
Practitioners' News

Departmental Publications

Spring 1998

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PRACTITIONERS' NEWS

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PROGRAMS FOR HIGHER EDUCATION

NOVA
SOUTHEASTERN
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VOL. 25, NO. 3

SPRING 1998



1998 Summer Institute -
July 26 through August 1, 1998
Tucson, Arizona.

The theme for this summer institute is "The Future: Integrating Tradition and Innovation." As you review the "Schedule At-A-Glance" posted on the back page of this issue, you will see a myriad of informative and important sessions planned to enhance your learning experiences.

PHE FACULTY, GRADUATES, AND STUDENTS IN THE SPOTLIGHT

FACULTY



Richard K. Harris, Ed.D. In October 1998, Richard Harris (the first and only cluster coordinator, LA North) and his wife June will move to a new assignment in Budapest, Hungary. After nine years as chairman of the Department of Education at The Master's College

in Santa Clarita, CA, Richard will become an associate director for international education with the Association of Christian Schools, International (ACSI). He will be responsible for providing professional development and other ACSI services to international Christian schools and schools for missionary children in Europe and Central Asia.

Richard has a professional background in both public and Christian school teaching and administration, including schools for missionary children in several regions of the world. A frequent participant at conferences for teachers and administrators at schools for missionary children, he has an understanding of the needs specific to overseas schools and the professional development concerns of the Christian educators serving those schools.



Stan A. Hannah, Ph.D., is a professor of information technology at PHE. His current research focuses on information technology and its implications for higher education. At present, he and his colleagues are studying how technology can be used to enhance distance

education. Specific research topics include knowledge management, virtual campuses, and online learning communities. He is the coauthor of two books, *Into the Future* and *Inventing the Future*, and is also the coeditor of *The Internet and Higher Education*. Stan holds an M.B.A. and a Ph.D. from Indiana University.



Norma Martin Goonen, Ed.D., has been named dean of the Farquhar Center for University Studies at Nova Southeastern University (NSU). As dean, Norma oversees all undergraduate programs. She joined PHE in 1995 as associate director for faculty and curriculum development.

She also served the university's president as a consultant on regional and accreditation matters. Norma is married to Dr. John J. Goonen. They have three children and reside in Davie, FL. We wish Norma success in her new position.

Lynn M. Little, Ph.D., who currently serves as a PHE leadership lecturer, will also be teaching health care education. He has made several presentations on leadership to NSU. Lynn is currently employed as associate professor and chairman of the Department of Medical Laboratory Sciences in Southwestern Allied Health Sciences School.

Linda Scheirton, Ph.D., has been named assistant dean for pharmacy and allied health at Creighton University. She will also serve as associate professor in the Department of Occupational Therapy. Linda will work with faculty advisors, student government, and organizations, and she will serve as a liaison to Creighton's housing office and student health and support services. She will also teach courses in ethics and health care administration.

Linda developed a dental hygiene program at Iowa Western Community College, which is affiliated with the Creighton University School of Dentistry. She also coordinated the health care doctoral specialization program at PHE and has been a senior research fellow and associate professor at the University of Texas Health Science Center at San Antonio. She began her new duties at Creighton on April 1, 1998.

Rene E. Villa, Ed.D., Tampa cluster coordinator, will be serving as a lecturer for the PHE Research Methodology seminar. Looking for a new approach to graduate education, Rene started with Nova in 1972 as a student and received his Ed.D. in 1975. He recruited the first Tampa Cluster group and has had a "love affair" with PHE for the past 26 years. He recently retired from the faculty of Hillsborough Community College after completing 26 years of service. Rene is looking forward to his expanded role with PHE.

FACULTY NOTES

On July 1, 1998, **Alan Cohen**, Ed.D., and **Stan Hannah**, Ph.D., program professors of VTOE and CIT, will assume the duties of coordinators for their respective core curricular areas. Alan will assume responsibility for the Curriculum and Program Planning area and Stan will be the coordinator for the Societal Factors course.

As coordinators, these full-time faculty members are responsible for developing specific geographic assignments for their faculty. Additionally, they will coordinate the updating and upgrading of the curriculum in their respective areas in conjunction with the faculty teaching in that core course. For instance, as they become aware of new books and other academic resources, they will share this information with others teaching in their core. Generally, this sharing is accomplished through several meetings at winter retreats and at summer institutes.

Coordinators are responsible for the selection of new faculty members. Recommendations from national lecturers or others are communicated by the coordinators to the PHE dean or the appropriate assistant dean.

WE WELCOME THE NEWEST MEMBERS OF OUR FACULTY

Charles M. Culver, M.D., Ph.D., is our new health care specialization lecturer. Charles is director of didactic studies and professor of medical education at the Graduate School of Medical Sciences at Barry University in Miami, FL.

Paula M. Singer, Ph.D., has joined PHE as a human resources development core lecturer. Paula is president of an independent consulting firm (formerly Industrial Relations and Development) providing human resources management, organizational development, and program

evaluation services to clients in the public and private sectors. She is also an associate faculty member at Johns Hopkins University, where she instructs graduate classes in the Department of Leadership, Organization Development, and Management.

PHE GRADS

Dr. Sharon Abrahams (South Florida Cluster, 1998) published the following articles: "Teach Your Employees Well; Training Remains Key to Future Success" in *Legal Management*; "Librarians Training Lawyers" in the *Law Library Journal*; "Law Firm Training into the Year 2000" in the *Legal Reference Services Quarterly*; and "The Economics of Educators and Training Business Lawyers" in the *CLE Journal and Register*.

Dr. Dale R. Carlson (Iowa Lakes Cluster, 1979) retired on June 30, 1998, after 32 years at the Worthington campus of Minnesota West Community and Technical College. During that time, he served as biology instructor, dean of academic services, and executive vice president of instruction. Dale serves as the associate cluster coordinator for the Wausua Cluster.



Dr. Pamela Barnard Childers (Philadelphia Cluster, 1995) served as visiting professor of English at Utah State University in June 1998, presenting, with artist Malcolm Childers (her husband), a course titled "Teaching Writing in a Visual Culture." The course featured many of

the ideas from *ARTiculating: Teaching Writing in a Visual World*, her recent book with Hobson and Mullin (Heinemann-Boynton/Cook, 1998).

Pamela has also written the following chapters to be published in forthcoming books: "Developing a Community in a Secondary School Writing Center" (with Laughter, Lowry and Trumpeter) in *Weaving Knowledge Together: Writing Centers and Collaboration*, Editors: Carol Haviland, Thia Wolf et al. NWCA Press, 1998.

