Summer 7-23-2002

National Ed.D. Program for Education Leaders
2002 Summer Institute

Nova Southeastern University

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Closing the Achievement Gap: Implications for Leadership in the School Community

National Ed.D. Program for Educational Leaders

Celebrating 30 Years of Educational Excellence

2002 Summer Institute
July 23–29, 2002
Marriott Harbor Beach Resort
Fort Lauderdale, Florida

Fischler Graduate School of Education and Human Services
National Ed.D. Program for Educational Leaders
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North Miami Beach, Florida 33162-3017
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The National Ed.D. Program for Educational Leaders

2002 Summer Institute

Closing the Achievement Gap: Implications for Leadership in the School Community

July 23–29, 2002
Marriott Harbor Beach Resort
Fort Lauderdale, Florida
The National Ed.D. Program
for Educational Leaders

2002 Summer Institute

Closing the Achievement Gap:
Implications for Leadership in the
School Community

July 23–29, 2002
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Fort Lauderdale, Florida
CLOSING THE ACHIEVEMENT GAP: IMPLICATIONS FOR LEADERSHIP IN THE SCHOOL COMMUNITY

"About 3.4 million students entered kindergarten in U.S. public schools last fall, and already, at the dawn of their educational careers, researchers foresee widely different futures for them.

Whether they are white, black, Hispanic, Native American, or Asian-American will, to a large extent, predict their success in school, whether they go to college, and how much money they will earn as adults" (Johnston & Viadero, 2000).

The achievement gap, described above, is a reality everyone in this country must acknowledge, especially those of us involved with learning and concerned about students' academic success. While this gap is most often discussed in terms of race and ethnicity, it must be extended to include gender and social class issues as well. Understanding how these disparities in achievement came to be; examining the beliefs, values, and behaviors that sustain it; and deciding what we are willing to do to eradicate it are the questions that will guide our work at the 2002 Summer Institute for the National Ed.D. Program for Educational Leaders.

Although the achievement gap has been documented since the 1960s, various and competing explanations have been offered to account for its existence. Since the gap manifests itself in some schools as early as kindergarten, some academics and practitioners have suggested that the differences in performance can be attributed to variations in parenting. Are the expectations of parents of Hispanic, black, Asian children so different as to account for the difference in the performance of their children? What about the expectations for girls versus boys and their achievement in various subject areas? Or the expectations of working class parents versus upper middle class parents? Can we account for these variations by examining family income? What exactly determines a child's academic success or failure? In the controversial 1994 book, The Bell Curve, genetics was once again offered as a possible explanation for the variations in achievement attributable to race. While this has been widely dismissed as a plausible explanation, we must each examine our personal beliefs regarding this issue. Is it possible that some of us accept the idea that there are genetic differences attributable to race, ethnicity, or gender?

When we move beyond the question of how the achievement gap has come to be an observable phenomenon in schools, we must then shift our focus to what sustains it. What structural factors in schools may contribute to differentiated achievement for children of color? Are minority students and students in poor districts more likely to have poor quality teachers and thus a second rate education? And what role do teacher expectations and teachers' perceptions play in a student's potential academic success? Are teacher expectations connected outwardly or tacitly to race, ethnicity, gender, and social class?
Test bias, family mobility, television and other media, lack of access to quality pre-school education are all factors that have been offered for consideration in trying to comprehend the differences in achievement that are sustained throughout 12 years of schooling and beyond. Some of these factors, like testing bias, have been challenged by researchers. Others, like the effects of television and other media, are complex and pose a challenge to understand in any cause and effect way. Peer pressure has also been suggested as a possibly contributing to the achievement gap. Are some students less likely to want to succeed because of how they will be perceived by their peers? Is peer pressure different in different racial or ethnic groups? Is achievement different for boys and girls? For working-class and middle-class children?

To add to an already overwhelming set of possible individual factors that could explain the existence and maintenance of the achievement gap, we must consider the interplay of these factors. It is very likely that what we must do is examine the interrelationship of a variety of factors (Kober, 2001). When we look at why children of color, girls, and poor children are not performing at the same level as their white, male, or middle class counterparts, we may have to examine how parenting, teacher expectations, and peer pressure together contribute to this reality (Green, 2001).

So we come to the question of what do we do and where do we begin to reduce and eventually eliminate the achievement gap. However, before we get there, we must ask ourselves if we are truly committed to the task and all it requires. These are sensitive, “messy,” uncomfortable, even controversial topics to discuss honestly and publicly. But without honest, public dialogue, one thing is certain. Very little will change.

References:


PARTICIPANT EXPECTATIONS FOR THE 2002 SUMMER INSTITUTE

As you move through the experiences of the week, we hope that you commit yourselves to the following expectations.

- be open to new ideas, new information, and new ways of reviewing school issues posed by speakers, presenters, and colleagues
- expand your appreciation of divergent viewpoints and question your own pre-existing assumptions
- use presenters' and colleagues' ideas to reframe the education issues you have selected to focus on during the Summer Institute
- take an active contributory role in discussions about ideas and issues raised by Summer Institute presenters and events
- contribute to and join in the development of a team of colleagues
- identify and connect yourself with other colleagues with whom you have similar concerns
- collaborate with colleagues about education issues, solutions, leadership, and other concepts and ideas raised during Institute activities
- expand your understanding of your leadership qualities and use this information to grow as an education leader
- develop preliminary strategies for defining and solving the issues in your school
- continue to exercise the art of reflective thinking techniques after the Summer Institute as a tool for personal growth and development
RAY FERRERO, JR.
President, Nova Southeastern University

I look forward with anticipation to this Summer Institute. The theme—Closing the Achievement Gap: Implications for Leadership in the School Community—is a timely one. It is time for all of us to speak up and tell what is good and what still needs to be done about American education.

Each of you, in your leadership roles in schools and school district offices across the country, is creating models of innovative education programs using the latest skills and technology, Nova Southeastern University will continue to provide you the latest in research and information technology. These activities have been greatly enhanced with the completion of the new Library, Research, and Information Technology Center recently completed on campus.

The NSU community and I thank you for the role each of you play as ambassadors for the university in your respective communities. Your participation and involvement in the future of our university and the growing National Alumni Association will play an invaluable role in the growth of NSU and the enhancement of its academic reputation.
H. WELLS SINGLETON
University Dean and Education Provost
Fischler Graduate School of Education and
Human Services

Welcome to Summer Institute. This promises to be one of the most
effective and challenging institutes we have held in our 35 year history.

The faculty and staff have spent considerable time and energy develop­
ning the programs and coordinating the institute in order to assure
you of a smooth, enjoyable, but challenging time in South Florida.

Both the university and the Fischler Graduate School of Education
have grown and prospered over the past few years. We are extremely
proud of our Library, Research, and Information Technology Center
and a major building campaign that will include a new business
school facility. The North Miami Beach campus is undergoing extensive renovation as we retrofit several
floors of the main building, retrofit one entire building to house a charter school, and continue our campus­
wide beautification project.

The Fischler Graduate School of Education and Human Services is the largest graduate school in the nation
with more than 10,000 students located throughout the United States and around the world. Our plans call
for a complete and extensive curriculum revision, regionalizing our distant sites, and improving our student
services.

We are ambitious and tend to attract ambitious professionals who are interested in continuing their work
throughout their life all in an effort to improve community environments.

Welcome and I wish you the very best we have to offer both academically and socially.
CLAUDIA SANTIN
Dean, Leadership Studies Programs
Fischler Graduate School of Education and Human Services

Welcome to 2002 National Ed.D. Program for Educational Leader
Summer Institute.

These are exciting times in education, times filled with demands and
opportunities emerging from a rapidly changing world. As “front
line” educators, it is upon your shoulders that a significant portion of
the burden falls for meeting these complex demands and developing
creative solutions. You are educational leaders, often working under
difficult and frustrating conditions. In this context, certainly one of
the most compelling challenges confronting contemporary education
is the growing disparity in levels of achievement among the many
diverse segments of our society. It is a question that desperately begs an answer and that answer, in part, must
come from you. It is a challenge that carries with it not only economic and social implications, but also more
importantly, in a democracy it also has a moral dimension. “Closing the Achievement Gap,” is this Institute’s
theme, and this provides us with the opportunity to examine this dilemma in detail, searching for possible
resolution.

In the above context, as you begin preparation for your Summer Institute experience, I would like you to spend
some time in personal reflection. I invite you to take time to look in and to reach out. During your stay you
will be exposed to thought provoking and stimulating presentations with perhaps conflicting points of view.
Candid discussion with your peers, professors, and presenters is encouraged. I challenge you to use this oppor­
tunity to glean and then evaluate ideas and solutions you might consider implementing from the wealth of
talent and experience that will be present during the institute.

Meeting many of you personally throughout the course of the institute will be my goal. I trust you will find
the opportunities for personal and professional growth rewarding.
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PART ONE: Summer Institute Schedule

Don’t find fault, find a remedy.
—Henry Ford
History of NSU

“The opening of the first privately endowed technological graduate university of the age begins with a small note that will be heard around the world.”

*The Miami Herald* (1967)

1960-1970

When the first class of 17 graduate students enrolled in Nova University of Advanced Technology on Monday, September 25, 1967, the campus in Davie, Florida still looked more like the abandoned naval airfield it had once been than like the campus of what aspired to be “the MIT of the South.” Only the Rosenthal Building had been completed. The shell of the Parker Building was under construction. The rest of the campus was barren, acre after acre of weeds and sand relieved here and there by some of the original tarmac.

With only one permanent building ready for occupancy on the 300-acre campus, after the formalities of registration and orientation, faculty and students went to Rolling Hills Country Club for lunch and then met in groups, based upon their areas of specialization. Science education students went back to Rosenthal; physics and chemistry students went to the university’s temporary laboratories in the 400 block of East Las Olas Boulevard; and oceanography students went to the houseboat laboratories at Southeast 15th Street.

Chartered by the state of Florida on December 4, 1964, by opening day 1967, Nova University boasted assets, contributions, and pledges of $10 million. A total of $125,000 had been raised and paid to the Federal Government as an installment on what became the university’s 300-acre campus. James Farquhar, the university’s first chairman of the board, donated 100 acres adjacent to the campus—a gift valued at in excess of $500,000. Mr. and Mrs. W.C. Mather and the Bailey Foundation donated a 100-acre parcel of land in Hollywood valued at $400,000. Ten acres at Port Everglades for the oceanographic laboratory were deeded to the university by the Broward County Commission.

The university represented a great hope for higher education in South Florida, an institution that would keep the best and the brightest at home and attract the most promising faculty and students from around the country to a great seat of learning in a rapidly developing region of the United States. By stressing the importance of science and technology, it would provide the kind of leadership that was needed to help bring the U.S. into a competitive position in the conquest of space, the new frontier of the 1960s. Nova University would be in a position to provide fresh approaches to the process of teaching, learning, and doing research. Nova could also serve as a catalyst in developing and implementing educational models that could be applied in its neighboring schools and then nationwide.

University officials knew that from the opening day, all eyes would be focused on the faculty, the students, and the campus. More time, energy, and money had probably been invested in the first 17 students than had been spent on any other students in America. They had been selected from 250 applicants from all over the U.S. They were all doctoral students and had been given free tuition, as well as stipends up to $5,000 for living expenses. On top of that, it took 68 staff, 17 faculty, and an annual budget of $1.7 million to run the university that year.

**Humble Beginnings**

Nova University’s 300-acre campus in Davie, Florida looked more like the abandoned naval airfield it had once been. The campus was barren, acre after acre of weeds and sand relieved here and there by some of the original tarmac.
TUESDAY,
JULY 23, 2002

Chance favors the prepared mind.
-Louis Pasteur
SUMMER INSTITUTE SCHEDULE
TUESDAY, JULY 23, 2002

11:00 a.m.-3:30 p.m.  SUMMER INSTITUTE REGISTRATION
                        Third Floor
                        Foyer

11:00 a.m.-4:00 p.m.  COMPUTER LABS
                        Open Lab
                        Second Floor
                        Jacksonville and Tallahassee

11:00 a.m.-3:30 p.m.  SCHEDULED NSU SERVICES
                        Representatives from the following NSU services will be available to you to answer questions and offer assistance. Visit one or more of these people during the times indicated to view opportunities and resources, seek technical help, access personal records, and meet university staff.
                        Third Floor
                        Salons J-K
                        Salons A-C
                        Salons G-H
                       
NSU Financial Aid Advisors
NSU Bookstore
NSU Career Services

12:30-1:30 p.m.  LUNCH (on your own)

3:00-6:00 p.m.  INFORMATION DESK OPEN
                        First Floor
                        Registration Area

After 3:00 p.m.  HOTEL CHECK-IN
                        First Floor
                        Lobby

3:00-4:00 p.m.  ORIENTATION SESSION FOR FAMILY MEMBERS
                        Second Floor
                        Key West/Palm Beach

We have arranged for the hotel personnel to provide information about attractions that family members can visit while participants are in Institute sessions.

A representative from the EDL Program will be available to discuss the activities associated with the Summer Institute.
4:00–5:30 p.m.  
INSTITUTE CLUSTER MEETINGS

**Group A**
- Cluster 1
- Cluster 2
- Cluster 3
- Cluster 4
- Cluster 5
- Cluster 6
- Cluster 7
- Cluster 8
- Cluster 9
- Cluster 10
- Cluster 11
- Cluster 12
- Cluster 13
- Cluster 14
- Cluster 15
- Cluster 16

**Group B**
- Cluster 17
- Cluster 18
- Cluster 19
- Cluster 20
- Cluster 21
- Cluster 22
- Cluster 23
- Cluster 24

**Group C**
- Cluster 25
- Cluster 26
- Cluster 27
- Cluster 28
- Cluster 29
- Cluster 30
- Cluster 31
- Cluster 32
- Cluster 33

First Floor
- Salon II
- Salon IV
- Salon V
- Salon VII
- Salon VIII

Second Floor
- Key West
- Palm Beach

Third Floor
- Salon A
- Salon B
- Salon C
- Salon H
- Salon J

Fifth Floor
- St. Petersburg

Upper Floors
- Room 345
- Room 1155
- Room 1255

5:30–7:00 p.m.  
TIME FOR NETWORKING

7:00–9:00 p.m.  
OPENING RECEPTION
Welcome to a 30th anniversary reception for participants, staff, faculty, and guests.
WEDNESDAY,
JULY 24, 2002

Where there is no vision, the people will perish.
—Proverbs 29:18 KJV
WEDNESDAY, JULY 24, 2002

7:00-8:00 a.m.  CONTINENTAL BREAKFAST  First and Third Floors

7:00-8:00 a.m.  COMPUTER LABS  Second Floor
Open Lab  Jacksonville and Tallahassee

7:00 a.m.-5:00 p.m.  INFORMATION DESK OPEN  First Floor
Registration

8:15-9:15 a.m.  GENERAL SESSION  Third Floor
Convene Session: H. Wells Singleton
University Dean and Education Provost,
Fischler Graduate School of Education
and Human Services

Claudia Santin, Dean, Leadership Studies,
Fischler Graduate School of Education and
Human Services - Leadership Studies: 2002

Donald Mitchell Lecture: Lani Guinier
Professor of Law, Harvard Law School
The Miner’s Canary

10:45-11:00 a.m.  BREAK

11:00 a.m.-12:30 p.m.  CONVERSATION SESSIONS  Third Floor
Conversation with the Lecturer -
Lani Guinier  Salons E-F
How to Become One of the Most Outstanding
Schools in the World by Using the
National Blue Ribbon Schools Process -
Bart Teal and Judy Harwood  Salons A-D
A Technology Infused High School -
Mike Hall  Salons G-K
A Journey to Success: One School’s Search
for Excellence - Ruth Summerlin  First Floor
How to Construct, Implement, and Support
a Standards-Based Curriculum to
Increase Student Achievement -
Debra Johnson  Salons I-IV

12:30-1:30 p.m.  BOOK SIGNING  Third Floor
Lani Guinier  Salons V-VIII
12:30–1:30 p.m.  LUNCH (on your own)  
Box Lunches Available

12:30–1:30 p.m.  COMPUTER LABS  
Open Lab

1:30–3:00 p.m.  CONVERSATION SESSIONS  
Closing the Achievement Gap at Grade Nine - M. Donald Thomas  
How to Become One of the Most Outstanding Schools in the World by Using the National Blue Ribbon Schools Process - Bart Teal and Judy Harwood  
A Technology Infused High School - Mike Hall  
A Journey to Success: One School’s Search for Excellence - Ruth Summerlin  
How to Construct, Implement, and Support a Standards-Based Curriculum to Increase Student Achievement - Debra Johnson

3:00–3:30 p.m.  BREAK

3:30–5:00 p.m.  CONCURRENT SESSIONS  
FIELD STUDIES  
Hooking Teachers on Staff Development - Lucille Beisner  
Practice Without Punishment - John S. Reynolds  
Developing a Plan to Evaluate Your Practicum: What to Do and What to Avoid - John W. Evans  
Thirty Steps to Improve Your Writing in the Educational Leaders Program (Cluster starts 2000-01) - John J. Kellmayer  
What You Don’t Know CAN Hurt You (and Your School) - Anne W. Joslin  
Interpreting Test Results - Donna L. Sundre and Robin D. Anderson
3:30–5:00 p.m.  
**CONCURRENT SESSIONS**  
**ROUNDTABLES**  
*Private schools: Issues 2002 - Pedro Hernandez and Armando Rodriguez*  
Individual Growth Project: Taking Charge of Your Professional Growth - *Charles D. Amuso*  

**COMPUTER LABS**  
*Introduction to Library Services - Carey Hunt*  
*Introduction to WebCT - Sara Hamilton*  

5:30–7:00 p.m.  
**CONCURRENT SESSIONS**  
**FIELD STUDIES**  
*Hooking Teachers on Staff Development - Lucille Beisner*  
*Practice Without Punishment - John S. Reynolds*  
*Developing a Plan to Evaluate Your Practicum: What to Do and What to Avoid - John W. Evans*  
*Thirty Steps to Improve Your Writing in the Educational Leaders Program (Cluster starts 2000-01) - John J. Kellmayer*  
*What You Don't Know CAN Hurt You (and Your School) - Anne W. Joslin*  
*Interpreting Test Results - Donna L. Sundre and Robin D. Anderson*  

**ROUNDTABLES**  
*Private schools: Issues 2002 - Pedro Hernandez and Armando Rodriguez*  
Individual Growth Project: Taking Charge of Your Professional Growth - *Charles D. Amuso*  

5:30–7:00 p.m.  
**CONCURRENT SESSIONS**  
**COMPUTER LABS**  
*Introduction to Library Services - Carey Hunt*  
*Introduction to WebCT - Sara Hamilton*  

7:00–10:00 p.m.  
**COMPUTER LABS**  
*Open Lab*  
*Open Electronic library Lab - Carey Hunt*
THURSDAY,
JULY 25, 2002

You may have to fight a battle more than once to win it.
—Margaret Thatcher
THURSDAY, JULY 25, 2002
FIRST YEAR PARTICIPANTS (GROUP A)

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<td>7:00-8:00 a.m.</td>
<td>COMPUTER LABS</td>
<td>Second Floor</td>
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<td>Open Lab</td>
<td>Jacksonville and Tallahassee</td>
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<td>8:15-9:15 a.m.</td>
<td>INSTITUTE CLUSTER MEETINGS</td>
<td>First Floor</td>
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<td>Group A</td>
<td>Salon II</td>
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<td>Cluster 1</td>
<td>Salon IV</td>
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<td>Cluster 2</td>
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<td>Cluster 3</td>
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<td>Cluster 4</td>
<td>Salon VIII</td>
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<td>Cluster 15</td>
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<td>Cluster 16</td>
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<td>9:30-10:45 a.m.</td>
<td>GENERAL SESSION</td>
<td>Third Floor</td>
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<td>Convene Session: Claudia Santin,</td>
<td>Salons B-J</td>
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<td>Dean, Leadership Studies, FGSEHS</td>
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<td>Keynote Speaker: David Walsh, president and</td>
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<td></td>
<td>founder, National Institute on Media and the Family,</td>
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<tr>
<td></td>
<td><em>Educating Children in the Dot-Com Age</em></td>
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</table>
10:45-11:00 a.m. BREAK

