From the Dean

This is the most challenging time I have ever experienced in my 31 years in higher education. The budget situation is unprecedented in South Carolina. We have lost 1/4th of our state funding in the last two years and will be operating at the 1997-1998 State funding level when the new budget period begins on July 1, 2003. Therefore, we must make critical decisions and develop new strategies to create an environment where change is viewed as an opportunity and not a barrier. Even in these budget-cutting times we must continue to improve our programs and services.

This will happen where there is a sense of support and trust, where faculty and staff feel they can openly express their views in a forum of mutual respect. I feel that we have developed a climate of openness, trust and confidence that is essential to our success.

Eighteen months ago, the College of Health, Education, and Human Development began a strategic journey that will move our College to Top 20 status by the end of the decade. The creative ideas emanating from the various units are a testament to the quality, dedication and hard work of the faculty, staff and unit
heads. The new academic programs and innovative delivery systems being proposed will propel us to greater levels of effectiveness and significance on campus, within the State and nationally. We are developing new on-line graduate programs in youth development and human resource development, and we are creating collaborative training and educational programs with various state agencies and non-profit organizations.

Even before our monetary resources began to dwindle, our College was becoming and has become a model of collaboration. The proposed International Center for Service Learning in Teacher Education, the Collaborative Research Teams, the partnerships with several State agencies and our new partnership with Penn State University to address at-risk family and youth issues are some examples of collaborative efforts. These collaborative efforts involve multiple units within the College, multiple colleges across the campus, as well as multiple agencies within the State and multiple universities.

Our concerted effort to have greater direct contact with our professional partners has created a synergy so necessary in these difficult financial times. Our new College External Advisory Board has facilitated much greater communication with several professional leaders in the State and Southeastern United States. Also, each unit within the College has continued to develop special partnerships with their significant professional partners that will have long-term benefits for our students, the citizens of South Carolina as well as the faculty. I truly believe we are at the threshold of living our motto, “The Engaged College with a Personal Touch”.

We will continue the innovative programs and efforts initiated by the units within the College that will establish us as one of the top colleges of its kind in the United States. I believe with the quality of faculty and staff within the College and a strong plan for continued growth and development this vision can be readily achieved.

One last note, as of April 24, 2003 I was officially named the Dean of the College of Health, Education, and Human Development. I appreciate the support and confidence that the President, Provost, faculty and staff have placed in me, and I pledge to do my best to move this College to Top 20 Status.

Sincerely,
Larry Allen, Dean

---

**EUGENE T. MOORE SCHOOL OF EDUCATION**

Every time a Clemson University student or alumni walks across, plays on or sees a picture of Bowman Field, he or she is reminded of our military heritage. On Thursday afternoons during the school year the passersby will certainly see the current ROTC members practicing their formations and continuing the military tradition. What they may not realize is that the educational experience has made its way through cyberspace to active duty military men and women! The South Carolina Transition to Teaching Coalition (SC T³) Alternative Route to Teacher Certification is preparing soldiers around the world to return to South Carolina to teach.

The SC T³ is a model of collaboration and participants include four Universities: Clemson University, The University of South Carolina, The Citadel and South Carolina State University. In addition, five agencies, the Office of the Governor, the SC Commission on Higher Education, the SC Department of Education, the SC Center of Teacher Recruitment, the SC Employment Security Commission and a corporate partner, IBM/Lotus, constitute the Coalition. The SC T³ Coalition program provides a viable alternative route to teacher certification based on state-of-the-art knowledge and technology. The SC T³ is a unique program that enables commissioned and non-commissioned military officers with college degrees to secure the requisite training and credentialing to become teachers. Any member of the Armed Forces, commissioned or noncommissioned officers, with a bachelor’s degree (or higher), and at least six years on active duty, in any branch of the service, including the Reserves and National Guard, is eligible to participate. In addition, anyone who separated from the military due to a service-related injury is eligible. Finally, anyone who was involuntarily separated from military service between October 1, 1990, and September 30, 1999 is eligible to participate.
Eugene T. Moore School of Education cont.

