

1999

M.S. and Ed.D. Programs in Instructional Technology and Distance Education [1999-2001]

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M.S. and Ed.D. Programs in Instructional Technology and Distance Education

M.S. and Ed.D. Programs
in Instructional Technology
and Distance Education

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PROGRAMS IN INSTRUCTIONAL TECHNOLOGY AND DISTANCE EDUCATION

Mission Statement

The mission of the M.S. and Ed.D. Programs in Instructional Technology and Distance Education is to develop leaders who can plan, organize, manage, and teach effectively using instructional technology in the classroom, on the job, and online through a variety of electronic delivery systems. The programs are designed for professional educators and trainers who work with learners from prekindergarten through the university level and with adults in all areas of business and industry.

The courses are designed to improve the skills of the participants; therefore, they must be experienced in the education or training fields and in the use of technology. In addition, they must have prior experience with computers and online communications.

Students will be expected to apply theory to their work setting. Thus, while enhancing their own skills, they will bring improvements to the workplace as they progress through the program.

The master's program is organized around four broad study areas: distance education and leadership, research and evaluation, media and technology, and instructional design. Master's students attend one Summer Institute. The program concludes with a practicum that is a major problem-solving project to be completed in the student's workplace.

The doctoral program contains the study areas listed above and introduces four new areas: systems design, management and applications of instructional technology and distance education programs, technology trends and issues, and applied leadership. Students must plan, implement, and formally report on a doctoral-level dissertation. Doctoral students must attend three Summer Institutes for hands-on experiences with various aspects of instructional technology and distance education.

The Cluster Concept

The M.S. and Ed.D. Programs in Instructional Technology and Distance Education are field-based. Formal instruction takes place on the main campus in Fort Lauderdale and through electronic means delivered to students wherever they live and work. Each cluster is a group of 20 to 25 professionals from a variety of professional settings. Students in each cluster begin the program at the same time and progress through program components (study areas, applied research, Summer Institutes) together. Doctoral residency is defined as continuous enrollment for one (1) calendar year.

The cluster is designed to serve as both an administrative and educational vehicle for the program. For example, communication and decision making take place through the cluster structure. In addition, the cluster format provides opportunities for sharing the expertise of individual cluster members. Clusters sometimes form study groups that meet electronically between seminars and online classes to discuss assignments and to facilitate student progress.

Each cluster operates under the direction of a cluster coordinator. The coordinator, who holds a doctorate in education or a related field, is a facilitator of many administrative details and cluster activities and serves to support and advise students.

Instructional Delivery

The M.S. and Ed.D. Programs in Instructional Technology and Distance Education are delivered through a combination of face-to-face instruction on NSU's campus in Fort Lauderdale, Florida, and through electronic means. This format derives from the mission to serve students regardless of location and the firm conviction that a program that focuses on instructional technology and distance education must reflect the use of available technology in its delivery.

Instruction involves the use of the following:

- Ongoing electronic communication using electronic mail (email), and the World Wide Web
- On-campus instruction with faculty in Fort Lauderdale during extended weekend sessions (three to six days) in February or March and October or November
- An eight-day Summer Institute in Fort Lauderdale in July or early August of each year

Students must own a laptop computer and be familiar with communication through the Internet and the World Wide Web, and maintain arrangements with an Internet service provider. International students will find that Internet connections are available through most universities, school systems, local library networks, or through commercial services.

Applicants should use the time between their application to the program and the first class meeting to hone their computer skills, including wordprocessing and online access.

The M.S. and Ed.D. Programs

The programs are designed to be taken independently. That is, students with an earned bachelor's degree may take the master's program (21 months) and those with an earned master's degree may take the doctoral program (three years).

Students have the option to combine master's and doctoral course work and, thereby, accelerate their matriculation. The combined program may be completed in four years.

Study Areas

Each study area is designed to involve students in three to five months of intensive work, readings, structured learning experiences, and evaluation procedures. Each study area is under the direction of a faculty member who is responsible for course content, instruction, and assessment of student performance.

When a cluster completes its period of study, a culminating activity is scheduled. The cluster, with guidance from the coordinator, determines and designs the experience.