11:00 a.m.-12:30 p.m. CONVERSATION SESSIONS
Conversation with the Keynote Speaker - 
David Walsh
How to Become One of the Most Outstanding Schools in the World by Using the National Blue Ribbon Schools Process - 
Bart Teal and Judy Harwood
A Technology Infused High School - 
Mike Hall
A Journey to Success: One School’s Search for Excellence - Ruth Summerlin
How to Construct, Implement and Support a Standards-Based Curriculum to Increase Student Achievement - 
Debra Johnson

12:30-1:30 p.m. LUNCH (on your own)

12:30-1:30 p.m. COMPUTER LABS
Open Lab

1:30-3:00 p.m. CONVERSATION SESSIONS
Closing the Achievement Gap at Grade Nine - M. Donald Thomas
How to Become One of the Most Outstanding Schools in the World by Using the National Blue Ribbon Schools Process - 
Bart Teal and Judy Harwood
A Technology Infused High School - 
Mike Hall
A Journey to Success: One School’s Search for Excellence - Ruth Summerlin
How to Construct, Implement and Support a Standards-Based Curriculum to Increase Student Achievement - 
Debra Johnson

3:00-3:30 p.m. BREAK (Group A)
3:30–5:00 p.m.  
CONCURRENT SESSIONS  
FIELD STUDIES  
Interpreting Test Results - Donna L. Sundre and Robin D. Anderson  
Hooking Teachers on Staff Development - Lucille Beisner  
Practice Without Punishment - John S. Reynolds  
Thirty Steps to Improve Your Writing in the Educational Leaders Program (Cluster start 2001–02) - John J. Kellmayer  
Developing a Plan to Evaluate Your Practicum: What to Do and What to Avoid - John W. Evans

First Floor  
Salons I-III  
Salon IV  
Salon VI-VIII  
Second Floor  
Key West/Palm Beach  
Third Floor  
Salons E-F

ROUNDTABLES  
Conversation Session with the Dean - Claudia Santin  
(Cluster start 2001-02) - Claudia Santin  
Individual Growth Project: Taking Charge of Your Professional Growth - Charles D. Amuso  
Reflection and Vision: Looking Back to See the Future (Cluster start 2001-02) - Donald D. Gainey

Second Floor  
Clearwater/Orlando  
Third Floor  
Salons A-D  
Salons G-K

COMPUTER LABS  
Introduction to Library Services - Johanna Tuñón  
Open Electronic Library Lab - Mou Charkaborty

Second Floor  
Jacksonville  
Tallahassee

5:00–5:30 p.m.  
BREAK

5:30–7:00 p.m.  
CONCURRENT SESSIONS  
FIELD STUDIES  
Interpreting Test Results - Donna L. Sundre and Robin D. Anderson  
Hooking Teachers on Staff Development - Lucille Beisner  
Practice Without Punishment - John S. Reynolds

First Floor  
Salons I-III  
Salon IV  
Salon VI-VIII
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
<th>Location</th>
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<tr>
<td>5:30–7:00 p.m.</td>
<td><strong>CONCURRENT SESSIONS</strong>&lt;br&gt;Thirty Steps to Improve Your Writing in the Educational Leaders Program (Cluster start 2001-02) -&lt;br&gt;<strong>John J. Kellmayer</strong>&lt;br&gt; Developing a Plan to Evaluate Your - Practicum: What to Do and What to Avoid - <strong>John W. Evans</strong>&lt;br&gt;<strong>ROUNDTABLES</strong>&lt;br&gt;Conversation Session with the Dean (Cluster start 2001-02) -&lt;br&gt;<strong>Claudia Santín</strong>&lt;br&gt;Individual Growth Project: Taking Charge of Your Professional Growth - <strong>Charles D. Amuso</strong>&lt;br&gt;Reflection and Vision: Looking Back to See the Future (Cluster start 2001-02) -&lt;br&gt;<strong>Donald D. Gainey</strong>&lt;br&gt;<strong>COMPUTER LABS</strong>&lt;br&gt;Introduction to Library Services -&lt;br&gt;<strong>Johanna Tuñón</strong>&lt;br&gt;Open Electronic Library Lab -&lt;br&gt;<strong>Mou Chakraborty</strong></td>
<td>Second Floor&lt;br&gt;Key West/Palm Beach&lt;br&gt;Third Floor&lt;br&gt;Salons E-F&lt;br&gt;Second Floor&lt;br&gt;Clearwater/Orlando&lt;br&gt;Third Floor&lt;br&gt;Salons A-D&lt;br&gt;Salons G-K&lt;br&gt;Second Floor&lt;br&gt;Jacksonville&lt;br&gt;Tallahassee&lt;br&gt;Second Floor&lt;br&gt;Jacksonville and Tallahassee</td>
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<tr>
<td>7:00–10:00 p.m.</td>
<td><strong>COMPUTER LABS</strong>&lt;br&gt;Open Lab</td>
<td>Second Floor&lt;br&gt;Jacksonville and Tallahassee</td>
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## SECOND YEAR PARTICIPANTS (GROUPS B AND C)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:00–8:00 a.m.</td>
<td><strong>CONTINENTAL BREAKFAST</strong></td>
<td>First and Third Floors</td>
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<tr>
<td>7:00–8:00 a.m.</td>
<td><strong>COMPUTER LABS</strong></td>
<td>Second Floor</td>
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<td>Open Lab</td>
<td>Jacksonville and Tallahassee</td>
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<tr>
<td>7:00 a.m.–5:00 p.m.</td>
<td><strong>INFORMATION DESK OPEN</strong></td>
<td>First Floor</td>
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<tr>
<td>8:15–9:15 a.m.</td>
<td><strong>GROUPS B and C TRAVEL</strong></td>
<td>Conference Center</td>
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<td>TO NSU CAMPUS</td>
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<td>9:15 a.m.</td>
<td><strong>GROUPS B and C ARRIVE NSU LIBRARY</strong></td>
<td>Main Campus</td>
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<td>Library Building</td>
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<td>9:30–10:00 a.m.</td>
<td><strong>GROUPS B and C GENERAL SESSION</strong></td>
<td>NSU Library</td>
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<td></td>
<td>Welcome and Overview of FGSEHS</td>
<td>Auditorium</td>
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<tr>
<td>10:00–10:15 a.m.</td>
<td><strong>GROUPS B and C BREAK</strong></td>
<td>NSU Main Campus</td>
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<tr>
<td>10:15–11:30 a.m.</td>
<td><strong>GROUP B COMPUTER SESSIONS</strong></td>
<td>Library First Floor</td>
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<tr>
<td></td>
<td>Literature Review: Locating Full Text Resources</td>
<td>Room 1034</td>
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<tr>
<td></td>
<td>- Lori Albrizio</td>
<td>Room 1037</td>
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<tr>
<td></td>
<td>Literature Review: Locating Full Text Resources</td>
<td>Room 1040</td>
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<tr>
<td></td>
<td>- Mou Chakraborty</td>
<td>Room 1041</td>
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<td></td>
<td>Introduction to WebCT</td>
<td>Room 1047</td>
</tr>
<tr>
<td></td>
<td>- Sara Hamilton</td>
<td>Room 1052</td>
</tr>
<tr>
<td></td>
<td>Introduction to WebCT</td>
<td>Second Floor</td>
</tr>
<tr>
<td></td>
<td>- Marsha Burmeister</td>
<td>Lab A</td>
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<tr>
<td></td>
<td>Open Electronic Library Lab</td>
<td>Lab B</td>
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<td></td>
<td>- Amy Krug</td>
<td>NSU Library</td>
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<td></td>
<td>Open Electronic Library Lab</td>
<td>Auditorium</td>
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<tr>
<td></td>
<td>- Tiffany Griffin</td>
<td>Lobby</td>
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<td></td>
<td>Literature Review: Locating Dissertations and Practicums</td>
<td>Stacks</td>
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<td></td>
<td>- Johanna Tuiñón</td>
<td>Room 4009</td>
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<td>10:15–11:30 a.m.</td>
<td><strong>GROUP C INDIVIDUAL SERVICES</strong></td>
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<td>NSU Career Services</td>
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<td>NSU Undergraduate Programs</td>
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<td>NSU Library</td>
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<td>NSU Financial Aid Advisors</td>
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<td><strong>GROUP C INDIVIDUAL SERVICES</strong></td>
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</tbody>
</table>
10:15-11:30 a.m. 
**GROUP C INDIVIDUAL SERVICES**
NSU Student Services (Photo IDs)
NSU Bookstore

NSU Library
Horvitz Building
Rosenthal Building

11:30 a.m.-12:30 p.m. 
**BOX LUNCHES DELIVERED**

NSU Library Area

12:45-2:00 p.m. 
**GROUP B INDIVIDUAL SERVICES**
NSU Career Services
NSU Undergraduate Programs
NSU Library
NSU Financial Aid Advisors
NSU Student Services (Photo IDs)
NSU Bookstore

12:45-2:00 p.m. 
**GROUP C COMPUTER SESSIONS**

**Literature Review: Locating Full Text Resources** - Lori Albrizio

**Literature Review: Locating Full Text Resources** - Mou Chakraborty

**Introduction to WebCT** - Sara Hamilton

**Introduction to WebCT** - Marsha Burmeister

Open Electronic Library Lab - Amy Krug
Open Electronic Library Lab - Tiffany Griffin

**Literature Review: Locating Dissertations and Practicums** - Johanna Tuñón

**Literature Review: Locating Dissertations and Practicums** - Carey Hunt

Library First Floor
Room 1034
Room 1037
Room 1040
Room 1041
Room 1047
Room 1052
Second Floor
Lab A
Lab B

2:00-2:45 p.m. 
**GROUPS B and C TRAVEL TO NORTH MIAMI BEACH**

2:45 p.m. 
**GROUPS B and C ARRIVE NORTH MIAMI BEACH**
Administration Building

3:00-4:15 p.m. 
**GROUP B INSTITUTE CLUSTERS**
Cluster 17
Cluster 18
Cluster 19
Cluster 20
Cluster 21
Cluster 22
Cluster 23
Cluster 24

Education Building
Third Floor
Room 301
Room 302
Room 303
Room 304 A
Room 304 B
Room 305
Room 306
Room 308
3:00–4:15 p.m.  GROUP C ROUNDTABLE SESSIONS

Presenting With Impact -
Andrew J. Edelman

Mr. Principal, I Want My Non-Disabled Child to Have an IEP, Too: The Case for Special Education for All -
Sidi Lakhdar

What You Don't Know CAN Hurt You (and Your School) - Anne W. Joslin

4:15–4:30 p.m.  GROUPS B AND C BREAK

4:30–5:45 p.m.  GROUP B ROUNDTABLE SESSIONS

Presenting With Impact -
Andrew J. Edelman

Mr. Principal, I Want My Non-Disabled Child to Have an IEP, Too: The Case for Special Education for All -
Sidi Lakhdar

What You Don't Know CAN Hurt You (and Your School) - Anne W. Joslin

4:30–5:45 p.m.  GROUP C INSTITUTE CLUSTERS

Cluster 25
Cluster 26
Cluster 27
Cluster 28
Cluster 29
Cluster 30
Cluster 31
Cluster 32
Cluster 33

5:45–6:30 p.m.  GROUPS B AND C TRAVEL TO MARRIOTT

7:00–10:00 p.m.  COMPUTER LABS

Open Lab
FRIDAY,
JULY 26, 2002

Treat people as if they were what they ought to be, and you help them become what they are capable of becoming.
—Johann Wolfgang Von Goethe
### FRIDAY, JULY 26, 2002

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<th>Time</th>
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<td>7:00-8:00 a.m.</td>
<td><strong>CONTINENTAL BREAKFAST</strong></td>
<td>First and Third Floors</td>
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<td>7:00-8:00 a.m.</td>
<td><strong>COMPUTER LABS</strong></td>
<td>Second Floor</td>
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<td>Open Lab</td>
<td>Jacksonville and Tallahassee</td>
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<td>7:00 a.m.-5:00 p.m.</td>
<td><strong>INFORMATION DESK OPEN</strong></td>
<td>First Floor</td>
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<td>Registration</td>
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<tr>
<td>8:15-9:15 a.m.</td>
<td><strong>INSTITUTE CLUSTER MEETINGS</strong></td>
<td>(See Tuesday)</td>
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<tr>
<td>9:30-10:45 a.m.</td>
<td><strong>TEAM DISCUSSION SESSION ONE</strong></td>
<td>(See Tuesday)</td>
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<td>(Groups A, B, C)</td>
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<td>10:45-11:00 a.m.</td>
<td><strong>BREAK</strong></td>
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<tr>
<td>11:00 a.m.-12:30 p.m.</td>
<td><strong>TEAM DISCUSSION SESSION TWO</strong></td>
<td>(See Tuesday)</td>
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<td>(Groups A, B, C)</td>
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<td>12:30-1:30 p.m.</td>
<td><strong>LUNCH (on your own)</strong></td>
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<td>12:30-1:30 p.m.</td>
<td><strong>COMPUTER LABS</strong></td>
<td>Second Floor</td>
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<td>Open Lab</td>
<td>Jacksonville and Tallahassee</td>
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<tr>
<td>1:30-3:00 p.m.</td>
<td><strong>CONCURRENT SESSIONS</strong></td>
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<td><strong>FIELD STUDIES</strong></td>
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<td>Interpreting Test Results - Donna L. Sundre and Robin D. Anderson</td>
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<td>Thirty Steps to Improve Your Writing in the Educational Leaders Program (Cluster start 2001-02) - John J. Kellmayer</td>
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<td><strong>ROUNDTABLES</strong></td>
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<td>Mr. Principal, I Want My Non-Disabled Child to Have an IEP, Too: The Case for Special Education for All - Sidi Lakhdar</td>
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<td>Salon IV</td>
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1:30–3:00 p.m.

CONCURRENT SESSIONS

ROUNDTABLES
NSU Career Services -
Michelle O’Hayon
NSU Financial Aid - Carla Lord

Your Superintendent Search Process:
Turning Crisis into Opportunity -
Donato Stelluto

Reflection and Vision: Looking Back to See
the Future (Cluster start 2000-01) -
Donald D. Gainey

Individual Growth Project: Taking
Charge of Your Professional Growth -
Charles Amuso

1:30–3:00 p.m.

COMPUTER LABS

Introduction to Library Services -
Tiffany Griffin

Literature Review: Locating Dissertations
and Practicums - Johanna Tunón

FIELD STUDIES

Interpreting Test Results - Donna L.
Sundre and Robin D. Anderson

Hooking Teachers on Staff Development -
Lucille Beisner

Practice Without Punishment -
John S. Reynolds

Overview of the New Applied Research
Office: Resources Available for Students
(for first year participants) -
Barbara Packer, Robert Greene, and Gina Peyton

ROUNDTABLES

NSU Career Services -
Michelle O’Hayon
Financial Aid - Carla Lord

Presenting With Impact -
Andrew J. Edelman

Your Superintendent Search Process:
Turning Crisis into Opportunity -
Donato Stelluto

Individual Growth Project: Taking
Charge of Your Professional Growth -
Charles Amuso
Closing the Achievement Gap: Implications for Leadership in the School Community

3:30–5:00 p.m.  
CONCURRENT SESSIONS  
COMPUTER LABS  
Introduction to Library Services - 
  Tiffany Griffin  
  Literature Review: Locating Full Text Resources - Johanna Tuñón  

5:30–7:00 p.m.  
CONCURRENT SESSIONS  
FIELD STUDIES  
Practice Without Punishment - 
  John S. Reynolds  
  Hooking Teachers on Staff Development - 
  Lucille Beisner  
  Developing a Plan to Evaluate Your Practicum: What to Do and What to Avoid - John W. Evans  
  Thirty Steps to Improve Your Writing in the Educational Leaders Program (Cluster start 2001-02) - 
  John J. Kellmayer  
  What You Don’t Know CAN Hurt You (and Your School) - Anne W. Joslin  

ROUNDTABLES  
Mr. Principal, I Want My Non-Disabled Child to Have an IEP, Too: The Case for Special Education for All - 
  Sidi Lakhdar  
  Reflection and Vision: Looking Back to See the Future (Cluster start 2000-01) - 
  Donald D. Gainey  
  Presenting With Impact (Cluster start 2000-01) - 
  Andrew J. Edelman  

COMPUTER LABS  
Introduction to Library Services - Amy Krug  
  Literature Review: Locating Full Text Resources - Johanna Tuñón  

7:00–10:00 p.m.  
COMPUTER LABS  
Open Lab  
Open Electronic Library Lab - Amy Krug  

Second Floor  
Jacksonville  

Tallahassee  

First Floor  
Salons I-III  

Salon IV  

Salons VI-VIII  

Second Floor  
Key West/Palm Beach  

Third Floor  
Salons A-D  

Second Floor  
Clearwater/Orlando  

Third Floor  
Salons E-F  

Salons G-K  

Second Floor  
Jacksonville and Tallahassee
SATURDAY, JULY 27, 2002

From everyone who has been given much, much will be demanded.
## SATURDAY, JULY 27, 2002

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<thead>
<tr>
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<th>Event</th>
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<td>COMPUTER LABS</td>
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<td>Open Lab</td>
<td>Jacksonville and Tallahassee</td>
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<td>INFORMATION DESK OPEN</td>
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<td>Registration</td>
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<td>INSTITUTE CLUSTER MEETINGS</td>
<td>(See Tuesday)</td>
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<td>9:30–10:45 a.m.</td>
<td>GENERAL SESSION</td>
<td>Third Floor</td>
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<td>Convene Session: Claudia Santin, Dean, Leadership Studies, FGSEHS</td>
<td>Salons B-J</td>
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<td>Keynote Speaker: Madeline Cartwright, parent involvement specialist, Philadelphia School District</td>
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<td>Positive Solutions for Narrowing the Achievement Gap in Schools</td>
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<td>2002 Kathleen Cooper Wright School Improvement Award</td>
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<td></td>
<td>Alan Genovese</td>
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<td>10:45–11:00 a.m.</td>
<td>BREAK</td>
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<tr>
<td>11:00 a.m.–12:30 p.m.</td>
<td>CONVERSATION SESSIONS</td>
<td>Third Floor</td>
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<td>Conversation with the Keynote Speaker - Madeline Cartwright</td>
<td>Salons E-F</td>
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<tr>
<td></td>
<td>The Applied Dissertation: Putting It All Together - Alan Genovese and</td>
<td>Salons A-D</td>
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<td>Sharon A. Santilli</td>
<td>Salons G-K</td>
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<td></td>
<td>Tips for Staying out of Hot Water: What Every Educator Should Know -</td>
<td>First Floor</td>
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<td>Julie J. Weatherly</td>
<td>Salons I-IV</td>
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<td>Using Assessment to Improve Performance - Ross Danis</td>
<td>Salons V-VIII</td>
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<td>Narrowing the Achievement Gap Within Highly Mobile Populations - Juanita de la Cruz</td>
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<tr>
<td>12:30–1:30 p.m.</td>
<td>BOOK SIGNING</td>
<td>Third Floor</td>
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<td></td>
<td>Madeline Cartwright</td>
<td>Salons E-F</td>
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</table>
**12:30–1:30 p.m.**

**BROWN BAG LUNCH**  
*Private School Administrators*  
*Issues and Answers* - **Gary R. Emmons, Pedro Hernandez, and Armando Rodriguez**