Why a program for former military members to become teachers? It is simple! There is expected to be a widespread shortage of teachers in critical areas in South Carolina and these individuals are highly trained and educated, have military experience as trainers and offer organizational, interpersonal, technical, technology and leadership skills. Although there are many other reasons, one is simply that they are great role models for kids!

The program began in 1999 with a year of asking questions, getting responses and assessing needs. Teachers across the State gave input concerning what skills and knowledge were needed to be a successful teacher in the classroom. After all the responses were considered, the curriculum development for the program began and included courses in: Psychological Foundations of Adolescent Learning and Development, Technology in the Classroom, Methods and Strategies (content-specific), and The Culture that is School, to name a few.

The students in this unique web-based certification program are located all over the world and have or are completing successful military careers.

They have a world view, want to teach, have a plethora of talents, and skills and want to live in the South. How in the world could these diverse individuals inhabiting locations around the globe obtain their certification and complete their student teaching? The process is not as complicated as you might think. Once it is determined that the student meets the requirements and is admitted into the program, the student is ready to begin. One factor that makes getting the certification easy for the student is that each student pays in-state tuition, regardless of where he or she is stationed. After tuition is paid, he or she begins the completing the required nine on-line courses.

Each T3 student contacts either the Department of Defense School on his or her base or to the local school in the area and speaks with the principal about the program. The principal either assigns the student to a teacher/mentor or directs the student to the appropriate person at the location. The student completes his or her field experience, and the teacher/mentor discusses the student’s progress with university instructors via email and completes the required paperwork for the student. Each student usually has at least two field experiences in each course. Once the student finishes the certification process and separates from the military, he or she is ready to enter a South Carolina classroom in a one-year paid internship!

If you or anyone you know is interested in teaching and meets the criteria for the SC T3 program, please call Carol Goodwin, Project Director at 864.656.8883 or email ttt3@clemson.edu. You may also visit our website at http://www.hehd.clemson.edu/TTT/.

Beta Chapter of Chi Sigma Alpha Student Affairs Academic and Professional Honor Society

The Eugene T. Moore School of Education, Department of Leadership, Technology, and Counselor Education Graduate Program in Higher Education and Administration recently chartered the Beta Chapter of Chi Sigma Alpha Student Affairs Academic and Professional Honor Society. The honor society was created to recognize individuals in student affairs for excellence in academics, service to the profession, and research. On April 6, 2003, Student Affairs professionals, faculty, and graduate students were initiated into the Beta Chapter of Chi Sigma Alpha, Student Affairs Academic and Professional Honor Society, International.

Epsilon Pi Tau is the International Honorary for Professions in Technology. Sixteen students (see photo) were inducted into the society this spring. These individuals pledge to help others to achieve high levels of technological literacy; improve their general understanding of technology as a cultural phenomenon; improve their skills and competencies in a specific technology or in a related discipline; improve themselves socially and professionally; and engage in and support publication and research with the highest professional scholarly standards.

(l to r) Ashley Neal, Haley Drake, Monica Wills, Alexzandr Tesolowski, Annette Cohen, Ashley Bumgardner, David Kalk, and Brian Ashley. (l to r) Jonathan Lineberger, Ray Cotter, David Hahatha, Jason Pruitt, Charles Tillman, Alejandro Dubreuil, Jennifer Sarratt, and Kendra Farr.
### 2003 TECA Eastern Regional Conference Awards

Thirteen Technology and Human Resource Development (THRD) students attended and competed at the Eastern Regional Conference in Virginia Beach, Virginia. Bill Dermott (Teaching Lesson), Ryan Matheson (Transportation) and Zandr Teslowski (Transportation) won 1st place in their respective category. Dorothy Smith, Sean McCullough and Brent Stover teamed up to win 2nd place in the Problem Solving competition while Ray Cotter and Kelly Hicks won 3rd place in the Instructional Module competition. Also attending were: Jeremy Ernst, Jonathan Lineberger, Justin Long, Ashley Neal, and Carissa Miller.

