Center so that they could profile their work and show how that research is contributing to a better global community. Faculty and research associates, usually students earning masters degrees, stood by the displays and answered questions as the public walk-in audience passed through several rows of collaborative and community-based research projects.



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National Dropout Prevention Center Leads the Way

When the Congress of the United States passed the No Child Left Behind Act, in 2001, it raised the nation's awareness of the issue of dropout prevention. The Act focused attention on the problems in our schools, that not all children were being educated successfully and nationwide nearly one-third were dropping out even before receiving a high school diploma—this in a nation where most jobs of the 21st century were to require more than 12 years of education. In 1986, Clemson University recognized this problem and launched the National Dropout Prevention Center (NDPC) to address it. Today, Clemson's National Dropout Prevention Center and its twenty years of work in this field has identified the solutions to the dropout crisis, and educators who want to make a difference are working with this Clemson-based resource center.

For the past two decades, the National Dropout Prevention Center has been leading the national discussion on dropout prevention and increasing the high school graduation rate. Through research studies, national and regional conferences, seminars, and institutes; legislative testimony; publications including two professional journals and multiple monographs written for educators, third-party evaluations and consultant activities, as well as its Web site (www.dropoutprevention.org), the NDPC has worked to help educators and community leaders at local and state levels confront this issue, one of the most crucial of our times.

The Problem

A quick look at the statistics shows that this is a major national issue and is also one of South Carolina's most significant problems. Using the 9th grade enrollment as a baseline, and a cohort method of measurement, researchers put the state's graduation rate at just 51%, the worst in the nation.

High school dropouts certainly have a huge impact on economic development. Students who drop out don't just disappear. While a significant number go on to achieve a GED or high school diploma through adult education or other program, many show up on welfare rolls, in prison cells, and in unemployment lines. Some others become teen mothers and drug users. When they do find employment, they most often are in low-wage jobs. For most, their lives are negatively affected both socially and economically, with prospects for the future very dim. And the statistics show, their children tend to repeat the cycle.

Solutions

The NDPC has identified 15 Effective Strategies that have proven effectiveness in dropout prevention. None work in

isolation; yet collectively they create positive student success. Some strategies are extremely cost effective, such as mentoring, service-learning, and community involvement, while others may require greater investments, such as use of educational technology. Investment in these strategies will help more young people graduate and be prepared for the future. These investments, whether financial or human capital, are valuable and contribute to a better prepared workforce.

The NDPC has been working in recent years in the policy arena of South Carolina's approach to stemming this tide. Involvement of NDPC staff with the South Carolina Department of Education on a Truancy Prevention program has resulted in a series of publications that can help districts deal with the multifaceted issue of truancy. The NDPC staff also serve on state committees of the new Education and Economic Development Act of South Carolina. The hope is for an increased graduation rate with each student having significant skills contributing



to the economic growth of South Carolina. The Act significantly restructures South Carolina's schools to engage students earlier and more in depth through curriculum content organized within career clusters and has a clear focus on increasing the graduation rate with students having the skills necessary to succeed in life and contribute to their own economic growth as well as that

of South Carolina.

The NDPC has learned over the years that stemming the tide of school dropouts and increasing graduation rates are both a state and a national issue; it is also an international challenge. This Clemson center leads the way in this wider arena as well: NDPC's *International Journal on School Disaffection* has become a well-regarded forum for the common concerns and solutions to this intractable problem.

When you see an improvement in graduation rates in the next decade, you will know that our college's NPDC, now celebrating its 20th anniversary, will have played a significant role.

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Sullivan Center Partners to Bring Better Healthcare Access to Those in Need

A partnership has been formed in cooperation with the City of Clemson, Clemson Community Care and the Joseph F. Sullivan Center to assess the health care needs of low-income residents and to develop strategies to address those needs.

The Clemson area has a significantly higher poverty rate (27.9%) than the rest of Pickens County or Oconee County. Employees of the Clemson Community Care and City of Clemson recognized that many of the clients had problems accessing health care. As such, Mayor of Clemson approached the Linda Crew, director of the Joseph F. Sullivan Center, to request assistance.

Recent studies show that although the Joseph F. Sullivan Center has provided affordable health services on Clemson campus since 1978, only 16.4% of those surveyed had ever heard of the Sullivan Center. Those who knew about the Center indicated

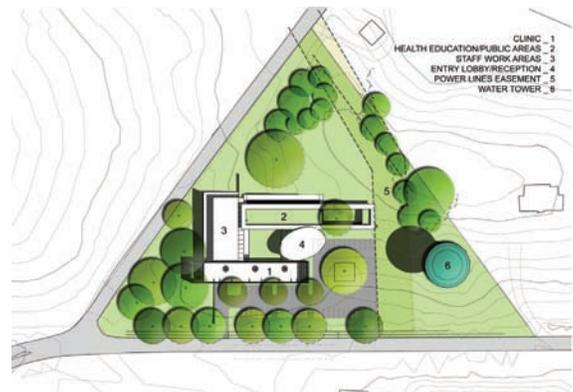
that limited parking and a lack of transportation kept them from using the services.

The partners defined short and long term strategies to increase access to health care for the Clemson area. The long-term goal is to increase visibility and accessibility to services of the Joseph F. Sullivan Center by moving the facility to a site off-campus or on the fringe of campus.

The new Joseph F. Sullivan Center will integrate significant community, university and city constituencies with the goal of providing comprehensive health delivery and health promotion for the entire community. It will provide a health care model that will focus on prevention and the creation or sustainability of health versus the biomedical model with a focus on intervention.

Construction on the new project is slated to begin in 2008.

Image renderings of the proposed new development



Wachovia Foundation Makes \$1M Commitment to Support Mentors and Scholars Program

The Wachovia Foundation has committed \$1 million to two Clemson University programs aimed at encouraging young people who never considered college an option - Call Me MISTER and Emerging Scholars.

The Wachovia Foundation Mentors and Scholars Program will target South Carolina's educational system. Seven-hundred thousand dollars of the gift will provide scholarships for Call Me MISTER as well as enhance the Call Me MISTER Leadership Academy by creating a direct mentorship program with Emerging Scholars. The remaining \$300,000 will fund a class of 50 Emerging Scholars students for the three-year program. At the end of the program, scholarship support will be available to students who decide to attend Clemson.

"At Wachovia, the top priority of our foundation is public education because the school system is the cornerstone of any community," said Kendall Alley, Wachovia regional president for South Carolina. "We all have a stake in the quality of education, because the results it produces impact all our lives. That's why partnerships like this are critical."

"This gift is a win-win for Call Me MISTER and Emerging Scholars," said Call Me MISTER program director Roy Jones. "Engaging with these high school students provides the Misterys with the opportunity to become role models, which is great real-world training. It is also a great opportunity for the Emerging



The Wachovia Foundation has committed \$1 million to two Clemson University programs aimed at encouraging young people who never considered college an option - Call Me MISTER and Emerging Scholars.

Scholars to be in contact with college students that will work with them, encourage them and model how to be successful college students.”

Call Me MISTER was launched by Clemson to recruit, train, certify and secure employment for African-American men who want to teach elementary school in South Carolina. Program participants - the Misters - are enrolled at Clemson, Benedict College, Morris College, Claflin University, South Carolina State University, Midlands

Technical College, Orangeburg-Calhoun Technical College, Tri-County Technical College and Trident Technical College. Fifteen Misters have graduated from the program and are teaching in elementary schools across the state.

The Emerging Scholars Program, which began in 2002, reaches out to high school students in economically challenged counties in South Carolina to provide them with the knowledge and skills they need to succeed in

college by “demystifying” the college experience. The program focuses primarily on students from three counties that rank near the bottom of the list in per capita income: Hampton, Bamberg and Allendale. The students take part in a one-week residential program at Clemson their first year and two weeks the following year. As rising seniors, the students participate in a college freshman simulation, in which they spend three weeks on campus and take five college mini courses.

NEWS FROM THE SCHOOL OF NURSING

1st Annual Nursing Alumni Day Small but Successful

Our reunion was small but significant this year. We were honored to have in attendance, in addition to the alumni and faculty, Dr. Victor Hurst, who was provost during the establishment of the College of Nursing at Clemson University and who was influential in the College's further development. Without his support and guidance, none of us would have attended a Nursing Alumni Day at Clemson, as there would have been no nursing program on campus.

The alumni in attendance were pleased and impressed with the new Clinical Learning and Research Center (CLRC) as a learning environment and with SimMan, the Human Patient Simulator, as a teaching tool. A brief tour and demonstration in the CLRC was followed by lunch. After lunch, the group met in the new “smart wireless classroom”, designed for the use of laptops in the classroom, to discuss ways to strengthen our relationship with our alumni.

Issues discussed and alumni feedback during the day included topics about the Clemson Alumni Nursing Society (CANS) and promoting the “Clemson Nurse” concept. Suggestions included a more



detailed concentration on the vision and mission of CANS by electing officers to carry out the business of the society.

Promotion of the “Clemson Nurse” concept focused on making the alumni day a celebration about the nature of what we are, Clemson nurses. There seems to be a sense among alumni of being a part of the Clemson family, but, at present, that feeling does not encompass the School of Nursing, so we need more ways to reach the alumni.

Suggestions included highlighting alumni accomplishments on alumni day and also throughout the year, perhaps establishing a forum of influential alumni. Others include promoting a focus on nursing alumni in the Clemson World magazine, using the college newsletter, *HEHDlines*, to communicate school news to our alumni, sending out at least one school newsletters each year that includes alumni news, school and faculty news, and plans for the annual alumni day.

Recognizing important alumni life events, keeping an active School of Nursing link on the Clemson Alumni Website, and updating the School of Nursing Website monthly in order to keep alumni

informed current happenings also ranked high on the list of things to better engage alumni.

Addition suggestions included the posting of alumni contact information on the School of Nursing Website, establish an e-newsletter, invite seniors to alumni day and try to establish a strong tie before they leave, and stressing the message of the importance of being involved with the school.

Most attendees of the Alumni Day liked the idea of having the annual alumni date in the Spring, and around the weekend of the Spring Football game. The as the campus is particularly beautiful during this time of year and the football game accommodates some family members' interests.

If you have suggestions about the annual School of Nursing Alumni Day, please visit our Website at www.hehd.clemson.edu/Nursing/index.html.



Ph.D. Program in Nursing and Genetics Receives Preliminary Approval

Curriculum Model Unique to the South East and One of only Four Nationwide

The Clemson University College of Health, Education, and Human Development (HEHD) School of Nursing is taking multidisciplinary steps to ensure the future of well qualified nurse researchers, clinicians and faculty. With a world-wide nursing shortage at hand and the entirety of the Boomer generation quickly reaching retirement, the need for educators with the highest level of educational preparation is becoming a significant national issue. And, if not policed with proper strategic planning, this trend could become detrimental to the future health and well being of our country.

Two areas, mapping the human genome and nano technology hold the potential to make extraordinary advances in the health care field. However, this technology creates additional needs, one of which is experts in the fields of genetics and nursing. Plans are underway for the HEHD School of Nursing to provide a new interdisciplinary Doctor of Philosophy (Ph.D.) program in conjunction with cutting-edge partners in the field of genomics. The South Carolina Commission on Higher Education recently approved a preliminary proposal by the School of Nursing to offer a Ph.D. degree in nursing and genetics.

“This innovative proposal is based on the recognition that the problems we are facing in health care require an interdisciplinary approach which would also address the acute shortage of

nurses prepared at the doctoral level,” said Rosanne Pruitt, Ph.D., director of the School of Nursing.