"Writing Center or Experimental Center for Faculty Research, Discovery and Risk Taking?"

in *WAC and Faculty Development in Writing Centers*, Editors: Bob Barnett and Jacob Blummer Greenwood Press, forthcoming.

"Virtual High School Writing Center: A Spectrum of Possibilities" (with Jordan and Upton) in *Wired in the Writing Center*, Editor: Eric Hobson. Utah State University Press, forthcoming.

Dr. Thomas G. O'Brien (Massachusetts Cluster, 1997) recently had the journal article "The First Encounter with Students in the Biology Classroom" published in the *Empire State Association of Two-Year College Biologists*, Spring 15 (2), 7-8.

Tom also presented the paper "Implementing a New Pedagogy of General Education Goals" at the 16th National Conference of the Community College General Education Association. In addition, he was the guest speaker on the "Coral Reef" to an audience of middle and high school science teachers of the Long Island and New York Metropolitan area, Jason Project-Board of Cooperative Educational Services (BOCES) of Nassau County, New York.

PHE GRADS (cont.)



Carol Petrozella, Ed.D. (South Florida Cluster, 1997) received an honorary lifetime membership in the Florida Nursing Student Association at the State Convention. The award, the organization's highest honor, was given for her service to students. Carol has also been selected to

participate in the National League for Nursing Convention, to be held in September. Her poster presentation is based on her MARP which was on the development of a nursing ethics elective.

Dr. Yng-Chien (Jerry) Sheu (International Cluster, 1995) was chief editor of the *Encyclopedia of Chinese Printing History*, a 700-page two-volume work. He also created a strategic plan for the Graphic Arts and Printing Technology Department at National Taiwan Normal University. Of more than 200 applications submitted to the minister of education in Taiwan that year, Jerry's application was one of only 30 to receive funding. He is currently serving as professor and director of the Department of Graphic Communication and Printing Technology.

Dr. Marlene Smadu (Calgary Cluster, 1995) has been appointed assistant deputy minister, Saskatchewan Health, Government of Saskatchewan. The effective date of her appointment is August 9, 1998. She leaves her present position at the Saskatchewan Registered Nurses' Association (SRNA) on July 31, 1998. Saskatchewan is the heartland of socialized medicine in North America and is currently moving through another phase of health renewal based on the principles of primary health care.

Dr. Niann Chung (Nelson) Tsai (International Cluster, 1993) directs the distance education program to serve alumni from Shih Hsin University in Taipei. Using the PictureTel 2000 Video Conference System, he created a strategic plan for alumni distance education.

Dr. Jose Vicente (South Florida Cluster, 1988), president of Miami-Dade Community College's InterAmerican campus, has been named a member of the American Council on Education's (ACE) Commission on Leadership and Effectiveness. The commission serves as the advisory body for ACE policy and operations, especially for activities that include the ACE Fellows Program, the Department Leadership Program, and the National President's Study on the ACE/Kellogg Project on Leadership and Institutional Transformation.

Dr. Douglas Wardwell (New Haven Cluster, 1975), president of Group Telecasters, received the National Videographer 1998 Award of Distinction for Programs that Exceed Industry Standards for "South County Legacy," featuring tourism in South County, RI.

Dr. George R. Zimmerman (Chicago Cluster, 1998) was recently promoted to regional administrator of the General Motors Technical Education Program. His new responsibilities include coordinating distance education engineering programs from more than 40 universities worldwide into six General Motors divisions in mid-Michigan.

PHE STUDENT

Marie S. Efthimiadis (International Cluster) was recently selected to participate in the Monbusho Summer Program in Japan. The research experience fellowship will give her the opportunity to spend two months working on her MARP in Japan.

'98-'99 PHE GRAD FELLOWS



Beth Modica, a native of New Jersey, comes to us from the College of New Jersey (formerly Trenton State College), in Ewing Township. Living in Hopewell, Beth has worked at the College of New Jersey since 1986 and is director of operations for the Trenton State College

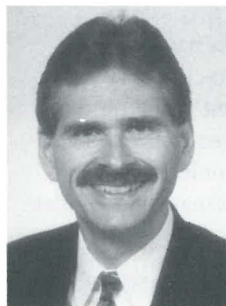
Corporation, where she runs the real estate and summer sports camp programs.

Beth is responsible for land purchases for the future expansion and growth of the college. She also rents and manages 45 developed properties and an apartment complex for faculty, staff, and students, accommodating housing needs and promoting a sense of community among all members of the campus.

Beth began her administrative career at the College of New Jersey as a meeting planner in the Office of Conference and Meeting Services. She also held posts as manager of conference and meeting services as well as executive assistant to the vice president for administration and finance. She has a bachelor's degree in communication from Trenton State College and a master's degree in human services administration from Rider University.

Beth serves as an advisor to the Zeta Pi chapter of Phi Sigma Sigma National Fraternity, Inc., keeping close contact with the students on campus. She also serves on various committees on campus, including the Quality Improvement Program. Beth played an integral role in introducing the college to total quality management and its principles. She helped design the TQM program at the college and serves as a consultant to various quality teams.

Beth's commitment to higher education motivated her to pursue further education with a university whose values and goals match her own: NSU's Programs for Higher Education. The graduate fellow program presents the perfect opportunity for Beth to study, work, and gain experience with the various challenges that face colleges and universities today. Beth is looking forward to living in South Florida when she begins her one-year fellowship on July 1, 1998. When she is not working, she likes to exercise, ski, collect antiques, and create stained glass art.



Chuck Wilson currently serves as the Southern and Central Africa regional director for the International Correspondence Institute (ICI) University. Chuck and his wife, Janet, plan to return to South Africa after they both complete their doctoral programs in the Fall 1999. Chuck has 19 years of experience in

theological education; he has spent the past 14 years directing distance education programs in Africa. Chuck's research interest is learning styles and their implications for instructional design and delivery of educational programs. He has a bachelor's degree in religious education from Southern California College and a master's degree in adult education from Oregon State University.

Chuck was elected to represent Africa as general presbyter to the General Council of the Assemblies of God in 1994. He was also selected by the Foreign Missions Committee to serve on a five-member Committee to Evaluate Policies for U.S. Based Foreign Missionaries. Chuck has published in the *16th Annual International Conference on Distance Education (ICDE) Proceedings Books* and has had two papers published in ERIC.