Several THRD students attended the 65th Annual International Technology Education Association meeting in Nashville, Tennessee. Ray Cotter, Sean McCollough, Ashley Neal, and Michael Means won 3rd place (out of 23 universities) in the Technology Challenge and Sean McCollough placed 4th in the Teaching Lesson competition. Also attending were: Brandon Roberts, Jeremy Ernst, Justin Long and Jonathan Lineberger.

THRD Master's graduate (MCTE), Crystal Lomonick, was awarded the ITEA Teacher of the Year Award at the Nashville Conference. Crystal teaches middle school in Lexington, South Carolina. Additionally, Dr. William Paige, THRD Professor and Area Coordinator was awarded a Program Excellence Leadership Award. Congratulations!

### News from Public Health Sciences

Kate Niebauer (Health Science major) was named a 2003 National Strength and Conditioning Association All-American. She is a rower - member of the Varsity 8+ crew, and is only the second rower to earn the award. She was a member of the South Region Champion Second Varsity 8+ for the 2000-2001 and 2001-2002 seasons. Kate received the Athletic Directors Academic Excellence Award in addition to being named to the ACC Academic Honor Roll for the 1999-2002 seasons. She is also a member of the Eta Sigma Gamma Health Science Honors Fraternity.

Public Health Sciences students enrolled in Health Economics recently completed a Service-Learning Project in collaboration with the United Way of Greenville County. The Service Learning effort provided useful information to an important community partner while offering the students an opportunity to apply knowledge and public health competencies to address health service needs in the region. Dr. Windsor Sherrill worked with students who conducted research throughout the semester to provide a health systems / health status analysis of the region. Several data sources were used including SC DHEC, the Behavioral Risk Factor Surveillance System, and the South Carolina Office of Research and Statistics, one of the collaborative research partners of the College of HEHD. Data regarding health status, hospital inpatient expenditures, ambulatory surgeries, emergency services utilization, and insurance coverage was analyzed.

Clemson students presented their project to the Health Research Committee of the United Way of Greenville to help inform the policy initiatives of the Community Health Alliance (CHA), a group that is focused on addressing health needs, health care access and health status in the county. The presentation included information regarding health risk and disease prevalence in Greenville County, as well as an analysis of provider access for at-risk groups such as the uninsured and Medicaid populations.

### The SC Study of Cancer Survivorship

It has been estimated that over 8.4 million Americans alive today have a history of cancer. Little is known about the quality of life for cancer survivors after a diagnosis of cancer. Drs. Rachel Mayo, Windsor Sherrill (Department of Public Health Sciences) and Dr. Veronica Parker (School of Nursing) are heading up a team to recruit over 3,100 cancer survivors into a national study of Quality of Life for Cancer Survivors. The American Cancer Society, Behavioral Research Center and the SC Central Cancer Registry have partnered with Clemson University.

continued on next page
sity in this longitudinal study of cancer survivors beginning in their first year of survivorship and extending into the tenth year. The sample in each state is comprised of adults diagnosed with one of the ten most common cancers (prostate, female breast, lung, colorectal, bladder, Non-Hodgkin’s lymphoma, skin melanoma, kidney, ovarian and uterine) within a given 12-month period. It is anticipated that the full study will be conducted in 20-25 states nationwide and will include approximately 50,000 cancer survivors. Graduate students Nicole Seiler and Jason Durham have been instrumental in coordinating communications with physicians, patients and hospital registrars for the study through the Center for Collaborative Health Research.

Alumni News

Ivy M. Ray (2002, Nursing) is an intensive care RN working at the Anderson Area Medical Center. She currently lives in Anderson, SC.

Melissa Charest (1976, Nursing) is an RN at Van Rensselaer Manor in Troy, NY.

Jacquelyn Skinner Decell (1982, MA in PRTM) is the Executive Director of the Georgia Sports Hall of Fame in Wrightsville, GA.

William J. Ruckman (1982, English Education) is an interior designer in Littleton, CO.

June Hart (1984, MA in Elementary Education) is an elementary school teacher in Toccoa, GA.

Sandra Rowland Scott (1990, MA in Counseling) is a guidance counselor at Westwood Elementary in Abbeville, SC.

Susan M. Clark (1990, Science Teaching) is a teacher at Santaluces High School in Lantana, FL.

