Preparing HEHD Graduates to Shape South Carolina’s Future: 
Further Thoughts

January 22, 2007
Introduction

At the 2006 College of Health, Education, and Human Development (HEHD) Administrative Retreat, a team of faculty presented a white paper titled “Preparing HEHD Graduates to Shape South Carolina’s Future: An Initial Conversation.” The purpose of the white paper was to initiate conversations across HEHD units for the purpose of presenting a new conceptual framework for preparing students in the College to address the circumstances in South Carolina that may limit our citizens from reaching their personal and collective potential. HEHD realizes that this effort will require a cultural shift in the way the College has traditionally functioned and in the way our graduates work in a variety of education, health, and human-service settings. The initial white paper has served as the impetus for further conversations and a catalyst for deliberation. This paper is a result of the discussions of the faculty and administrators who attended the College Retreat to further articulate a conceptual framework and set of strategies for educating and preparing students in the College. Our charge was to organize and summarize the information generated at that meeting and present it in a cohesive manner. This document is the result of that process.

The Context for Change

South Carolina requires a new paradigm of human and community development if the State is ever to deliver the health, education, social and economic resources and services necessary for our citizens to achieve their full potential. A comprehensive system of integrated education, health and human services is necessary to bring the collective resources of the community together to address the interrelated issues and problems facing many citizens of South Carolina, especially its vulnerable populations such as youth and older adults (Annie E. Casey Foundation, 2006; SC Budget & Control Board, 2005). This new system should foster strong partnerships among schools, parents, businesses, and community agencies and organizations to work collaboratively for the betterment of our citizens and the communities in which they live (Schmidt, 2006; Decker & Boo, 2005; Warren, 2005; Marzano, Waters, & McNulty, 2004).

The College of HEHD envisions a new system in which community leaders and change agents are encouraged and authorized to establish innovative delivery strategies that address the specific culture, needs and resources of the local community. These leaders and agents of change will be charged with developing and implementing programs, services, and opportunities for citizens, including children and
youth, rather than adhering to procedural and policy requirements and traditions that may have minimal impact or have little relevance in the local setting. The conceptual framework proposed will promote empowerment rather than compliance, impact rather than inputs, multi-faceted rather one-dimensional experiences, sharing rather than protection of resources, and unleashing potential of individuals rather than restraining our citizenry.

To facilitate this systemic change, the College will create and deliver an educational enterprise that empowers our graduates to be skilled collaborators and agents of change within their respective disciplines and professions (Fullan, 2001; Schmidt, 2006). To support this educational enterprise, the College will establish a philosophy, culture and infrastructure that is responsive, comprehensive, and intuitive.

This We Believe

Guiding our efforts to prepare HEHD graduates to shape the future we believe:

- Enhancing quality of life is our highest priority;
- Every person is valuable and is capable of positive development;
- Family and community involvement and commitment are essential for lifelong development;
- Social justice is non-negotiable;
- Diversity is valued; and
- Human development is a total community responsibility.

HEHD Graduates

The College of Health, Education, and Human Development (HEHD) will commit to preparing graduates who can lead in this new paradigm. HEHD graduates will be recognized for the knowledge, skills, experiences, and dispositions they possess that provide them with the ability to creatively utilize available resources in partnership with others to address the complex needs and concerns of individuals and communities in which they live and work. The College will encourage its students, faculty, and staff to serve as change agents to improve the well being of the citizens of South Carolina and beyond.

For our graduates to be productive service-providers and agents of change, they must acquire the appropriate “twenty-first century skills” necessary to cope and lead in today’s environment of scarcity, ambiguity, alienation, and conflicting forces. They will possess the appropriate content expertise in their respective disciplines, while gaining communication, technological, human development, collaborative,
entrepreneurial, and professional skills, in conjunction with ethical principles, and a world view necessary to be effective leaders in their communities (Bruett, 2006; Levy & Murnane, 2006).