This interdisciplinary initiative encompasses the Clemson University emphasis areas of Family and Community Living and the Biotechnology and Biomedical Sciences. Several departments within the university are collaborating with the School of Nursing on the proposed new program and additional partnerships outside of the university are already taking a supportive role. If final approval is given, the HEHD School of Nursing will be the third degree-granting unit within the state offering a doctoral program related to the field

of nursing. However, the School of Nursing program area of genetics and nursing is a vastly different area of study when compared to others within the state and will be unique to this area of the country. If approved, the Ph.D. program will become a peer of only one similar program in the nation at the University of Iowa.

According to Pruitt, the key to earning preliminary approval was constructing an educational program that contrasts relative to the other Ph.D. programs offered within the state, which included the Medical University of South Carolina (MUSC) in Charleston and the University of South Carolina (USC) in Columbia. The focus of the doctoral program at MUSC concentrates on vulnerable populations and the program at USC is focused on nursing research.

The School of Nursing proposal emphasized the strengths, expertise and



reputation of Clemson University in all fields revolving around genetics and genetics research, including the partnership with Greenwood Genetics Clinic. The submission also focused on program interest areas in the field of health disparities, which is a substantial area of research and program development throughout the entirety of the college.

The preliminary approval paves the way for faculty to continue working on a full proposal, which includes development of program curriculum, recruitment of additional faculty instructors and a pipeline of prospective students. The proposal implementation date is Fall, 2007. Click on the blue links for more information about the HEHD School of Nursing, Clemson's Biotechnology and Biomedical Sciences and the S.C. Commission on Higher Education.

Baby Found in the SoN Clinical Learning Lab

Authorities Frustrated with Blank Façade of Suspects

A baby was delivered in the School of Nursing Clinical Learning and Resource Lab (CLRC) earlier this year. Since that time, the School of Nursing made the decision to keep the child and raise the little bundle of joy on their own.

Authorities believe that it was no mistake that the package arrived without anyone noticing. According to CLRC director Michelle Marchesse, “the building was full of faculty and staff. But not a sound—not a whimper, a cry, nothing—was heard during the delivery process.” Marchesse goes on to state that there was “no mess or any other traces of evidence that one might expect during such an event.” Marchesse walked over to the unexpected package and found something that no one would ever expect in a institution of higher education. She said that she looked in (the package) and saw a baby that, “at first glance didn’t seem to be quite so normal.”

Unaccustomed to such events, Marchesse placed a phone call to the director of the School of Nursing, Rosanne Pruitt, who, according to reports, quickly made her way to the CLRC. Authorities said that once Pruitt arrived, “everything started to shake out.” Apparently Pruitt, a veteran of the School of Nursing, has seen this before and knew exactly where to find a link to some of the missing information.

According to the College of Health, Education, and Human Development (HEHD) administration, Pruitt immediately walked into the adjacent clinical learning bay and directed authorities toward long-time staff members, Tiger Lilly, Pat Seymour, and Noelle, all members of the same Sim family. Authorities then began in earnest their investigation.

Two months later, the investigation remains open partially due to a lack of cooperation from the Sim family. Authorities continue to interact with each family member while keeping them in separate clinical learning bays and confining them to a bed, but the Sim family remains quiet.

Police have even resorted to humiliation tactics such as forcing family members to wear orange wigs and fitting them with nothing more than hospital-style haberdashery, but to no avail. Authorities only receive blank stares and lack-luster facial expressions from the “persons of interest”.

“It’s as if they are testing us,” said one official who agreed to speak on terms of anonymity. “It’s so frustrating watching them lay there simulating life, death and other realistic medical conditions while we are trying to complete our investigation.”

Responses from Sim family members seem to come only when nursing students are allowed to poke and prod them as if they were nothing more the highly-technical mannequins, the type used as educational devices to teach advanced clinical skills.

Frustrated with the progress of the case, authorities have handed the entire Sim family and the new baby, who bears a striking resemblance to each family member—but on a smaller scales—to HEHD administration. According to Marchesse, the courts have given administration the right to use the uncanny-life-like resources of the family to train all future nurse in the School of Nursing until such a time when closure can be brought to the case.



School of Nursing Students Span the State and Nation with Summer Internships

Many of the clinical agencies with whom the School of Nursing collaborates have externship programs for nursing students. Others businesses in the field hire students as nursing technicians. Each program gives the students hands on experience, which allows students to focus on critical thinking and other high-level skills in their final nursing courses. We asked the nursing students to let us know where they were working this past summer, and below is a quick summary of those reported who reported back to us.



- AnMed Health, Anderson – Twelve students
- Beaufort Memorial Hospital, Beaufort – Two students
- MUSC, Charleston – Four students
- St. Francis, Charleston – One student
- Lexington Medical Center, Columbia – Four students
- Palmetto Health Richland, Columbia – Six students
- Providence Hospital, Columbia – Two students
- Carolinas Hospital System, Florence – One student
- McLeod Hospital, Florence – One Student from the School of Nursing
- Greenville Hospital System, Greenville - Two students
- St. Francis Bon Secours, Greenville – Seven students
- Regency Hospital – One student
- Alzheimer's Assisted Living – One student
- Pickens Palmetto Health, Easley – Five students
- Clemson Downs, Easley - Two students
- Oconee Memorial Hospital, Seneca – Three Students
- Keowee Primary Care, Keowee - One student
- Spartanburg Regional, Spartanburg - One student
- Tuomey Hospital, Sumter - One student
- Duke University, Duke, N.C. - Two students
- Mayo Clinic, Rodchester, MN - Two students
- Other States - Eleven students



HONORING OUR HEHD RETIREES

On Thursday, May 11, the College of Health, Education, and Human Development (HEHD) Honors and Awards Committee proudly recognized and celebrated the many years of outstanding service and contributions of HEHD faculty and staff who are retiring. As a group, the retirees gave 389 years of dedicated service to Clemson University and as an integral part of the Clemson family. On behalf of Clemson University and the College of HEHD, we are deeply grateful for the legacy of progress that you are leaving and our warmest wishes to each of you in your retirement.

Barbara DeLorenzo, Administrative Assistant, Leadership, Counselor Education and Human & Organization Development Department

Barbara DeLorenzo began her Clemson with the Department of Elementary & Secondary Education. She transferred to Counseling and Leadership during the College reorganization. She witnessed the development of the current Eugene T. Moore School of Education and was involved with both an NCATE and a SACS accreditation. Barbara DeLorenzo gave Clemson University 19 years of service.



Barbara Griffin, Professor, Counselor Education

Prior to coming to Clemson University, Griffin has served as President of the Association of Counselor Education and Supervision from 1993-94 and prior to that time served on numerous committees at the state, regional and national level for American Counseling Association. She has received a professional award for the



Outstanding Teacher of the Year for the College of Education at Southwest Texas State University in 1986. Her interests are in the areas of international education and cultural experiences for students and constructivist concepts as applied to the counseling process for the college population. Griffin was a faculty member at Southwest Texas State University in San Marcos, TX. From 1980 to 1986 she taught graduate and undergraduate in Counselor Education. She began her career as a guidance counselor in Trumbull, Conn. in 1970. Griffin edited a text on constructivist techniques in counseling, supervision and research and published articles in journals such as Journal of Counseling and Development and Journal of College Counseling. Barbara Griffin gave Clemson University 21 years of service.

Clint Isbell, Professor, Human Resource Development

Clint Isbell served as a professor of Technology & Human Resource Development. He also served as Coordinator of Technology Education graduate studies at California State University, Long Beach. Isbell has published articles in journals such as the Journal of Industrial Teacher Education. Before retirement, Isbell spent most of his time coordinating the online Masters in Human Resource Development program for the Strom Thurmond Boys & Girls Clubs of America Leadership Institute and as a member of the Workforce Planning Team for the SC Department of Transportation project. Professional memberships include the Board of Directors of the National Technical Honor Society, past president of the Carolinas Society for Training and Development and director of the CSTD Training Institutes. Before retirement, Isbell's research interests were in the areas of Needs Assessment and Evaluation of Training and Development Programs, Effectiveness of Distributed Learning Technology (Web-based and Videoconferencing technology), and Workforce Planning. Clint Isbell gave Clemson University 33 years of service.



Don Keller, Professor, Counselor Education

Don F. Keller is a Professor of Counselor Education at Clemson University. He has taught at Clemson University for the past 30 years. Prior to that he taught 6 years in the public schools and 3 years at Western Kentucky University. He began his career as a junior high school teacher in Missouri. At Clemson University he has taught Group Counseling, Introduction to Community Counseling, Psychopathology for Counselors, Psychodiagnostics for Counselors, Appraisal Procedures, and Counseling Internship classes. He has served as Department Chair and Area Coordinator in Counseling. Dr. Keller has published articles in the Journal of School Leadership, the Clemson Kappan, and the Palmetto Administrator. Dr. Keller has served as an elected member of the Board of Directors for the South Carolina School Counselors Association. He currently serves as the Vice-President of Post Secondary Education for the South Carolina School Counselors Association. He has made professional presentations to the American Educational Research Association, the American Counseling Association, SACES, and the National Association for Rural Educators. Dr. Keller has been active in getting funded grants from Eckerd Youth Alternatives and the South Carolina Department of Education. Dr. Keller's current research interests are in the areas of drug relapse, educating and counseling at-risk youth, and in implementing the Gerwe Orchestration Method with at-risk youth, drug problems with all age groups and differing nationalities, and women's issues such as domestic violence. Don Keller gave Clemson University 35 years of service.



William "Bill" Leonard, Professor, Secondary Education in the Teacher Education

Dr. Leonard specializes in secondary science teacher education. His students



are either teachers of sciences or are soon to be high school science teachers. He also has many students working on a Ph.D. in Curriculum and Instruction–Science. His doctoral students enter careers in higher education either as science teacher educators in departments of education or as teachers of biology, chemistry, physics or earth sciences in smaller two- and four-year colleges. He is currently Editor of the Research and Teaching Department for the Journal of College Science Teaching, serves as Director-at-Large for the National Association of Biology Teachers and is on the Editorial Advisory Boards for The Science Teacher and for the Journal of College Science Teaching. Bill Leonard gave Clemson University 20 years of service.

G. Wesley Burnett, Professor, Department of Parks, Recreation and Tourism Management

Dr. Burnett earned his Bachelor of Arts in Geography from Southern Methodist University and then earned his M.A. and Ph.D. in geography from the University of Oklahoma. Dr. Burnett came onboard with Clemson University in 1979 as an assistant professor. Between the years of 1984-1986, he took a brief leave from Clemson to take an appointment as the senior lecturer and chair of the Department of Geography at Kenyatta University, Nairobi, Kenya, where his duties included teaching, administration, and the director of the University Arboretum. Combining his skills, Dr. Burnett held professorial appointments at Clemson in both the Department of Geology and PRTM. With PRTM, he taught courses such as the Philosophy of Leisure, World Geography of Parks and Reserves, and Perspectives on International Travel. His teaching and research interests while at Clemson included planning and park management, biological conservation and third world parks. Burnett gave 25 years of service to Clemson University.