Chuck Lippincott (1990, PRTM) lives in Anaheim, CA and is the owner of, Travel Teens Educational Tours, the largest student tour company in California.

Jennifer Carter (1992, Earth Science) is the Supervisor of Clinical Experiences at Marshall University in Huntington, WV.

Laura Joseph Blanche (1993, MA in Counseling) is a high school guidance counselor in Huntingdon Valley, PA.

Jeff Ferguson (1993, PRTM) is the Assistant Athletic Director at Kansas State in Wichita, KS.

Kimberly Mehaffee (1993, MA in Counseling) is a behavioral therapist at Pickens Psychiatric Hospital in Greenville, SC.

Cathe Gorski (1996, PRTM) is a media buyer for Kohl’s Department Stores in Brookfield, WI.

Brandon Mariner (1996, PRTM) is a media buyer for Kohl’s Department Stores in Brookfield, WI.

Angela Stanley (1996, Nursing) is a Navy Corps Officer and was one of six nurses selected to attend Catholic University’s Maternal-Child Center.

Debbie (Mitchell) Charles (1998, Health Science) is a media resource consultant for the College of Health, Education and Human Development at Clemson University and resides in Townville, SC.

Barbara Davis (1998, MA in Education) is the literacy coach and coordinator for the International Baccalaureate Primary Years Program in Irmo, SC.

Julia Manello (1998, Nursing) is a High School Teacher and resides in McClellanville, SC and is a pharmacy resident at the VA Hospital in Charleston.

Caroline Manner (1999, Childhood Education) is a teacher in Atlanta, GA.

Elizabeth Bickley (2002, Nursing) is an RN at Lexington Medical Center in Lexington, SC.

Kayce Hendricks (2002, PRTM) is an activity therapist in Atlanta, GA.

Laura Eckel (2002, Health Science) is a field clinical representative for the Guidant Corporation in Charleston, SC.
A trio of new patients in Clemson University's School of Nursing has serious health problems. They run fevers frequently. They have heart attacks and strokes on a regular basis. They have a different open wound every few days, their feet rot, their lungs collapse, and — occasionally — they die.

There’s no need to fret, however. Even on bad days the patients — and the students — can start over again. It’s probably just a matter of time before nursing students give their patients new nicknames. For now they’re all known as Laerdal SimMan.

The College of Health, Education and Human Development recently purchased three of the human patient simulators, two for the Clinical Learning and Research Center at Clemson and one for the University Center in Greenville.

The full-body mannequins breathe and speak. SimMan has heart, breath and bowel sounds and a pulse that can be felt. He has an airway that allows students to insert tubes and practice multiple advanced life support skills.

“We can perform CPR on SimMan or even shock him with defibrillators,” said Deborah Willoughby, nursing professor and chair of the committee developing the Clinical Learning and Research Center. “This gives our students a way to practice in realistic situations. It’s an opportunity to practice life-saving clinical, technical and decision-making skills without risk to patients or healthcare providers.”

The SimMan is connected to a computer that allows the instructor to control his symptoms and then measure the way students react.

With the instructor sitting at the controls, the patient simulator can respond to the treatment administered by the nursing student. If the student fails to follow appropriate protocol, SimMan will experience an adverse clinical outcome. SimMan’s pulse can be felt at his wrist, for example, and the instructor can control the pulse’s strength. The computer also will indicate how the student reacts if the pulse rate changes or grows weaker.

The purchase of the SimMan is an important addition to the teaching tools for nursing faculty and students. The purchase, made possible by private donations, is the first major purchase for the proposed Clinical Learning and Research Center Renovation Project.

Clinical Learning and Research Center Renovation Project is Top Priority for the School of Nursing and the College

There is no argument that health care industry has seen great technological advances in the last thirty years. Due to the new technology, a cardiac patient can return to work in a few weeks as opposed to a few months, as in the past. Many procedures that
required days or weeks in the hospital are now performed on an outpatient basis. The knowledge and skills required of today's nursing graduates are very different than those needed thirty years ago.