Chuck is excited about becoming a grad fellow and looks forward to the opportunity to address PHE issues and developments related to administering a distance education program—topics that are relevant to his work in Africa. His wife hopes to finish her remaining requirements for a Ph.D. in linguistics during the year. Their two children are both attending college in Texas. Chuck's hobbies include cooking and long-distance running. He begins his fellowship on September 1, 1998.

CONGRATULATIONS TO THE FOLLOWING 1998 PHE GRADUATES

JANUARY 1998

Howell K. Maughon - Greenwood - VTO
Robert Everton - Richmond - VTO

FEBRUARY 1998

Donald Bowman - Massachusetts - HE
Soon Nam Choi - International - AE
Gregory F. Stiber - South Florida - HE
Charlotte Price - Greenwood - HE

MARCH 1998

Calvin L. Carpenter - Massachusetts - CIT
Judith Hitchcock - Massachusetts - HE
Gregory Zimmerman - Chicago - AE
Lynn Coopersmith - Philadelphia - HE
Sharon M. Abrahams - South Florida - AE
Jerrell Basile - Tampa - VTO
Cathy L. Ledbetter - West Florida - HE
Mary Ann Turney - Massachusetts - HE
Stanley G. Percival - Western Pennsylvania - AE
Dustin Swanger - Philadelphia - HE

APRIL 1998

Betty Christeson - Greenwood - HE
Deborah J. Zanella - Massachusetts - HE
John-John Spolsdoff - Bay Area - HE
Frank R. Spargo - International - AE
Suzanne M. Edenfield - Greenwood - HCE
Robert L. Freeman - International - VTO
Virginia Moody - Dallas - AE
Sandra Luz Castillo - Bay Area - HCE

MAY 1998

Habiba N. Shaw - West Florida - HCE
Jennifer Dowd - Philadelphia - HE
Cindy Oberjosh - Western Pennsylvania - HE
William M. Peterson - International - HCE
Wendolyn Bennett - West Florida - AE
Robert Hill - South Florida - HE
Mary Hagler - L. A. North - VTO



A Farewell Message from the Editor

With the end of my year as a grad fellow and editor of the *News*, I want to extend my heartfelt thanks to the PHE administration, staff, and faculty, all of whom have made my experience at NSU one of the most memorable of my life. I also want to thank you, the readers of the *News*, particularly those who have so generously shared articles on the significant accomplishments in your professional lives and who have, at times, reported the loss of a dear friend and colleague. You are the real lifeline of the *News*. I must also extend a tremendous thank you to the staff of the NSU Publications Office—their support has been phenomenal.

As a grad fellow, I have had the opportunity to meet and get to know many of my colleagues—I wish you well and challenge you to "keep your eye on the prize." I also want to tell you how fortunate you are to have such a tremendously supportive PHE faculty and staff—they are always there to assist you in any way they can.

I am going away with incredibly mixed emotions: a feeling of sadness at leaving the PHE family, yet with a tremendous sense of pride and accomplishment. This has been a fantastic year—my course work (except for this year's summer institute) and practicums are done and the comps are now but a memory. I have the ascended stairway to the MARP, with the glow of my Ed.D. becoming ever so brighter. Once again, my thanks and appreciation to everyone.

Janet E. Jaeger, Editor, *Practitioners' News* {:-}

FREQUENTLY ASKED QUESTIONS ABOUT THE PRACTICUM PROCESS

Frequently Asked Questions By The PHE Teaching Faculty To Practicum Evaluators About Practicums and the Practicum Process

The questions and answers noted below grew out of a panel discussion on the practicum process at the annual faculty meeting and in-service for PHE core and specialization faculty on January 24, 1998, at the Airport Hilton in Fort Lauderdale, FL. Panelists included the following practicum evaluators: Eileen Morrison, Gary Rankin, Ken Varcoe, and Lois Zachary. The panel was moderated by Martin Parks, PHE associate dean for research. The purpose of the panel discussion was (a) to help teaching faculty respond to questions frequently raised by students about the practicum process, and (b) to “demystify” the practicum process.

1 Q. When can students begin practicums? Is there a specified order?

A. Students may begin practicums upon enrollment. Most students will wait a term or two, or if they have had no previous research instruction, until after they have completed the Research Methodology seminar. It is expected, though not required, that students will attempt

a practicum related only to a seminar they have completed.

While there is no specified order in which practicums must be completed, it is critical that the first practicum, regardless of the methodology selected or the seminar relationship, be begun as

soon as possible after initial enrollment in PHE. A well-accepted rule of thumb is that students complete a minimum of one proposal, if not a practicum report, in the first year of instruction.

2 Q. Why, according to the Guide to the Practicum Process, are we asking students to use references that are less than five years old in their reviews of literature?

A. It is generally agreed that literature and research materials should reflect the latest developments and results. Therefore, five years is intended to help students focus on recent materials and avoid dated

materials which do not accurately reflect the current state of the research. However, practicum instructors and evaluators are not encouraged to treat the five-year guideline as a rule, rather as an

indicator of recency. Seminal research and literature are always welcome in a review of literature and research.

3 Q. What percentage of students who get to the practicum process cite it as a reason for dropping out of the program?

A. We have no relevant data at this time, but the relationship between the practicum process and program attrition is being explored. We are aware that waiting to complete (or even begin) the practicum requirement until after the seminar

requirement has been completed may lead to delay, if not indefinite postponement, of completing the remaining degree requirements. Therefore, it is vital that students begin the practicum development process as early in the program as possible. By so

doing, other program completion requirements (e.g., the comprehensive exam and assignment to the MARP committee) emerge at timely intervals and degree completion falls within the intended parameters of three to four years.

4 Q. What is the relationship among practicums, the comprehensive exam, and the MARP?

A. This question could be addressed on a number of levels (see response to question #3). However, the most direct response would indicate a clear linkage between the practicums and the MARP, and a less clear relationship between practicums and the comprehensive examination.

Practicums are designed to be part of the instruction in graduate research offered by PHE. Consequently, practicums are seen as developmental evidence of the ability of PHE students to (a) integrate and apply instructional

learning outcomes, and (b) design and conduct research leading to problem solving in the workplace. To this end, practicums also meet the PHE outcome of developing agents of change. Given that practicums are a function of the instructional process in graduate research, the MARP is intended to be the capstone product or evidence of expertise in applied research.

In addition to being a critical component of the instructional process in research, practicums also inform the comprehensive examination. The PHE

comprehensive examination is designed to provide an opportunity for students to apply learning from their entire doctoral experience (including seminars, practicum research projects, and summer institute opportunities) to a problem identified in the examination. The student's ability to respond to the examination with apt and thoughtful applications of prior learning from each of the program components generally results in success in the examination.