Study areas include the following:

- Distance Education and Leadership
- Research and Evaluation
- Media and Technology
- Instructional Design
- Systems Design
- Management and Applications of Instructional Technology and Distance Education
- Technology Trends and Issues
- Applied Leadership

Summer Institutes

The event in the program that brings students together from all clusters is the annual Summer Institute. This eight-day academic experience provides an opportunity for interaction among students from around the world with instructional and applied research faculty, cluster coordinators, staff, administrators, and invited lecturers and guests.

Each master's degree student must attend Summer Institute I, and each doctoral student must attend the three Summer Institutes. Students are responsible for their travel, room, and meal costs, as well as materials and fees. Students must register and reside in the hotel or site selected for the Summer Institute. Students must attend classes at the Summer Institutes in sequence during each year of their program. There are no exceptions to these policies.

Applied Research

The practicum in the M.S. and the applied dissertation in the Ed.D. Programs in Instructional Technology and Distance Education are creative, problem-solving projects designed to use technology and/or distance education to improve a situation or program. Students become active problem solvers in a professional setting or other organization through direct involvement in strategies designed to address identified problems. The concept behind both the practicum and the applied dissertation stems directly from the belief that leadership in all sectors requires action as well as reflective thought.

The practicum requires identification of a problem, design of a solution strategy and implementation and evaluation of that strategy. The applied dissertation is a major project in which students solve problems of extensive scope and significance in a professional setting or other organization and apply theory to practice. Students are assigned advisers who provide guidance during the entire process. The practicum is required in the M.S. program and the applied dissertation is required in the Ed.D. program.

Admission Requirements

The M.S. and Ed.D. Programs in Instructional Technology and Distance Education seek graduate students who are competent, experienced professionals actively involved in the field. The programs serve practitioners who demonstrate leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership skills in their work environments. Specific requirements for admission to the programs are listed below:

- Evidence that the applicant has the academic background to be successful in the program. (This judgment, made by the Admissions Committee, will be based on previous academic records, academic activities since obtaining the previous degree, letters of recommendation, an interview, and written responses to questions dealing with the applicant's field of study.)
- Applicants must occupy a position that requires or allows them to work in their area of study.
- The requirement of a minimum paper-based score of 550 on the Test of English as a Foreign Language (TOEFL) or successful completion of a degree in residence at a regionally accredited North American college or university.

- Applicants must have access to a computer and be familiar with communication through the Internet and the World Wide Web, and maintain arrangements with an Internet service provider.

For the master's program:

- A bachelor's degree from a regionally accredited institution, with a 2.5 grade point average

For the doctoral program:

- A master's degree in education, instructional media, technology, training, human resources development, or a related field from a regionally accredited institution with a 3.0 grade point average
- Students applying to the doctoral program must also submit the results of the Miller Analogies Test (MAT). The test must have been taken within the past five years

For program information, come to our campus offices or call toll free: 8:30 a.m.-5:00 p.m. EST, Monday-Friday (954) 262-8550.

United States and Canada: 800-986-3223, ext. 8550

Worldwide: (954) 262-8550

Fax: (954) 262-3905

Email: itdeinfo@nova.edu

Web site: <http://itde.nova.edu>

International Students Admission

Prospective international students who completed degrees at universities outside the U.S. must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSEHS admissions office at 800-986-3223, ext. 1561, or (954) 262-1561. The prospective student is responsible for all fees incurred for this evaluation.

Acceptance to Program

Students receive a formal letter of acceptance from the program dean upon satisfactory completion of all admission requirements. If a question remains concerning the eligibility of the applicant, the Admissions Committee may accept the applicant on a provisional basis.

Transfer of Credits

A maximum of six semester hours of credit will be considered for transfer if the credit was earned within three calendar years of the request for transfer; the credit was earned as a matriculated participant in a regionally accredited master's or doctoral program; and the content of courses being requested for transfer was equivalent in content to Instructional Technology and Distance Education study areas. Request for transfer credit must occur at the time of application.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Participants who wish to transfer credits should contact the admissions office of the receiving school for information.