Because of the changes, and in an effort to be a top facility in the nation, the College of HEHD and the School of Nursing has teamed with the School of Architecture to establish a collaborative partnership to design a Clinical Learning and Research Center (CLRC). The proposed Center will result in a complete renovation of the current nursing skills laboratory on the second floor of Edwards. The current facility has been in use since the early 1970's.

Today's health care environment is so technologically advanced that simulating bed-making, hygiene, suctioning, wound dressing changes and injections are no longer viable tools for training. Today, nursing education must provide comprehensive simulated laboratory experiences that prepare students to function effectively in the high-tech environment that they will find in the complex clinical settings. Computerized workstations, computer assisted instructional programs, two-way videoconferencing and cutting-edge technology such as human patient simulators (SIM MAN) are the standard in today's clinical laboratories. These technologies allow students to learn, practice and develop competence and will significantly improve their clinical decision-making, critical thinking, clinical practice nursing skills and overall nursing knowledge. The proposed CLRC can provide these experiences and has the potential to be among the most innovative, best equipped, state-of-the-art leaning environments for nursing students.

Currently, more RNs come to SC from out of state than are educated within the state. As the nationwide shortage of nurses worsens, it may become more difficult to attract out-of-state nurses. Another concern is the aging population of nurses. By 2015, 30% of nurses will be 55 years of age or older and only 6% will be under 30 (SC Nurse, 2001). With the anticipated nursing shortage, and no promise of increase in nursing education funds to attract and retain new nursing faculty, schools of nursing are challenged to keep enrollment levels up and at the same time, maintain the quality of their instructional program without the expectation of hiring new faculty.

The collaboration of the School of Architecture and Health and the School of Nursing is unique. Working with faculty in nursing and architecture, students in the health studio in architecture undertook, as a class project, to understand nursing's scope of practice, unique needs, vision of learning, teaching, and evaluation. As a result of the yearlong review, a design for the state-of-the-art CLRC emerged.

The Center will be composed of two areas: the clinical skills area and the learning resource area. The clinical skills area is composed of simulated patient zones and nursing support zones, and can be divided into three units during class hours. The resource area accommodates self-learning as well as small classroom activities, such as group work and work sessions. The two areas are connected with two-way communication technology to regional healthcare providers, other institutions of higher education, and the community so that students will be connected real time to various healthcare providers and education sites.

The design strategies of the CLRC are to simulate state-of-the-art clinical environments and highly technical teaching/learning models, and to allow for flexibility to meet ever-changing teaching and research needs, while also serving the community.
A class of 24 students, grouped in three, can learn independently or as a group according to the program. Unique features of the clinical nursing area are:

- Nursing support zones and teaching modules of 6 bays being separated by breakthrough glass doors to either integrate or separate the zones according to teaching needs.
- Nursing support zones and bedside areas are connected internally and externally by 2-way audiovisual communication system. Students can learn in a group as well as individually at the bedside.
- Ceiling mounted video camera records students’ procedure, and students can review the process with instructor.
- Wall-mounted bedside monitor displays procedures given by instructor, as well as pre-recorded video and activities at remote sites.
- Hand wash unit for each bay.
- Movable headwalls and footwalls to change room configurations.
- Electric and gas outlets mounted on the headwalls, equal to clinical settings where students will practice in the future.
- Private room can be converted into acuity adaptable patient room. It possesses the function of medical-surgical, pediatrics, OB-GYN and critical care.
- Acuity adaptable private room can function as a research room and a testing zone for new equipment, building materials, and the like.
- Exam room can be converted into home-care unit and research space for gerontology nursing care.

The resource area is composed of fixed desktop computers as well as wireless connections allowing each student access to the server to review skills and other teaching materials. Library space will serve students and faculty to access to journals, magazines and textbooks to enhance their teaching and learning. Lounge spaces, one for quiet work and the other for discussion, will be used for classroom activities as well as after hours.

**Total Project Cost (Cash, Gifts in Kind, and Endowment) $4,175,000**

For immediate use to renovate and furnish the CLRC requires $3,150,000. An additional amount of $1,025,000 will be placed in the CLRC Endowment Superfund to be used to sustain the center in perpetuity and allow the College the flexibility to update laboratories, classrooms and equipment as needed to remain current and relevant to the needs of the faculty and students.