HEHD graduates will be recognized for their creative leadership abilities including flexibility, resilience, adaptability, problem solving, and entrepreneurial attitude. These graduates will possess the skills necessary to work collaboratively with individuals and groups from diverse backgrounds. They will possess the leadership skills and abilities to create, develop, and deliver innovative solutions supported through the teaching and learning, creative inquiry and research, service and outreach, and administrative support of the College and University. Further, they will be undaunted in their efforts to implement appropriate changes for the good of the citizens they serve. HEHD graduates will appreciate the importance of engaging in life-long learning, and they will make efficient use of their knowledge, and skills in the most challenging situations. Ultimately, HEHD graduates will be prepared to create and lead integrated education, health, and human services systems.

Please see Table 1 for a complete listing of the proposed knowledge, skills, and dispositions that all of our graduates should possess.

**Actions of the College**

The Clemson University College of Health, Education and Human Development will work in collaboration with communities, organizations, schools, and health and other human service agencies *et alia*, to provide its students practical experiences in contributing to a community’s capacity to build and sustain programs and policies that improve human well being. The faculty and staff believe that communities possess significant resources that foster the intellectual development and social well being of people; local communities are home to the nation's major cultural and educational institutions that offer programs across the lifespan.

Further, our students will be provided multiple opportunities to develop their leadership, collaborative and change-agent skills through an integrated system of educational experiences, including: e-portfolio development, creative inquiry teams, service-learning projects, student organizations, professional organizations (state, national, and international), campus and community activism/engagement, international experiences, interdisciplinary student interaction, team building and entrepreneurial efforts,
collaborations involving external partners, volunteerism, participation demonstration projects, and cross-disciplinary research.

The College of HEHD will be actively engaged in shaping the future. If its faculty, staff and graduates can contribute to bringing all citizens to the level of knowledge and skill necessary to succeed in a complex global economy, then it will have been successful in re-defining and implementing an empowering educational enterprise.

**Concluding Thought**

As our College continues discussion on preparing students to shape the future, the simple words of Virginia Gildersleeve, Dean Emeritus at Barnard College, capture the complexity of our task: “The ability to think straight, some knowledge of the past, some vision of the future, some skill to do useful service, some urge to fit that service into the well-being of the community—these are the most vital things education must try to produce” (Timeless Quotes, 2006).

Our College has consistently produced graduates with knowledge and ability to competently perform their professional duties. However, the complexity of today’s world requires that our graduates understand that the welfare of individuals requires healthy communities with an integrated system of education, health, and human services. In this system, our graduates are prepared to be participants, and in many cases accept the responsibility for leadership roles, in building communities by replacing alienation with communitas, social costs with social capital, community complacency with community capacity, and community disintegration with community vitality. The next step in determining the best way to prepare our students to shape the future will be an open discussion with faculty about whether the ideas presented in this paper provide an appropriate direction for our College.
References

Annenberg Institute for School Reform at Brown University. The Center for Family, School, and Community. Education Development Center, Inc. (Author).


Achievement Web site: http://cela.albany.edu/


Table 1. Knowledge, Skills and Dispositions of HEHD Graduates

**Knowledge**
- General education
- Discipline expertise
- Human development
- Community development
- Diversity/Cultural understanding of client groups
- Governing systems and processes
- Global understanding from a professional perspective

**Skills**
- Communication skills
- Technological skills
- Professional behaviors
- Creative leadership and change agent skills
  - Problem solving
  - Creative decision making
  - Collaboration and partnering
  - Group dynamics
  - Time Management
  - Dealing with adversity
  - Building advocacy

**Dispositions**
- Professional passion
- Resilience
  - Adaptability
  - Flexibility
  - Resolute courage
  - Responsible risk taking
  - Self-reliance
- Ethical Behavior
  - Moral courage
  - Integrity
  - Sense of social justice
  - Professionalism
  - Sense of responsibility
Acknowledgements

We would like to thank Nancy Dunlap, Bill Havice, Antonis Katsiyannis, Fran McGuire, and Paula Watt for their tremendous contributions and authorship of this white paper.

For more information about the College of HEHD White Paper, please go to the following Web address: http://www.hehd.clemson.edu/timeline.php. If you would like to learn more about our College, please visit our Website at http://www.hehd.clemson.edu/index.php.