Certification

The program does not attempt to meet state certification requirements because they vary from state to state to such an extent that any attempt to train for specific positions would defeat the purpose and nature of the program. The registrar will work with students seeking certification to the extent that any specific requirements are compatible with the program.

Grading System

The grading system for the M.S. and Ed.D. Programs in Instructional Technology and Distance Education is as follows:

A	Excellent	4.0
A -	Very Good	3.66
B+	Very Good	3.33
B	Good	3.0
F	Failure	0.0
W	Withdrawal	0.0
I	Incomplete	0.0

Progress Report

Students will receive grade reports from the registrar's office following each program component. These reports will indicate the current status of grades earned and semester hours for all courses completed and/or attempted. The program office maintains an up-to-date report on each student.

Program Time Lines

The life of the master's program is 21 months; the doctoral program is scheduled to be completed in 36 months. Students who do not complete requirements within the scheduled time period may be granted an additional year of study by the program dean. However, they must have an approved proposal for the applied research project by the time they request an extension. Students may also register for a six-month extension beyond the one-year extension if approved by the program dean.

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cluster may withdraw from the program. The program dean must receive notification of withdrawal. To avoid being dismissed from the program, students must initiate the withdrawal process prior to the last class session of the study area and the date designated for practicum work. Consult the Student Handbook and the Applied Research Guide for more information.

Students who officially withdraw may petition the program dean if they wish to reenter the program and resume their course of study at the point following the last program component for which they received a grade. Students may reenter the program only once and will be expected to follow all regulations that apply to the new cluster.

Students who withdraw from the program are required to reenter at a point that will allow completion of all requirements within a seven-year period from the beginning of the original cluster. No extension is possible beyond this point. Students who are dismissed from the program for academic reasons may not reapply.

Academic Counseling

Administrators, faculty, and staff members provide academic counseling before students enter and throughout the program. Cluster coordinators are available electronically to cluster members for the entire program life.

Employment

As professional employment is an admission criterion, placement assistance has not been necessary. Completion of the program does not guarantee further employment.

Program Costs

Tuition for the M.S. and Ed.D. programs for 2000–2001 is paid at the rate of \$9,056 per year. This tuition rate may be subject to change yearly. Students register and pay \$417 per credit for each component as they progress through the program.

Although the M.S. program is designed to be completed in 21 months, students will be allowed two years to complete all requirements. A student who requires additional time may be granted two six-month extensions at the discretion of the program dean. The fee for each six-month period is \$2,264.

Ed.D. students who have not completed requirements within the designated three years may be granted up to three six-month extensions at the discretion of the program dean. The fee for each six-month period is \$2,264.

Financial aid for any extension is limited to half of the usual maximum allowable loan amount for that period.

Other Fees

A one-time, nonrefundable application fee of \$50 is required for each degree level and must accompany the completed application. A \$75 degree application fee is required and must be paid prior to degree conferral. If a graduate wishes to participate in commencement exercises, there is an additional cap-and-gown fee.

Other Program Expenses

Students will be responsible for the purchase of textbooks, notebook computer and modem, travel and expenses at campus meetings, and other typical needs associated with advanced study. Materials fees will be charged as necessary.

Tuition and fees are due at time of registration. Tuition and fees are subject to change without notice.

Late Fees and Reinstatement Fees

All payments must be made according to the student's cluster schedule. No exceptions will be made for delayed loan applications. A late payment penalty of \$50 will be assessed each time a payment date is missed. When a payment is delayed excessively, the student will be dismissed from the program.

Reinstatement following withdrawal or as a result of being dismissed for nonpayment of tuition and fees must be discussed with the program dean. A \$250 reinstatement fee will be charged and the student will be subject to the rules and regulations in effect at the time of reinstatement. Students who are dismissed from the program for academic reasons may not reenter the program at a later time.

Absence

Absences are not permitted in this program. Students are expected to attend all class meetings in person and online in each of the study areas and the applied research workshops. Regular interaction (classroom and online) provides program consistency and content enrichment.

Independent work and frequent online activity with the bulletin board, database, listserve, classmates, and faculty provide the instructional foundation for the distance delivery approach used in these programs. Active and regular participation is the key to success in distance education and is a required component of the program. Absence from any cluster meeting or scheduled online class session may result in termination from the program. There is no provision for readmission following dismissal for unsatisfactory attendance.