If you are interested in donating to the project, please use the enclosed donation envelope or contact Pat Padgett at 864.656.5890 or pdgtt@clemson.edu.
First Annual Governor and Mrs. Richard W. Riley Award for Excellent in Dropout Prevention

Former South Carolina Governor and Secretary of Education for the US Department of Education, Mr. Richard W. Riley and his wife, Tunky, presented the first annual Governor and Mrs. Richard W. Riley Award for Excellence in Dropout Prevention to Mr. Terry E. Richardson, Jr. of Barnwell, South Carolina at the 15th Annual At-Risk Youth National FORUM in Myrtle Beach, SC, on February 18, 2003.

The purpose of this award is to identify and bring recognition to an outstanding individual who has made significant contributions to the advancement of dropout prevention initiatives in the State of South Carolina. The National Dropout Prevention Center, College of Health, Education, and Human Development at Clemson University, will select an individual for this award who exhibits strong leadership and accomplishments contributing to effective dropout prevention strategies directed to initiatives in South Carolina and/or work that furthers the mission of the Center/Network.

Mr. Terry E. Richardson, Jr. is presently managing partner of Richardson, Patrick, Westbrook & Brickman, a law firm based in Barnwell and Charleston, SC. An advocate of education, he presently serves on the South Carolina Board of Trustees for the First Steps Program and has since that program’s inception. He is Chairman of the Legislative Committee, has served on the Charleston, Dorchester, and Berkeley Counties Success by Six Board, and presently serves on the statewide Success by Six Advisory Board. He has also served on the statewide board for the Alliance for South Carolina’s Children, a member of the Barnwell School Board of Trustees, Board of Directors for the South Carolina Institute on Poverty and Deprivation. Additionally, he has been a member of the Community Youth Council for Bamberg, Barnwell, and Aiken Counties of SC, regarding the Juvenile Justice Task Force; a founding member of the Board of Directors of Charleston Education Network, and Foundation Board for the Governor’s School for Science and Math. Mr. Richardson holds a Juris Doctorate Degree from the University of South Carolina School of Law; a Master of Science in Business and Bachelor of Arts Degrees from Clemson University. Mr. Richardson is married to Gail Ness Richardson and has three children: Katy, Matthew, and Jay.

Mark your calendar—advertisement—reference last June edition—

College of HEHD Homecoming Event

Mark your calendars for the College of HEHD’s annual Homecoming event. This year, Homecoming will be on Saturday, October 11 as the Tigers take on the University of Virginia Cavaliers. The event will kick-off at 10am. Please join us for fun, games, refreshments, and to catch up with what’s going on in the college. “CU” there! For more information concerning this event, please visit the College of HEHD Homecoming web site at: http://www.hehd.clemson.edu/
The Blue Ridge Junior Golf Program is a golf clinic open to all elementary schools in Oconee County. Local PGA golf professionals and Clemson University PGM students and faculty volunteer their time for instruction on everything from golf course etiquette to the proper swing technique. A United States Golf Association grant helped to pay for the use of the Blue Ridge Golf Center's nine hole course, driving range, and putting green. The elementary students sign up for three sessions of instruction and one day of play on the course.