**LUNCH (on your own)**

**12:30–1:30 p.m.**

**COMPUTER LABS**  
*Open Lab*

**1:30–3:00 p.m.**

**CONVERSATION SESSIONS**  
*New American High Schools* - **James Boyette**  
*The Applied Dissertation: Putting It All Together* - **Alan Genovese** and **Sharon A. Santilli**  
*Tips for Staying out of Hot Water: What Every Educator Should Know* - **Julie J. Weatherly**  
*Using Assessment to Improve Performance* - **Ross Danis**  
*Narrowing the Achievement Gap Within Highly Mobile Populations* - **Juanita de la Cruz**

**3:30–5:00 p.m.**

**CONCURRENT SESSIONS**

**FIELD STUDIES**  
*Interpreting Test Results* - **Donna L. Sundre** and **Robin D. Anderson**  
*Hooking Teachers on Staff Development* - **Lucille Beisner**  
*Developing a Plan to Evaluate Your Practicum: What to Do and What to Avoid* - **John W. Evans**  
*Practice Without Punishment* - **John S. Reynolds**  
*Thirty Steps to Improve Your Writing in the Educational Leaders Program (Cluster start 2000-01)* - **John J. Kellmayer**  
*Grantsmanship: The Do's and Don'ts of Grant Writing* - **Clifford Claiborne**  
*Overview of the New Applied Research Office: Resources Available for Students (for second year participants)* - **Barbara Packer, Robert Greene, and Gina Peyton**
3:30–5:00 p.m.  
**CONCURRENT SESSIONS**

ROUNDTABLES
Admission, Retention, Development, and the Tuition-Driven School -  
Gary R. Emmons
Presenting With Impact  
(Cluster start 2000-01) -  
Andrew J. Edelman

**COMPUTER LABS**
Introduction to Library Services -  
Laura Ramirez
Literature Review: Locating Dissertations and Practicums -  
Johanna Tuñón

5:00–5:30 p.m.  
**BREAK**

5:30–7:00 p.m.  
**CONCURRENT SESSIONS**

FIELD STUDIES
Interpreting Test Results -  
Donna L. Sundre and Robin D. Anderson
Hooking Teachers on Staff Development -  
Lucille Beisner
Developing a Plan to Evaluate Your Practicum: What to Do and What to Avoid -  
John W. Evans
Practice without Punishment -  
John S. Reynolds
Thirty Steps to Improve Your Writing in the Educational Leaders Program (Cluster start 2000-01) -  
John J. Kellmayer
Grantsmanship: The Do's and Don'ts of Grant Writing -  
Clifford Claiborne
What You Don't Know CAN Hurt You (and Your School) -  
Anne W. Joslin

ROUNDTABLES
Admission, Retention, Development, and the Tuition-Driven School -  
Gary R. Emmons

Second Floor  
Clearwater/Orlando

Third Floor  
Salons G-K

Second Floor  
Jacksonville

Tallahassee

First Floor  
Salons I-III

Salon IV

Salon V

Salon VI-VIII

Second Floor  
Key West/Palm Beach

Third Floor  
Salons A-D

Salons E-F

Second Floor  
Clearwater/Orlando
5:30–7:00 p.m. CONCURRENT SESSIONS
COMPUTER LABS
Introduction to WebCT - Sara Hamilton
Literature Review: Locating Full Text Resources - Laura Ramirez

Second Floor
Jacksonville
Tallahassee

7:00–10:00 p.m. COMPUTER LABS
Open Lab
Open Electronic Library Lab - Laura Ramirez

Second Floor
Jacksonville
Tallahassee
SUNDAY,
JULY 28, 2002

The best exercise for strengthening the heart is reaching down and lifting people up.

–Ernest Blevins
SUNDAY, JULY 28, 2002

6:45-7:45 a.m.  CONTINENTAL BREAKFAST  First and Third Floors
6:45-7:45 a.m.  COMPUTER LABS  Second Floor
                Open Lab  Jacksonville and Tallahassee
6:45 a.m.-5:00 p.m.  INFORMATION DESK OPEN  First Floor
                      Registration
7:00-8:00 a.m.  INTERFAITH SERVICE  Third Floor
8:00-9:15 a.m.  INSTITUTE CLUSTER MEETINGS  Third Floor
                  (See Tuesday)
8:00-9:15 a.m.  TEAM DISCUSSION SESSION THREE  (Groups A, B, and C)
9:30-10:45 a.m.  GENERAL SESSION  Third Floor
                 Convene Session: Claudia Santin,
                 Dean, Leadership Studies, FGSEHS

Keynote Speaker: Pedro Noguera, Judith K. Dimon
Professor of Communities and Schools, Harvard
Graduate School of Education, Harvard University
Creating Conditions that Promote Student Achievement

2002 Kathleen Cooper Wright
School Improvement Award
Glenn Deibert, Jr.

10:45-11:00 a.m.  BREAK

11:00 a.m.-12:30 p.m.  CONVERSATION SESSIONS  Third Floor
                        Conversation with the Keynote Speaker -
                        Pedro Noguera  Salons E-F
                        The Applied Dissertation: Putting It All
                        Together - Glenn Deibert, Jr. and
                        Sharon A. Santilli  Salons A-D
                        Closing the Achievement Gap: A
                        Superintendent's Perspective -
                        Larry Leverett  Salons G-K
                        Tips for Staying out of Hot Water: What
                        Every Educator Should Know -
                        Julie J. Weatherly  First Floor
                        Narrowing the Achievement Gap Within
                        Highly Mobile Populations -
                        Juanita de la Cruz  Salons I-IV
                        Salons V-VIII
12:30-1:30 p.m.  
**BROWN BAG LUNCH**  
Roundtable with the President of the  
National Alliance of Black School Educators -  
Andre J. Hornsby  
First Floor  
Salon V

12:30-1:30 p.m.  
**LUNCH** (on your own)  
Second Floor  
Jacksonville and Tallahassee

12:30-1:30 p.m.  
**COMPUTER LABS**  
Open Lab  
Third Floor  
Salons E-F  
Salons A-D  
Salons G-K  
First Floor  
Salons I-IV  
Salons V-VIII

1:30-3:00 p.m.  
**CONVERSATION SESSIONS**  
Using Assessment to Improve Performance -  
Ross Danis  
The Applied Dissertation: Putting It All Together -  
Glenn Deibert, Jr. and Sharon A. Santilli  
Closing the Achievement Gap: A Superintendent’s Perspective -  
Larry Leverett  
Tips for Staying out of Hot Water: What Every Educator Should Know -  
Julie J. Weatherly  
Narrowing the Achievement Gap within Highly Mobile Populations -  
Juanita de la Cruz  
First Floor  
Salons I-III  
Salon IV  
Salon V  
Salons VI-VIII  
Second Floor  
Key West/Palm Beach  
Third Floor  
Salons A-D

3:00-3:30 p.m.  
**BREAK**  

3:30-5:00 p.m.  
**CONCURRENT SESSIONS**  
**FIELD STUDIES**  
Interpreting Test Results - Donna L. Sundre and Robin D. Anderson  
Hooking Teachers on Staff Development -  
Lucille Beisner  
Practice without Punishment -  
John S. Reynolds  
Developing a Plan to Evaluate Your Practicum: What to Do and What to Avoid -  
John W. Evans  
Thirty Steps to Improve Your Writing in the Educational Leaders Program (Cluster start 2000-01) -  
John J. Kellmayer  
What You Don’t Know CAN Hurt You (and Your School) -  
Anne W. Joslin  
First Floor  
Salons I-III  
Salon IV  
Salon V  
Salons VI-VIII  
Second Floor  
Key West/Palm Beach  
Third Floor  
Salons A-D
### 3:30–5:00 p.m.

**CONCURRENT SESSIONS**

**ROUNDTABLES**
- *Conversation Session with the Dean*
  - *Claudia Santin*
  - *Clifford Claiborne*
  - *Gary R. Emmons*

**Grantsmanship: The Do's and Don'ts of Grant Writing**
- *Clifford Claiborne*

**Values Education: A View of the Past and Indications About the Future**
- *Gary R. Emmons*

**COMPUTER LABS**
- *Introduction to WebCT* - *Sara Hamilton*
- *Literature Review: Dissertations and Practicums* - *Johanna Tuñón*

### 5:00–6:30 p.m.

**TIME FOR NETWORKING**

### 6:30 p.m.

**30th ANNIVERSARY BANQUET**
- *Guest Speaker: Carl Upchurch*  
  *Lifting the Rock From the Flower: Reaching the Unreachable Students*
MONDAY,
JULY 29, 2002

Our aspirations are our possibilities.
—Robert Browning
### MONDAY, JULY 29, 2002

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>7:00-8:00 a.m.</td>
<td>CONTINENTAL BREAKFAST</td>
<td>First and Third Floors</td>
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<tr>
<td>7:00-8:00 a.m.</td>
<td>COMPUTER LABS</td>
<td>Second Floor</td>
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<td></td>
<td>Open Lab</td>
<td>Jacksonville and Tallahassee</td>
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<tr>
<td>7:00 a.m.-1:00 p.m.</td>
<td>INFORMATION DESK OPEN</td>
<td>First Floor</td>
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<td>Registration</td>
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<tr>
<td>8:30-9:45 a.m.</td>
<td>GENERAL SESSION</td>
<td>Third Floor</td>
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<td></td>
<td>Convene Session: Claudia Santin, Dean, Leadership Studies, FGSEHS</td>
<td>Salons B-J</td>
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<td><strong>Keynote Speaker:</strong> Ronald Ferguson, economist, John F. Kennedy School of Government, Harvard University</td>
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<td></td>
<td><strong>Responding to Racial and Ethnic Achievement Gaps:</strong> Some of What We Know and Some Things We Can Do</td>
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<td></td>
<td>2002 Herbert A. Drew, Jr. Memorial Award for Excellence in Education Award Sheldon Etheridge</td>
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<td>9:45-10:00 a.m.</td>
<td>BREAK</td>
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<tr>
<td>10:00-11:30 a.m.</td>
<td>CONVERSATION SESSIONS</td>
<td>Third Floor</td>
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<td></td>
<td>Conversation with the Keynote Speaker -</td>
<td>Salons E-F</td>
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<td></td>
<td>Ronald Ferguson</td>
<td>Salons A-D</td>
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<td></td>
<td>The Applied Dissertation: Putting It All Together - Sheldon Etheridge and Sharon A. Santilli</td>
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<td>New American High Schools -</td>
<td>Salons G-K</td>
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<td>James Boyette</td>
<td>First Floor</td>
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<td></td>
<td>Closing the Achievement Gap: A Superintendent's Perspective -</td>
<td>Salons I-IV</td>
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<td></td>
<td>Larry Leverett</td>
<td>Salons V-VIII</td>
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<td></td>
<td>Writing for Publication -</td>
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<td></td>
<td>Donald Gainey</td>
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<tr>
<td>11:30-11:45 a.m.</td>
<td>BREAK</td>
<td></td>
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<tr>
<td>11:45 a.m.-12:30 p.m.</td>
<td>INSTITUTE CLUSTER MEETINGS</td>
<td>(See Tuesday)</td>
</tr>
</tbody>
</table>
PART TWO: General Information and Awards

The secret of success is consistency of purpose.

—Benjamin Disraeli
In 1970, the university was in danger of closing its doors for good. Nova University was given candidate status and was accredited (1971) by the Southern Association of Colleges and Schools (SACS). Students continued to enroll. Faculty taught and engaged in research, but the university’s existence suffered from an acute lack of operating dollars. Nova had generously donated land and buildings, but needed money to keep the lights on. The economic model upon which the university was established committed it to an ongoing need for outside funding, research grants, and private donations of enormous proportions (not tuition).

On June 23, 1970, the board of trustees voted to enter into a federation with the New York Institute of Technology. Alexander Schure, president of NYIT, became chancellor of Nova University. Abraham S. Fischler became president. NYIT paid Nova $1.2 million that enabled the university to pay off the bulk of its operating debt. The university charter was amended and “of Advanced Technology” was dropped from its corporate name.

During the 15 years of the federation, the whole concept of Nova’s student body, programs, and campus changed. Unable to survive with a score of students on a few hundred acres in Davie, the university did what any smart business would do: it looked for student markets where it could find them and found ways “to bring the campus to the student.”

The university developed new programs and expanded beyond the limits of its campus and South Florida. Across the country, hundreds of adult, working professionals in school systems, government agencies, and businesses were now able to earn advanced degrees without quitting their jobs and becoming full-time students. Few colleges and universities offered evening and weekend programs that fit their schedules. Nova had clearly found a market niche.

On campus, undergraduate evening programs for adults began; the law school was opened in 1974; and a host of master’s programs in business, psychology, and education continued to be developed.

Unfortunately, by the mid-1970s, the national programs that it had pioneered and implemented created a backlash of negative publicity from coast to coast. As Nova programs in various states became more public and visible, local institutions began to complain to state officials that an out-of-state university had no business coming onto their turf. They looked upon Nova’s degree requirements with suspicion and contempt, and set about to precipitate regulations and even legislation that would make it difficult if not impossible for Nova to operate.

To defend its programs and students, Nova ultimately resorted to major litigation. In 1976, the university received a $16 million gift from the estate of Leo Goodwin Sr., but only after three years of suits and countersuits, over its affiliation with NYIT. The litigation generated a tangled web of local and national press and negative public opinion. From 1979 to 1985, when the federation with NYIT was dissolved, Nova was heavily engaged in damage control, as well as in campus and program expansion. The vacancies on the board created after the resignation of the NYIT trustees were gradually filled by South Florida community leaders putting the stewardship of Nova back in the hands of its own local board.
GENERAL INFORMATION

BADGES

Throughout the week, you will notice attendees wearing badges of different colors. The color-coded badges are provided to assist in networking during the Institute.

First Institute Attendees
Second Institute Attendees
Speakers, Guests, and Presenters
Faculty, Site Administrators, and Program Staff

Yellow Badges
Blue Badges
Green Badges
Orange Badges

NSU SCHEDULED SERVICES

Representatives from the following NSU services will be available on Tuesday, July 23, from 11:00 a.m.-3:30 p.m. to answer questions and offer assistance. Visit one or more of these services during the times indicated to view opportunities and resources, seek technical help, access personal records, and meet university staff.

NSU Bookstore
NSU Career Services
NSU Financial Aid Advisors

ORIENTATION FOR FAMILY MEMBERS

We have arranged for the hotel personnel to provide information about local attractions that family members can visit while participants are in Institute sessions. This orientation is scheduled for Tuesday, July 23, from 3:00-4:00 p.m. on the second floor in Key West/Palm Beach rooms.

DINING ALTERNATIVES

The renovations at the Marriott Harbor Beach have resulted in limited dining facilities open at the hotel. Box lunches will be sold by the hotel in the conference area during the lunch periods on Wednesday through Sunday.

FACILITY USE REQUIREMENTS

Consistent with our concern for the environment and the health of others, this will be a No Smoking Institute. Please do not smoke at any Institute event. Smoking is prohibited in most public areas used by the Institute at the Marriott Harbor Beach.

Food and beverages are prohibited in meeting rooms at the Marriott Harbor Beach. During breakfast and lunch periods special areas are designated for consuming food and beverages.
BANQUET

The culminating social activity of Summer Institute will be a banquet on Sunday, July 28th. Attendance at the banquet is covered by the Summer Institute Attendance Policy. The cost of the banquet for participants' guests is $50.00 per person. Business attire for gentlemen and business or cocktail attire for ladies is requested.

INTERFAITH WORSHIP SERVICE

A Christian interfaith worship service will be conducted on Sunday, July 28, 2002, from 7:00-8:00 a.m. in Salons A-D by Robert Cocke from the Church by the Sea.

INFORMATION DESK

Participants should use the message and Information Desk for general questions and information needs regarding Summer Institute. Messages and changes to the sessions will be posted adjacent to the Information Desk on the first floor. The hours of operation are shown below:

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>3:00 p.m.-6:00 p.m.</td>
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<tr>
<td>Wednesday</td>
<td>7:00 a.m.-5:00 p.m.</td>
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<tr>
<td>Thursday</td>
<td>7:00 a.m.-5:00 p.m.</td>
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<tr>
<td>Friday</td>
<td>7:00 a.m.-5:00 p.m.</td>
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<tr>
<td>Saturday</td>
<td>7:00 a.m.-5:00 p.m.</td>
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<tr>
<td>Sunday</td>
<td>6:45 a.m.-5:00 p.m.</td>
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<tr>
<td>Monday</td>
<td>7:00 a.m.-12:30 p.m.</td>
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</tbody>
</table>

Unless there is an emergency, messages will not be delivered. Changes in session times, locations, and other program-related information will be discussed each morning in the Institute Cluster meetings, posted each day, and available on Marriott's closed circuit television.

SPECIAL ACCOMMODATIONS

Should any person require special assistance under the Americans with Disabilities Act, please contact the Message and Information Desk.

PARKING

Daily parking is available at the Marriott and the Yankee Clipper. The costs per day are as follows:

<table>
<thead>
<tr>
<th>Property</th>
<th>Self-Parking</th>
<th>Valet Parking</th>
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</thead>
<tbody>
<tr>
<td>Marriott Harbor Beach</td>
<td>$9.00</td>
<td>$12.00</td>
</tr>
<tr>
<td>Yankee Clipper</td>
<td>$5.00</td>
<td>$7.00</td>
</tr>
</tbody>
</table>
REQUIREMENTS

All NSU participants enrolled in the 2002 Summer Institute are required to attend all scheduled Institute activities. Attendance will be taken at random times throughout the week.

Periodically, we are asked in state accreditation and licensure meetings to provide evidence that the Institute is more than the typical convention where people may or may not attend sessions. Because graduate credit is granted for Institute participation, state licensing agencies and our own accrediting agency want to ensure that appropriate academic effort is associated with each Institute. If you find it necessary to miss a session, please contact the information desk, your site administrator, and the Institute cluster coordinator.

Active participation in sessions, collaboration with colleagues, and building networks for future contacts are required actions during the Institute.

SUMMER INSTITUTE JOURNALS

All Institute attendees are expected to maintain a personal journal throughout the week. Journals are to serve as sources of ideas and reactions stimulated by presentations and discussions during Institute sessions. Thus, journal entries will typically include notes on the context of an event (title of session, name of presenter or discussion leader, etc.), the content of the session that you consider significant, your thoughts and critiques of the ideas presented, and what you are going to do as a result.

Write all observations in your journal. Your writing, particularly your notes about each event, may be discussion topics for each day's Institute Cluster meeting, though the reflection and performance responses might be more personal and not necessarily something you will want to share with others.

SUMMER INSTITUTE EVALUATION

The evaluation forms for Summer Institute will be enclosed with your registration materials. Please fill them out and return them during the Monday, July 29th, Evaluation Sessions. During the final Institute Cluster meeting your Institute facilitators will ask you to identify highlights of the Institute and concerns, and recommendations for future Institutes, and they will collect your completed evaluation forms.

ADVISING SESSIONS

There are no scheduled meetings with advisors during the Summer Institute, although advising team leaders will present sessions designed to help you with Field Study and practicum work.

PRESENTERS' HANDOUTS

Should the presenters provide us with handouts, we shall reproduce the handouts and provide copies to site administrators on Monday, July 29. Please contact your site administrator for copies.
AWARDS

Each year during Summer Institute, participants and graduates of the National Ed.D. Program for Educational Leaders are recognized for their outstanding contributions to education by the administrators and faculty. There are two award categories: the Kathleen Cooper Wright School Improvement Award and the Herbert A. Drew, Jr. Memorial Award for Excellence in Education. Recipients of these awards are presented on the following pages.