5 Q. Do practicum evaluators compare a practicum under review with prior practicums? (Do some students end up with a “set” of practicums that are quite similar to one another?)

A. Practicums that clearly duplicate previous practicums are not permitted. Cluster coordinators or associate coordinators review and approve each proposal submitted by all students served by that cluster. Consequently, any practicums that might be too similar would be identified at the proposal stage rather than at the report stage.

“Similar” practicums are not necessarily rejected. In cases where students have a clear focus of their planned MARP, practicums can be designed to strengthen the student's background and preparation in the subject area of the MARP. (For example, a development problem-solving practicum could be designed to create and validate

a survey instrument to be used in the MARP or in another practicum.) Practicum proposals that include overly repetitive components (e.g., the same review of literature, the same discussions, and/or the same recommendations) should be returned for revision.

6 Q. Why four practicum reports?

A. Historically, PHE has required up to eight practicum reports from each student. However, in the early 1990s, program requirements changed to reflect the current pattern, which links each of four practicums to (a) one of the dominant research paradigms offered by PHE (development problem-solving; evaluation research; quasi-experimental

research; research other than quasi-experimental designs, including, but not limited to qualitative and/or survey research); (b) one or two seminars in the student's specialization, and (c) other core seminars of the student's choosing.

The primary intention of the practicum process is to develop graduate research skills in preparation

for the MARP and as consumers of educational research. Discussions currently under way are intended to further align or revise the practicum requirement as well as the other components of the Ed.D. program.

7 Q. What are the criteria upon which practicums are evaluated?

A. The criteria employed to evaluate practicums are extensive. Not only is there a practicum proposal evaluation form which details these criteria, but there is a practicum report evaluation form as well (both of which are appended to the Guide to the Practicum Process). Cluster coordinators or associate coordinators employ the proposal evaluation form as they review each proposal. The proposal evaluation form includes assessments of the (a) title page; (b) employment

position of the student; (c) introduction, which includes the problem statement and research questions; (d) procedures; (e) expectations; (f) appendixes; and (g) technical aspects, which includes writing miscues.

The practicum report evaluation form assesses how effectively each practicum report addresses the following: (a) title page, (b) abstract, (c) table of contents, (d) Chapter 1 - Introduction, (e) Chapter 2 - Review of Literature, (f) Chapter 3 -

Methodology and Procedures, (g) Chapter 4 - Results, (h) Chapter 5 - Discussion, Conclusions, Implications, and Recommendations, (i) appendixes, and (j) technical aspects. Seminar faculty wishing to explore evaluative criteria for doctoral students would be well served by reviewing PHE's practicum proposal and practicum report evaluation.

8 Q. Do students pay extra to enroll for a practicum?

A. No. PHE students pay tuition based upon the term only, not on the number of credits attempted

or earned. Therefore, a student enrolled to complete a core or specialization seminar

may work on one or more practicums at the same time with no additional charge.

9 Q. Can students do all of their practicums on variants of the same problem?

A. Students may do practicums that relate to each other and/or focus on the same general arena. However, students may not repeat a research project or significant portions of a research project

(e.g., the review of literature) for which credit has been awarded. The intention is that each practicum project provide an opportunity for students to employ new research understanding and skills.

To submit a practicum report for which credit was already awarded constitutes academic dishonesty and is not allowed. (Please see the response to question #5 for a related discussion.)

10 Q. Should I expect students to follow the practicum format in papers other than the practicum report?

A. No. Students should expect to follow the guidelines you establish for your papers and/or projects. PHE does require, however, that all papers submitted for seminar credit follow the format guidelines as found in the PHE Guide to

Form and Style and as supported by the current Publication Manual of the APA.

If you are asking students to conduct and report applied research, it could be helpful to them if the components and format of the research reports were

similar. However, formats for reports of applied research may differ substantially from the formats you might wish your students to follow for other scholarly treatments.

11 Q. How do practicums relate? Do they build on each other?

A. Practicums relate in that they are all reports of applied research that follow similar requirements for proposal and report components (see the practicum proposal and report evaluation forms

appended to the Guide to the Practicum Process Guide). Beyond that, however, each practicum project is to address a specific problem within the student's workplace. Each practicum should be

unique and building upon previous practicums should be approached carefully. (Please see responses to questions #5 and #9 for related discussions.)

12 Q. How does a practicum differ from a MARP?

A. Practicum research projects are intended to be as much process as product. While practicums, like MARPs, are intended to resolve problems in the workplace, they are intended as well to provide students an opportunity to demonstrate their growing understanding and application of the

research paradigms supported by PHE.

The primary differences between a practicum and a MARP are complexity and scope. For example, where a practicum addresses a specific problem with one or two research questions only, a MARP (or applied dissertation) is based upon a

sufficiently complex problem requiring multiple research questions and, possibly, multiple treatments. Each practicum normally employs a single methodology, whereas the MARP encourages the application of multiple methodologies.

13 Q. What am I, as a core or specialization faculty member, supposed to tell students about practicums?

A. Students often find it difficult to identify a research problem. Too frequently, students start with a method and go in search of a problem to fit the preferred methodology. Faculty can best help practicum students with identifying a problem of significance to both the student's employing

institution and the student's specialization. Assignments such as topical papers or issue analysis papers frequently serve as an initial step in developing viable practicums related to the seminar content.

Instruction in the practicum process is delivered by the cluster administrators. In order to limit misconceptions on the part of the student, teaching faculty are encouraged to refer the student to cluster personnel in matters of practicum detail

14 Q. How can teaching faculty best encourage students to see the relationships between the seminar and future practicum possibilities?

A. As part of the practicum report, students must establish a relationship between the proposed practicum project and one of the eight seminars offered in the PHE doctoral program. This is best

achieved through relevance, significance, and appropriate literature. Teaching faculty can help practicum students by confirming the relevance of the proposed project to the conceptual content of

the seminar, validating the significance/importance of the problem under investigation, and identifying literature streams that can be explored more thoroughly to inform the proposed project.

15 Q. What guidelines can students use to identify practicum topics? Are some topics unsuitable for practicums?

A. There are no strict guidelines for topics that students can use for their practicums. Practicums are applied research projects and, as such, should be approached as would any well-conceived research. Specifically, the student researcher should be exploring the workplace for existing

problems and then following up with a suitable review of relevant research and literature.