Edwards Amphitheater Dedication at Clemson Elementary School

The Edwards Amphitheater at Clemson Elementary School was dedicated on April 5 in honor of Dr. R.C. Edwards, eighth President of Clemson University. Dr. Edwards accepted the honor from President Jim Barker, Clemson Mayor Larry Abernathy, and Clemson Elementary Principal Paul Prichard. With a stage backdrop of a 100-year-old hickory tree, members of the Clemson University family celebrated this event with Dr. Edwards, who owned the property on which the school now stands, for 50 years. He served on the building task force during the school’s planning and construction. President Barker related Clemson University’s support for naming this amphitheater for Dr. Edwards when he said, “R.C. Edwards is a hero and role model for all who love education—at every level—and for all who love Clemson—the City, the University and the spirit of community that makes us one.” He also alluded to the appropriateness of naming the amphitheater for Dr. Edwards because of his legendary and enthusiastic participation in pep rallies held in the amphitheater on the Clemson University campus. The Edwards Amphitheater is one of 22 outdoor environments being developed on the Clemson Elementary campus as part of a three-year long service learning project coordinated through the Department of Parks, Recreation and Tourism Management and involving more than 1,000 students across the entire University campus.
Clemson University, in affiliation with the Elderhostel Institute, has joined a growing movement in education by sponsoring an organization for retired adults who are interested in pursuing stimulating academic and recreation courses. This program, Clemson University Learning in Retirement, is a non-profit organization and is run and attended by its members. The members are local people who commute to the program and who participate regularly year after year, thus getting to know one another as friends, co-volunteers and classmates. CU-LIR’s structure includes a board of directors and committees including Curriculum, Membership, and Publicity. Carilyn Brown, hired by PRTM as the part-time coordinator for the program can be reached by calling 864-656-6912. Tuition for classes at CU-LIR is $100.00 for one semester of up to four classes, subject to availability, or $50.00 per class.

Classes offered this Spring were: Introduction to Digital Photography; Getting the Most from your Home Computer; From Monet to Van Gogh: A History of Impressionism Parts I & II; Conversational Spanish; Creative Currents and Cool Webs: Favorite Poems Project; True Lies and Real Fiction: Writing Your Life Stories; Orchids Made Easy; The Rise and Fall of Soviet Communism Part I: The Czars to the Gulag; The Wonders of the Jocassee Gorges; Wine — Drink It, Enjoy It, and Understand Why; Concert Band; Lost Wax Casting; 5 1/2 Isms: Major Ideas Which Created our World; Residential Landscape Design for the Upstate; Shakespeare; Spanish Fiesta!; Build and Fly a Radio Controlled Model Airplane; and U.S. in the Era of Terror: Why Do They Hate Us? Classes take place at Clemson University, Keowee Key, and the Seneca Solutions Center. Classes are held during the day, typically once a week for an hour and a half. Any senior adult is welcome to join; there are no educational requirements.

Area retirees search Devil’s Fork State Park for the elusive Oconee Bell wild flowers. The Wonders of Jocassee class was organized by the Department of Natural Resources for the CU Learning in Retirement Program.
“Let Us Hear From You!”

We hope you have enjoyed this issue of HEHDlines. HEHDlines is published twice a year to keep HEHD graduates apprised of the events in the College. An Online News version is published monthly if you wish to get information more frequently. Additionally, a tremendous amount of news was submitted for publication in HEHDlines and was omitted due to space constraints. All the news submitted is available on the website at http://www.hehd.clemson.edu, News & Events.

Please use the form to the right and let us know where you are and what you are doing. We will print news from graduates in each edition of HEHDlines. Please let us know how we are doing, and what you would like to see in your newsletter.

Debbie Charles
Editor

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 Debbie Charles, dehm@clemson.edu, 864-656-6639.

Name: ____________________________________________________________
Year of Graduation: ________________________________________________
Major: ___________________________________________________________
Town and State: ___________________________________________________
Occupation/Place of Employment: _____________________________________
Comments: ________________________________________________________

Mailing address: Debbie Charles, Newsletter Editor • G-01 Tillman Hall • Clemson, South Carolina 29634 • FAX: 864-656-6231

Is Your Address Correct?

Please change my mailing address to the following:
Name: ____________________________________________________________
Address: ________________________________________________________________________
City: ___________________________ State: ________ ZIP: __________________

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 Debbie Charles, dehm@clemson.edu, 864-656-6639.

Name: ____________________________________________________________
Year of Graduation: ________________________________________________
Major: ___________________________________________________________
Town and State: ___________________________________________________
Occupation/Place of Employment: _____________________________________
Comments: ________________________________________________________

Mailing address: Debbie Charles, Newsletter Editor • G-01 Tillman Hall • Clemson, South Carolina 29634 • FAX: 864-656-6231

Is Your Address Correct?

Please change my mailing address to the following:
Name: ____________________________________________________________
Address: ________________________________________________________________________
City: ___________________________ State: ________ ZIP: __________________