In the rare instance when an absence cannot be avoided, an equal and appropriate make-up experience/assignment, specified by the study area instructor, is to be completed within a designated period. Also, the student is responsible for obtaining all materials presented during the missed class meeting (online or on campus) and must provide to the cluster coordinator a summary of the class notes of two students. Cluster coordinators and instructors should be notified immediately if the student expects to be absent.

If a student is unable to attend a practicum workshop, the director of applied research should be contacted for a make-up experience.

Tardiness

Extended tardiness or early departure (more than 30 minutes online or on campus) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the program dean and may lead to termination from the program.

Degree Requirements

To be eligible for graduation, the student must fulfill the following requirements:

- Completion of all admission requirements
- Completion of all study area, applied research, and Summer Institute requirements
- Current status in payments for tuition, fees, materials, and texts
- Submission of a follow-up questionnaire

At the conclusion of study and upon verification of completion of degree requirements, the student's name is submitted by the faculty to the board of trustees. The board officially confers the master's degree or doctoral degree for education. All students who have successfully completed program requirements and who have achieved degree conferral will be invited to participate in university commencement exercises held annually in June.

Dismissal

The program reserves the right to dismiss students at any time if it becomes obvious that they are not able to satisfy the program's scholarly requirements or if their academic behavior is reprehensible or unethical (e.g., cheating, plagiarizing, misrepresenting oneself). There is no provision for readmission following dismissal for unsatisfactory conduct.

Course Descriptions: The Study Areas

Distance Education and Leadership

ITDE 7007 Foundations of Distance Education (3 cr.)

An introduction to distance education. Major topics include the historical, theoretical, and philosophical foundations of distance education; an overview of distance education technologies; and an examination of effective techniques for teaching and learning within a distance education system.

ITDE 7001 Foundations of Leadership and Management (3 cr.)

An introduction to past and present models of leadership. Major topics include the current context for leadership, personal leadership styles, leadership in the workplace, and learning organization, and leadership in practice.

Research and Evaluation I

ITDE 7003 Principles and Practices of Research in Instructional Technology and Distance Education (3 cr.)

Major topics include research procedures appropriate for professionals in instructional technology and distance education, the research process, practical applications of research, research paradigms, statistics, and data analysis techniques.

ITDE 7004 Measurement and Evaluation (2 cr.)

Major topics include problems encountered in establishing validity and reliability, testing and measurement, evaluation techniques, and assessment.

Summer Institute I: Media and Technology

ITDE 7005 Instructional Media (3 cr.)

An introduction to the effective use of instructional media. Major topics include planning for instructional media use, visual communication, audio and motion media, as well as computers as tools for learning, and evaluating the effectiveness of instructional media.

ITDE 7006 Foundations of Instructional Technology (4 cr.)

An introduction to instructional technology. Major topics include the historical, theoretical, and philosophical foundations of instructional technology, the literature of instructional technology, and an examination of the status of instructional technology.

Instructional Design

ITDE 8001 Introduction to Instructional Design (3 cr.)

An introduction to the systematic design of instruction. Major topics include the assessment and analysis of "needs," performance improvement, the systematic design of instructional materials and events, and the formative and summative evaluation of instructional materials.

ITDE 8002 Instructional Development and Delivery (2 cr.)

An advanced course in the utilization of technology in instruction. Major topics include the assessment and development of instructional strategies, the integration of instructional technologies, tactics for instructional media selection, and the formative and summative evaluation of instructional technology utilization.

Applied Research

Master's Practicum:

The master's practicum in the Instructional Technology and Distance Education Program is a creative, problem-solving project designed to use technology and/or distance education to improve a situation or program. Students become active problem solvers in their professional settings through direct involvement

in strategies designed to address identified problems. The concept behind the practicum stems directly from the belief that leadership in all sectors requires action as well as reflective thought.

The practicum requires identification of a problem, design of a solution strategy, and implementation and evaluation of that strategy. Students are assigned advisers who provide guidance during the entire process. The practicum is required in the M.S. program.

ITDE 6012 Master's Practicum Proposal (5 cr.)