THE KATHLEEN COOPER WRIGHT SCHOOL IMPROVEMENT AWARD

The Kathleen Cooper Wright Award of the National Ed.D. Program for Educational Leaders was instituted in 1980. This distinguished honor is given in recognition of outstanding achievement in serving the educational needs of students through the implementation of a dissertation.

In 1986, this award was renamed the Kathleen Cooper Wright School Improvement Award. Wright was a program professor and a Field Study advisor in the National Ed.D. Program for Educational Leaders. In addition to her responsibilities at the university, she served as a member of the Broward County Board of Education and as its first African-American chairperson. Wright died in an airplane crash in Dallas at the close of the 1985 Summer Institute. In recognition of Wright's inspiration, leadership, and contributions to education, her advisees recommended that the award be named in her honor.

Past Kathleen Cooper Wright School Improvement Award Recipients

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>Walter Scott</td>
<td>1996</td>
<td>Judith R. Merz</td>
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<tr>
<td>1981</td>
<td>Arthur Iacuzio</td>
<td>1997</td>
<td>Chris Mann</td>
</tr>
<tr>
<td>1982</td>
<td>Corrine Piatt</td>
<td>1998</td>
<td>Wayne Rose</td>
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<tr>
<td>1983</td>
<td>Ralph Morgan</td>
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<td>Steven Blinder</td>
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<tr>
<td>1984</td>
<td>Robert Saddler</td>
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<td>Lynn Manning</td>
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<tr>
<td>1985</td>
<td>Jerry Wiseman</td>
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<td>Samuel Weinschenk</td>
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<tr>
<td>1986</td>
<td>Doris Fassio</td>
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<td>Deborah Wortham</td>
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<td>1987</td>
<td>Robert Censullo</td>
<td>1999</td>
<td>Harvey Chiles</td>
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<tr>
<td>1988</td>
<td>Mable Brooks</td>
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<td>Ross Danis</td>
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<tr>
<td>1989</td>
<td>Ellen Clark</td>
<td></td>
<td>Jaculine Moore</td>
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<td></td>
<td>Daniel Cobb</td>
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<td>Claudia Laird Radeke</td>
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<tr>
<td>1990</td>
<td>Pamela Jackson</td>
<td>2000</td>
<td>Daniel J. Martin</td>
</tr>
<tr>
<td>1991</td>
<td>Doris Dunn</td>
<td></td>
<td>Ronald D. Dufault</td>
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<tr>
<td>1993</td>
<td>Mary Stephens</td>
<td></td>
<td>Gary A. Rosato</td>
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<tr>
<td>1994</td>
<td>Michele Rhule</td>
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<tr>
<td>1995</td>
<td>Barbara Gerard</td>
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</table>

The Kathleen Cooper Wright School Improvement Awards will be made to the following two outstanding individuals during the general sessions on Saturday, July 27, and on Sunday, July 28.
THE 2002 KATHLEEN COOPER WRIGHT AWARD RECIPIENTS

ALAN D. GENOVESE, ED.D.
SPRINGFIELD V-B CLUSTER (2001)

Institutionalizing the Use of Computer Technology in a Rural School District

Alan D. Genovese has been an educator in Massachusetts for 30 years in different capacities. He is presently superintendent of an eight town regional school district, a two town regional school districts, and a one town municipal school district. Genovese is an executive board member of the Massachusetts Association of School Superintendents, the Mary Lyon Education Foundation, the Connecticut Valley Regional Superintendent’s Roundtable, and an advisory board member of Swift River Academy. He has served as school committee member and is presently chair of the Board of Selectmen in Warwick, Massachusetts where he resides with his wife, Lois. He is the father of four girls and presently enjoys his twin grandchildren, Lani and Justin.

GLENN DEIBERT, JR., ED.D.
MACON VIII CLUSTER (2001)

The Development, Implementation, and Assessment of Policies and Procedures for Web-Based Instruction

Glenn Deibert is Vice-President of Instructional Services at Southwest Georgia Technical College in Thomasville, GA. He was raised in South Georgia, but relocated to the middle of the state in the mid 80’s. He taught drafting at Central Georgia Technical College while earning a Bachelor of Science degree from the University of Georgia. His educational experience provided him the opportunity to advance into administration at Central Georgia Technical College as Director of Curriculum and Staff Development. He began work on his doctorate in Educational Leadership at Nova Southeastern University in 1998 and in July of last year, he returned to his hometown to assume his current position.

Deibert has been active in promoting distance education with the Department of Technical and Adult Education for over five years and he currently serves on the Georgia Governor’s ECC Technology Committee. His dissertation titled The Development, Implementation, and Assessment of Policies and Procedures for Web-Based Instruction was instrumental in shaping the distance education program at Central Georgia Technical College and now serves as a resource for many technical colleges across the state of Georgia.
THE HERBERT A. DREW, JR.
MEMORIAL AWARD FOR EXCELLENCE IN EDUCATION

The Herbert A. Drew, Jr., Memorial Award for Excellence in Education was created in 1992 to honor the memory of Herbert “Herb” Drew, a respected and admired cluster coordinator (site administrator) and a former superintendent of the Westfield, Massachusetts, public schools. Drew's sudden and untimely death in 1991 tragically ended a most distinguished career of 38 years in education.

A graduate of the National Ed.D. Program for Educational Leaders, Drew devoted a lifetime to promoting and ensuring excellence in educational programs for all children of all ages in the public schools. In addition to his educational pursuits, he was also well known for the many contributions he made to the social structure of the community in which he lived. Drew served in the Army during the Korean War and began his career as a special education teacher in Boston.

The award in honor of Drew is presented annually at the Summer Institute. Winners of the award are graduates of the Educational Leaders Program who have instituted an innovative and meaningful program in an educational or community setting. Site administrators nominate individuals for the award, and each candidate submits a three- to five-page description of his or her project. Program faculty members review the nominations and selects a winning entry based on the “meaningfulness of the project.”

**Past Herbert A. Drew, Jr., Memorial Award Recipients**

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>Marilyn Raby</td>
</tr>
<tr>
<td>1994</td>
<td>Sheri Perpich Curet</td>
</tr>
<tr>
<td>1995</td>
<td>Ann Papagiotas</td>
</tr>
<tr>
<td>1996</td>
<td>Bruce Ettinger</td>
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<tr>
<td>1997</td>
<td>Sherrill Martin</td>
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<tr>
<td>1998</td>
<td>Rickard Gannon</td>
</tr>
<tr>
<td>1999</td>
<td>Pamela Scott-Powell</td>
</tr>
<tr>
<td>2000</td>
<td>Robert D. Strickland</td>
</tr>
<tr>
<td>2001</td>
<td>Emery Dosdall</td>
</tr>
</tbody>
</table>

The Herbert A. Drew, Jr., Memorial Award for Excellence in Education will be made to the following individual during the general session on Monday, July 29.
2002 HERBERT A. DREW, JR., MEMORIAL AWARD FOR EXCELLENCE IN EDUCATION RECIPIENT

SHELDON ETHERIDGE, ED.D.
COLUMBIA VI CLUSTER (1998)

Improving Student Learning Through Site-Based Funding

Sheldon Etheridge has been the director of federal programs for Berkeley County Schools in South Carolina for nine years. Before becoming director, he taught math for 12 years and assisted with the implementation of categorical programs for six. As director, his duties involve designing, implementing, and budgeting educational programs from a variety of funding sources. Through collaborating resources and using the appreciation of applied research acquired through his Educational Leaders Program experience, Etheridge strives to ensure that all programs focus on improving student achievement and providing professional growth for educators. He considers the reduction of class size in first grade to be one of his most promising accomplishments.

Etheridge received his B.A. in Mathematics and Science from the University of Alabama in 1970 and his M.A. in Teaching: Secondary Education, Mathematics from The Citadel: Charleston, South Carolina in 1982. He served as president of the South Carolina Association of Title I Administrators (SCATA) in 1998. That same year, he received the Leadership Award from the South Carolina Association of Elementary and Secondary Education Association. He was the state representative and Leadership Award winner for the National Association of Federal Education Program Administration (NAFEPA) in 1999.

Etheridge lives in Moncks Corner, South Carolina, with his wife Cheryl and three children, Robert, Ryan, and Amanda.
PART THREE:
Participant Assignments, Credit Awarding Activity, and Team Discussion Sessions

You ask yourself not if this or that is expedient, but if it is right.
—Alan Paton
1985 to Present

The Nova University that emerged in 1985 was committed to incorporating new educational technologies made possible by computers and telecommunications into the teaching and learning process and into its delivery of education. A network of students online at their computers redefined what a classroom is. Communicating across time zones, linked to a professor who can be on campus or anywhere, students across the U.S. and even in foreign countries turn one-dimensional computer screens into fields for academic discussion.

In 1989, celebrating its 25th year, Nova University was enrolling more than 8,000 students and had nearly 25,000 graduates with revenues of nearly $70 million. Over the next five years, three new buildings were constructed and a campus-wide beautification campaign added landscaping that greatly changed the look of the campus.

In 1994, Nova University merged with Southeastern University of Health Sciences to form Nova Southeastern University (NSU), adding the Colleges of Osteopathic Medicine, Pharmacy, Optometry, and Allied Health to the university. The university continued its expansion of building projects and added new academic, clinical, and community service programs.

By 1999, at the 35th anniversary, the university was enjoying an era of sustained growth, facilitated by a healthy infusion of endowment funds and a nearly 1,000-student increase in enrollment between fall 1998 and fall 1999. Over the past five years, NSU’s enrollment has increased approximately 27 percent; full-time members of the faculty, staff and administration have expanded to almost 2,600; and minority representation among faculty and staff members and students continues to expand.

In 2002, with a fall enrollment of 19,000, NSU is the largest independent institution of higher education in the Southeast and 12th largest independent university nationally. It is the largest of the 67 independent institutions in Florida with an operating budget of approximately $280 million. To date, the institution has produced approximately 73,000 alumni.

Courses of study lead to associate’s, bachelor’s, master’s, specialist, and doctoral degrees. The university’s programs are administered through academic centers that offer courses at the Fort Lauderdale campuses, as well as at locations throughout Florida, across the nation, and at selected international sites in the Caribbean, Canada, China, Greece, Israel, Panama, Puerto Rico, and Venezuela.
PARTICIPANT ASSIGNMENTS
INSTITUTE CLUSTER AND GROUP ASSIGNMENTS

INSTITUTE CLUSTERS

All participants have been assigned to an Institute Cluster. The first meeting of the Institute Clusters will be Tuesday, July 23, 2002 at 4:00 p.m. These Institute Clusters will meet daily for the remainder of the Institute. Site administrators will facilitate the sessions. Institute Clusters meet at 8:15 a.m. daily, except on Monday, July 29, 2002 when the meetings will be held at 11:45 a.m. On Thursday, July 25, Cluster locations and time will differ for participants in Groups B and C. Consult the program schedule for time and location. The groups, Institute Clusters, locations of sessions, and facilitators, are shown below.

Group A (First Year Participants)

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Location</th>
<th>Facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster 1</td>
<td>Salon II</td>
<td>Charles Greco and John McRae</td>
</tr>
<tr>
<td>Cluster 2</td>
<td>Salon IV</td>
<td>Henry LaBranche</td>
</tr>
<tr>
<td>Cluster 3</td>
<td>Salon V</td>
<td>Michael Brown</td>
</tr>
<tr>
<td>Cluster 4</td>
<td>Salon VII</td>
<td>Rebecca Green</td>
</tr>
<tr>
<td>Cluster 5</td>
<td>Salon VIII</td>
<td>Wanda Caldarera and Columbus Watkins</td>
</tr>
<tr>
<td>Cluster 6</td>
<td>Key West</td>
<td>Fred Fishback</td>
</tr>
<tr>
<td>Cluster 7</td>
<td>Palm Beach</td>
<td>Robert Harper and Marcia Glynn</td>
</tr>
<tr>
<td>Cluster 8</td>
<td>Salon A</td>
<td>Armando Rodriguez</td>
</tr>
<tr>
<td>Cluster 9</td>
<td>Salon B</td>
<td>Howard Hunt</td>
</tr>
<tr>
<td>Cluster 10</td>
<td>Salon C</td>
<td>Gene Karol</td>
</tr>
<tr>
<td>Cluster 11</td>
<td>Salon H</td>
<td>Carole Morris</td>
</tr>
<tr>
<td>Cluster 12</td>
<td>Salon J</td>
<td>Sue Elliott</td>
</tr>
<tr>
<td>Cluster 13</td>
<td>St. Petersburg</td>
<td>Mai-Lon Wong and Ron Newell</td>
</tr>
<tr>
<td>Cluster 14</td>
<td>Room 345</td>
<td>Ricardo Garcia</td>
</tr>
<tr>
<td>Cluster 15</td>
<td>Room 1155</td>
<td>Joy Ruffeski</td>
</tr>
<tr>
<td>Cluster 16</td>
<td>Room 1255</td>
<td>Ron Kochman</td>
</tr>
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</table>
## Group B (Second Year Participants)

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Location</th>
<th>Facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster 17</td>
<td>Salon I</td>
<td>Robin Arden</td>
</tr>
<tr>
<td>Cluster 18</td>
<td>Salon III</td>
<td>Jim Weatherill and Linda Gordon</td>
</tr>
<tr>
<td>Cluster 19</td>
<td>Salon VI</td>
<td>Andy Nixon</td>
</tr>
<tr>
<td><strong>First Floor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cluster 20</td>
<td>Clearwater</td>
<td>Carole Trueman</td>
</tr>
<tr>
<td>Cluster 21</td>
<td>Orlando</td>
<td>John Drewes</td>
</tr>
<tr>
<td>Cluster 22</td>
<td>Miami</td>
<td>Pedro Hernandez</td>
</tr>
<tr>
<td><strong>Second Floor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cluster 23</td>
<td>Salon D</td>
<td>Brenda Merchant and Brenda Montgomery</td>
</tr>
<tr>
<td>Cluster 24</td>
<td>Salon G</td>
<td>Gerry Neipp and Gene Costa</td>
</tr>
</tbody>
</table>

## Group C (Second Year Participants)

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Location</th>
<th>Facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster 25</td>
<td>Salon K</td>
<td>LaVerne Epsy</td>
</tr>
<tr>
<td><strong>Third Floor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cluster 26</td>
<td>Room 355</td>
<td>Anita Krull</td>
</tr>
<tr>
<td>Cluster 27</td>
<td>Room 365</td>
<td>Cade Gervais</td>
</tr>
<tr>
<td>Cluster 28</td>
<td>Room 455</td>
<td>Michael Rush</td>
</tr>
<tr>
<td>Cluster 29</td>
<td>Room 555</td>
<td>Wayne Cochrane</td>
</tr>
<tr>
<td>Cluster 30</td>
<td>Room 655</td>
<td>Andy Smarkanic and Gloria Zuker</td>
</tr>
<tr>
<td>Cluster 31</td>
<td>Room 755</td>
<td>Susan Achilles and Sandra Levenson</td>
</tr>
<tr>
<td>Cluster 32</td>
<td>Room 855</td>
<td>Curtis Smith</td>
</tr>
<tr>
<td>Cluster 33</td>
<td>Room 1055</td>
<td>Rachael Winstead</td>
</tr>
<tr>
<td><strong>Upper Floors</strong></td>
<td></td>
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</tr>
</tbody>
</table>

Second year participants have been divided into two groups, B and C (shown above). On Thursday, July 25, the second year participants will travel to NSU main campus and North Miami Beach campus for instruction. First year participants (A) will receive instruction at the Harbor Beach Marriott Hotel.
CREDIT AWARDING ACTIVITY

Purpose
The Institute discussion groups are intended to provide opportunities to reflect upon and discuss the theme of the Institute. In addition, these collaborative sessions will also provide opportunities to analyze your practice as an educational leader and the professional contexts in which you work. This is an opportunity to listen to your colleagues’ views about their work and to discuss and debate ideas. In the busy day-to-day realities of schools, administrators are often preoccupied with bus routes, discipline, class schedules, teacher evaluations, athletics, test scores, and crises. We rarely have occasion to reach several rungs higher and to respond logically and thoughtfully to initiatives in other schools and districts.

Pre-Institute Assignment
The Institute pre-assignment has two parts. Part A (which is different for first and second year participants), addresses the most important function of schools: learning. Part B asked you to give some thought to the achievement gap, how it may be manifested in your school, and what efforts can be undertaken to address the effects.

You have been assigned to discussion groups with your colleagues who have positions similar to yours. Each participant’s report has been reproduced and provided to all members of your assigned group. Before the first discussion session, you must read all of the papers you received, making notes on areas of similarity and difference, points for further clarification, and any other general responses to the material.

Overview of Discussion Sessions
To a large extent, the quality of Summer Institute depends upon the extent to which you engage yourself in the various learning activities. During the week you will take part in sessions and presentations facilitated by speakers and presenters, you will also meet with your colleagues in job-alike sessions and a series of discussion sessions where you will discuss, debate, analyze, critique, and revise the materials you brought with you. We hope that you will then take your ideas and new perspectives back to your colleagues in your schools and organizations to review and discuss as a way to continually improve practice.

In your first institute cluster meeting, you will be submitting a copy of the written assignment to your cluster leader. You will also receive copies of your colleagues’ papers for your consideration. Over the course of the week, we will be working with these assignments and asking you to:

- Think critically about what you have developed
- Relate your ideas to those of the speakers and your colleagues
- Examine your own role as a school leader
- Develop an action plan that applies the skills and knowledge that you have developed over this week to your own professional situation
Each of the discussion sessions will be facilitated by faculty members and/or site administrators. However, each of you, as participants, will also play an active leadership role in each session. You will be sharing various leadership responsibilities throughout the week. We hope you will think critically, analyze issues and make significant contributions to each session. The outcome of these sessions will depend on you.

We hope to achieve the following learning outcomes:

- You will see a significant transformation of your ideas and thinking about learning and achievement.
- Your view will be broadened to include new thoughts and practices relating to your leadership role.
- You will be able to engage your colleagues in your workplace and share your new thinking with them.
- You will have an action plan to enable you to implement some of your new ideas in your workplace.

**Summer Institute Journal:** We have asked you to keep a journal about your experiences at Summer Institute. Please keep a written record of your responses to the above questions in that journal and bring your journal to every session at Summer Institute.

When you attend sessions and keynote addresses, think about how the ideas being presented inform your view of learning and your role as a leader in your school/district/organization. Keep a written record of these ideas as well in your journal.
FIRST YEAR PARTICIPANTS - TEAM DISCUSSION SESSIONS

Preparation for Team Discussion Session One

1. Review your own Learning Plan document and be familiar with its content.
2. Come prepared to summarize your document in no more than three minutes. This means you must synthesize its content and pull out generalizations. To do this, think about and respond to the following questions:

   What are the beliefs and assumptions about learning in your school/district? For example, what happens in classrooms? Give thought to:

   - How teachers relate to students
   - How learning is assessed and evaluated
   - How reading is taught
   - How administrators relate to teachers, students, and parents
   - How the day is structured
   - What the content of the curriculum is
   - How discipline is addressed

   Based on your professional experience with schools, what, if anything, is missing in your Learning Plan?

3. As you read your colleagues' Learning Plans, think about and respond to the following issues:

   - What are the similarities with your own plan?
   - What insights did you gain from reading these other plans?
   - What issues were addressed by these plans that were not addressed in your own?

Team Discussion Session One
Friday, July 26, 2002 from 9:30-10:45 a.m.

Today you will meet in the first of three discussion sessions you will be attending during the week. In preparation for today's session, you should have reviewed your own Learning Plan and the plans of your colleagues. You should also have brought with you your written responses to the guideline and analysis questions that you completed along with your reading. Smaller work groups will be created in this session to help facilitate dialogue. There will also be whole group debriefing at the beginning and end of the session.