Jess Grove, Associate Professor, Department of Parks, Recreation, and Tourism Management

Jess Grove earned a B.S. and a M.Ed. in Recreational and Park Administration from the Pennsylvania State University. He came to Clemson University in 1967 as an assistant professor of recreation and park administration and taught recreation and park planning and interpretation classes at undergraduate/graduate levels. In 1974, Grove became an associate professor in the Department of PRTM. His duties included being in charge of department resource management as well as teaching classes in recreation and park planning and interpretation at undergraduate/graduate levels. Jess Grove gave Clemson University 34 years of service.



Charlie White, Associate Professor and Director of the Outdoor Laboratory

Charlie White, the first and only director of the PRTM facility operated the Outdoor Lab and its summer camps for special populations since the facility opened more than 30 years ago. On his last day of work, White decided to walk the 8.4 miles from



his office in the woods to his home in Clemson in order to put a ceremonial end to his final day at work. He was joined by family, friends and fellow Clemson employees on his retirement trek. Shortly after his retirement walk, Clemson University trustees approved the naming of the road to the Clemson University Outdoor Lab after its founding director. Previously known as Camper Trail, the winding road into the facility will be known as Charlie White Trail. Charlie White gave 35 years of service to Clemson University.



Ken Lindsey, Student Services Manager, Office of Distance Education

37 years of service

Olivia Shanahan, Training and Development Director, Office of Continuing Education in Nursing

28 years of service



Cynthia Belcher, Assistant Professor, School of Nursing

35 years of service

Emma Hatfield, Lecturer, School of Nursing

10 years of service



Barbara Holder, Associate Professor, School of Nursing

10 years of service

Sharon Thompson, Associate Professor, School of Nursing

33 years of service





Edward A. Grandpré, assistant professor of Educational Leadership in the Clemson University, Moore School of Education, died Thursday, March 16. He was 49 years old.

Ed enjoyed a 24-year career as a student affairs practitioner, including serving as a hall director, area coordinator, associate director of housing, and director of housing and residence life at Mississippi State University; an area coordinator at Florida State University; and as a student personnel assistant at The Ohio State University. He also worked in the College of Education at the University of Georgia before joining

In Memoriam

the Clemson faculty in 2004. He earned his doctoral degree in higher education-student affairs in 1995 from Ohio State. His other degrees were from High Point College and Wake Forest University.

I first met Ed in 1981 when we were both residence hall directors at Mississippi State, and we remained friends and colleagues for 25 years. I had the good fortune to work with Ed for nine years, at both Mississippi State and Ohio State. He was truly a “student development educator,” exhibiting unfailing patience and calmness in working with students and young staff. He was thoughtful, intelligent, flexible, and creative, with a wry sense of humor and an appreciation of science fiction and mystery novels, great comic strips, classic rock music, and Jungian psychology. He was a good friend, a mentor to former staff and students, and a devoted and loving father.

Ed was diagnosed with pancreatic cancer in October, but continued to teach through February, because of his dedication to his graduate students. In the weeks before his death, he was particularly grateful for the many e-mails and cards he received from former students, staff, and colleagues that he

had known throughout his professional career. He helped to plan his memorial service for the Clemson campus, and those who knew Ed well will appreciate that the music at the service included “Old Time Rock & Roll” and “Great Balls of Fire.”

Student affairs professionals in the Southeast have always been impressed by the Clemson University student affairs staff, and that perception was reinforced during the five months Ed was ill. The Clemson students, faculty, and staff pitched in to help Ed both personally and professionally – whether it was walking his dog, Ranger; cooking for him; covering his classes; running errands; or just letting him know that they cared. Ed was awed by and appreciative of the support he received from the Clemson family, despite the relatively short time he had been on faculty there.

Ed is survived by his mother, Joan Grandpré; wife, Merrily Dunn; and two daughters, Hannah and Claire Dunn Grandpré.

*Submitted by Melanie McClellan
Vice President for Student Affairs
West Georgia College*

SPOTLIGHT ON THE EUGENE T. MOORE SCHOOL OF EDUCATION

2005 Symposia on Leadership and Complexity

Top scholars in the fields of complexity science and leadership theory from across the nation, from South Africa, and from Australia met in two separate symposia in 2005—the first hosted by the Center for Creative Leadership and the second hosted by George Washington University. The purpose of these symposia was to discuss how complexity theory can inform the field of leadership. The symposia focused on finding ways to bridge these two disciplines and to begin to redefine how we perceive the leadership function in organizations.

Russ Marion, co-sponsor from Clemson University, stated that “our intent in organizing these symposia was to explore the implications of complexity theory for leadership, to introduce leadership scholars to complexity (and vice versa), and to create interdisciplinary research collaborations on this topic.” According to Marion,

several significant projects have emerged from these endeavors. First, *The Leadership Quarterly* is publishing a special issue on complexity and leadership that will appear in February 2007. Second, a book on Leadership and Complexity will be published in the *Leadership Horizons* series (Information Age Publishers) edited by Mary Uhl-Bien (University of Central Florida), Russ Marion, and Paul Hanges (University of Maryland). Third, Benjamin Lichtenstein from the University of Massachusetts led an interdisciplinary team of participants in proposing a symposium on “Leadership in Emergent Events: Exploring the Interactive Process of Leading in Complex Situations” that will be held at the National Academy of Management meeting in Atlanta in August, 2006. Finally, Doug Orton (Michigan Technical University) organized a team of participants who will conduct a Professional Development

Workshop at the Academy on complexity, leadership, and national security at the Academy of Management meeting in Atlanta. In addition to these events, there are a significant number of scholarly papers being developed on the subject, all a direct result of the efforts in these two symposia, and doctoral courses being developed, including a complexity and systems dynamics course at Texas Tech coordinated by Jerry Hunt (Texas Tech University).

The symposium at the Center for Creative Leadership (CCL) in Greensboro, NC, was sponsored by the CCL (Ellen Van Velsor), Clemson University (Russ Marion), the University of Central Florida (Mary Uhl-Bien), and Texas Tech University (Jerry Hunt). The symposium held at George Washington University (GWU) was sponsored by GWU (Margaret Gorman), Clemson, UCF, and the University of Maryland (Paul Hanges).

SoE's Professor Gambrell Beats the Odds of Being Published



Linda Gambrell, Professor of Education in the Eugene T. Moore School of Education and president-elect of the International Reading Association, has beaten the odds—again. Her book, “Beat-

ing the Odds: Getting Published in the Field of Literacy” has been selected as the October 2006 Book Club Selection by the International Reading Association. The

book, co-authored with Shelley Wepner, will be out in August.

Gambrell has written books on reading instruction and published over 100 book chapters and articles in journals such as *Reading Research Quarterly*, *The Reading Teacher*, *Educational Psychologist*, and *Journal of Educational Research*.

From 1992-97, she was principal investigator at the National Reading Research Center where she directed the Literacy Motivation Project. From 1993-96, she was co-editor of *The Journal of Reading Behavior*, a publication of the National Reading Conference. She has served as an elected member of the Board of Directors

of the International Reading Association, National Reading Conference, and College Reading Association. She was elected and served as President of the National Reading Conference and the College Reading Association. She was recently elected to serve as President of the International Reading Association (2007-08).

She has received professional awards including the 1998 International Reading Association Outstanding Teacher Educator in Reading Award, the 2001 National Reading Conference Albert J. Kingston Award, and the 2002 College Reading Association Laureate Award. In 2004, she was elected to the Reading Hall of Fame.

Eugene T. Moore School of Education Goes to New Level with Endowed Professorships

The generous endowment from Richard Rainwater and Darla Moore in honor of Ms. Moore's father, Eugene T. Moore, allowed the Eugene T. Moore School of Education to attract the expertise of Janie Clark Lindle and David Reinking who have joined the School of Education faculty in the last two years.

David Reinking, whose expertise is reading literacy is co-editor of *Reading Research Quarterly*, one of the most widely circulated and influential research journals in education. He has published in *Reading Research Quarterly*, *Journal of Reading Behavior*, *Contemporary Educational Psychology*, and *The Reading Teacher*. David recently received a \$1.8 million 3-year grant with co-principal investigator Don Leu of the University of Connecticut, *Comprehension and Reading Scale-Up Research Program*, funded by the Institute of Education Sciences, Department of Education, to address a critical national issue - improving reading comprehension among poor, low-achieving adolescent youth. The grant will investigate how adapting reciprocal teaching to Internet texts may be used to promote high levels of reading comprehension, both online and offline, academic performance, and interest in school.

Dr. Reinking's research has focused on transforming classroom literacy instruction through the use of computer-based technologies. Examples include a study of multi-media book reviews as an alternative to the conventional book report; this revealed that multi-media book reviews increased



independent reading. Further, students often discovered interesting reading material while helping each other explore how to create audio-visual effects on the computer. Other research investigates online versions of popular children's books and how they may enhance early reading development. Children who had achieved some awareness of letter-sound relations increased their word knowledge by clicking on unfamiliar words that provided pronunciations of the words followed by examples of words with similar spelling patterns.

Questions David Reinking researches include, “How are reading, writing, and accessing information evolving in a digital world, and how should literacy instruction that has been grounded in printed materials respond? How should it be taught in schools? How should teachers be prepared to teach new forms of literacy?”

Janie Clark Lindle, whose expertise includes school and community relations, parent involvement, micropolitical aspects of schooling, school policy evaluation, and governance, joined the educational leadership area. Her research has appeared in *Educational Leadership*, *Educational Policy*, and *Journal of School Leadership*, among others. Dr. Lindle just published a new book, *20 Strategies for Collaborative School Leaders* published by Eye on Education in 2005. She has served as consultant to the states of New Jersey and Georgia as well as several universities in the assessment and reform of leadership preparation programs. She is the immediate past Edi-



tor of *Educational Administration Quarterly* and has served as program chair and President of the Politics of Education Association. As an American Educational Research Association (AERA) member, she has made numerous presentations as well as participated in the development of the Teaching in Educational Administration SIG and the development of Division L.

Under the leadership of Janie Clark Lindle, the Eugene T. Moore Leadership Initiative is Clemson's educational leadership pilot program for aspiring school leaders involving a cohort of students from two partner school districts, Anderson 4 and Greenville. The program prepares educators whom their school districts nominated as potential principals. The two-year program involves a reorganization and redesign of the Master in Education curriculum focusing on instructional leadership. Changes in instructional leadership curriculum include requiring principals to use technology to monitor student and staff databases for progress toward achieving school improvement goals.

Dr. Lindle's most recent research looks at principals' use of time tracking their instructional leadership activities against two sets of standards, the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders and Kentucky's Standards and Indicators for School Improvement (SISI). This research has been presented at the University Council for Educational Administration (UCEA) annual convention and the annual meeting of the American Educational Research Association.

SC Student Council for Exceptional Children Have Very Supportive Year

The SC Student Council for Exceptional (SC CEC) closed out the month of April with a very successful Special Olympics Event while at the same time taking stock in year filled with exceptional support.

Students, along with SC CEC advisor and Eugene T. Moore School of Education assistant professor Paul J. Riccomini, PhD., held a Special Olympics event on April 21, 2006. The event raised approximately \$500 for the cause by selling t-shirts designed a local Liberty High School Student.

In addition to the April event, the SC CEC had five fundraising opportunities through the fall and spring semester by working the Canteen at various sporting events. The money that was raised was used to support Special Olympics and send five seniors to the SC CEC Conference in Myrtle Beach.

Fourteen students attended the SC CEC conference in Myrtle Beach and four participated in the College Bowl. Student representatives from Clemson finished in second place.

Four other students made project presentation at the conference, including one by Paige Hutson describing the benefits of the Association for Retarded Citizens (Arc) and Best Buddies.