Students attend an orientation to the problem-solving process. Practicum requirements are explained. Following completion of the seminar, an adviser is assigned, and students begin preliminary work that includes identification of the problem in the professional setting or other organization and leads to the approval of a proposal that describes the problem, documents its existence, analyzes its causes, reviews related literature, sets goals and outcomes measures, and describes a 10-week, action-oriented plan in which the student, as change agent, will implement solution strategies. Completion of this course requires attendance at scheduled seminars and gaining approval of the practicum proposal.

ITDE 6013 Master's Practicum Report (4 cr.)

The student carries out the plan developed in ITDE 6012 to demonstrate the application of problem solving and leadership skills. At midpoint in implementation, a progress report is submitted. The effectiveness of the practicum is evaluated, and a written report is submitted that describes the entire experience.

Continuing Services: Master's Program

In order to qualify for continuing services a student must have a proposal approved by the 21st month. If the proposal is approved but the student has not completed all other aspects of the practicum by the 21st month in the program, continuing services are required.

ITDE 6016 Six-Month Master's Extension I

ITDE 6017 Six-Month Master's Extension II

Master's Program Complete

Research and Evaluation II

ITDE 8003 Research Methods, Design, and Analysis (3 cr.)

Major topics include research methodologies, research design, data analysis, review of varied approaches to educational research, organization and presentation of data, and application of research to work-related problems.

ITDE 8004 Seminar in Research Policies and Practices (2 cr.)

Major topics include critical policies, trends and ethical issues related to research, investigation of effective, empirically based research, and policy-to-practice issues.

Summer Institute II: Systems Design

ITDE 8005 Introduction to Instructional Systems (4 cr.)

An advanced course examining the application systems theory in education. Major topics include the past and present systems theories in education, research of educational and instructional systems, the application of systems theory in educational practice, and the integration of systems theory into pragmatic instructional design.

ITDE 8006 System Analysis and Design (3 cr.)

An introductory course providing skills for the analysis and design of educational and instructional systems. Major topics include the critical elements in the structure of distance education delivery system, the

analysis of educational systems and instructional systems, the relationship of subsystems within an educational system, the design of an educational system, the design of instructional systems, and the evaluation and continuous improvement of a system.

Management and Applications of Instructional Technology and Distance Education

ITDE 8012 Managing and Evaluating Instructional Technology and Distance Education (3 cr.)

Major topics include theories and methods of planning, operating, and evaluating instructional technology and distance education, managing in educational and corporate settings, principles of staff training, proposal development, and legal issues.

ITDE 8013 Applications of Distance Education Technologies (2 cr.)

Major topics include an in-depth exploration of distance education technologies with emphasis on the Internet, use of video and audio-conferencing, selection of appropriate distance education technologies, impact of technologies used to deliver instruction at a distance, and assessment.

Summer Institute III: Technology Trends and Issues

ITDE 8009 Instructional Technology and Distance Education Trends (4 cr.)

Major topics include the synthesis of concepts, knowledge, and skills of the instructional technologist and distance educator, future trends in the field, strategic planning for the professional, refining of roles and responsibilities of the leader in the field.

ITDE 8010 Instructional Technology and Distance Education Issues (3 cr.)

Major topics include the role and responsibilities of groups and structures that support instructional technology and distance education programs, advisory groups, peer mentoring, consulting, program governing boards, strategies for encouraging corporate and foundation support, and grant writing.

Applied Leadership

ITDE 8011 Leadership and Power (3 cr.)

This course builds upon the concepts introduced in Foundations of Leadership and Management. Major topics include leadership domains, the leader's role in development, moral frameworks for leadership and decision making, and a synthesis of leadership development.

Applied Research

Doctoral Applied Dissertation:

The applied dissertation in the Instructional Technology and Distance Education Program is a creative, problem-solving project designed to use technology and/or distance education to improve a situation or program. Students become active problem solvers in their professional settings through direct involvement in strategies designed to address identified problems. The concept behind the applied dissertation stems directly from the belief that leadership in all sectors requires action as well as reflective thought.