The primary purpose of these sessions is to create a stimulating atmosphere for dialogue, reflection, criticism and analysis. In order to do this, we will be creating small groups for discussion in each facilitation session. We encourage you to use your leadership skills and knowledge and think outside the box, whenever and wherever possible.

We want you to reflect on the purpose of education and schooling and your role as a leader in the learning process. In your small group sessions, we would like you to discuss the following:
Setting the context
1. What is the current role of schools in education? In society? In the economy?
2. What should the role of schools be within the broader social context?
3. What should students learn?
4. How should they learn?
5. What is the current role of the educational administrator?
6. What should that role be? How can the administrator be a learning leader?

Specific issues related to your Learning Plan
7. Present your Learning Plan synthesis (your three minute overview)
8. Draw generalizations from the all of the Learning Plan presentations in your small group
9. Examine the commonalities and differences
10. Explore the missing pieces
11. Relate the Learning Plans to the speakers' presentations

Team Discussion Session Two
Friday, July 26, 2002 from 11:00 a.m.-12:30 p.m.
In this session, we would like you to address the second question from your pre-institute assignment regarding how the achievement gap and related issues are manifested in your school or work context. In terms of structure for this session, you should follow a format similar to Discussion Session One. The session will be organized mostly around small groups with some whole group debriefing at the beginning and at the end. In preparation for this discussion, you should review your response to the question and prepare a three-minute overview of your paper that you will share with your colleagues in your small groups.

During the session, you should expect to address the following issues:

1. Share your three-minute overview with the members of your small group. Allow enough time for everyone to contribute. Listen actively, consider, reflect, and respond.
2. How are differences with regard to gender, race, ethnicity, or even sexual preference confronted?
3. What evidence is there that these factors have any connection to performance or achievement in any way? Is there discussion in the school or work site about this topic? If not, should there be and how should it begin?
4. What opportunities for change do you see in your school/work site?

Team Discussion Session Three
Sunday, July 28, 2002 from 8:00-9:15 a.m.
You have spent the past several days listening to keynote addresses and presentations from an array of professionals and practitioners. These speakers have addressed a variety of topics some related to the achievement gap theme, others related to other issues relevant to schools, leadership, and the learning process. Please call upon these experiences and the reflection and dialogue you have been engaged in during the week as you prepare an action plan to implement in your work site.
In your small groups, we will ask you to focus on two issues. First, begin to assemble the basic building blocks of an action plan. Your Action Plan should contain the following initial and critical elements:

- A synthesis of the knowledge and skill sets that you have gained over the course of this week that directly impacts on your role as a learning leader
- A proposal for implementing a forum for dialogue and debate with your colleagues in your own school/district/organization
- A set of goals that will enable you to integrate what you have learned at Summer Institute about leadership and learning into your own professional life
- A framework that enables you to refocus your role from administrator to learning leader

Second, discuss specifically how you will integrate your experiences, reflections, and insights from the assignments and from the week's activities into your Reflection and Vision products. Remember, a written record is one alternative for this product; there may be other alternatives. Be creative, think broadly.

During the cluster debriefing at the conclusion of this session, we ask that you briefly (2-3 minutes) share your thoughts regarding:

1. How your thinking about the achievement gap, the learning process, and the responsibilities of educational leaders has changed, and
2. What are you prepared to do with the knowledge and insights you have gained in your school/work site?
SECOND YEAR PARTICIPANTS -
TEAM DISCUSSION SESSIONS

Team Discussion Session One
Friday, July 26, 2002 from 9:30-10:45 a.m.

Today you will meet in the first of three discussion sessions you will be attending during the week. In preparation for today's session, you should have reviewed your written statements concerning last year's learning plan and the statements of your colleagues in your Institute cluster. You should also bring with you any notes you made on your colleagues' papers as you read them. Smaller work groups will be created in this session to help facilitate dialogue. There will also be whole group debriefing at the beginning and at the end of the session.

The primary purpose of these sessions is to create a stimulating atmosphere for dialogue, reflection, criticism and analysis. In order to do this, we will be creating small groups for discussion in each facilitation session. We encourage you to use your leadership skills and knowledge and think outside the box, whenever and wherever possible.

In your small group sessions, we would like you to first spend some time recalling your discussions from last year's Summer Institute. Remember you discussed the following issues:

1. The current role of schools in education, society and the economy
2. The role of schools within the broader social context
3. What students should learn
4. How they should learn
5. The current role of the educational administrator
6. What should that role be? How can the administrator be a learning leader?

Specific issues related to your Learning Plan

7. You presented your Learning Plan synthesis (your three minute overview)
8. You drew generalizations from the all of the Learning Plan presentations in your small group
9. You examined the commonalities and differences
10. You explored the missing pieces
11. You related the Learning Plans to the speakers' presentations at the 2001 Summer Institute

Then you went back home and back to work. What happened to your Learning Plans, honestly? Did they see the light of day? Did you find a way to integrate anything from that experience into your work setting? Did you have any discussions with your colleagues that had their roots in your Learning Plan or your work at Summer Institute? Did anything concrete emerge from these discussions? If not, why not?

Team Discussion Session Two
Friday, July 26, 2002 from 11:00 a.m.-12:30 p.m.

In this session, we would like you to address the second question from your pre-institute assignment regarding how the achievement gap and related issues are manifested in your school or work context. In terms of structure for this session, you should follow a format similar to Discussion Session 1. The session will be organized mostly around small groups with some whole group debriefing at the beginning and at the end. In preparation for this discussion, you should review your response to the question and prepare a three-minute overview of your paper that you will share with your colleagues in your small groups.
During the session, you should expect to address the following issues:

1. Share your three-minute overview with the members of your small group. Allow enough time for everyone to contribute. Listen actively, consider, reflect, and respond.
2. How are differences with regard to gender, race, ethnicity, or even sexual preference confronted?
3. What evidence is there that these factors have any connection to performance or achievement in any way? Is there discussion in the school or work site about this topic? If not, should there be and how should it begin?
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**Team Discussion Session Three**  
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In your small groups, we will ask you to focus on two issues. First, begin to assemble the basic building blocks of an action plan. Your Action Plan should contain the following initial and critical elements:

- A synthesis of the knowledge and skill sets that you have gained over the course of this week that directly impacts on your role as a learning leader
- A proposal for implementing a forum for dialogue and debate with your colleagues in your own school/district/organization
- A set of goals that will enable you to integrate what you have learned at Summer Institute about leadership and learning into your own professional life
- A framework that enables you refocus your role from administrator to learning leader

Second, discuss specifically how you will integrate your experiences, reflections, and insights from the assignments and from the week’s activities into your Reflection and Vision products. Remember, a written record is one alternative for this product; there may be other alternatives. Be creative, think broadly.

During the cluster debriefing at the conclusion of this session, we ask that you briefly (2-3 minutes) share your thoughts regarding:

1. How your thinking about the achievement gap, the learning process, and the responsibilities of educational leaders has changed, and
2. What are you prepared to do with the knowledge and insights you have gained in your school/work site?
PART FOUR: Donald P. Mitchell Lecture and General Sessions

Minds are like parachutes; they only function when open.
—Lord Dewar
Concluding Perspective

If the Nova University of Advanced Technology, had developed fully as its founders had conceived of it, it would probably be the darling of the high tech industry in South Florida today, but little else. Even if the grandest of its original schemes had come to fruition, they would in all likelihood not have made as much of an impact as the NSU that survives today.

In some ways, the history of NSU is similar to the history of many developing organizations. It started with great ideas. It has never had enough money. It has had its ups and downs, its two steps forward and one step backward. It has had its supporters and critics, its advocates and its detractors.

In other ways, it is quite different. It has had a dose of two seemingly contradictory qualities—consistency and flexibility—that really have ensured its success. NSU has remained committed to a basic course and educational philosophy, at the same time that it had the wisdom to adjust to new realities and to seize new opportunities.

Progress and Successes

The Louis Parker Building was completed in 1968, as was the Davie Living Complex of student apartments.
DONALD P. MITCHELL LECTURE

The Donald P. Mitchell Lecture honors the lifelong mission and accomplishments of the founding director of the National Ed.D. Program for Educational Leaders. Delivered annually at the program’s Summer Institute, the lecture reflects the persistent theme of Donald P. Mitchell’s work as an educator: fostering school improvement by broadening the perspective of practicing school administrators and by enhancing their capability and readiness to exercise courageous leadership. Each year, focusing on the notion of school administrators as gatekeepers of educational change in a global society, a distinguished individual will be invited to speak about critical societal issues and their relevance to the quality and character of life nationally and worldwide. This year’s Donald Mitchell Lecturer is Lani Guinier, Professor of Law, Harvard Law School, Harvard University.

Former Mitchell Lecturers were:

- 1997—Mario Cuomo, former governor of New York
- 1998—Reverend Jesse Jackson, Sr., president and founder of the Rainbow/PUSH Coalition.
- 1999—Lorraine Monroe, founder and CEO of the School Leadership Academy
- 2000—Brian Greene, physicist and string theorist, Columbia University
- 2001—Ralph Nader, consumer advocate, Green Party presidential candidate
The Miner's Canary

LANI GUINIER
Donald Mitchell Lecture
(Wednesday, July 24, 2002)
One Conversation Session
(Wednesday, July 24, 2002)

In 1998, Lani Guinier became the first black woman to be appointed to a tenured professorship at Harvard Law School. Before joining the faculty at Harvard, she was a tenured professor for ten years at the University of Pennsylvania Law School. During the 1980's she was head of the voting rights project at the NAACP Legal Defense Fund and served in the Civil Rights Division during the Carter Administration as special assistant to then Assistant Attorney General Drew S. Days. Guinier came to public attention when she was nominated by President Bill Clinton in 1993 to head the Civil Rights Division of the Department of Justice, only to have her name withdrawn without a confirmation hearing. Guinier turned that incident into a powerful personal and political memoir, *Lift Every Voice: Turning a Civil Rights Setback into a New Vision of Social Justice.*

A graduate of Radcliffe College of Harvard University and Yale University Law School, Guinier has received numerous awards, including the 1995 Margaret Brent Women Lawyers of Achievement Award from the American Bar Association's Commission on Women in the Profession, the Champion of Democracy Award from the National Women's Political Caucus, the Rosa Parks Award from the American Association of Affirmative Action, and the Harvey Levin Teaching Award, given to her by her students at the University of Pennsylvania Law School. She is the recipient of eight honorary degrees, including from Smith College, Spelman College, Swarthmore College, and the University of the District of Columbia.
Welcome

H. WELLS SINGLETON

Welcoming Remarks and Introduction
(Wednesday, July 24, 2002)

H. Wells Singleton, provost of the Fischler Graduate School of Education and Human Services, came to NSU from Ohio University, where he served as dean of the College of Education. Prior to that, he served as associate dean of teacher education at the University of Wyoming.

He holds a B.A. in social studies from the University of Wyoming, an M.A. in administration and American history from Southern Methodist University, and a Ph.D. in curriculum/administration from Stanford University.

Singleton is a nationally recognized leader in fostering partnerships involving higher education and public schools, which benefit children and families. As an advocate for children, he was the only higher education representative to serve on the steering committee of the Ohio Coalition for Equity and Adequacy of School Funding.
CLAUDIA SANTIN

General Session  
(Wednesday, July 24, 2002)
Conversations Sessions  
(Thursday, July 25, 2002 and Sunday, July 28, 2002)

Claudia Santin has, over the course of the last two decades, established a reputation as a pragmatic change agent and effective team builder. In a series of progressively demanding positions, she has blended the components of a superb higher education experience with the demands of both the domestic and international marketplace consistently achieving the delicate balance between quality and profit.

A Cum Laude undergraduate and Graduate Salutatorian from The College of New Jersey, Santin joined NSU in 1988. Since that time she has served in a variety of positions, each assignment bringing with it unique challenges.

As director of marketing for the Graduate School of Business beginning in 1992, she developed a detailed understanding of the requirements of distance education programs. Building on this knowledge base, Santin was then named assistant dean for the Graduate School of Business responsible for marketing and advertising, admissions, registration, and student services.

Accepting a position as an associate dean in 1996, Santin focused on the strategic positioning of the school within the competitive global marketplace. She led the school’s first integrated marketing and branding campaign. In this capacity she led the effort in the development and implementation of new programs greatly expanding the school’s corporate and international alliances and partnerships.

During November of 2001, Santin began what to date may be her most challenging and potentially rewarding assignment, dean of Leadership Studies at the Fischler Graduate School of Education and Human Services at NSU. As dean, she leads six graduate level programs with an enrollment of over 3,000 students located in scores of both domestic and international locations. As a professor, she teaches Managerial Marketing at the M.B.A. level, and leadership at the doctoral level. She writes and consults on the topics of management, marketing, and leadership.
Educating Children in the Dot-Com Age

DAVID WALSH

General Session
(Thursday, July 25, 2002)
One Conversation Session
(Thursday, July 25, 2002)

David Walsh is the president and founder of the National Institute on Media and the Family based in Minneapolis, MN. Psychologist, educator, author, and parent of three Walsh has emerged as one of the leading authorities in North America on the impact of media on children and families. He has written six books including the award winning Selling Out America's Children and Dr. Dave's Cyberhood. He also authored the American Medical Association's Physician Guide to Media Violence, as well as many articles for the professional and general press.

Walsh's presentations focus on the impact of mass media on children and the implications of that influence for school performance, literacy, and violence prevention. He describes the impact of mass media in the context of the recent discoveries about children's brain development. He explains to both professional and lay audiences how and why media is as influential as it is.

Walsh is a frequent guest on national radio and television. He has appeared on such programs as NBC Dateline, CBS This Morning, The News Hour With Jim Lehrer, and National Public Radio's All Things Considered. His work has been covered in major newspapers such as The New York Times, The Wall Street Journal, the Washington Post, The Los Angeles Times, Time Magazine, Reader's Digest, and others.

Walsh received his Ph.D. in psychology from the University of Minnesota and is currently on the faculties of both the University of Minnesota and the University of St. Thomas. He lives in Minneapolis with his wife, Monica, and three children.
Positive Solutions for Narrowing the Achievement Gap in Schools

MADELINE CARTWRIGHT

General Session
(Saturday, July 29, 2002)
One Conversation Session
(Saturday, July 29, 2002)

Serving in a variety of capacities in the Philadelphia Public Schools District—from grade school teacher to principal, from kindergarten through high school—Cartwright was appointed Parent Involvement Specialist for the Philadelphia School District in 1991 where she worked to improve positive involvement of parents in the educational lives of their children in schools.

Starting with a dream, and applying ample measure of courage, hard work, perseverance, teamwork, and belief, acclaimed educator and child advocate, Cartwright turned around North Philadelphia's beleaguered Blaine School, improving attendance, achievement, and success records that outstripped every other school in the city.

Cartwright received a Bachelor of Science degree from West Chester State Teacher's College in West Chester, Pennsylvania, a Master of Education from Antioch University in Yellow Springs, Ohio and a Doctorate of Human Letters from the Susquehanna University in Selinsgrove, Pennsylvania.

Cartwright is renowned for her dedication to meeting the needs of children. Her achievements as a child advocate have earned praise worldwide through such media and print venues as C-SPAN, NBC Today, ABC Prime Time, CBS 48 Hours, U.S. News and World Report, and The New York Times Magazine, which did a cover story on her work with the Blaine School.

Honors include recognition by national and local educational and civic organizations, including the Pennsylvania Senate, House of Representatives, and the Philadelphia City Council, as well as receiving the Distinguished Alumna Award from both West Chester University and Cheyney University for her innovative programs.
Creating Conditions That Promote Student Achievement

PEDRO NOGUERA

General Session
(Sunday, July 28, 2002)
One Conversation Session
(Sunday, July 28, 2002)

Pedro Noguera is the Judith K. Dimon Professor of Communities and Schools at the Harvard Graduate School of Education. Previously, he was a professor in Social and Cultural Studies at the Graduate School of Education and the director of the Institute for the Study of Social Change at the University of California, Berkeley. His research focuses on the ways in which schools respond to social and economic forces within the urban environment. He has engaged in collaborative research with several large, urban school districts, and he has published and lectured on topics such as youth violence, race relations within schools, the potential impact of school choice and vouchers on urban public schools, and secondary issues resulting from desegregation in public schools. His articles on these topics have appeared in several leading research journals and edited volumes. Noguera has also done extensive field research and published several articles on the role of education in political and social change in the Caribbean. He is the author of a book titled The Imperatives of Power: Political Change and the Social Basis of Regime Support in Grenada (Peter Lang Publishers, 1997).

Noguera served as an elected member of the Berkeley School Board from 1990 to 1994. He has also served as a member of the U.S. Public Health Service Centers for Disease Control Taskforce on Youth Violence and as Chair of the Committee Ethics in Research and Human Rights for the American Educational Research Association. Noguera was a K-12 classroom teacher for several years and continues to teach part-time in high schools. In 1995, he received an award from the Wellness Foundation for his research on youth violence and in 1997, he was the recipient of the University of California's Distinguished Teaching Award.
Lifting the Rock from the Flower: Reaching the Unreachable Students

CARL UPCHURCH

Banquet Guest Speaker
(Sunday, July 28, 2002)

Thirty years ago, the ghettos of Philadelphia had convinced Carl Upchurch that he had been, and always would be, nothing. Given no direction or parenting of any kind, Upchurch dropped out of school at age nine and began hanging out with what substituted for family—the local gangs of south Philadelphia. Years of robbery, violence, and drugs defined who he was and what he thought he always would be.

Upchurch was lucky—he didn’t die; rather he spent much of his youth in juvenile detention facilities and later, thirteen years in federal penitentiaries for armed robbery. His life speaks volumes about the carnage and hopelessness that continues to define much of black and poor America. His 1996 autobiography, Convicted in the Womb: One Man’s Journey from Prisoner to Peacemaker, describes in horrific, gut-wrenching detail the bleak landscape that makes up too many of our neighborhoods and what can be done to start changing the vicious cycle of poverty, violence, and social decay.

Upon his release from prison in 1986, Upchurch established the Progressive Prisoners’ Movement in which he organized, implemented, and administered a national program to provide legal and emotional assistance to prisoners. He has served as a consultant to Quest International to help add an urban relevance to their curriculum and to several school districts to resolve problems of racial conflict and gang development.

In 1992, he founded the National Council for Urban Peace and Justice and organized the first ever national gang summit, which brought together more than 150 gang leaders from 26 cities across the country. Recognized by President Clinton for its historic significance, the summit was an overwhelming success with gang members finding alternatives to violence and turf warfare. Most notably, a lasting truce was forged between the notoriously violent Crips and Bloods.

Today, Upchurch devotes his time speaking and conducting workshops for colleges and universities, public schools, prisons, juvenile detention centers, and civic organizations across the country. A gifted writer, he is published in Knight-Ridder newspapers six times a year as part of the Progressive Media Project and writes a bi-weekly column in the news magazine Columbus Alive. His most recent project is finalizing the screenplay for a movie based on his life.
Responding to the Racial and Ethnic Gaps: Some of What We Know and Some Things We Can Do

RONALD FERGUSON

General Session
(Monday, July 29, 2002)
One Conversation Session
(Monday, July 29, 2002)

Ronald Ferguson is an economist who has taught for eighteen years at Harvard University's John F. Kennedy School of Government, where he is a Lecturer in Public Policy and a Senior Research Associate at the Wiener Center for Social Policy. In addition to teaching and research, he participates in a variety of consulting and policy advisory activities at the local, state, and national levels. Recently, these have included the National Research Council Committee on community-level Youth Programming, the National Research Council Board on Testing and Assessment, the National Urban League's Campaign for African-American Achievement, the Research Advisory Group on Closing the Achievement Gap of the Council of Great City Schools, the Advisory Committee for the National Job Corps Evaluation and consulting to several school districts on efforts to narrow achievement gaps. His numerous research publications cover issues in education policy, youth development programming, community development, economic consequences of skill differences, and state and local economic development.