"They did a fantastic job," said Riccomini. "Thank you all for your continued support."

SC CEC is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. SC CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

For more information about how you can become involved in the SC CEC, please visit their Website at www.sceec.org.

Call Me Mister Program Earns Prominent Space in New Magazine

Roy I. Jones, Ed.D., director of the Call Me MISTER Program recently submitted an article to *Teachers of Color*, a new magazine by the publishers of *The Black Collegian*. The article focuses on the vision, mission and successes of the program whose aim is to target black youths and steer them toward the profession of teaching. The article was published in the inaugural issue of the magazine.

According to the magazine's Website, *Teachers of Color* targets both new and experienced teachers with career and self development information, innovative strategies that spotlight success and news. *Teachers of Color* articles focus on the unique teaching needs of minority teachers. We spotlight innovative strategies that are working and the teachers and school districts that are succeeding. We serve the needs of our readers by dissemination news, teacher job opportunities, and professional development information. It highlights successful *Teachers of Color* and gives advice from some of the field's most enlightened thinkers. It shows success is happening



SOUTH GEORGIA ISLAND GIANT PETREL CENSUS AND SEA KAYAKING EXPEDITION

By Robert B. Powell, Ph.D., Assistant Professor, Department of Parks, Recreation, and Tourism Management

From November 12, 2005 to January 5th 2006, Clemson University assistant professor Dr. Bob Powell joined an international team of researchers

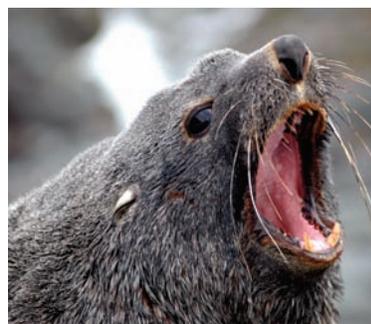


on an expedition to South Georgia Island. The purpose of this Antarctic expedition was to conduct a population count, or census, and map the breeding sites of two of South Georgia Island's endangered seabird species—the Northern and Southern Giant Petrel. Currently Giant Petrels are thought to be threatened by commercial fishing activities, invasive species, and potentially tourism visitation and the study sought to produce a baseline population count. Sounds simple enough until one considers that South Georgia Island is located 1200 miles South East of Cape Horn and 800 miles from Antarctica in the Southern Ocean and that much of South Georgia's coastline, which is the nesting habitat for Giant Petrels, is extremely mountainous and exposed to the open Southern Ocean's swell and winds.

In fact South Georgia Island is a land of extremes. Powerful storms buffet this seemingly inhospitable and isolated outpost, yet the island hosts one of the highest concentrations of marine life in the world. South Georgia's peaks rise out of the turbulent Southern Ocean over a mile and a half. The island's ice cap extends its fingers into the many fjords, and glacial fronts drop thousands of tons of ice bergs into the stormy water. Conducting research in this extreme and isolated environment proved both physically and logistically challenging.

To complete the census, members of our expedition systematically walked over all vegetated habitat and identified and counted all apparently occupied nests (AOC). (A nest was considered occupied if an egg or chick was present.) This required many field hours in all types of weather covering steep, rugged terrain that often was also populated by aggressive seals. In addition a Global Positioning System (GPS) waypoint for each nest was recorded as well as several immediate environmental factors such as the surrounding vegetation community and an erosion ranking.

To overcome the logistical challenges, the research team utilized a unique strategy. First a research vessel was chartered for the



two month expedition to sail the team from the Falkland Islands 800 miles to South Georgia Island and to provide transportation around the island and a base with which to conduct the research. In order to census as much of the coastline as possible, two separate census teams were formed; one which was vessel based and another field team which camped on the island and used sea kayaks to traverse the rugged coast.



The kayak field team, which was made up of Leiv Poncet, expert sea kayaker and researcher, and myself, incorporated the concepts of exploration, adventure, and discovery, and utilized the simplest of craft to navigate the inaccessible,

isolated and rugged coast of South Georgia Island. Meeting the yacht every three to ten days, the field team kayaked and camped for seven weeks. We would move our camp when weather permitted and when we had completed our census of an area; this meant we enjoyed some stunning days on the water generally in fairly calm conditions. On two occasions we paddled 60 miles—long days in the boat but this allowed us to move to another suitable camping and census spot. Over the course of the seven weeks Leiv and I circumnavigated the island by sea kayak in our efforts to census as much of the birds' habitat as possible. We completed our kayaking efforts on Christmas Eve and joined the full team for the remainder of the expedition.

In the first season of this two year project, the full science team surveyed over two thirds of the Giant Petrel's habitat on the island and we counted and mapped over 5000 active nesting pairs of Giant Petrels. In the future I will be collaborating with team scientists to investigate the potential role that environmental factors, such as invasive species, breeding site competition, vegetation community, influence nesting site density and selection. In addition, we will identify any locations where nesting birds and tourism visitation overlap and develop a strategy for mitigating nest disturbance. Park and protected area managers will also use the results of the project to plan the management of breeding areas that are impacted by invasive species. Finally, the results of the study will establish a baseline for future long-term demographic studies as well as

inform future research and management priorities for effective conservation of each species.

However, what may prove to be the most important contribution and legacy of this expedition could be the educational and adventure component of the project. Several expedi-



tion members including Dame Ellen MacArthur (world famous English sailor) are producing films, writing articles, and developing web sites pertaining to the threats, such as impacts of the fishing industry, faced by the world's Albatross and Giant Petrel populations. There are fishing practices and new technological equipment that can reduce and even eliminate the inadvertent killing of these magnificent pelagic sea birds, but some fishing fleets are slow to adopt these changes. The past has shown that huge shifts in public attitudes through educational and documentary efforts can have dramatic and immediate positive impacts on industry practices and on world politics. Scientific research and management activities alone cannot conserve our valuable natural resources and I believe that educational efforts are now vital aspects of scientific inquiry, park management, and biodiversity conservation efforts.



When reflecting on my involvement in the project and the circumnavigation of South Georgia Island by sea kayak, thought of by many as the equivalent of climbing Mt. Everest, I believe



that tempting the immense forces of the world's roughest seas was a bold and risky endeavor, but conducting research that protects the beauty, mystery and energy of this primitive land was the measure of our success. In a land that seems to defy the rest of the world in its ruggedness and isolation, the effect of man's activity on South Georgia and its wildlife is undeniable and only further reinforces humankind's responsibility to the web of life. No place, no wilderness, no matter how isolated is exempt from the effects of our activities, but with proper management we may ensure the future preservation of the fauna of South Georgia and its premier wilderness for future generations.

Dr. Bob Powell is a previous member of the US Canoe and Kayak Team and has conducted research or led paddling expeditions to Antarctica and to over 40 countries around the world. Finally Bob completed a PHD from Yale University's School of Forestry and Environmental Studies in 2005 and is now an Assistant Professor in the Park, Recreation, and Tourism Management Department at Clemson University specializing in international park and protected area management and biodiversity conservation.

NEWS FROM PUBLIC HEALTH SCIENCE

GRIT Hosts Second Successful Symposium

By Cheryl Dye

On May 9th, the Gerontology Research Interdisciplinary Team (GRIT) hosted its second annual symposium, "From Baby Boom to Silver Boom: Are We Ready?"



There were 116 registered attendees for the symposium with the majority representing aging agencies and organizations outside of the university. The agenda featured opening remarks by Ms. Nela Gibbons, Director of the South Carolina Office on Aging and Dean Allen. GRIT researchers and their partners then made presentations describing their projects in caregiving, nursing home culture change, transportation and financial security in later life. Feedback from attendees and faculty partner presenters was enthusiastically positive.

Dept. of Public Health Sciences and School of Nursing Collaborate to Earn Major Grant from HRSA

Effort Helps Rural Community Seniors Regain Independence

Through a collaborative effort between the research arms of the Department of Public Health Sciences and the School of Nursing, senior adults will soon have badly needed assistance when transitioning from a home healthcare environment. The grant, awarded by the U.S. Department of Health and Human Services Health Resources and Services Administration (HRSA), will help train older Americans living in rural communities with the skills necessary to self-manage their particular chronic disease.

The \$374,000 grant will augment the home health services already in place through the efforts of Oconee Memorial Hospital and the South Carolina Department of Health and Environmental Control. The new aspect of the program uses funds to train community volunteers, or health coaches, to assist the older members of their communities that have to deal with chronic disease on a daily basis.

The goal of the project will be to assist older adults in Oconee County who have been discharged from home health services as they transition from home health to managing their chronic condition on their own. The collaborative partners will begin with a focus of helping those with diabetes, congestive heart failure and cardiovascular disease.

This was the only Rural Health Outreach grant awarded in the state and this is the first time that OMH will benefit from federal grant funding.

Discharged home health patients need to frequently be re-hospitalized or visit the emergency room because they have been unsuccessful in managing their condition. Colligate, hospital and government administration hope to see a side benefit

from this concentrated effort by reducing these occurrences, and therefore providing a significant savings in healthcare costs.

The community volunteers who agree to be trained as health coaches will also benefit from receiving a 100-hour educational program offered by lead research faculty from the College of Health, Education, and Human Development (HEHD). Dr. Deborah Willoughby, Faculty, HEHD School of Nursing and Dr. Cheryl Dye, Faculty, Department of Public Health Sciences will instruct courses on basic health information, how to manage chronic conditions, making behavioral changes and how to access community resources to enhance health.

Student participation is also part of the plan. A nursing student with experience in the field of gerontology will be placed with each health coach and their client for at least one home visit. This service learning experience will be made possible through the work of Dr. Julie Eggert, Faculty, HEHD School of Nursing as part of the nursing curricula by requiring this as part of her student's coursework.

In addition, two students from the Department of Public Health Science will be engaged in a research capacity to assist with implementing the project and analyzing data.

I think this project is an excellent example of CU researchers being engaged with the community in developing research proposals to serve populations in need, as well as providing meaningful service learning experiences for our students.

This innovative model of healthcare delivery is the beginning of a process that could possibly be replicated in all states throughout the nation. It's a prime example of how the College of HEHD is using grant funding to fulfill the College mission. This healthcare model engages the community and serves their needs; it also provides crucial research data to assist with the management of a national healthcare crisis while proving meaningful service learning experiences for students.



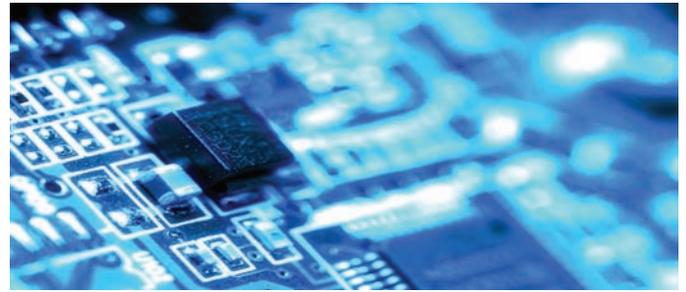
Front Row: Mary Ellenburg, S.C. Department of Health and Environmental Control, Jeanne Ward, CEO, Oconee Memorial Hospital, Dr. Cheryl Dye, Primary Investigator, HEHD Department of Public Health

Back Row: Katherine Turner, Representative, the Office of Congressman J. Gresham Barrett, Dr. Julie Eggert, Co-Investigator, HEHD School of Nursing, Dr. Deborah Willoughby, Co-Investigator, HEHD School of Nursing, Danielle Gibbs, Representative, the Office of U.S. Senator Jim DeMint

Research team not pictured: Dr. Eric Seiber, Data Analyst, HEHD Department of Public Health Sciences, Amy Brock Martin, Evaluation Consultant, S.C. Office of Rural Health.