Policy and procedures for conducting research, as published by NSU's Institutional Review Board (IRG), should help to clarify issues surrounding the possible suitability or unsuitability of proposed

research projects. While no specific topics for proposed research should be rejected out-of-hand, topics unrelated to the seminar, or which are ineligible for IRB clearance should be avoided.

16 Q. How can I best continue to encourage students to see relationships between the seminar and future practicum possibilities?

A. While there is no clear answer to this question, several teaching faculty have created opportunities to discuss practicum possibilities with students while visiting the various clusters. For example, one faculty member makes it a point to discuss practicum progress with students over lunch. Another ends each session with a brief discussion

generating practicum possibilities. Most frequently, however, teaching faculty simply note student papers where/when practicum possibilities emerge.

Specialization seminar faculty have begun to invite the practicum evaluators related to their specialization to participate in some of the summer institute portion of the specialization seminars.

In this way, specialization students get to know the evaluator for the practicums related to their specialization and are encouraged to discuss possible institutional problems worthy of practicum treatment.

17 Q. Why don't faculty who teach a given seminar select practicum related to that seminar?

A. Originally in PHE, teaching faculty were much more involved in the conceptualization and development of practicum projects. In fact, practicum projects were submitted as evidence of successful completion of the seminar. Over time,

however, it became clear that issues of standardization and quality could not be met without assuring all students of standardized review and evaluation of their doctoral work. Faculty who focus primarily on evaluating

student research projects are selected based upon their experience and expertise in research, whereas teaching faculty continue to be selected based upon their experience and expertise in the field represented by the seminar.

18 Q. Can assignments for seminars be used as practicums or as pieces of a practicum?

A. Instruction in the practicum process is the responsibility of the cluster administrators and instruction in the seminars (both core and specialization) is the responsibility of the

teaching faculty. Yet, some seminar assignments (e.g., reviews of literature, conducting case studies, analyzing research project results) may be helpful to students as they prepare practicums. However,

all assignments developed for evidence of learning in the seminars should reflect the seminar demands and not the demands of the practicum process nor of practicum components.

PRACTICUM WORKOUT CENTER QUESTIONS AND ANSWERS NOW ONLINE

Students participating in the inaugural Practicum Workout Center (PWC '97) can now find answers to their practicum related questions on the PHE Web. PWC practicum questions and answers are available at the following Web address: www.nova.edu/phe/research.htm.

As you can see, we have given the Practitioners' News a new look. The format is different but the content remains the same, filled with articles of interest about you and for you. Please let me know what you think. Send your comments to my e-mail address: jaegerja@fcae.nova.edu.

POLICY CHANGES AND TUITION INCREASE

New Policy on Incomplete Grades Number 3.02 Same as Fall 1997 Issue

New Policy on Interpretation of Seminar Grades Number 3.01

Effective July 1, 1998—
Seminar grades are given as **Pass**, **No Pass**, and **Incomplete** and are recorded on students' official transcripts at Nova Southeastern University.

1. A **Pass** grade indicates that the student has satisfied all seminar requirements.
2. A **No Pass** grade indicates that the student:
 - a. has attempted to complete all requirements of the seminar, but has failed to meet the standards, or
 - b. has not completed all requirements and has not given sufficient evidence of effort to complete the requirements. Any student receiving a **No Pass** must repeat the seminar to receive credit. If a second **No Pass** is received, whether for the same seminar or for two different seminars or practicums,

the student is terminated from the program and is not eligible for readmission.

3. An **Incomplete** grade indicates that the student has failed to complete the seminar requirements, but as a result of communication with the national lecturer has received an extension of time for the completion of such requirements, as per the Policy on Incomplete Grades, Number 3.02.

Criteria for Determining Satisfactory Progress
The following criteria will be used in determining satisfactory progress:

1. Students must be currently enrolled and up-to-date on all tuition and fee payments.
2. Students must have within the past five months received and have recorded in the Programs for Higher Education Central Office, a grade of **pass** on at least one of the following:
 - a. a seminar,
 - b. a practicum proposal,

- c. a practicum report,
- d. the comprehensive examination,
- e. the MARP prospectus,
- f. the MARP proposal,
- g. satisfactory progress on the MARP and have submitted the individualized evaluation, or
- h. the MARP

Criteria one and two must be met in order to certify satisfactory progress in the program.

If these criteria are not met, the Office of Financial Aid (OFA) will be notified and the financial aid benefits will be terminated as of the date of the report.

Tuition Increase

Effective July 1, 1998 ('98 summer term), tuition for students enrolled in the first three years of the program (up to 12 payments) will be \$2,115 per term for a total of \$8,460 per year. The new tuition for continuing services students (13th payment and beyond) will be \$1,360 per term for a total cost of \$5,440 per year.

CLUSTER SPOTLIGHT

We honor the Massachusetts Cluster, number one with the highest number of students. The cluster coordinator is Dr. JoAnn Stone, Dr. James Pietrovito is associate cluster coordinator, and the local research associate is Dr. Hy Edelstein.

The cluster's greatest strength is the students themselves. They are professionals who take their studies seriously, yet are able to have fun while learning. They are a close-knit group who share each others' trials and tribulations and truly celebrate their accomplishments. They drop all pretenses that go along with the roles/positions/titles they may have at work and talk "research" and "learning community." They all want to see everyone succeed and support each other in every way possible.

The effort to build community starts from admission to the cluster. Veteran students sign up to be a new admissions' "orientation buddy" to help the new students transition into the group. Other students, graduates, and these same mentors, show up at the Friday night orientation session, held prior to the first class, to welcome new people and share stories of encouragement. This same theme is carried out by cluster administrators who send "welcome aboard" cards to all students starting in the program, and "congratulations" cards to all who finish proposals and practicums.

Rituals are important in the group's solidarity. In the morning of the new student's first cluster meeting, they are introduced to everyone and asked to "come on down" to the front of the class to say something about themselves. At this time, they are given an "NSU name tent." This tent is used for each class they attend. The most fun comes,

however, during their last class when they have the "Rip Up Your Tent Ceremony" to celebrate the class completion phase of the program.

The cluster has fun with people who are inquiring about the program and attend the monthly open house. Guests are asked to introduce themselves in the morning meetings, at which time a tent is ceremoniously ripped in half—they get only one half a tent with the promise that if they enroll, they will get a full one. It's the kind of fun thing that "you have to be there to appreciate."

The cluster is most proud of the Scholars Award participants. Since the award was initiated, one or two students from the cluster have been finalists each year. This is another way of encouraging scholarship and is referred to as a "Two-For." While those who applied may not have won the award, they are still winners since they, in fact, have an article written for a journal, if they choose to publish it. Hence, a two-for-one effort activity. JoAnn says her personal hope is that one day the cluster will walk away with three of the awards, and since it is a blind review, she thinks they may just do it.