Ferguson received his undergraduate degree from Cornell University and his Ph.D. from MIT, both in economics. Ferguson grew up in Cleveland, Ohio. He has been married for twenty-three years and lives with two sons ages 9 and 14, a 15-year-old nephew and a 20-year-old niece.
PART FIVE:
Presentations and Workshops

Wisdom consists of knowing what to do next; virtue in doing it.
—David Starr Jordan
NSU Historical Highlights

1961
The South Florida Education Center (SFEC) was organized to create an educational complex of institutions ranging from pre-elementary to postdoctoral education to invent, implement, evaluate, and disseminate innovative practices in all areas.

1964
Nova University opened offices on Las Olas Boulevard in Fort Lauderdale, Florida. Warren J. Winstead, Ph.D., was named president. Nova University was chartered by the state of Florida as Nova University of Advanced Technology.

1965
The Physical Sciences Center and the Physical Oceanographic Laboratory were established. Nova University received several gifts that enabled the construction of the Louis Parker Physical Sciences Building and the Rosenthal Student Center, and established an endowed chair in physics.

1967
The Edwin M. and Ester L. Rosenthal Student Center was dedicated on the main campus in Davie, Florida.

Classes at Nova University formally began; the student body consisted of 17 Ph.D. students in behavioral science, physics and physical chemistry, and oceanography. There were 17 faculty members and 38 staff members.

1968
The Louis Parker Physical Sciences Center, the Davie Living Complex, and the main campus in Davie were officially opened.

Ten acres of land were deeded to Nova University by the Broward County Commission at Port Everglades for relocation of the Physical Oceanographic Laboratory.

1969
The Life Sciences Center was established to offer doctoral and master’s degrees in the biological sciences. The Leo Goodwin Institute for Cancer Research was relocated from Tampa, Florida to Nova University.

The University School opened on the main campus, extending Nova University's educational Programs down to the elementary and secondary levels.

Abraham S. Fischler, Ed.D., was appointed executive vice president of Nova University by the board of trustees.

1970
The first five Nova University graduates received their Ph.D. degrees.

A federation with New York Institution of Technology (NYIT) was established, Alexander Schure, then president of NYIT, was named chancellor of Nova University.

Abraham S, Fischler, Ed.D., was named president of Nova University.

1971
Nova University received full accreditation for five years from the Southern Association of Colleges and Schools (SACS).

1972
Nova University initiated its external degree programs with its National Ed.D. Programs for Educational Leaders and Higher Education.

The Ed.D. Program in Early Childhood Education began.

1973
The Center for Public Affairs and Administration was established.

1974
The Center for the Study of Law was established.

1975
Nova University received full accreditation for a 10-year period from SACS.

1976
Nova College was established on the main campus.

1978
The Nova University Community Mental Health Center was established.

1979
The Center for the Study of Law moved to the university's east campus site.

The Institute for Marine and Coastal Studies opened at the Oceanographic Center.

The first student success story
In May 1970, there was predictable joy when the university's first four graduates, shown here with President Abraham Fischler (far left), walked across the stage to receive the Ph.D. degrees. Today, more than 73,000 men and women residing in all 50 states and in 26 countries are NSU graduates.
PRESENTATIONS AND WORKSHOPS

Wednesday, July 23, through Monday, July 29, general sessions have been scheduled dealing with achievement. Field Study workshops, roundtables, and computer lab sessions will be offered during the afternoons and evenings throughout the Institute. The sessions offered are discussed in this section.

GENERAL SESSIONS

These discussion sessions will be held concurrently at different times Wednesday through Sunday. These will be an interactive question and answer sessions between presenter and audience.

The Miner’s Canary—Lani Guinier, professor of law, Harvard Law School, Harvard University, Boston, Massachusetts

Like the canary’s distress, which alerted miners to poison in the air, issues of race point to conditions in American society that endanger us all. Moving beyond both colorblindness and identity politics, Guinier warns us that we ignore race at our peril, and that people of color can and should lead a movement that benefits working class and poor whites as well.

Ignoring racial differences—colorblindness—has failed, she argues. Race and power intertwine at every level of social interaction, from classrooms to courtrooms to congressional districts. Only cross-racial coalitions can expose these embedded hierarchies of privilege and—through innovative power sharing and democratic engagement—demolish them. Guinier calls this concept of enlisting race to resist power political race. The methodology of political race has policy implications for affirmative action, racial profiling, criminal justice, access to educational opportunity, voting, and democracy. She proposes a dramatic, hopeful shift in the way we think about race and put it to political use to benefit all Americans.

Leadership Studies: 2002—Claudia Santin, dean, Leadership Studies, Fischler Graduate School of Education and Human Services, Nova Southeastern University, North Miami Beach, Florida

The Leadership Studies State-of-the-Programs address will present a snapshot of where the programs and initiatives have been, where they are, and what is being done to move forward with the vision. The planning and implementation of objectives and strategies by the administration, the faculty, and the staff have moved the programs much closer to the School’s goals.

Educating Children in the Dot-Com Age—David Walsh, president and founder, National Institute on Media and the Family, Minneapolis, Minnesota

This presentation will break new ground on the issue of the impact of mass media on children. David Walsh will combine the latest discoveries in the field of brain research with empirical data to show how and why mass media is as powerful as it is in shaping attitudes, values, and behavior in children. Particular attention will be paid to the impact of media on the “culture of disrespect” and the “seven critical traits for school success.” This presentation will not only provide a new understanding of the impact of media, it will also offer a concrete plan for change. Walsh will explain why it is imperative to address the role of media in children’s lives in order to change the “culture of disrespect” and improve school performance.
Madeline Cartwright is a master teacher and a gifted storyteller who offers a direct approach and simple solutions to complex problems. During the session, a careful assessment of the problems faced by students, educators, and parents will be discussed and how schools can make a real, positive difference by "leveling the ground" in the school. We will examine how students can be offered an opportunity each day to achieve to their maximum potential from minute to minute in schools.

Creating Conditions That Promote Student Achievement—Pedro A. Noguera, Judith K. Dimon Professor of Communities and Schools, Harvard Graduate School of Education, Harvard University, Boston, Massachusetts
While the movement for standards and accountability has largely succeeded in bringing greater attention to the issues surrounding student achievement, surprisingly little attention has been given to what it takes to create conditions in schools that will make achievement more likely. Missing from much of the policy debate related to achievement is how to support and cultivate effective teaching in schools. This presentation will describe strategies that have proven effective elsewhere at supporting teaching and learning. It will also explore how data can be used to develop school reforms that lead to transformations in the culture and structure of schools.

Responding to Racial and Ethnic Achievement Gaps: Some of What We Know and Some Things We Can Do—Ronald Ferguson, economist, John F. Kennedy School of Government, Harvard University, Boston, Massachusetts
This session will draw from Ferguson's recent research and writing about achievement gaps between African Americans and Latinos, on the one hand, versus whites, on the other. It will review explanations for why the gap narrowed between 1970 and 1990, but has remained roughly constant since 1990. In addition, Ferguson will discuss the state of knowledge from research—what we know and what we still need to learn—with regard to a number of important policy issues. These include, for example, class size, teacher testing, grouping and tracking, pre-school, and other policy issues, as they relate to closing the achievement gap. Ferguson will argue that modest narrowing of the gap at each age level can accumulate to major progress by the time that children finish high school. Finally, he will describe the "Tripod Project" that he is currently doing with schools. The legs of the tripod are content knowledge, pedagogy, and relationships. The project involves harvesting and sharing teachers' best ideas regarding ways of succeeding with tasks that the presentation will describe.
SPECIAL SESSIONS

Wednesday, July 23, through Monday, July 29, a variety of concurrent sessions have been scheduled dealing with student achievement and educational leadership. The sessions offered are discussed in the remainder of this section.

The opportunity will exist for you and your colleagues to meet with the presenters Lani Guinier, David Walsh, Pedro Noguera, Madeline Cartwright, and Ronald Ferguson as well as prominent commentators.

These discussion sessions will be held concurrently at different times Wednesday through Monday, except Friday. You will be able to attend two of these discussion sessions each day, except Monday when there will be only one session. These sessions will be interactive questions and answers between presenter and audience.

How to Become One of the Most Outstanding Schools in the World by Using the National Blue Ribbon Process—Bart Teal, director, Blue Ribbon Schools Institute, Nova Southeastern University, Fort Lauderdale, Florida and Judy Harwood, director, School Enhancement and Reform, Nova Southeastern University, Fort Lauderdale, Florida
Create a school of excellence by using a template of research-based criteria from National Blue Ribbon Schools. Learn how to establish teams for the purpose of determining your school's strengths and weaknesses and to utilize solutions from a database of best practices of nationally recognized and high-performing schools. This session will be offered twice daily on Wednesday and Thursday.

A Technology Infused High School—Mike Hall, principal, Houston County High School, Houston County, Georgia
Mike Hall will address how Houston County High School is a very strong school in technology and how faculty and staff are working hard to address the digital divide. He will present a session on the technology infused high school, running the classroom on the Web, and the ninth grade academy. This session will be offered twice daily on Wednesday and Thursday.

A Journey to Success: One School's Search for Excellence—Ruth Summerlin, principal, Bascomb Elementary School, Georgia (former principal, Beaufort Elementary School, South Carolina)
It took Beaufort Elementary five years to go from one of the worst 200 schools in South Carolina to be a Blue Ribbon Award Winner worthy of recognition at the State of the Union Address. Ruth Summerlin was honored to introduce the president at the Blue Ribbon Ceremony. Strategies will be shared that improved student and teacher success as well as increased community and parental involvement. This is a great turn-around story. This session will be offered twice daily on Wednesday and Thursday.

How to Construct, Implement, and Support a Standards-Based Curriculum to Increase Student Achievement—Debra Johnson, principal, Loggers' Run Middle School, Palm Beach, Florida
The process to develop a standards-based curriculum using locally adopted materials will be presented in PowerPoint and discussion format. Participants will be provided samples, checklists, graphic organizers, and supporting strategies to use in their districts. This session will be offered twice daily on Wednesday and Thursday.
Closing the Achievement Gap at Grade Nine—M. Donald Thomas, former deputy superintendent, South Carolina Department of Education, Columbia, South Carolina

Failure rates at grade nine are extremely high in all states. The majority of students who fail are low socio-economic individuals. Researchers in South Carolina have examined causal conditions that produce high failure rates. They now have established effective initiatives that significantly reduce failures at grade nine. This session will explain conditions that produce high failure rates and effective strategies to correct them. The research has been supported by the State Department of Education, Columbia, South Carolina. This session will be offered once on Wednesday and Thursday.

The Applied Dissertation: Putting It All Together—Sharon A. Santilli, program faculty, senior national faculty member, Ethics, National Ed.D. Program for Educational Leaders, Saugus, Massachusetts

The applied dissertation process and the applied dissertation report have been the capstone activity for the EDL program for the past 30 years. If you have not begun your applied dissertation, or you are in the midst of preparing your final report, you may be interested in attending this interactive session with the winners of the Kathleen Cooper Wright School Improvement Award (Alan Genovese and Glenn Deibert, Jr.) and the Herbert A. Drew, Jr. Memorial Award for Excellence in Education (Sheldon Etheridge). You will hear first hand about essential elements of the applied dissertation, discuss working with your advisor, and the final applied dissertation report. Sessions will be offered following the general sessions twice on Saturday and Sunday, and once on Monday.

Tips for Staying Out of Hot Water: What Every Educator Should Know—Julie J. Weatherly, attorney, Weatherly Law firm, Atlanta, Georgia

Though some members of Congress may have believed that the enactment of the 1997 IDEA Amendments would serve to decrease special education litigation that has not been the case. IDEA litigation is as hot as ever and there does not appear to be any sign that it is decreasing in the year 2002. This presentation is designed to assist educators in avoiding potential legal disputes and will provide practical tips to keep them out of “hot water.” This session will be offered following the general sessions twice on Saturday and Sunday.

New American High Schools—James Boyette, principal, Fort Mills High School, Fort Mills, South Carolina

This session will address the philosophy and organizational strategies behind being designated as a “New American High School.” This session will be offered following the general sessions once on Saturday and Monday.

Using Assessment to Improve Performance—Ross Danis, program officer, Geraldine R. Dodge Foundation, Morristown, New Jersey

The primary purpose of assessment is to improve the quality of the work being assessed. This hands-on design session will engage participants in understanding foundation principles of assessment and developing criteria and exemplars within and the use of rubrics to improve performance.

Participants can expect to be able to return to their own work sites equipped with the knowledge and skills to collaborate with members of their school leadership teams, teacher work groups, and parent committees, on development of rubrics and sound assessment practices. This session will be offered twice on Saturday and once on Sunday.
Your Superintendent Search Process: Turning Crisis into Opportunity—Donato Stelluto, senior field representative, New Jersey School Board Association, New Jersey
This session focuses on the search process of chief school administrator/superintendent. The secrets of an effective job search will be shared, from making the initial decision to apply to the final negotiations for salary and benefits. Topics include the leadership crisis, what school boards look for, preparing the cover letter and resume, making the first impression, preparing for the interview and killer questions, making effective presentations, negotiating salary and benefits, and related topics. This session will be offered twice on Friday.

Closing the Achievement Gap: A Superintendent's Perspective—Larry Leverett, superintendent, Plain Field New Jersey Schools, Plain Field, New Jersey
From his experience as superintendent of schools, Larry Leverett will discuss the manifestations and effects of the achievement gap in public schools. He will also offer strategies for understanding and eventually closing the achievement gap. This session will be offered following the general sessions twice on Sunday and once on Monday.

Narrowing the Achievement Gap Within Highly Mobile Student Populations—Juanita de la Cruz, Project Manager for Homeless Children and Youth, Miami-Dade Public Schools, Miami, Florida
As key decision-makers, school leaders play a significant role in narrowing the achievement gap within highly mobile student populations (e.g., homeless learners, migratory farm workers, etc.). The ethical, moral, and political implications for school leaders as well as proven strategies to address the unique needs of these learners will be examined. This session will be offered following the general sessions twice on Saturday and Sunday.

Writing for Publication—Donald D. Gainey, senior national faculty member, Field Studies, advising faculty, National Ed.D. Program for Educational Leaders, North Providence, Rhode Island
Writing for publication is an important aspect of professional development. But what does this process entail? Where do ideas come from? How are we motivated to write? Who should we contact? What is the submission process? These and other questions will be discussed in an interactive session with a panel of facilitators who have extensive experience writing for publication. This workshop will be offered following the general session once on Monday.
FIELD STUDY WORKSHOPS

Field Study workshops will be available to all participants who wish to attend. Due to seating limitations, participants will be admitted on a first come first serve basis. The sessions will be offered Wednesday through Sunday afternoons, unless otherwise noted. Each of the Field Study workshops is described below.

Hooking Teachers on Staff Development—Lucille Beisner, national faculty member, Field Studies, advising faculty, National Ed.D. Program for Educational Leaders, education consultant, New Paris, Ohio
Staff development is essential to progress, motivation, and teaching methodology. Too often, staff development is passive to the point that the intended influence of it is lost and money is wasted. At the same time, many schools are presently placing emphasis on higher order thinking skills because of test requirements and teachers need development in these areas. Activities in this session will focus on the essentials and best practices for staff development and on higher order thinking. Hands-on activities will demonstrate how to get teachers actively engaged in the process. This workshop will be offered twice on Wednesday through Saturday and once on Sunday.

Developing a Plan to Evaluate Your Applied Dissertation: What to Do and What to Avoid—John W. Evans, advising faculty, National Ed.D. Program for Educational Leaders, education consultant, Clayton, California
All Educational Leaders participants face the joint task of carrying out an applied dissertation project and determining its success. Beyond the applied dissertation, the ability to develop programs and to assess their effectiveness is something all educational administrators must be able to do throughout their careers. The applied dissertations of students vary enormously—from case studies, through administrative reorganizations, to implementing new educational programs. This concurrent session will be a workshop in which participants will:

- Develop an understanding of what kinds of projects call for what type of evaluation.
- Learn the characteristics of good evaluations and the pitfalls of bad ones.
- Learn what kinds of evaluation are and are not appropriate for your applied dissertation.
- Learn how to get personalized evaluation assistance for your project.

This workshop will be offered twice on Wednesday and Thursday, and once on Friday, Saturday, and Sunday.

What You Don’t Know CAN Hurt You (and Your School)—Anne W. Joslin, national faculty member, Field Studies and Coordinator of Advisors, National Ed.D. Program for Educational Leaders, education consultant, Carolina Beach, North Carolina
This session will begin with a discussion of the general concept of organizational culture and critical components of culture and their impact on change efforts and move to a discussion of methods for effectively investigating and deciphering organizational culture. Emphasis will be on participant observation as a method of inquiry. The assumption underlying this session is that culture is perpetually evolving and educationally leaders must continually search for data and revise their perception of the culture of their workplace if they are to effectively identify the causes of problems, address those causes, and implement effective solutions. This workshop will be offered twice on Wednesday and Thursday and once on Friday, Saturday, and Sunday.
Grantsmanship: The Do’s and Don’ts of Grant Writing—Clifford Claiborne, advising faculty, National Ed.D. Program for Educational Leaders, faculty member, Concordia University, Chicago, Illinois

Effective leadership requires knowledge of grantsmanship and the securing of resources in a variety of ways. The leader must realize that every funding source examines a proposed project or activity in light of its own organizational mission and the possible effect the project will have on its own goals and objectives. Thus, there must be congruence between the goals and objectives of the grant seeking organization and the goals and objectives of the funding source. An inherent danger for the grant seeker is that his or her organization might become involved in activities that do not reinforce, or may even detract from, its own mission, or are beyond its capability to perform. This workshop will be offered twice on Saturday and once on Sunday.

Thirty Steps to Improve Your Writing in the Educational Leaders Program—John J. Kellmayer, national faculty member, Field Studies, advising faculty, National Ed.D. Program for Educational Leaders, Superintendent of Schools, Brooklawn School System, Brooklawn, New Jersey

In this session, you will discover 30 important steps to improve your writing skills. You will learn to use a comprehensive framework to evaluate your writing, understand how to better organize and develop your written work, and explore APA issues, and writing style. The relevance of materials available on the EDL Web page to the 30 steps will be explained. Critical skills necessary for success in the program will be discussed. From a discussion of writing as thinking to the use of the passive voice, from a consideration of how to develop the writing habit to questions about point of view, and from an overview of the writing process to examples of common writing problems, this session will provide you with practical assistance to improve your writing skills immediately. Sessions will be offered on Thursday, Friday, and Sunday for participants in clusters that began during 2001-2002 and two sessions on Wednesday and Saturday for participants in clusters that began during 2000-2001.

Practice without Punishment—John S. Reynolds, national faculty member, Field Studies, advising faculty, National Ed.D. Program for Educational Leaders, educational consultant, Fort Mill, South Carolina

This session will allow participants to develop their skills in problem solving through a series of activities that put them into “real world” situations where they can react without the “real world” consequences. The activities will begin with a review of different problem solving models and then the participants will be given a series of activities to respond to that will be taken from various administrative situations. Upon completion of the activities the participants will work in groups to compare and analyze the responses. The last activity will be a report out and discussion. This workshop will be offered twice on Wednesday through Saturday and once on Sunday.