HEHD COMPUTER SUPPORT SERVICES SPOTLIGHT

What does the Computer Support Services unit do for the College of Health, Education, and Human Development (HEHD)? The computer support services unit provides insight, supervision, and direction into nearly every aspect of the college through the use of computer technology. Using established policies and procedures, we use computer technology to support grant-based research. We automate features on computers for virus scan and security. We assist with the use of software applications that are used by anyone in the college. We also purchase computer hardware, software, hand held devices, and other technologies to enhance the day to day functions of the users we support in HEHD.



Linda McGee

Q Computer technology is not only pervasive in nearly everything throughout the college but it's also a very dynamic field. How hard is it to keep up with technology that is constantly changing? Is the continuous change a burden?

A Constant change in any form can be viewed as a burden, but that's not exactly how the people in our profession view the issue. This kind of environment is for those who thrive off what some might call a burden. More often than not people in computer technology view changing technology as a learning experience and as advancing the knowledge. This profession is filled with those who can rise to the challenge when faced with a problem. Of course this can be frustrating but it simply goes with the territory; it's part of our job.



Dexter Stowers

Q What is the most common incident where your services are needed?

A The most common incident requiring our services are the individuals who change log-in passwords but forget the new password. Also, we find that there are many problems resulting from e-mail. We tend to a significant amount of data migration one computer to another. Installing new software or upgrading older software also ranks high on the task list of repetitive services.

Q There is an exhaustive amount of intellectual property on computers and computer networks throughout the college. What is the role of Computer Support Services as it pertains to network security? What steps are taken to keep people's property private and to protect against piracy?

A Intellectual property is the most difficult to secure. Even if you have passwords on your machine and passwords on your accounts, if someone walks off with your laptop, your intellectual property is gone. Stringent control of access to the network is our main line of defense. We also encourage several best practices, including strong passwords, screensavers that are passwords protected, keeping track of laptops in public places, routinely backing up data and practices that reduce the risk of viruses, spyware and hacking. The more aggressive and larger scale efforts to maintain privacy are handled by the Division of Computer and Information Technology and CU Network Services.

Piracy is a topic unto itself. There are simple practices which one can employ to help reduce the ability of an individual to take or copy software which is licensed to someone other than themselves. Although this is a very difficult area to control, we now require installation of software to be done through an authentication process.

Remember, one of the best practices to help secure your data is not telling anyone your password.



Glen Gibson

Q Computers are complicated and detailed pieces of equipment. Some people often believe they know a lot more about a computer than they actually do. What should people never do to a computer unless they know exactly what they are doing?

A Unless you have been trained in system repair and problem mitigation, and really know what you are doing, it is not recommended that you change any settings in your system registry, kill processes that are running on your compute, turn off services that are running on your computer, install applications, or share files from your computer.



Julie Breazealle

Q Along that same line, what should all computer users learn how to do?

A All computer users should learn how to run virus scans and spyware scans on their computers, and that should do those things at least once a week. They should also learn how to configure a firewall. Most importantly, they should learn how to backup and secure data. When backing up data, it's good practice to do a trial restore so that you know the backup data is actually backed up.

Q For all of the computer technofiles reading this article, what is the coolest project that Computer Support Services has worked on during the past two or three years?

A We have worked diligently to create a common platform for our colleagues across the HEHD campus facilities. We have standardized most of the applications used by the college and the manner in which they are installed and setup. This has enabled computer support to create a process where we can reload or re-image nearly any machine in the college very quickly from a remote location and not disturb the users' data at all. We have a process which reloads the HEHD lab images on lab machines on a regular basis. This keeps the machines working at peak efficiency for the students. We really take our responsibility seriously. I hope that it is evident to everyone in the college that we have made substantial improvements in the technology over the past 2 or 3 years. We still have a journey ahead of us but this group is up to the task.



Mark Clay,
Team Leader



Jordan Hammond

Q What is on the horizon for the College of HEHD as it pertains to the changing atmosphere of computer technology? What's the next "really big thing" for the college?

A We have some of the brightest and most forward thinking professionals on campus. We have dedicated, hardworking students who have stepped up to take on the challenge of any new idea we develop. As far as what is the next big thing for HEHD, as my uncle would have said, "you're just going to have to hide and watch to see what we do next".

NEWS FROM THE DEPARTMENT OF PARKS, RECREATION, AND TOURISM

Clemson Board of Trustees Approves Renaming Road after White



The Clemson trustees approved the naming of the road to the Clemson University Outdoor Lab after its founding director, Charlie White. Previously known as Camper Trail, the winding road into the facility will be known as Charlie White Trail. The Outdoor Lab serves as a summer camp for special populations -- such as blind and hearing-impaired children -- while also serving as a classroom for the college students learning to work with those children. This summer, the Outdoor Lab's 35th, will be the first without White at the helm.

Joan Pettigrew has been hired as the new director of the Osher Lifelong Learning Institute. Joan is a graduate of our program and we are glad she has chosen to join us. She will build on the hard work of Ann Marshall and continue to direct the development of OLLI into one of the premier lifelong learning programs in the country.

Charlie White is pictured with the road sign renaming Camper Trail to Charlie White Trail. The picture was taken at the Sertoma Regional Convention in Greenville on April 7th. Gregg Cooley, the Camp Sertoma chairperson, spearheaded the effort.

2006 PRTM Department Award Recipients



L. to r. front row: Ali Bedard, SC Park, Recreation and Tourism Commission Outstanding Travel and Tourism award; Scarlett Herndon - Shooting Star Award, Caroline H. Marshall - Stevenson-Smith-Lovett award; Aloyce Nzuki and Angela Conti – both received an Outstanding Graduate Student award.

L. to r. back row) Michelle A. Cauthen - Award for Excellence in Therapeutic Recreation; Randi L. Altstaetter – received three awards: Academic Achievement Award at the Senior Level, Bert and Johnnie Brantley Outstanding Student Award and the Greg Schoper Leadership Award; Ashley R. Park - Academic Achievement Award at the Senior Level; Christopher A. Gardner - Legends Challenge Outstanding Student Golf Management award; and Preston Thomas, Shooting Star award.

Absent: Sean M. Flanagan, Academic Achievement Award at the Senior Level; McKenna E. Maertens, Academic Achievement Award at the Junior Level; Megan M. Dunne, Stevenson-Smith-Lovett Award; Lauren F. Huckaby - Legends Challenge Outstanding Student Sport Management award.



Dr. Mark S. Henry was presented with the 2006 Distinguished Service Award by Dr. William Norman. Dr. Henry works in Applied Economics and Statistics



Pictured l. to r. presenting the Outstanding Alumnus Award to Nancy J. Byrne is Dr. Brett Wright, current Department Chair of PRTM and Dr. Bert Brantley, the founding Department Head, 1966. Ms. Byrne is the Director of Travel and Tourism for New Jersey.

Conovers Increase PRTM Endowment for Graduate Student Fellowships

Professor Emeritus Richard Conover and his wife Sandy have recently made two large contributions to their endowment for graduate student fellowships. The Department of Parks, Recreation and Tourism Management has been pleased to award several graduate fellowships over the past four years to students studying in the area of Recreation Resources Management, the academic area in which Dr. Conover was a professor. Dr. Brett Wright, Chairman of PRTM, stated that “Dick and Sandy have been ardent supporters of our department through their endowment and attend several of the department’s programs each year, interacting with students who have been honored as Conover Fellows.”

PRTM's Webb Published by SC Master Farm Homemakers Guild

The South Carolina Master Farm Homemakers Guild (SCMFHG) recently published a book entitled, *Farm Life—As We Remember It*. The book includes letters and stories written in hopes that future generations will be able to know more about the farm way of living, loving, working and sharing that is disappearing from the American scene, according to Carol Webb, Ph.D., retired SCMFHG state advisor and . “It is about family fun, chores, customs and hardships,” she said.

The Master Farm Homemakers Guild was organized in 1928 to recognize the contribution that farm women make to the nation as homemakers and as volunteer community leaders. This national program was initiated by the *Farmer's Wife*, a magazine published in St. Paul, Minnesota. The first National Master Farm Homemaker Award was given to 60 women from 12 states including five from South Carolina. Today, the program is sponsored by the SCFCL and the Clemson Extension Service.

The book was placed in circulation in Clemson University's Cooper Library and a second copy was placed in Special Collections. A limited supply is for sale for \$10 from Nancy M. Porter, SCMFHG State Advisor, 235 P & A Building, Clemson University; 864-656-5718; nporter@clemson.edu.

To be selected, the recipient must have 51% of her income from the farm or ranch; be at least 40 years old; and a member in good standing in a farm related organization. New members are inducted into the Guild every three years, with a new set to be inducted in November. Nominations are being accepted through May 1 and should be sent to Dorothy Coleman, SCMFHG President; 500 Pine Pleasant Church Road, Saluda, SC 29138; or call (864) 445-8854.

Clemson University serves the state's citizens, communities and businesses through Public Service Activities that include research, Extension and regulatory services for animal and plant health. For more information: www.clemson.edu/public/



Pictured l. to r. is Dr. Carol Webb, former South Carolina Master Farm Homemakers Guild State Advisor, Dennis Taylor, Clemson Library Special Collections, and Betty McGregor, SCMFHG Treasurer with a copy of a recently published book entitled, "Farm Life—As I Remember It."

PRTM Turns 40

2006 marked the 40th anniversary of the establishment of the Department of Parks, Recreation, and Tourism Management. Supporters of the college, along with former colleagues, gathered in April to celebrate the occasion at the Annual Student Awards Banquet. Dr. Bert Brantley, PRTM's founding department head, provided the keynote presentation. Several former students contributed to the department's endowments in honor of the occasion.

SoE Doctoral Candidates Earn Women's Studies Research Award

Doctoral students in the Eugene T. Moore School of Education, Caroline Mills, Angela Rogers, and Lorilei Swanson were recently awarded second place in the Women's Studies Graduate Research Forum. The presentation was titled, *Unveiling Saraswati: Exploring Pay Equity and Climate at South Carolina Technical Colleges*.

Jela'ni Dais Earns SCCPA Award

Jelani Dais has been awarded the Carol Edens-Epps Outstanding Graduate Student Award for 2006 by the South Carolina College Personnel Association (SCCPA). The purpose of the award is to recognize outstanding contributions and/or potential in the field of student affairs by a graduate student. Dais is currently earning her M.Ed. from the Eugene T. Moore School of Education.



DEVELOPING OUR COMMUNITIES

Houston Center Pushes Faculty Development Program

According to the 2004 National Study of Postsecondary Faculty, African American faculty comprise approximately five percent of all full-time instructional faculty. Of the five percent, only 41% of all full-time African American faculty in 2004 were tenured. At Clemson University, in 2004, approximately three percent of the faculty at Clemson University was African American. Of all the Associate and Full Professors at Clemson University, approximately two percent was African American.

In response to these numbers as well as observational and anecdotal data collected over the years concerning the difficulties encountered by African American faculty pursuing tenure and promotion, the primary goal of the Charles H. Houston Faculty Development Program is to support the comprehensive development of African American faculty through mentoring and social activities designed to assist the program participants in gaining tenure, attaining promotions, and producing high-quality scholarship and research at Clemson University. Given the work of Charles H. Houston, the program is specifically designed for African American faculty in Education and the social sciences at Clemson University; however, the program is open to all faculty who wish to participate.