The applied dissertation is a major project in which students solve problems of extensive scope and significance in their work settings and apply theory to practice. Students are assigned advisers who provide guidance during the entire process. The applied dissertation is required in the Ed.D. program.

ITDE 8016 Applied Dissertation Proposal (6 cr.)

Students attend an orientation to the problem-solving process. Applied dissertation requirements are explained. Following comple-

tion of the seminar, an adviser is assigned, and students begin preliminary work that includes identification of the problem in the professional setting or other organization and leads to the approval of a proposal that describes the problem, documents its existence, analyzes its causes, reviews related literature, sets goals and outcomes measures, and describes a 32-week, action-oriented plan in which the student, as change agent, will implement solution strategies. Completion of this course requires attendance at scheduled seminars and gaining approval of the applied dissertation proposal.

ITDE 8017 Applied Dissertation (9 cr.)

The student carries out the plan developed in ITDE 8016 to demonstrate the application of problem-solving and leadership skills. At midpoint in implementation, a progress report is submitted. The effectiveness of the applied dissertation is evaluated, and a written report is submitted that describes the entire experience.

Continuing Services: Doctoral Program

In order to qualify for continuing services a student must have a proposal approved by the 36th month. If the proposal is approved but the student has not completed all other aspects of the applied dissertation by the 36th month in the program, continuing services are required.

ITDE 8018 Six-Month Doctoral Extension I

ITDE 8019 Six-Month Doctoral Extension II

ITDE 8020 Six-Month Doctoral Extension III

Active ITDE Clusters and Cluster Coordinators

ITDE Cluster No. 4

Dori Neuwirth, Ed.D.
Teacher-Computer Education
Broward County HRD
Fort Lauderdale, Florida
Home: (954) 921-4123

ITDE Cluster No. 5

Berdella Shreiner, Ed.D.
Computer Specialist
Cumberland Valley School District
Mechanicsburg, Pennsylvania
Home: (717) 243-8430

ITDE Cluster No. 6

Alejandro Arias, Ed.D.
Technical Assistance Coordinator
The CDM Group, Inc.
Chevy Chase, Maryland
Home: (301) 437-1907
Work: (301) 443-4825

ITDE Cluster No. 7

Wayne Frantz, Ed.D.
Teacher, Alternative Education
School Board of Broward County
Fort Lauderdale, Florida
Home: (954) 781-7206
Work: (954) 786-7648

ITDE Cluster No. 8

Barbara Hollinger, Ed.D.
Media Specialist
Miami-Dade County Board of Education
Miami, Florida
Home: (305) 226-1931
Work: (305) 634-2621, ext. 332

ITDE Cluster No. 9

Zobeida Ramos, Ed.D.
Vicerrectorado Academico, Primer Piso
Universidad Nacional Abierta
San Bernadino
Caracas 1010 Venezuela
Work: (582) 574-6575
(582) 555-2040, 2041

ITDE Cluster No. 10

Claude Packer, Ph.D.
Education Consultant
Self-employed
Weston, Florida
Home: (954) 217-7020
Work: (876) 926-4261

ITDE Cluster No. 11

Troy Robinson, Ed.D.
Program Professor
Nova Southeastern University
North Miami Beach, Florida
(954) 262-8781

ITDE Cluster No. 12

Susanne Flannelly, Ed.D.
Computer Teacher
Freehold Township Board of Education
Freehold, New Jersey
Home: (732) 363-7821

ITDE Cluster No. 13

Michael Hutton, Ed.D.
Associate VP Learning Resources
Brevard Community College
Cocoa, Florida
Home: (407) 631-1563
Work: (407) 632-1111

ITDE Cluster No. 14

Denise Clarke, M.Ed.
Instructional Designer
HEART Trust/NTA-TVET Resource Center
St. Catherine, Jamaica
Home: (876) 944-8436

ITDE Cluster No. 15

Beverly Thrash, Ed.D.
Manager/Technology Instructional Service
Cobb County School District
Roswell, Georgia
Home: (770) 619-9936

ITDE Cluster No. 16

Elena Dorrego, Ph.D.
Coordinator of SADPRO
Universidad Central de Venezuela
Caracas, Venezuela
Home: (582) 662-8961
Work: (582) 662-9383