Interpreting Test Results—Donna L. Sundre, senior national faculty member, Evaluation, National Ed.D. Program for Educational Leaders, associate professor of psychology, James Madison University, Harrisonburg, Virginia, and Robin Anderson, national faculty member, Evaluation, National Ed.D. Program for Educational Leaders, Coordinator of Institutional Research and Effectiveness, Blue Ridge Community College; CEO, ProgramDr.com Inc., Weyers Cave, Virginia

The purpose of this session is to develop competence in understanding the fundamentals of test score interpretation. The concepts of standard scores, validity, gender and ethnicity issues, and common misuses and misinterpretations of test scores will be covered. Differentiation between norm referenced and criterion referenced test interpretation will be addressed. This workshop will be offered twice on Wednesday through Saturday and once on Sunday.
Overview of the New Applied Research Office: Resources Available for Students—Barbara Packer, director of applied research, Fischler Graduate School of Education, North Miami Beach, Florida, Robert Greene, research assistant, Fischler Graduate School of Education, North Miami Beach, Florida, and Gina Peyton, research associate, Fischler Graduate School of Education, North Miami Beach, Florida

Doctoral students in the applied dissertation process will learn about the IRB process, the new Style Guide for the Applied Dissertation, and resources available online for applied research work. This not-to-be-missed session will provide participants with an overview of the new Applied Research Office at the Fischler Graduate School and how it will enhance their progress through the program. All participants are strongly encouraged to attend this session. This presentation is offered once on Friday for first year participants and once on Saturday for second year participants.
PRESENTATIONS AND WORKSHOPS

ROUNDTABLE DISCUSSIONS

Presentations and interactive sessions will be available to all participants who wish to attend. Due to seating limitations, participants will be admitted on a first come first serve basis. The sessions will be offered Wednesday through Sunday afternoons, unless otherwise noted. Each of the roundtables is described below.

Individual Growth Project: Taking Charge of Your Professional Growth—Charles Amuso, national faculty member, Field Studies, advising faculty, National Ed.D. Program for Educational Leaders, educational consultant, Boyertown, Pennsylvania

Since the fall of 1999, participants new to the Educational Leaders Program complete this product. If you have not begun your Individual Growth Project (IGP), or you are in the midst of preparing your product, you may be interested in attending this interactive session. You will learn about essential elements of the IGP, discuss the ideas you are considering, and generate creative and meaningful product possibilities. You will also hear from participants who have completed this program requirement. Two sessions will be offered on Wednesday, Thursday, and Friday.

Reflection and Vision: Looking Back to See the Future—Donald D. Gainey, program faculty, senior national faculty member, Field Studies, advising faculty, National Ed.D. Program for Educational Leaders, North Providence, Rhode Island

Since the fall of 1999, participants new to the Educational Leaders Program complete the Reflection and Vision (RV) product. Since the Reflection and Vision process is an ongoing process culminating in the final product you will produce in the EDL program, you may be interested in attending this interactive session. You will hear from participants who have completed the program as they discuss their ideas, thoughts regarding RV, and generate creative and meaningful product possibilities. You will also hear from participants who have completed this program requirement. Two sessions will be offered on Thursday for participants in clusters that began during 2001-2002 and two sessions on Friday for participants in clusters that began during 2000-2001.

Conversations with the Dean—Claudia Santin, Leadership Studies dean, FGSHS, NSU, North Miami Beach, Florida

Participants will have the opportunity to discuss program, curriculum, and other topics of interest in an informal, interactive session with the dean. This session will be offered on twice on Thursday and once on Sunday.

Mr. Principal, I Want My Non-Disabled Child to Have an IEP, Too: The Case for Special Education for All—Sidi Lakhdar, program professor, Graduate Teacher Education Program, FGSHS, NSU, North Miami Beach, Florida

Many parents of non-disabled children believe that special education is siphoning funds from general education. Many of these parents also believe that the students with disabilities in their child’s classroom are demanding too much time from the teacher, and that these students and their parents are getting too much attention from the school administration. These parents believe that their children would also benefit from the funds and services that children with disabilities are entitled to under IDEA.

How would you as an administrator respond to these parents’ argument that their children do not need to have a disability to benefit from FAPE, LRE, and an IEP? These and other issues relating to how special education is perceived by the general public, and how school administrators are responding to these issues will be addressed. This session will be offered twice on Thursday at North Miami Beach and twice on Friday at the hotel.
Presenting With Impact—Andrew J. Edelman, CEO and founder, TCI Solutions, Inc, Fort Lauderdale, Florida
Public presenting is one of the most important skills for anyone seeking to increase his or her ability to earn promotional opportunities and enhanced income. However, very few training programs exist to help dedicated professionals quickly and easily master the invaluable art of motivating, leading, and persuading others.

This course is unique because it not only teaches you how to present effectively, but also teaches you how to do so within any environment and in front of any audience. Even if your audience is uncooperative, your projector breaks down, or you suddenly forget every one of your lines, this program will show you how to adapt, improvise, and overcome virtually any obstacle and deliver a dynamic, successful presentation with ease and confidence. Whether you prefer markers and flip charts or PowerPoint multimedia, Presenting With Impact! will dramatically improve your ability to make a lasting impression on any group or organization. This session will be offered at twice at North Miami Beach on Thursday and twice on Friday and at the hotel.

NSU Financial Aid—Carla Lord, Office of Student Financial Services and Registration, NSU, Fort Lauderdale, Florida
The representative from financial aid will be available to discuss loans and scholarships programs available to participants. Information on participant account status can also be accessed. This session will be offered Tuesday during registration and again on Friday afternoon.

NSU Career Services—Michelle O’Hayon, Office of Career Services, NSU, Fort Lauderdale, Florida
This session focuses on the career counseling services available to participants through NSU’s Office of Career Services. This office offers job search assistance to students and alumni. Services include career counseling, resume writing and other job-search assistance, career testing and assessment, and a career resource library. This session will be offered Tuesday during registration and again on Friday afternoon.

Admission, Retention, Development, and the Tuition-Driven School—Gary R. Emmons, headmaster, Oak Mountain School, Carrollton, Georgia
This session explores the nature of the tuition-driven school. In this session, participants will discover both the positive and negative traits of a school whose operation is heavily dependent upon tuition for funding. In addition, participants will learn strategies to reduce economic pressure associated with dependence upon admission for operations. Further, participants will learn ways to execute these strategies. In the end, participants will be able to articulate what their schools need to relieve the pressures of being heavily tuition-driven. This session will be offered twice on Saturday.

Private school administrators are encouraged to attend this session. Participants will be offered the opportunity to raise issues and address questions regarding those day-to-day demands they confront in the private school work environment. This session will be offered twice on Wednesday.
Private school administrators are encouraged to attend this session to discuss issues associated with how areas of the program meet the needs of practicing K-12 private school administrators. This session will be offered during lunch on Saturday.

Values Education: A View of the Past and Indications About The Future—Gary R. Emmons, headmaster, Oak Mountain School, Carrollton, Georgia
This presentation begins with a historical overview of values education from the 17th century to the present. Particular emphasis will be placed upon ideology in the 20th century that has produced the modern values education movement. In addition, participants will explore the philosophical underpinnings of current values education, including the works from the Judeo-Christian tradition, Aristotle, Kant, and McIntyre. Participants will share values education initiatives from their own schools before considering the likely future of values education. This session will be offered once on Sunday.

Brown Bag Lunch with the President of the National Alliance of Black School Educators—Andre J. Hornsby, supervising superintendent, Executive Leadership Development New York City Board of Education and president of the National Alliance of Black School Educators (NABSE)
This session will give participants the opportunity to find out more about NABSE and the services available to practicing educational administrators. The National Alliance of Black School Educators is a professional organization dedicated to the improvement of public education focusing on the needs of children of African decent. NABSE is the most comprehensive organization consisting of ten national commissions representative of every aspect of public education Pre-K to Higher Education. The organization consist of 6000 members, 75 active state and local affiliates, and six regional affiliations throughout the United States, Canada, and the Caribbean. This session will be offered during lunch on Sunday.
TECHNOLOGY SESSIONS

Participants may make use of the computer labs on the second floor of the hotel. Due to seating limitations, **participants will be admitted on a first come first serve basis**. Computer labs will be offered at the Harbor Beach Marriott in the Jacksonville and Tallahassee rooms on Tuesday through Sunday afternoons unless otherwise noted. Wednesday through Saturday the labs will be open from mid-afternoon until 10:00 p.m. to check email, to do Internet-based research, or to use Microsoft Office applications. Computer labs will be available during the breakfast period on Monday, July 29, 2002.

The following individuals from NSU's Distance and Instructional Library Services will be conducting sessions: **Johanna Tunon, Amy Krug, Laura Ramirez, Mou Chakraborty, Carey Hunt, and Tiffany Griffin**. In addition, **Sue Span, Marsha Burmeister, and Sara Hamilton** from FGSEHS Research and Technology will be providing WebCT instruction.

**Introduction to Distance Library Services**
Become familiar with the resources available to participants in this introductory session hosted by librarians from NSU's Distance Library Services department. These resources include ordering books; requesting journal articles, MARPs, dissertations, and educational documents; requesting searches in a variety of databases; consulting with the Reference Librarian; and using the Electronic Library to access databases and full-text documents. This lab will be offered daily Wednesday through Friday afternoons.

**Introduction to Web Course Tools (WebCT)**
NSU delivers online classes using WebCT. On Wednesday through Sunday afternoons and evenings, participants will be given a tour of WebCT.

**Literature Review-Locating Dissertations and Practicums**
On Thursday through Sunday afternoons, an NSU librarian will familiarize participants with retrieval of dissertations and practicums.

**Literature Review-Locating Full Text Resources**
On Thursday through Saturday afternoons and evenings, an NSU librarian will familiarize participants with retrieval of full-text resources pertaining to educational leadership.

**Open Electronic Library Labs**
NSU distance education students have the benefit of using electronic databases that are accessed using NSU's Electronic Library. On Wednesday through Saturday evenings, a NSU librarian will be available to assist participants in accessing and obtaining information from the Electronic Library.

**Open Labs**
During the day on Tuesday afternoon through Monday morning, participants will have the opportunity to read email, work on papers, or conduct self-paced tutorials in Microsoft Office applications. No instruction will be provided; however, lab monitors will be available for assistance.
PART SIX: Celebrating 30 Years of Educational Excellence

The great end of life is not knowledge but action.
-Thomas Henry Huxley
1980
The Center for the Advancement of Education (CAE) was created.

Nova College received accreditation from SACS.

1981
The Florida School of Professional Psychology, which was established in 1977, joined Nova University as the School of Professional Psychology within the Behavioral Sciences Center; the Psy.D. degree in clinical psychology was offered.

1982
The Center for the Study of Law received full accreditation from the ABA.

1983
The Master's Degree Program in Speech-Language Pathology was established.

The Ralph J. Baudhuin Oral School was acquired as a part of the Family Center.

1984
The Center for Computer-Based Learning was created and included the master's and doctoral programs in information science, computer education, computer training and learning, and computer science.

1985
The university revolutionized distance education with the development and implementation of the electronic classroom for delivery of online courses.

Abraham S. Fischler, Ed.D., president, became chief executive officer of the university.

Nova University's SACS accreditation was reaffirmed for a 10-year period.

The federation between NYIT and Nova University was dissolved by mutual agreement.

1986
The Behavioral Science Center became the School of Psychology (Center for Psychological Studies).

1987
The School of Social Sciences was created to develop a master's degree program in gerontology and a Ph.D. program in family therapy, and to contain the Institute for Social Services to Families.

1988
The newly constructed Joe Sonken Building of the University School Center was opened.

The undergraduate Liberal Studies Program was begun with support from the state of Florida.

Marching into the future

1989
The Center for the Study of Law was renamed the Shepard Broad Law Center in acknowledgement of the attorney Shepard Broad's extensive support and was granted membership in the Association of American Law Schools.

Nova College was renamed the James Farquhar Center for Undergraduate Studies to recognize Farquhar's long-time support.

Nova University celebrated its 25th anniversary.

1990
Initial articulation agreements were made with Southeastern University of the Health Sciences.

1991
The Institute for Systemic Therapy became the School of Social and Systemic Studies when degree programs in dispute resolution were added to existing programs in family therapy.

1992
Stephen Feldman was selected as the third president of Nova University.

The Leo Goodwin Sr. Hall, new home of the Shepard Broad Law Center, opened on the main campus.

The School of Business and Entrepreneurship moved to the east campus.

1993
The Dolphins Training Center, a new training facility for the Miami Dolphins, was completed on the main campus.
NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS: CELEBRATING 30 YEARS OF EDUCATIONAL EXCELLENCE

THE COURAGE TO LEAD

In the early years, during the fight to save the university from fiscal mortality, permission to be radical in redesigning higher education, and the leadership to structure and fund the programs came from Abraham Fischler. He did not realize the risks and complexity he would face when he became president in 1970. He was no renegade but a respected national educational leader. His background included educational leadership roles at Columbia, Harvard, and Berkeley. The reasons to reform administrator preparation programs were well-grounded in research conducted by the Ford Foundation; the U.S. Department of Health, Education, and Welfare; the U.S. Commissioner of Education; and the National Education Association. In addition to furthering school reform, Fischler hoped to create a program to fulfill the learning needs of adult populations throughout the country. The National Ed.D. Program for Educational Leaders was the prototype for change within the university. The initial concepts embedded in the program design, program growth and development, and the impact that the program had on participants and on public education follow.

The lack of congruence between the needs inherent in an individual's professional obligations and the purposes of higher education inspired these alternatives for the design of the Educational Leaders Program:

1. Make it possible for graduate students to acquire higher education without interrupting their employment.
2. Make the advantages of graduate study available to a much larger population.
3. Parallel or supersed present educational delivery systems with more efficient investments of time, money, and energy.
4. Increase the connective tissue between theoretical insights and professional competence.
5. Utilize representative professional tasks as a basis for developing new understanding and skill.
6. Accommodate the individual idiosyncrasies of learners by permitting them to pursue their objectives through independent study.
7. Provide classrooms not merely on university campuses but wherever in the community there are useful lessons to be learned.
8. Adjust curricula to the particular interests and objectives of the learner, providing that these represent a defensible degree program.
9. Use demonstrated competency as the indispensable ingredient in the evaluation of learning.
10. Exploit the available technology to a greater extent.

Nova University proposed a program primarily for practicing school administrators designed to deliver comprehensive, rigorous, practical, and high quality curricula. The primary emphasis was on independent study that would permit the individual to function as a self-directed learner. Although off-campus education might be more convenient, it would not be less rigorous and demanding than a traditional educational administrator doctoral program. Relevance of course content and practical application were embedded in a structured delivery system. The intention was to eliminate the barrier between scholarship and professionalism. Students were required to demonstrate both theoretical knowledge and performance competence. Arbitrary lines of distinction between individual courses were diminished in favor of a cross-disciplinary program of study.
The concept of campus shifted dramatically. Anyone in the nation who met proposed enrollment criteria could choose to attend, and students were organized in geographical clusters with a cluster coordinator. In addition to independent study, class hours were restructured from traditional shorter multiple class sessions to one intensive monthly class session. In addition to the three monthly class sessions for each of the competency areas, additional learning seminars were proposed. Each cluster would target pertinent local educational issues and meet with local educational or governmental experts to discuss the issues.

In 1971, a recommendation by the U.S. Department of Health, Education, and Welfare called on colleges and universities to diversify faculty members. Nova University responded in a dynamic way when the proposal was approved. Lecturers were not restricted to a particular university setting or one geographical region. They hired the most notable experts in each field of study. National lecturers included women and minorities from across the nation. In December 1971, SACS did give permission to begin the experimental program in January 1972.

In addition to the proposal to SACS, a second document, Leadership in Public Education Study: A Look at the Overlooked by Donald Mitchell profoundly influenced the design and development of the National Ed.D. Program for Educational Leaders. In 1972, the Academy for Educational Development, Inc. produced this report commissioned by the Ford Foundation. The study identified four primary findings regarding leadership in public education: (1) At a time when national issues are overwhelming the schools, “localism” still dominates the system; (2) public school principals, the gatekeepers of educational change, have been overlooked as a vehicle for school reform; (3) in 1970, only 30% of those persons receiving doctorates in educational administration or supervision actually took leadership positions in the public schools; and (4) an oversupply of credentialed candidates stands in line for leadership positions in the nation’s public schools. Mitchell identified what was wrong with the system and proposed a plan for principal improvement.

Demographically, American school principals at the time were primarily white, male, middle-aged, with 15 to 19 years of experience. They were likely to have spent most of their childhood on farms or in small towns. They came from families with somewhat lower educational attainments and had larger representation from families at the lowest income level; fewer came from families at higher income levels. They indicated “middle of the road” as their political preference and tended to assign institutions more power in controlling societal problems and individuals than men planning to go into other fields.

Mitchell’s study cited the role public education played in sorting out the middle-class, predominantly White children, those already conditioned by the goals of home and society to become economically self-sufficient, and leaving the others behind. Severe educational handicaps of minority children were coupled with poverty, unemployment, restrictive hiring practices, bad housing, and poor medical care that reinforced their poor school performance. He saw a collision between the forces in society pushing for equality of opportunity regardless of race, color, or creed and the traditional methods used to select and promote and economically reward people in the system.

To increase effectiveness, institutions of higher education would have to change recruitment, selection, substantive or clinical experiences, placement, and school-university cooperation. Even if they demonstrated a willingness to change, the change process would take too long. Given the 8% annual replacement rate of school administrators, the number of traditionally certified people waiting for placement, and the lack of openings, infusing new leadership in public schools would take too long. Mitchell found that in New York State in 1970 in excess of 15,000 teachers were certified as school principals but not serving in that job.
In addition, stated Mitchell, educational administrators were not a geographically mobile group. In 1971, 92% of superintendents had served in only one state. Multiple studies documented that localism was not the result of happenstance but rather of standard hiring practices. More important than the local origins and lack of mobility of most principals was their local, as opposed to cosmopolitan, orientation. Even principals with a more cosmopolitan orientation were often forced into the local mold. Most of those who attempted change ran into opposition from entrenched job holders who felt themselves threatened. If the programs for preparing administrators did not become more cosmopolitan, principals were unlikely to move from localism. School administrators have been thrown, somewhat against their own inclinations and desire for order and symmetry, into the center of all the issues and pressures of American society. Actual attacks, teacher strikes and negotiations, the caliber of superintendents and school board members, inadequate financing, student unrest, and general social-cultural ferment forced some administrators out.

Mitchell concluded that training an effective school administrator should include exposure to national problems and processes and to actively promote more cosmopolitan views. Mitchell envisioned a program that he believed would dynamically alter the relationship between organizations and society. He proposed that a national group of practicing administrators participate in a program that addressed:

1. Technology and its relationship to society and education  
2. Process and product in national policy development  
3. Implications of community organizations  
4. The role of state agencies in the U.S.  
5. A multicultural vs. melting pot society  
6. Management theories and practices  
7. Evaluation and decision making  
8. The economics of society  
9. Divergent educational views and practices  
10. Esthetic and cultural experiences

President Fischler took full advantage of the congruence between the research and recommendations in Mitchell's report and the emergent proposals for the Nova administrator doctoral program. He hired Mitchell as the first director of the National Ed.D. Program for Educational Leaders.
The purpose of education is to improve the human condition; education must cause social change.

Donald Mitchell created an alternative administrator training program for those who felt the need for a different tune and a different drummer. The National Ed.D. Program for Educational Leaders was a targeted, multistate, quality-controlled, time and study intensive, three-year doctoral program that was also operated in an external format. The program targeted practicing school administrators, those already in a school setting, rather than adding to the pool of administrators waiting for placement. Practicing school administrators held the promise for elementary and secondary school improvement.

The Educational Leaders Program was not a traditional program with a different delivery system, but a different program that required a different delivery system. Central to the program goals were the requirements that demanded that candidates carry out school improvement projects. These projects involved a process and a product that was not simply a research paper but documented evidence of change in a school system.