The primary outcomes of the Charles H. Houston Faculty Development Program is to assist each program participant in gaining tenure, attaining promotions, and producing high-quality scholarship and research at Clemson University.

The program components for the The Charles H. Houston Faculty Development Program consists of mentoring from tenured faculty, research and writing strategies, grant-writing techniques, documenting yearly progress towards tenure, support-group to discuss potential obstacles towards tenure, and time-management strategies.

Dr. Lamont A. Flowers, Distinguished Professor of Educational Leadership and Director of the Charles H. Houston Center for the Study of the Black Experience in Education, will coordinate and evaluate the program as well as study the perceptions and experiences of the program participants in order to collect data regarding the most appropriate ways (i.e., “best practices”) to recruit and retain African American faculty.

The Charles H. Houston Center for the Study of the Black Experience in Education enjoys a special collaborative working relationship with the President’s Commission on the Status of Black Faculty and Staff. The Charles H. Houston Faculty Development Program is an outgrowth of this partnership that was established to ensure that Black faculty development is not just treated as an isolated issue, but is comprehensively addressed by multiple offices, programs, and centers on campus using different approaches and strategies to support the recruitment and retention of Black faculty at Clemson University.



Dr. Lamont A. Flowers, Distinguished Professor of Educational Leadership and Director of the Charles H. Houston Center for the Study of the Black Experience in Education, will coordinate and evaluate the Faculty Development Program as well as study the perceptions and experiences of the program participants in order to collect data regarding the most appropriate ways to recruit and retain African American faculty.

Interdisciplinary Effort Creates Awareness for Breast Cancer Program at Sullivan Center

The Sullivan Center at Clemson University currently offers services for Breast Cancer screening and early detection at little or no charge to people in the community. The program is partially funded through grants and contracts but there are still unmet needs. To cover these needs and to ensure continuous service if the grant funding ends, the Sullivan Center has established a Clemson University Foundation gift fund. However, the Center has difficulties in making people aware of this gift fund and in stimulating giving. Fortunately, this issue has been addressed by an interdisciplinary collaboration among Clemson students, both undergraduate and graduate, and faculty from multiple disciplines.

A previous undergraduate study researching donation habits to the Sullivan Center found that the main determining factor behind giving to the Center was familiarity with the organization and its capabilities. Based on this information, three Master of Arts in Professional Communication (MAPC) students in the English Department are working on a new public relation campaign for the Sullivan Center, focusing on Breast Cancer Awareness. The purpose of their study is to perform an audience analysis to provide the framework for the development, implementation and evaluation for the new marketing scheme. They will determine which types of promotional strategies, messages and media would suit the campaign best.

The faculty members currently involved in the project share overlapping research interests—health communication. Dr. Katherine Hawkins, Professor and Department Chair of Communication Studies, specializes in the areas of group communication, health communication, communication theory and research methods. The primary research interests for Dr. Karyn Jones, Assistant Professor of Communication Studies, include health communication and public relations. They approached Ms.

Linda Crew, Director of the Sullivan Center, for possible community projects for their students, and Linda suggested creating breast cancer awareness for the Center a topic of research.

This constantly evolving project offers opportunities for interdisciplinary collaboration, field experiences for Clemson students, and outreach to the public. It will ultimately empower the Sullivan Center to better serve the community.

The Joseph F. Sullivan Center was awarded the South Carolina Cancer Alliance (SCCA) 2006 Award for Early Detection. The SCCA Excellence Awards recognize outstanding individuals, groups, programs and organizations that support the mission, values and principles of the SCCA in one of the following six cancer control categories: Advocacy and Policy, Early Detection, Patient Care, Prevention, Research, and Survivor and Family Issues.

MS Youth Development Online Degree Combines Technology with “Humanology”

By Barbara Hoskins

When the College of Health, Education and Human Development began to develop a new graduate degree in the field of Youth Development, the decision was made very early to deliver the program through the use of distance education technologies. The Youth Development profession is newly emerging and appropriate graduate degree programs are very few in number. The students are employed adults who work in various youth serving settings like youth clubs, land-grant extension programs, juvenile justice facilities, social service agencies, schools, and faith-based organizations. Since these students are located across the nation, an online delivery enables them to continue work, family, and community obligations while earning a Clemson University degree. As one student notes: “Moving to Clemson for two years is not an option.”

This program has been developed into a model unique to Clemson University, but incorporating many of the nationally recognized “best practices” for adult students and online learning. The courses have been accelerated using a schedule of six weeks of content plus a final assessment. Students are admitted during the Spring session and enroll in two courses each term -- one six-week course followed by a second six-week course. Current research on adult students indicates that they prefer shorter, intense courses and would rather concentrate on one subject at a time. The students complete this program in two years, similar to the length of a traditional, part-time Masters degree program.

Each course utilizes a mix of integrated communication, collaboration, and technology. The collaborative atmosphere begins in January when the students come to campus for a three-day orientation. During that time they have the opportunity to meet with each other and the faculty members. They attend several face-to-face sessions for their first course, learn how to navigate through Blackboard, have a practice Breeze session, and are introduced to DCIT/ETS, library, and other campus resources. They also engage in team-building activities during an afternoon at Clemson’s Outdoor Lab. They return to campus during the Spring semester of their second year to participate in the annual Research Forum. In the online world, course content in the form of assignments, readings, and

discussion forums is delivered through Blackboard. Students are divided into virtual teams and assigned a group space for their collaboration. Team presentations are delivered through a weekly Breeze meeting via webcams and microphones. Guest speakers attend the weekly Breeze meeting or meet with the students through a telephone connection. One or more discussion forums related to the current topic are posted following the Breeze meeting. Students are required to post a response to each discussion forum by Friday evening and then to reply to other student responses by Sunday evening. Assessment of the responses is based on the added value of the comments, the addition of outside links and resources, and the depth of the critique. The aim of the program is approximately 80% asynchronous and 20% synchronous interactions during formal instruction through Blackboard, Breeze, and telephone connections. Informally, the students communicate among themselves using the same technologies.

The reactions of the students have been overwhelmingly positive. Many state that they would not have been able to participate in this degree program without an online delivery. Others appreciate the flexibility of being able to “attend class in my pajamas, snacks at the ready, without worrying about parking or the weather, at any hour of the day or night, and being able to send in assignments with the click of a button.” One out-of-state student has commented

about the differences between this online program and other online courses that she has attended. “I think a huge part of the success of the program (and I know for me personally) is the combination of technology and for lack of a better word – humanology granted to us by having spent time together as a group prior to the online class. It gave us a chance to personalize and internalize our commitment to the program, our professors, and to each other.” Many of the students have expressed an appreciation for the chance to meet weekly in a Breeze session. “I look forward every week to the synchronous class, not only because of the interesting topics and new information but because of the connection it creates within our group.” Another stated, “Who would have thought that graduate school could be this much fun?” The maturity of the students is evident as the program draws professionals with substantial work experience.



Keith Diem, one of the faculty members in the Youth Development program demonstrates a typical “classroom” setting for students in the program.

Faculty members have also reacted positively, but perhaps more guardedly. None of them had taught an online course previously, and they have been a bit overwhelmed with the possibilities. All have received instruction on teaching online by ETS and the HEHD Office of Distance Education. Someone from the Office of Distance Education or the Youth Development Program office attends each Breeze session to assist with any technology or procedural challenges. The faculty members appreciate the richness of resources that are available electronically and have adjusted to teaching without the benefit of reading the body language. As one faculty member notes, the fact that the students are working in this field results in “a variety of perspectives in the class discussions” and that the online environment is “quite a good neutralizer of race, gender, age – it is a very objective type of setting, assuming that all of the students are equal to the task, technology-wise.” Most of the faculty members have discovered that it takes more effort to develop the course (at least the first time), but approximately the same amount of effort to teach the course as in a more traditional model. Some miss the opportunity to lead a verbal discussion beyond the short Breeze meeting. Perhaps the addition of pod-casting will help with this transition. The faculty members have also discovered the flexibility of being able to teach from anywhere with an Internet-connected computer.

This program is continuing to evolve. The addition of pod-casting will add another element of communication and collaboration. Some faculty members have discovered that multiple chat rooms can serve as break-out sessions for groups of students to discuss a topic and then report back to the larger class. Others have used a telephone conference call to provide access to a guest speaker. Most of the traditional classroom techniques can be modified and replicated through the use of Blackboard and Breeze, but the real success of the program is the emphasis on interaction with students and faculty members – the “humanology” that goes with the technology.

ALUMNI CORNER

Clemson Faculty Trip to the Wall



Drs. Larry and Linda Gahan sent in this photo from their recent trip to China. Larry Gahan is an emeritus faculty with PRTM and was also an Alumni Distinguished Professor for many years. He retired in 2000. Linda Gahan is a research associate professor with the Department of Biological Sciences.

Bennett Finalist for National Teacher of the Year

Samuel Bennett, 1992 graduate of Eugene T. Moore School of Education Masters Degree in Elementary Education program, was named as one of the four finalists as the 2006 National Teacher of the Year. Bennett, a 19-year veteran teacher, is a fifth grade teacher at Garner Elementary School in Winter Haven, Florida, and has been representing Florida as the Florida Teacher of the Year since July 26th, 2005. He has been an educator at Garner, a school of 569 students, for 11 years.

“My ultimate mission is to see my own students and others believe in themselves, build their dreams, and become their dreams,” said Bennett. “I want them to develop the ‘yes, I can do it!’ attitude and the belief that ‘yes, I am college material!’ Then they will become accomplished ‘dreamers and doers.’”

Bennett has recently finished a doctoral program from Nova Southeastern University in Organizational Leadership with a specialization in Educational Leadership and has earned the title of Ed.D.

A panel of educators, representing 14 national education organizations, chose the finalists from the 2006 teachers of the year representing the U.S. states, territories, the District of Columbia, and the Department of Defense Education Activity, and will select the 2006 National Teacher of the Year. Recognition by President George W. Bush of the honoree will take place during the week of April 24, 2006.



1998 PRTM Grad Earns SC Teacher of the Year Award

State Superintendent of Education Inez Tenenbaum has recognized Irmo Elementary School teacher and 1998 PRTM graduate, Buffy Murphy, as the South Carolina teacher of the year. Murphy will go on to represent the more than 50,000 state teachers in the National Teacher of the Year Program.

According to administrators at Irmo Elementary, Murphy’s teaching style connects to her students as individuals, and she validates each of them from the moment they enter their classroom. Her goal is to help her students experience success in all aspects of their lives and to learn how to handle situations in which they do not sense immediate achievement. Students leave her classroom knowing that she believes that they will accomplish great things and make a difference.

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Murphy also keeps a lesson learned from a former teacher close to her heart; there is no way to possibly teach them everything there is to know, so she must give them the resources that they need to figure it out through their own inquiry and discovery.

As South Carolina's 2006-07 Teacher of the Year Murphy will serve as the state's ambassador for education in order to promote academic excellence. She will canvas the state in one of her awarded prizes, a complimentary one-year lease of a 2006 BMW Z-4 Roadster



Mother and Daughter Graduate at Same Time from Same College

Here is a first for the College of Health, Education, and Human Development (HEHD) and a mother's day gift never to be forgotten. In May, a mother and daughter received degrees during the same commencement ceremony. Both degrees were earned by degree-granting units within HEHD. The mother, Mattie Redell Reese of Central, S.C., earned a degree in Elementary Education from the Eugene T. Moore School of Education. Her daughter, Kala Benson, also of Central, S.C., earned her degree from the Department of Public Health Sciences.