The cluster views an anticipated decrease in the actual number of students registered in the next two semesters as a positive indicator of the number of students (23 plus or minus) who are in the MARP stage of their program. A drop in the next few terms means students are completing the program. **No ABD's for this cluster!** In a final note, JoAnn says that the cluster will continue to do everything possible regarding its marketing efforts . . . and what could be the best advertisement of all, but **GRADUATES** who are excited about their accomplishments!



l-r: Bill Morrison, John Fitzsimmons, Melissa Whelan, Jean Mee, Heidi Loiseau, Patrick Bottiglieri



l-r: Dawn Kindel, Kathy Atwood, Pat Johnson, Jackie Patterson Johnson, (Philadelphia Cluster) Midge Sabatini



l-r: Jane Freedman, Patrick Bottiglieri, Pat Blenkiron, Kathleen Atwood, Midge Sabatini



The Massachusetts Cluster



l-r: Salvatore Barese, Jane Freedman, Kathy Skrabut, Brenda Boyce

**PROGRAMS FOR HIGHER EDUCATION
announces
GRADUATE ADMINISTRATIVE FELLOWSHIPS**

The Programs for Higher Education (PHE) at Nova Southeastern University announces two graduate administrative fellowships for the 1999-2000 academic year. PHE offers a field-based Ed.D. degree with specializations in adult education; computing and information technology; health care education; higher education; and vocational, technical, occupational education. To be eligible, applicants must hold a master's degree from an accredited institution and enroll, or be enrolled, in one of the five specializations.

RECIPIENTS WILL RECEIVE THE FOLLOWING:

- annual stipend of \$20,000 (and appropriate employee benefits)
- tuition waiver
- textbooks and computer support
- all expenses paid for the 1999 Summer Institute
- office space in the Fischler Center for the Advancement of Education, Nova Southeastern University, in North Miami Beach, FL, for the academic year.

THE FELLOWSHIPS HAVE THE FOLLOWING PURPOSES:

- to provide the recipients the opportunity for full-time doctoral study in education in Nova Southeastern's innovative field-based program;
- to provide the PHE office with staff and research support through studies and projects of benefit to the program, conducted by the recipients while they earn academic credit toward graduate education.

Applicants for the 1999-2000 positions should send a letter of intent and a 'resume' no later than November 30, 1998. Notification to successful applicants will occur in late February 1999. Send materials to:

Dr. Ronald C. Kroll
Associate Director for Cluster Support
and Student Services
Programs for Higher Education
Fischler Center for the
Advancement of Education
1750 NE 167th Street
N. Miami Beach, Florida 33162-3017



Nova Southeastern University
admits students of any race, color,
and national or ethnic origin.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.
Sept-FCAE/97 EB

COMPREHENSIVE EXAMINATION QUESTION

Saturday, April 18, 1998

In his 1961 seminal work *Excellence: Can We Be Equal and Excellent, Too?*, John W. Gardner writes:

We must develop a point of view that permits each kind of institution to achieve excellence *in terms of its own objectives*. . . . In short, we reject the notion that excellence is something that can only be experienced in the most rarefied strata . . . we may properly expect that every form of education be such as to stretch the individual to the utmost of his potentialities. And we must expect each . . . to strive for excellence in terms of the kind of excellence that is within his reach. Here again we must recognize that there may be excellence or shoddiness in every line of human endeavor. We must learn to honor excellence (indeed to *demand* it) in every socially accepted human activity, and to scorn shoddiness, however exalted the activity. . . . An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water. (pp. 100 - 102)

Reference: Gardner, J.W. (1961). *Excellence: Can We Be Equal and Excellent, Too?* New York, NY: Harper & Row Publishers.

Assignment

You have been asked to write a proposal to ensure overall **excellence** and **effectiveness** in your organization/institution. Using the quotation cited above as a basis for your response, and remembering to incorporate elements of your core seminars, specialization seminars, practicum reports, and summer institute experiences, please address each of the following proposal components:

Provide a brief background description of your organization/institution, and any previous attempts to define and attain organizational excellence and effectiveness. Include your organization/institution's current working definitions (formal or informal) of excellence and effectiveness. Do not identify your organization/institution by name.

Based upon your organization's/institution's current working definitions of excellence and effectiveness, discuss any benchmarks which have been established or should be established. How do the benchmarks relate to your organization's/institution's mission and strategic plan for the next five years?

Provide a comprehensive plan for attaining and sustaining excellence and effectiveness in your organization/institution. Include any training programs/activities as well as any policy alterations. Design an assessment strategy for your comprehensive plan.

Reminders

1. Read the question carefully. Outline and plan your response before you begin to write the paper. Be certain to include all parts of the question. However, extensive use of short outlined sections within your paper is *not* appropriate. Headings from your outline should be followed by well-written exposition in paragraph form. Attach the outline to your final response.

2. Develop your answer from significant concepts and insights gained from your core and specialization seminars, practicum reports, and summer institute sessions. Draw upon relevant literature and cite sources as appropriate.

3. Review the examination evaluation criteria below to ensure that your answer meets each one.

Criteria for Evaluating Performance on the Written Examination

The three-person faculty panel of evaluators will individually review each examination according to the following criteria:

1. **Organization.** Evidence of a logical and meaningful consistency in the structure of the response to the structure of the assignment; evidence of a planned presentation having a clear flow from the beginning, through the middle, to the conclusion.

2. **Completeness.** Evidence of having covered *all parts* of the assignment in the response.

3. **Content.** Evidence of having developed the response from significant concepts and insights gained from core and specialization seminars, practicum reports, and summer institute sessions, drawing upon relevant literature and citing sources as appropriate.

4. **Relevance.** Maintenance of pointed and clear relationships in the response to the assignment; avoidance of digression from main points of assignment; avoidance of "boiler plate" or "filler" material; avoidance of redundant matter and educational jargon.

5. **Cogency.** Depth of insight, reasoning, and understanding exhibited in response through the integration of thought and argument.

Congratulations to all: 20 students sat for the Comprehensive Exam on April 18, 1998 Seventeen passed; Wayne Gautreau received a "High Pass." We commend everyone.

TECHNOLOGY IN USE AT NOVA SOUTHEASTERN UNIVERSITY

Al P. Mizell and George Kontos

In May, the Nova Southeastern University Office of Information Technologies sponsored the Third Annual Technology Training Fair where university employees were invited to demonstrate how they have used technology in their teaching and how that technology has improved their efficiency in handling administrative and clerical tasks.