Mitchell’s program design provided equity for participants in the sense of same lecturers, same standards, and same practicum reviewers. Control of practicums was on campus. The program provided immediate application of leadership skills toward the solution of real problems in schools and in society. This national program would mitigate the localism characteristic of many schools and universities.

Mitchell believed that the program goals and operational design could significantly affect public education. The Educational Leaders Program created an alternative route for leaders to emerge, and Mitchell declared the traditional credentialing system as the fallback of the bureaucrats. Mitchell’s integrity, wisdom, and strong direction created an elegant and effective program. It was an alternative graduate program that employed the entire socioeconomic components of our society to develop competencies and demonstrate performance. The system was flexible and dynamic and incorporated five basic components: independent study, local seminars, Summer Institutes, field-based practicums, and substantive examinations.
GERALD E. SROUFE
1978–1985

We know what to do about education, we just don't do it.

If Donald Mitchell was the archetypal visionary of the National Ed.D. Program for Educational Leaders, then Gerald Sroufe was the archetypal warrior. His honesty, articulate communication, integrity, wisdom and humor, served the program well. That he is politically astute remains an understatement. Sroufe's most significant accomplishments were not in the classrooms or central office, but as a national leader in the National Ed.D. Program's fight for life. He led the political battles for state-by-state acceptance and maintained accreditation and/or licensure without compromising the program. He brought in national lecturers or other political allies and attorneys but was himself the primary voice for rights within each state. He fought for program credibility and gained acclaim in a nationwide competition. In 1982, the American Association of School Administrators (AASA) honored the National Ed.D. Program for Educational Leaders—selected as the best school administrator preparation program in the country.

Sroufe started as a senior national lecturer in Education Policy Systems in 1973, then served as director of instruction from 1975-1977. He developed or formalized the study areas, curricula, instructional design, and the first Summer Institute. Sroufe's national perspective and political ties, along with Mitchell's Harvard connections, resulted in powerful Summer Institute activities and the selection of outstanding national lecturers. They looked for lecturers with national reputations who were mavericks in their field, had national perspective, and had established a strong level of credibility that enabled them to take risks and win.

Sroufe led a brief foray of expansion into foreign countries through DODDS (Department of Defense Schools). Two London clusters began before the program determined this was not within the mission. The military management style was not in alignment with site-based management, basic operating duty assignments compromised program admission, participants had no control over the centralized system of school curriculum, and participants were often geographically reassigned before practicum projects could be completed. Changing education in a military base school proved difficult.

Under Sroufe's leadership, the National Ed.D. Program for Educational Leaders provided a high quality program. Graduates became superintendents and in turn sent their school principals to build leadership teams for school improvement. The goal of the program was not to produce big name superintendents but a national cadre of effective school administrators.
Our focus must be on quality, we must be responsive in discharging our responsibilities, and we must be caring about the people we serve.

Lloyd DuVall became interested in the National Ed.D. Program for Educational Leaders because regionally credentialed graduates from administrator preparation programs were not demonstrating innovation in education; he believed that Nova's Educational Leaders Program represented a new approach. His primary contributions were in affirming the program's credibility among accrediting agencies, other university professors, and potential participants.

DuVall was well known nationally and held major offices in many national organizations including American Educational Research Association, American Association of School Administrators (AASA), and National Council of Professors of Educational Administration. Through a national marketing analysis of program participants, he established that program selection was primarily through word of mouth. He actively campaigned on behalf of the program, leaving a paper trail of accomplishments and documentation of the program's effectiveness in preparing school leaders. Closer relations with state department representatives and collaborative relationships and political allies were developed. He spoke at national conferences, with professors in local colleges with educational administration programs, and with local cluster members at their faculty meetings.

He set new program standards for the practicum process and product, called senior national lecturers together to make sure they represented the program, altered the design of Summer Institute, and revised study areas. In 1985, four full-time advisors handled practicum documentation under DuVall and David Flight. Together with Ron Newell, they restructured the practicum process and created the Practicum Research study area. Regarding the practicum process, in-service training for advisors was provided and more typical university people were added to the rolls. Varied approaches were still favored over a single practicum model. The Practicum Research study area was theoretically linked with a second new study area, Research for School Improvement. DuVall ensured that program participants would have a greater understanding of traditional research theory and practice and how to evaluate sophisticated research findings.

In 1991, DuVall reported that nearly 1,700 graduates of the National Ed.D. Program for Educational Leaders had completed the eight study areas and practicum and MARP process. The 20-year anniversary Summer Institute provided an opportunity to assess the past and envision the future. As educational leaders confront larger questions that go beyond the immediacy of teaching and learning, no simple answers can be found. The purpose of Summer Institute was to pursue questions, using insights from the past.

Through his association with Nova University, DuVall developed and expanded his cadre of friends and associates, and refined his own views of educational administration. He found it gratifying that more institutions were following the Educational Leaders Program. He was the archetypal administrator who led the program during the less turbulent halcyon years, reaffirming credibility and building a more cohesive and collaborative organization.
MARÍA M. SHELTON
1994–1996

Participants come first, there are no sacred cows. We will do whatever we can to make this the premier program in the nation.

María M. Shelton became director of the National Ed.D. Program for Educational Leaders in January 1994, and in 1996, she was named the first program dean. As the dynamic touchstone for the program, commitment to constant growth and development became operational. Shelton looked at every aspect of the program; she took action and got people to pay attention. Her courage to lead change was admired. Collegial leadership was practiced through open discussions about all aspects of the program and an open door policy. Her infectious laugh sounded through the program office as a call to action.

During Shelton's tenure, study areas were added, deleted, and updated; the practicum process renewed; and new faculty, staff, national lecturers, advisors, site administrators, and advisory board members joined the program. Following on the heels of establishing a cluster in Vancouver, British Columbia, international cluster development was explored in the Bahamas, Mexico, England, and Sweden. Summer Institute 1996 was held in Uppsala, Sweden. The two most significant directions taken by Shelton were the formulation of a strategic plan and the many developments in technology.
CHARLES L. FAIRES
1996–2002

We must provide a dynamic, rigorous, and experiential program in which leaders will learn and grow.

Charles Faires has been with the National Ed.D. Program for Educational Leaders since July 1988. He served as director of field relations, practicum coordinator, and became associate director 1991. Faires became the interim program dean in October 1996 and was officially installed as dean in December 1996. During his tenure, the program went through a series of changes and has constantly grown from 800 to nearly 1,200 doctoral students. The change with the most impact was moving from a three-year to a two-year instructional design. Following a successful pilot cluster in Miami the two-year program was fully implemented in the fall 2000.

The growth of the program to its present size has been slow and deliberate. New cluster sites were identified and several old sites were reactivated. New cohorts were added in Miami, Palm Beach, and Jacksonville, Florida; Birmingham and Huntsville, Alabama; Tidewater, Virginia; St. Louis, Missouri, and Las Vegas, Nevada.

The first truly international cluster for the program was started in the fall of 2001. Over 40 educators from the Dominican Republic met in Santo Domingo as a cohort. Their learning and growth experiences are being facilitated by a bilingual international faculty.

The practicum process also changed from two practicums to one (now called an applied dissertation) with more emphasis placed on the problem, supporting literature, and the design of the study. When Faires first arrived there were 14 practicum advisors. The latest count is over 90, with a third of this growth occurring during the past five years. The advisors are now responsible for two new research-writing projects: an Individual Growth Plan (a five credit hour specialization project) and a Reflection and Vision piece (a documentation of each participants' two years in the program from a learning and leadership growth perspective). Recently, the advisors were organized into five regional teams to provide more face-to-face time with their advisees and to afford them a chance for more professional development.

To support the development of a more research oriented applied dissertation, a series of four Field Study seminars were developed and implemented throughout the course of the program. These seminars provided participants with more time to learn about developing proposals and designing research studies as well as a means to tie that type of activity into other study areas and related program requirements.

A priority of Faires' during the past five years has been to develop the first year of the program into a series of courses providing a better and more comprehensive set of learning experiences to prepare participants to work on their applied dissertations. A new research course, Administrative Problems and Research, was developed and implemented. A second class was restructured from the original research course and it is now called Administrative Methods of Inquiry. These two study areas coupled with the Evaluation study area, the Field Study Seminars, and the Educational Leadership Appraisal study area make up the basis of the first year.
The second year was also reviewed and revised during this period. A new leadership study area was added, Educational Leadership and Change, and the curriculum and human resources study areas were integrated into Creating Learning Communities. Policy and finance were integrated into a new five credit hour study area called Financial, Political, and Legal Systems.

Two new online courses were added to the program's curriculum: Leadership Communication and Interpersonal Relations and Ethics and Educational Leadership. The program also produced one of the first School District-University joint venture doctoral programs with the opening of the Miami-Dade cluster in the fall of 2000. This was a new, but promising model for the program to follow in the future.

The Summer Institute, one of the most positive components of the program, went through a series of changes. A new presentation series, the Donald P. Mitchell Lecture, was added in 1997. The first lecture was the Honorable Mario Cuomo of New York; in 1998 the speaker was Reverend Jesse Jackson, Sr.; 1999 was Loraine Monroe, a nationally recognized education leader and school reformer from New York; in 2000 Brian Greene, Columbia University mathematician and physicist, and in 2001, the lecture was delivered by Ralph Nader, consumer advocate, author, and Green Party presidential candidate. All of these distinguished lecturers are thinkers, change agents, risk takers, and warriors working for the improvement of all people. Donald Mitchell instilled these same principals into the National Ed.D. Program for Educational Leaders when he designed and developed it for the university in 1972.

CLAUDIA SANTIN
2002

In 2002, Claudia Santin became the first dean of Leadership Studies (November 2001) after the reorganization of the Fischler Graduate School of Education and Human Services. The Leadership Studies unit consists of the National Ed.D. Program for Educational Leaders, Programs for Higher Education, and Organizational Leadership. The association of programs in a leadership group enables each program to take advantage of the rich base of faculty members, students, alumni, and other resources.

Santin graduated from the Programs for Higher Education in 1994. She has served the university since 1988 and comes to FGSEHS from the Graduate School of Business where she was the director of marketing (1992) and associate dean (1996).
THE FISCHLER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES

In 1997, the program, as part of the Fischler Center for the Advancement of Education, moved to a newly renovated 18-acre, four building campus in North Miami Beach under the new leadership (1996) of university dean and education provost, H. Wells Singleton. The following year, the center changed its name to the Fischler Graduate School of Education and Human Services (FGSEHS) and began a new era of growth and change.

FGSEHS is the largest graduate school of education in the country offering 14 degrees in more than 40 majors and specializations to educators and human services professionals throughout the nation and internationally. Enrollment has increased from 5,000 in 1995 to more than 10,000 in 2002. The school has also shown growth in the number of programs offered, courses available, credit and professional development options, services to the educational community, online courses, facilities, and education, business, and community partnerships.

From its initial forays into distance learning in 1972, which broke the boundaries of traditional education, to the innovative online programs in use today, FGSEHS has proven itself to be a dynamic leader in worldwide education. “We were ahead of the curve 30 years ago when we first started using distance education, and we’re still leading the way,” Singleton said. “We are creating the future of education.”
Celebrating 30 Years of Educational Excellence

CHRONOLOGICAL HISTORY OF SUMMER INSTITUTES

An attempt was made through numerous sources to compile a history of Educational Leaders Program Summer Institutes from its first Institute in 1972 to present. Unfortunately, archival documents for these events were missing for many years on both a university and program level. Below is a listing of what we were able to reconstruct. If you, or a graduate you know, can fill in any of the missing data, we would appreciate the information for its historical importance (borders@nova.edu). We hope to publish a more complete overview next year.

30th Summer Institute
July 24-29, 2002 Marriott Harbor Beach Fort Lauderdale, Florida
Theme: Closing the Achievement Gap: Implications for Leadership in the School Community
Donald Mitchell Lecturer: Lani Guinier, Professor of Law, Harvard Law School
July 21-27, 2001 Marriott Camelback Inn Scottsdale, Arizona
Theme: Learning About Learning: Perspectives and Directions
Donald Mitchell Lecturer: Ralph Nader, author, consumer advocate
July 15-21, 2000 Marriott Harbor Beach Fort Lauderdale, Florida
Theme: Educational Politics: New Forces New Partners New Directions
Donald Mitchell Lecturer: Brian Greene, Professor of Physics and Mathematics, Columbia University
July 11-17, 1999 Marriott Harbor Beach Fort Lauderdale, Florida
Theme: Gateways: Leadership for a New Era
Donald Mitchell Lecturer: Lorraine Monroe, Professor of Education, Bank Street College, New York
July 12-18, 1998 Marriott Harbor Beach Fort Lauderdale, Florida
Theme: Transforming Education through Leadership and Collaboration
Donald Mitchell Lecturer: Reverend Jesse Jackson, Sr., president and founder of the Rainbow/PUSH Coalition

25th Summer Institute
July 13-19, 1997 Marriott Harbor Beach Fort Lauderdale, Florida
Theme: School and Community: Roots for Democracy
Donald Mitchell Lecturer: Mario Cuomo, former Governor of New York
July 21-26, 1996 Uppsala University Uppsala, Sweden
Theme: Global perspectives on School Leadership: A Platform for the Future
July 23-29, 1995 Washington Renaissance Hotel Washington, DC
Theme: Technology and Change in Education
Keynote: Lester Laminack, professor and chair, Department of Reading, Western Carolina University, Cullowhee, North Carolina
July 24-30, 1994 Bonaventure Hotel Fort Lauderdale, Florida
Theme: Research: A Pathway to Examining Vital Issues in Education Today
July 25-31, 1993 Marriott Camelback Inn Scottsdale, Arizona
Theme: New Pattern of Schooling for the Future

20th Summer Institute
July 19-25, 1992 Loew's Lelant Plaza Hotel Washington, DC
Theme: Cultural Diversity: A Challenge for Educational Leaders in the 1990s
Keynote: Warren Furutani, president, Board of Education, Los Angeles School District, Los Angeles, California
July 28-August 3, 1991 Marina Marriott Hotel Fort Lauderdale, Florida
Theme: Back to the Future
Keynote: Carl R. Boyd, president, The Art of Positive Teaching, Inc., Kansas City, Missouri
July 22-28, 1990 Camelback Inn Marriott Scottsdale, Arizona
Theme: Restructuring the Schools, or Redesign? Ideas for Implementation
July 23-29, 1989 Loew's Lelant Plaza Hotel Washington, DC
Theme: Restructuring the Schools, What Does it Mean?

July, 1988

15th Summer Institute
July, 1987
July, 1986
July, 1985
July, 1984
July, 1983

Continued on next page
10th Summer Institute
July, 1982
July, 1981
July, 1980
July, 1979
July 20-27, 1978 Four Ambassadors Intercontinental Hotel Miami, Florida
Theme: Education USA '78

5th Summer Institute
July, 1977
Theme: Education USA '77
July, 1976
Theme: Education USA '76
July 24-31, 1975 Diplomat Hotel Hollywood, Florida
Theme: Education USA '75
August 1-8, 1974 Diplomat Hotel Hollywood, Florida
Theme: Education USA '74
July 26-August 2, 1973 Diplomat Hotel Hollywood, Florida
Theme: Education USA '73 - Issues/Concerns/Actions
July 30-August 6, 1972 Yankee Clipper Hotel Fort Lauderdale, Florida
Theme: Education USA '72
Keynote Speakers: Shirley Chisholm, Congresswoman, New York and Charles Finkel, former Assistant Secretary for Education and Cultural Affairs

References:
Text for the historical information about Nova Southeastern University and the National Ed.D. Program for Educational Leaders was taken from the following sources or documents:


NOTICE OF NONDISCRIMINATION
Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

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.
PART SEVEN: NSU Main Campus Map, NSU NMB Campus Map, and Harbor Beach Marriott Floor Plan

Risk is like change, it's not a choice.
—Max Depree
1994
Nova University merged with the Southeastern University of the Health Sciences to form Nova Southeastern University (NSU), adding the Colleges of Osteopathic Medicine, Pharmacy, Optometry, and Allied Health to the university. Master's degrees in physical therapy and occupational therapy were added to the programs of the College of Allied Health.

Ovid C. Lewis was selected as the fourth president of NSU.

The William and Norma Horvitz Administration Building was dedicated.

The Schools of Computer and Information Sciences, and the Social and Systemic Studies moved to the east campus.

1995
Based on its fall 1995 headcount enrollment, NSU became the largest independent university in the state of Florida.

NSU acquired 10 acres of land contiguous with the southwest corner of the main campus for future expansion. Initially, the site will be used for a nature trail in a park-like setting.

1996
The Health Professions Division (HPD) moved from facilities in North Miami Beach to new facilities on the main campus. The new complex encompasses 365,000 square feet of classroom, laboratory, clinic, and office space along with a 470,000-square-foot parking structure.

The board of trustees approved the addition of the College of Dental Medicine to HPD.

The University School was selected as a National Blue Ribbon School of Excellence by the U.S. Department of Education.

1997
The board of trustees named Ray Ferrero, Jr., as president-elect. Ferrero is the university's fifth president.

The new 65,000-square-foot Maxwell Maltz Psychology Building was dedicated on campus.

The Fischler Center for the Advancement of Education moved from leased facilities in Davie to newly renovated university-owned facilities in North Miami Beach.

1998
NSU's regional accreditation was reaffirmed by the Commission on Colleges of the Southern Association of Schools for another 10 years.

The Fischler Center for the Advancement of Education changed its name to the Fischler Graduate School of Education and Human Services.

The board of trustees approved and broke ground for construction of a 325,000-square-foot Library, Research, and Information Technology Center on the main campus. It will be a joint-use facility with Broward County. The facility will include a full-service library open to the public, electronic classrooms, an auditorium, exhibit areas, and a knowledge navigation center to test new hardware and software.

Nova Southeastern University celebrated its 35th anniversary.

On the cutting edge
Since its inception, NSU has taken great pride in utilizing the latest technology to ensure the best possible educational opportunities for its students. Pictured above is the university's Academic Computer Center in 1972.

2000
The School of Computer and Information Sciences moved from the east campus to a 21,000-square-foot facility on Griffin Road approximately one mile south of the main campus.

Centralized university call centers were established at University Park Plaza, in the Health Professions Division Clinic, and at the Fischler Graduate School of Education and Human Services.

2001
The new 325,000-square-foot Library, Research, and Information Technology Center was dedicated. It is a joint-use facility that resulted from an innovative agreement between NSU and the Broward County Board of County Commissioners. The new facility is the largest library in Florida.

The U.S. Army selected NSU to be an educational partner in eArmyU, a consortium designed to deliver online degree programs to soldiers.
**Directions to NSU's North Miami Beach Campus**

From Marriott Harbor Beach Resort, turn left at the light from Holiday Drive onto A1A (this becomes 17th Street) go west about three miles (over Intracoastal Bridge) and turn left on US 1 South. Exit onto I-595 West. Take I-595 West to I-95 South, continue south, then take Miami Gardens Drive Exit (State Road 860), and turn left (east) at the light onto Miami Gardens Drive. Continue east to NE 19th Avenue; turn right (south), continue south 1.5 miles, and turn right (west) at NE 167th Street, two blocks to campus at 1750 NE 167th Street.

**Directions to NSU's Main Campus**

From Harbor Beach Marriott Resort, turn left at the light from Holiday Drive onto A1A (this becomes 17th Street) go west about three miles (over Intracoastal Bridge) and turn left on US 1 South. Exit onto I-595 West. Take I-595 West to Davie Road exit; go south on Davie Road to Nova Drive, then turn right onto Nova Drive, heading west to College Avenue (traffic light). Turn left, heading south on College Avenue to Abe Fischler Boulevard (north entrance to campus at 3301 College Avenue). The campus is west and south of this north entrance.
2001 SUMMER INSTITUTE
PERSONAL SCHEDULE
JULY 23–29