SoE Masters Grad Receives Grant to Teach Water Conservation

Melissa Joy (Lisa) Stephens, '94, Masters in Elementary Education, has been awarded a 2006 Toyota TAPESTRY Mini-Grant. The judging committee selected Stephens as one of 26 Toyota TAPESTRY Mini-Grant projects to receive funding. A total of 157 qualified proposals were submitted.

Stephens is from Anderson, S.C. and she is employed at Varennes Elementary School as a science specialist. Her proposal, The Power of Polymers in Primary Planting, has students educating members of the surrounding community about ways to conserve water through gardening. With the help of Master Gardeners, the students introduce people to synthetic polymers and show how they can greatly decrease

the amount of watering needed for plants to survive. By doing experiments with plants at school the students can prove that the amount of water required for healthy plants decreases with the use of soil polymers. Stephens intends on growing vegetables and plants with and without polymers in the school's greenhouse. She and the students will then design graphs showing the amount of plant growth and water needed for different plants to survive.



Over the past 16 years, the Toyota TAPESTRY grant program, sponsored by Toyota Motor Sales, U.S.A., Inc. and administered by the National Science Teachers Association, has awarded 826 grants totaling over \$7 million to teachers in the United States and U.S. Territories. This year, 50 grants of up to \$10,000 each and a minimum of 20 "mini-grants" of \$2,500 each were available to K-12 teachers of science.

Stephens will be attending the National Science Teachers Association conference in Anaheim, California in April to be honored for receiving the award.

School of Ed. Alum Recognized for Outstanding Efforts

It wasn't too long ago that Clemson Elementary School teacher Sarah Ann Richardson Turpin learned she had been nominated for a local Veterans of Foreign Wars (VFW) Citizenship Education Teacher of the Year K-5 award. The 15-year veteran teacher and 1989 graduate of the Eugene T. Moore School of Education was, "honored that a parent of one of my former students took the time to nominate me for this award. I am very passionate about patriotism, citizenship, American history and Washington, D.C."

The award recognizes elementary, junior high and high school teachers who teach citizenship education topics regularly and promote America's history and traditions. Awards are given on local, district, state and national levels with each winner moving to the next level of competition. Richardson was recently informed that her name and reputation for teaching children has risen to the top of the pile and she has earned the National VFW Citizenship Education Teacher of the Year K-5 award.

"I am still having a hard time believing it is real," said Richardson. "To be recognized for something I work at and

love doing is an incredible honor. This year has been a huge year for me in my career. I am fortunate to have a job doing something I care deeply about and love.



After being selected the 2005-06 Clemson Elementary Teacher of the Year and the 2005-06 Pickens County Teacher of the Year, I did not think it could get any better. Then I heard that I had won the local, then district, then South Carolina and finally National VFW Citizenship Education Teacher of the Year.”

Teaching citizenship is a passion for Richardson, which reflects in her lesson plans. She spends the year teaching about those who have made sacrifices so that everyone can live and prosper in a free society. She instructs her students about the duty of the American soldier, the sacrifices of veterans, the Civil Right Movement, Suffrage, civic duty and being an informed voter.

“I am extremely proud to be an American,” said Richardson. “I count myself as very fortunate to live in a country where I have so many freedoms. As it says on the Korean War Memorial in Washington though, ‘Freedom is not Free’. This is one of the first quotes I teach my first graders. I hope all my students leave my class at the end of the year with an understanding of the awesome responsibility they have as American citizens.”

Teaching children civic facts through historical discussion and interactive learning is Richardson’s overt goal, but there is something else left unmentioned in her efforts. Leadership, through example and initiative, is an underlying tone in everything that she does. Last year her class ran the school-wide election, registered all the kids in the school to vote, ran the polling place, created a 3-D map of Washington, D.C., tallied the votes and reported the results. In addition, she coordinates yearly a service learning project for the entire first grade, Buck-a-Book. Through this project

students invite family, friends, members of the community, district and school administrators, teachers, and elected officials to come to school and pay \$1.00 to hear a first grader read a book to them. The money raised then goes to a worthy cause. The project began in response to President George Bush’s request that all American children send \$1.00 to help the children of Afghanistan. The collaborative effort between Richardson, another teacher and the two classes raised \$258.

The following year the effort was expanded to the entire first grade, and the money was earmarked in remembrance of the attacks of 9/11. The \$520 raised was split between the local fire department for education activities and the police department to help purchase a bullet proof vest for the drug dog. The Pickens County American Red Cross benefited from the third year with a donation of \$460, and \$850 raised during the fourth year went to purchase phone cards for soldiers stationed in Iraq. During this past year, with the help of a Barnes and Noble book fair and a visit from famed book character Arthur, the classes raised over \$1000 to help Saucier Elementary, a school recovering from Hurricane Katrina.

Continuing her passion for civic duty, last year Richardson began the HUG-A-LOT project, which stands for Help Unite Globally and Love Our Troops. The goal of this project was to provide support to our troops in Iraq and for the schools they were working to rebuild. With the help of a high school buddy serving in Iraq, Major Victor Lindemeyer, students collected and sent items such as school supplies, stuffed animals, and dental health items to Iraqi school children. Comfort items such as popcorn, Kool-Aid, candy, phone cards, dental supplies, baby wipes and letters were delivered to the soldiers serving in Iraq.

Richardson will be traveling in March to Washington, D.C. to attend the VFW and Ladies Auxiliary National Community Service Conference where she will accept her national award. She will also conduct a workshop to discuss her students, classroom and methods. In addition, each national winner receives \$1,000 for professional development, \$1,000 for the their school, and two plaques; one for the school and one for the recipient of the award.

SoE Grad and Marine Colonel Receives Award for Advancement of Women

Twenty nine-year veteran Marine and a 1982 grad of the School of Education Col. Sara Phoenix was recently honored by a Trenton, NJ, chapter of Soroptimist International for her leadership efforts with the women serving under her command. The businesswomen’s group awarded Phoenix the Making a Difference for Women Award after former marine and fellow Soroptimist member Wendy Hopkins submitted her name. In addition, the group also donated \$5,000 to the charity of Phoenix’s choice—the Girl Scouts of America.

Throughout her military career Phoenix has served as a court reporter, clerk, communications officer, recruit trainer, protocol officer, instructor and satellite communications officer. Her current assignment is as a public affairs officer. She was the highest-ranking female Marine when she served a six-month tour in Iraq last year. In addition to her degree in industrial education, Phoenix received a MBA from Webster University in 1983.

PRTM Grad Begins Work with Charleston CVB



Ali Bedard, PRTM 2006, returns to her home town as Group Tour Sales Manager for the Charleston Area CVB beginning in May. Bedard joins other Travel and Tourism Management graduates Helen Hill, 1985; Chris Nobles, 1986; Walter McCants, 2003; John Haskins 2004; and John Michael McCants, 2005. In addition, Bedard was awarded the Outstanding Student Tourism Award during her senior year from the Department of Parks, Recreation, and Tourism Management.

HEHD HONORS AND AWARDS

HEHD Honors Faculty and Staff with Awards of Excellence

The College of Health, Education, and Human Development was pleased to present six Awards of Excellence this year to recognize outstanding faculty and staff members who consistently excelled in their positions and demonstrated exemplary contributions to students, the College and its mission. The six awards reflect the varied dimensions of the faculty and staff roles and the potential to excel in teaching; research, scholarship, and creative accomplishment; advising and mentoring; and service and outreach.

Each awardee received a plaque and a \$250.00 faculty/staff development stipend. Additionally, each honoree had his/her name placed on a plaque in the front hall of Edwards Hall. Recipients were chosen from among College nominees by a panel of tenured faculty.

Dr. Deborah Willoughby – Award of Excellence in Academic Advising

The Nominees for this award are faculty and staff members who have demonstrated that they advise and counsel students in obtaining their personal and academic goals. Here are some quotes from letters of support for this year's award winner: "she has exceptional rapport with students."

"she is always willing to go the extra mile to help them succeed."

"she has demonstrated a cooperative attitude and has demonstrated the ability to work with diverse groups."

"Her ongoing commitment, leadership, and guidance have been instrumental in the success of the Honors Program in the School of Nursing"

Dr. Willoughby is an Associate Professor in the School of Nursing.

Dr. Frankie Keels Williams - Award of Excellence in Service and Outreach

Nominees for the Award of Excellence in Service/Outreach are faculty members who have demonstrated that they share with others and facilitate collaborative efforts to solve problems. Here are some quotes from letters of support for this year's award winner:

"she is the ultimate leader, providing vision, direction, and leadership to any project she is associated."

"she is the ultimate team player, one who successfully manages to succeed in service, teaching and research."

"her leadership and commitment demonstrate a record of excellence within and beyond Clemson."

Dr. Williams is an Assistant Professor of Leadership, Counselor Education, Human and Organizational Development in the Eugene T. Moore School of Education.

Dr. Eric Seiber – Award of Excellence in Teaching

Nominees for the Award of Excellence in Teaching are faculty members who have demonstrated excellence in sharing knowledge with, eliciting insight of, and promoting informed action by learners. This year's award winner:

"he often uses comic relief, real-life examples, and has the abil-

ity to relate abstract concepts to useful concrete illustrations." "he is an approachable professor and available to students outside the classroom."

"his understanding of teaching methods gives him the tools he needed to keep us engaged."

"his ability to be responsive and adapt to student needs was also seen as a very important characteristic."

"he uses real-world issues and examples to show the students how their work relates to their lives."

Dr. Seiber is an Assistant Professor in the Department of Public Health Sciences.

Dr. Pamela Havice - Award of Excellence in Graduate Student Advising/Mentoring

Nominees for the Award of Excellence in Graduate Student Advising/Mentoring are faculty or staff members who demonstrate that they advise, counsel, and mentor students in developing their personal goals and professional careers. Some quotes about this year's award winner:

"She is well-loved by the students in our program and develops an excellent rapport with them."

"She is extremely committed to assisting students in their professional and personal development."

"She is sought out for her intellect and her knowledge, but also because of her excellent interpersonal skills."

"She cares about students, utilizing an appropriate balance of challenge and support in working with them."

"She goes the extra mile for students to ensure their happiness and success at Clemson."

Dr. Havice is an Assistant Professor of Leadership, Counselor Education, Human and Organizational Development in the Eugene T. Moore School of Education.

Dr. Antonis Katiyannis - Award of Excellence in Research

Nominees for the Award of Excellence in Research are faculty members who demonstrate excellence in asking questions of importance, systematically obtain answers to the questions, and share the results of this process in appropriate public forums. Some quotes about this year's award winner:

"He is recognized by colleagues as one of the most prolific and influential scholars in his field."

"He is recognized by both students and peers as a professor who challenges students to develop their academic skills and to make scholarly contributions in their areas of professional study."

"a truly dedicated professional in every respect"

"as a "hands on" researcher he is enthusiastic, and has high expectations for both the students and colleagues he works with at the university level"

"he is organized, structured and open minded"

"he continues to be one of the most highly published researchers within the field of Special Education"

Dr. Katiyannis is a Professor of Teacher Education in the Eugene T. Moore School of Education.