The Fischler Center for Adult Education (FCAE) was well represented in the four winning categories. First place in the faculty category was won by Richard Goldman (Distinguished Program Professor and our former dean), and Phyllis Olmstead (Office of Technology, academic computing specialist) for the CD-ROM they are creating: "Developing a Private or Charter School." Second place was taken by Pete Wagschal, Tania Derby, and Caryn Coln for the new Web site they created as the primary communication tool of the Educational Leaders' doctoral program. In the professional category, Jaime Lopez and Marti Mitchell won second place recognition for their database application. This application substitutes electronic screens for paper copies of the program's student and faculty directory and is accessible to every member of the program staff.

A number of vendors, ranging from Microsoft to Computer Projection Systems, demonstrated hardware and software that could also help enhance our use of technology. There were many other projects, ranging from a "Cold Fusion Mileage Log" to "Teaching and Training over NetMeeting," that demonstrated dozens of ways NSU staff are using technology in creative applications to improve our delivery of instruction and service to our students.

For photographs and more information on the fair, be sure to visit the NSU's Micro Web via microweb.microlab.nova.edu. Click on flag near bottom of page. You are also invited to explore other areas on the Web.

The strongest principle of growth lies in human choice.

-George Eliot

I sometimes say that success just happens. That's not true. You have to make it happen. When I make up my mind to do something, I make sure it happens. You can't wait for the phone to ring. You have to ring them.

-Lord Lew Grade

It is what a man thinks of himself that really determines his fate.

- Henry David Thoreau

WE CELEBRATE OUR STAFF

The following poem was written by Carolyn Cohen in celebration of receiving her bachelor of science degree in psychology from NSU. She is the administrative secretary to the PHE associate dean for research. We honor Carolyn.

*In your life you may embark on a journey.
It will be the longest journey you will ever take.
It is the journey to find yourself.*

*Learn from the lessons put in your path,
Embrace those who have encouraged
you along the way,
Feel joy in your success and you will find peace
in the pursuit of your dreams.*

Carolyn Cohen
April 1998



Tanya Walker, PHE technology support specialist, received a Bonus Incentive Plan (BIP) award from the Fischler Center for the Advancement of Education. The award recognizes outstanding ideas that have been successfully implemented either at the program level or centerwide. Tanya received the award for redesigning an idea that was originally presented by a former graduate fellow, Diana Walkins. Diana had developed an online registration form for PHE students to use in lieu of the paper-based registration. Tanya's idea put a different spin on the original. By taking the raw data submitted by students, she can generate, through Microsoft Access, a replica of the paper-based registration. The printed form is then used as a follow-up tool for payment information. The form should be available on the PHE home page in the near future. Due to the lack of online program security, payment information and Social Security numbers cannot be taken over the Web.

SCHEDULE AT-A-GLANCE

Friday, July 24

1:00 p.m. - 9:00 p.m. Institute Office
 3:00 p.m. - 6:00 p.m. Program Dean's Team Meeting
 6:30 p.m. - 7:30 p.m. International Cluster's Administrators and Faculty Wrap-Up Meeting

Saturday, July 25

6:00 a.m. - 8:30 a.m. Continental Breakfast at The Meeting Place
 7:30 a.m. - 8:45 a.m. Student Writing Assessment Task Force Meeting
 8:00 a.m. - 8:00 p.m. Institute Office
 9:00 a.m. - 9:30 a.m. Program Dean's Meeting with Faculty
 9:00 a.m. - noon Preinstitute Workshops for Students (optional)
 9:45 a.m. - 11:45 a.m. Faculty Professional Development (all faculty)
 10:00 a.m. - 11:00 a.m. Mid-Morning Refreshments at The Meeting Place
 11:45 a.m. - 1:00 p.m. Lunch Break
 Open Demonstration of Online Writing Lab (OWL)
 Preinstitute Workshops for Students (continuation)
 1:00 p.m. - 4:00 p.m. Cluster Administrators' Meeting
 1:00 p.m. - 5:00 p.m. Mid-Afternoon Refreshments at The Meeting Place
 2:30 p.m. - 3:30 p.m. Core Faculty Work Session (all core faculty)
 2:30 p.m. - 6:00 p.m. Students' Microcomputer Lab
 5:00 p.m. - 11:00 p.m. New Faculty Dinner

Sunday, July 26

6:00 a.m. - 8:30 a.m. Continental Breakfast at The Meeting Place
 7:45 a.m. - 5:30 p.m. Institute Office
 8:00 a.m. - 10:00 a.m. Practicum Evaluators' Meeting
 Graduate Student Council Breakfast Meeting
 8:00 a.m. - 12:30 p.m. Students' Microcomputer Lab
 9:00 a.m. - noon Financial Aid Questions and Answers
 10:00 a.m. - 11:00 a.m. Mid-Morning Refreshments at The Meeting Place
 10:30 a.m. - 11:30 a.m. Introducers' Meeting
 10:30 a.m. - 12:30 p.m. MARP Advisors' Meeting
 Noon - 1:00 p.m. Lunch Break
 1:00 p.m. - 2:00 p.m. Cluster Meetings
 2:15 p.m. - 3:15 p.m. Specialization Seminar Overviews
 2:30 p.m. - 3:30 p.m. Mid-Afternoon Refreshments at The Meeting Place
 3:30 p.m. - 5:30 p.m. Specialization Seminars
 7:00 p.m. - 9:30 p.m. Opening Reception/Dinner and Recognition Ceremony

Monday, July 27

6:00 a.m. - 8:30 a.m. Continental Breakfast at The Meeting Place
 6:00 a.m. - 8:00 a.m. Students' Computer Lab
 7:45 a.m. - 11:00 a.m. Institute Office
 8:15 a.m. - 10:45 a.m. Specialization Seminars Internet Training for Cluster Administrators
 9:00 a.m. - 10:00 a.m. Mid-Morning Refreshments at The Meeting Place
 10:00 a.m. - 5:00 p.m. Faculty and Third-Year Students' Microcomputer Lab
 11:15 a.m. - 12:45 p.m. Opening General Session (Roger Wilkins, keynoter)
 12:45 p.m. - 2:15 p.m. Lunch Break
 Practicum Workout Center (PWC)
 Graduate Student Council Luncheon Meeting
 Students' Microcomputer Lab
 Distance Library Services
 12:45 p.m. - 5:00 p.m. Financial Aid Questions and Answers
 1:00 p.m. - 6:30 p.m. Institute Office
 2:15 p.m. - 3:15 p.m. Concurrent Sessions (to be repeated)
 2:30 p.m. - 3:30 p.m. Mid-Afternoon Refreshments at The Meeting Place
 3:30 p.m. - 5:00 p.m. Workshop Sessions (to be repeated)
 Research Excellence Award Poster Sessions
 Faculty Inservice Training
 5:15 p.m. - 6:00 p.m. Cluster Meetings
 6:00 p.m. - midnight Students' Microcomputer Lab
 6:30 p.m. - 8:00 p.m. Distinguished Research Awards Reception