Dr. Patricia Maybee - Award of Excellence in Teaching - Adjunct or Part-time:

Nominees for the Award of Excellence in Teaching Adjunct or Part-time are part-time or adjunct faculty members who have demonstrated excellence in sharing knowledge with, eliciting insight of, and promoting informed action by learners. This year's award winner:

"she is very fair, caring and an extremely effective communicator"

"she gives 101 percent"

"we are truly blessed to have her"

"she is a role model for other advanced practice nurses"

Dr. Maybee is a part-time faculty in the School of Nursing.

OTHER HONORS AND AWARDS

SoE's Katsiyannis Earns Prestigious Contributor Award from DCDT

Dr. Antonis Katsiyannis has been selected by the South Carolina Council for Exceptional Children's Division on Career Development and Transition (DCDT), as the 2005-2006 recipient of the "Contributor" award. This award is presented to an individual who has made a significant contribution to the field of career education and transition through means other than direct classroom instruction.

Mrs. Kelly Cole, a teacher at Palmetto Middle School in Williamston, SC nominated Dr. K, as he's affectionately known, for the prestigious award. Cole said that she has taken on many facets Katsiyannis's philosophy, stating that the most important, is his belief that educators should enable students with disabilities to be as independent as possible.

Mister Damon Qualls Makes Top Ten Teachers in Greenville County

Ten finalists have been selected in the 2006-07 Greenville County Teacher of the Year program. They are Teresa Blankenship, English teacher at League Academy; Cheryl M. Cruell, physical education teacher at Sevier Middle; Holli Hamner, fourth grade teacher at Sara Collins Elementary; Patricia L. Hensley, special education teacher at Mauldin High; Janet S. Kirby, language arts teacher at Hillcrest Middle; Beth M. Leavitt, science teacher at Wade Hampton High; Damon M. Qualls, fifth grade teacher at Alexander Elementary; Thomas K. Rogers, math and science teacher at Southside High; Susan M. Stephenson, math teacher at Greenville Middle Academy of Traditional Studies; and Joanna L. Westbrook, English teacher at J. L. Mann High Academy of Mathematics, Science, and Technology.

SoE's Horton Hears the Sounds of Nominations... Again, and Again, and Again

Congratulations to secondary ed. faculty Dr. Bob Horton who has recently been nominated by a student for the National Society of Collegiate Scholars (NSCS) 2006 NSCS Faculty of the Year Award. In addition, Horton has also been nominated by Clemson University faculty for the Clemson University Centennial Professorship and has also recently been nominated for the National Council of Teachers of Mathematics Board of Directors.

Doctorial Candidates in Leadership Ed. Making Great Strides

Idella Glenn, currently a doctoral student in the Educational Leadership program with a concentration in higher education, was presented the prestigious Chiles-Harrill Award during the Spring Convocation at Furman University. The honor is bestowed annually to a faculty or staff member who has made lasting and meaningful contributions to the lives of students. Glenn is a 1984 Furman University graduate and serves as the Director of Multicultural Affairs at Furman.

John Boyd, currently a doctoral student in the Educational Leadership program with a concentration in higher education, was recently appointed president at Colorado Northwestern Community College in Rangely, Colorado.

McBride Elected to Serve on National Reading Recovery Council

Maryann McBride, SoE faculty over the Reading Recovery program has again been elected to serve on the Reading Recovery Council of North America Board of Directors as the Teacher Leader representative. Maryann was nominated and elected from a pool of 600 teacher leaders in the United States, reflecting the national recognition that she has in Reading Recovery.

HEHD Staff Honored During CU Board of Trustees Dinner

Robert Bacon-Award of Excellence in Service/Outreach through SC Sea Grant, Sea Grant and PRTM

Kevin Fowler-Special Recognition for Outstanding Service to Clemson University, Outdoor Laboratory and PRTM

Elizabeth Garcia-Clemson Sertoma Club Service to Mankind Award, Sullivan Center

Teri Garrett-HEHD New Employee Staff Award, Eugene T. Moore School of Education

Kristin Goodenow-HEHD Team Player Award, College Advising Center

Dorian Kierce- HEHD Professional staff Award for Exceptional Performance and Outstanding Service, College Advising Center

Connie Ormes-Special Recognition for Outstanding Service to Clemson University, Sullivan Center

STUDENT HONORS AND AWARDS

Recent Graduate

Chris Bruno was awarded the Outstanding Graduate Student by the Beta chapter of Chi Sigma Alpha, the honorary society for Student Affairs. This award is given annually to a graduate student in the Student Affairs/Counselor Education program for outstanding contributions as a graduate student to research, service and learning in the field of Student Affairs.



Selhke Earns Edward Grandpré Writing Award

Graduate student Crystal Selhke has earned the Edward Grandpre Outstanding Graduate Writing Award for 2006. The purpose of the award is to recognize a graduate student member of the South Carolina College Personnel Association (SCCPA) who has written an outstanding paper related to topic set by the Awards Committee. The writer must be a graduate member of SCCPA as defined by the membership guidelines for the Association to be eligible for the award. Selhke's award-winning submission was entitled, Technology in Higher Education: Friend or Foe.



CU Student Nurses Spend Spring Break Fulfilling Requirements and Helping Others

Discarding the trip to a place most often associated with over indulgences, a group of School of Nursing students decided to follow a growing trend of spending Spring Break serving the needs of others while gaining useful career experience.

By partnering with Volunteers in Medical Missions (VIMM), the School of Nursing developed an alternative clinical

experience that would allow students to complete the clinical requirements of Nursing 415 – Community Health Nursing. Instead of a beach in Florida, these students spent their time in Guatemala. This provided the students with real-world experience in both community health nursing and international healthcare.

The purpose of this trip was to offer senior II level baccalaureate nursing students an opportunity to practice community health nursing through an international experience. The goals of the project included practicing community health nursing in Guatemala, recognizing the impact of culture on the provision of healthcare in Latin America, and participating in an alternative clinical experience for the clinical component of Nursing 415.

The state of South Carolina has seen a steady increase in the Latino population in the last decade. Future nurses must be able to work with diverse cultures in order to promote cultural competence in the delivery of healthcare services. Nursing 415 teaches the theory and practice of nursing care to specific populations including the individual, family, and community. International health perspectives are a major component of community health nursing.

Students were required to submit a 300-500 word essay explaining why they interested and how they might benefit from the experience along with two letters of recommendation. Students were required to have at least a 3.0 GPR, able to meet the financial commitment and physical demands, and obtain the required immunizations. Knowledge of the Spanish language was preferred, but not required.

Prior to the trip students began a community assessment with statistical data, geographical, environmental, and topography characteristics via electronic methods. They were required to learn pharmacological implications for commonly used medications. In addition they developed an educational session regarding signs/symptoms of dehydration and how to prepare oral re-hydration solutions from common household products.

During the trip students worked in a variety of areas including de-worming, vitamins, pharmacy, triage, and fluoride treatment. They also assisted physicians with minor surgeries and a dentist with tooth extractions. While in Guatemala, the students conducted their windshield survey and interviews with community leaders. In order to gain a better understanding of the cultural context of healthcare, they conducted cultural assessments with native Guatemalans.

Following the trip, students submitted short essays reflecting on the trip. The students' responses to the trip were overwhelmingly positive with each one indicating that they would participate in a medical mission in the future. Plans are underway for a future project in the Spring of 2007.



INSTRUCTIONAL INNOVATION

The College of Health, Education, and Human Development Revolutionizes Capturing, Managing and Delivering Dynamic Rich Media Presentations for the Web with Mediasite™

In July 2003, Pamela Havice, Ph.D., and Bill Havice, Ph.D., faculty members in the Eugene T. Moore School of Education, attended the Campus Technology academic conference Syllabus. They were introduced to Sonic Foundry's Mediasite Web communications solution and were impressed with its ability to capture audio, video and graphic elements in real time to be viewed live or on-demand. Havice had created online multimedia presentations in the past, but they required a great deal of work from several faculty, staff and special technology support. In their experience, projects that require too much faculty time and energy tend not to get completed, which led to the couple's decision to develop a partnership with Sonic Foundry.

"Faculty rely on their institution to meet their instructional technology needs," Havice said. "With Mediasite we are enhancing educational opportunities for sharing information. We can be independent of traditional classroom tools and share information on a much grander scale."

Pamela Havice, along with Nancy Meehan, Ph.D., a faculty member of the School of Nursing, had explored technology products touted by many vendors. Mediasite offered several critical components to success over other the techniques formerly implemented at the school, including reliability, ease of use and flexibility.

"We are able to take a presentation and record and catalog it all at once," said Meehan. "Faculty can record and leave a session on a hard drive, transport it on a CD, email it to someone or store it on a server and later have access to it at any time, anywhere through a Web browser. That allows for some real ease of use and flexibility for faculty."

HEHD now uses Mediasite for on-campus classes, distributed learning and student orientations. Havice finds orientation sessions recorded with Mediasite "provide an organized and flexible method for delivering information and training to professionals and students." For example, the Student Affairs Program captures with Mediasite pre-travel orientation materials for graduate study abroad participants located throughout the country.

Recently, Mediasite was used in a School of Nursing presentation about the proper use of latex gloves. Prior to utilizing Mediasite technology for this presentation, faculty repeatedly had to demonstrate the technique in person. Now the School of Nursing has a recording about this subject that nursing students can view on-demand. Demonstrating glove use just once allows the instructor to spend time on additional subjects and interacting with students. Faculty members are primarily responsible for creating content that is viewed by students.

On average, faculty members create approximately 12 presentations per month. Mini lectures recorded with Mediasite enhance courses taught on and off campus to supplement Blackboard® managed courses. Graduate students recently surveyed by Pam Havice reported that 87.5% felt Mediasite presentations were a valuable part of the course materials, providing them with 24/7 access to Clemson's virtual academic community.

Result

College administration and others see a great return on investment with Mediasite. "We define ROI based on the student's ability to comprehend what they learn and apply in their personal and professional lives," said Bill Havice. "We have found that students prefer to watch short bursts of online lectures, which results in increased comprehension and learning."

The College of Health, Education, and Human Development professors are continually urging one another to find fresh and innovative uses for Mediasite. As Havice says, "Imagination knows no bounds. Mediasite is revolutionizing how we can manage and distribute information to people on campus and at a distance. This product is enhancing communication within our college and in reaching audiences never imagined." Mediasite played a critical role in a creative project that allowed senior-level and graduate students to enhance their digital portfolios. Using Mediasite, students capture philosophy statements in a succinct two-minute multimedia presentation which potential graduate schools and employers can view at their convenience.

"This digital portfolio has truly allowed our students to reach out beyond the university and plan for their future," said Havice. "We now have students coming back and telling us what a wonderful opportunity this was for them and how it played such a big part in determining the next phase of their life. Mediasite has created a new standard of technological excellence in education and we are proud to implement this technology here at Clemson," said Havice.

Story reprinted with permission from Mediasite. <http://www.mediasite.com>



Dr. Pamela Havice, Associate Professor, Eugene T. Moore School of Education



Dr. Nancy Meehan, Associate Professor, School of Nursing

We're on the Web!

To access HEHDlines or our monthly college newsletter and calendar via the Internet, go to <http://www.hehd.clemson.edu>, News & Events.

Let Us Hear From You!

If you have any comments or news to share, please let us know. For further information on an item in HEHDlines, contact Timothy Whims, Public Information Coordinator, 309-H Edwards, Clemson, South Carolina 29634, twhims@clemson.edu, 864-656-1686, FAX: 864-656-6231.

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