Tuesday, July 28

6:00 a.m. - 8:30 a.m. Continental Breakfast at The Meeting Place
 6:00 a.m. - 8:00 a.m. Students' Microcomputer Lab
 6:30 a.m. - 8:00 a.m. Practicum Workout Center (PWC)
 7:45 a.m. - 6:30 p.m. Institute Office
 8:15 a.m. - 10:45 a.m. Specialization Seminars
 9:00 a.m. - 10:00 a.m. Mid-Morning Refreshments at The Meeting Place
 Cluster Administrators' Meeting

Important Notes

Students attending the institute and/or enrolled in a specialization seminar **must** attend their cluster opening meeting at 1:00 p.m. on Sunday, July 26. Students **must** be present at the institute until noon on Saturday, August 1. **STUDENTS MUST ATTEND AN INSTITUTE FUNCTION DURING EVERY TIME PERIOD.**

10:00 a.m. - 5:00 p.m. Faculty and Third-Year Students Microcomputer Lab
 11:00 a.m. - 12:30 p.m. Workshop Sessions (repeated)
 Meet a Research Advisor (MARP and Practicum)
 12:45 p.m. - 2:45 p.m. Luncheon and Conversation with NSU President Ray Ferrero, Jr., and FCAE Provost Wells Singleton
 3:00 p.m. - 4:00 p.m. Concurrent Sessions (repeated)
 3:30 p.m. - 4:30 p.m. Mid-Afternoon Refreshments at The Meeting Place
 4:15 p.m. - 5:15 p.m. Reflections on the Future:
 Let Me Ask You, Let Me Tell You
 4:15 p.m. - 6:15 p.m. Internet Training for Faculty Members
 5:30 p.m. - 6:15 p.m. Cluster Meetings
 6:30 p.m. - midnight Students' Microcomputer Lab
 6:30 p.m. - 8:00 p.m. Practicum Workout Center (PWC)

Wednesday, July 29

6:00 a.m. - 8:30 a.m. Continental Breakfast at The Meeting Place
 6:00 a.m. - 8:00 a.m. Students' Microcomputer Lab
 7:45 a.m. - 12:30 p.m. Institute Office
 8:00 a.m. - noon Faculty and Third-Year Students' Microcomputer Lab
 8:15 a.m. - noon Specialization Seminars
 9:00 a.m. - 10:00 a.m. Mid-Morning Refreshments
 Noon - 10:00 p.m. Students' Microcomputer Lab

Thursday, July 30

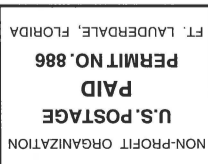
6:00 a.m. - 8:30 a.m. Continental Breakfast at The Meeting Place
 6:00 a.m. - 8:00 a.m. Students' Microcomputer Lab
 7:45 a.m. - 6:00 p.m. Institute Office
 8:15 a.m. - 10:45 a.m. Specialization Seminars Internet Training for Cluster Administrators
 9:00 a.m. - 10:00 a.m. Mid-Morning Refreshments at The Meeting Place
 10:00 a.m. - 5:00 p.m. Faculty and Third-Year Students' Microcomputer Lab
 11:15 a.m. - 12:15 p.m. Concurrent Sessions (to be repeated)
 12:15 p.m. - 1:45 p.m. Lunch Break
 Students' Microcomputer Lab
 Practicum Workout Center (PWC)
 Distance Library Services
 Graduate Student Council Luncheon Meeting
 Concurrent Sessions (repeated)
 1:45 p.m. - 2:45 p.m. Mid-Afternoon Refreshments at The Meeting Place
 2:30 p.m. - 3:30 p.m. Concurrent Sessions (to be repeated)
 3:00 p.m. - 4:00 p.m. Cluster Meetings
 4:15 p.m. - 5:00 p.m. Practicum Workout Center (PWC)
 5:00 p.m. - 6:30 p.m. Students' Microcomputer Lab
 5:00 p.m. - 11:00 p.m. Great Annual Talent Fest Sponsored by the West Florida Cluster

Friday, July 31

6:00 a.m. - 8:30 a.m. Continental Breakfast at The Meeting Place
 6:00 a.m. - 8:00 a.m. Students' Microcomputer Lab
 7:45 a.m. - 10:45 a.m. Institute Office
 8:15 a.m. - 10:45 a.m. Specialization Seminars
 9:00 a.m. - 10:00 a.m. Mid-Morning Refreshments at The Meeting Place
 10:00 a.m. - 5:00 p.m. Faculty and Third Year Students' Microcomputer Lab
 11:00 a.m. - 12:30 p.m. Closing General Session (Meg Wheatley, keynoter)
 12:30 p.m. - 2:00 p.m. Lunch Break
 Students' Microcomputer Lab
 Practicum Workout Center (PWC)
 Distance Library Services
 12:45 p.m. - 5:30 p.m. Institute Office
 2:00 p.m. - 3:00 p.m. Concurrent Sessions (repeated)
 2:30 p.m. - 3:30 p.m. Mid-Afternoon Refreshments at The Meeting Place
 3:00 p.m. - 4:15 p.m. Cluster Coordinators' Wrap-Up Meeting
 3:15 p.m. - 4:15 p.m. Networking (student facilitated)
 PHE 1998 Scholars' Perspective on the Future
 Specialization Lecturers' Meeting
 Cluster Meetings
 4:30 p.m. - 5:00 p.m. Students' Microcomputer Lab
 5:00 p.m. - 7:00 p.m. Students' Microcomputer Lab
 6:30 p.m. - 9:30 p.m. Closing Social Activity

Saturday, August 1

6:00 a.m. - 8:30 a.m. Continental Breakfast at The Meeting Place
 7:45 a.m. - 1:00 p.m. Institute Office
 8:15 a.m. - noon Specialization Seminars
 9:00 a.m. - 10:00 a.m. Mid-Morning Refreshments at The Meeting Place



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