

Winter 1987

Ed.D in Computer Educations Program 1987

Nova Southeastern University

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Winter Institute



 NOVA UNIVERSITY

Center for the
Advancement of Education
Computer Education

Howard Johnson's
Orlando, FL
January 31-February 5, 1987

THIRD ANNUAL WINTER INSTITUTE

**Ed.D. in
Computer Education
Program**

**January 31 - February 4, 1987
Orlando, FL**

NOVA UNIVERSITY

**CENTER FOR THE ADVANCEMENT OF EDUCATION
Doctor of Education in Computer Education**

(NAME)

(USER CODE)

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OPERATIONS MANAGER
Linda Swails

DOCTOR OF EDUCATION IN COMPUTER EDUCATION PROGRAM

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Al P. Mizell

ADMINISTRATIVE ASST.
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An Overview of Nova University

Nova University is an institute of higher learning, chartered by the State of Florida in 1964, as an independent, nonsectarian, nonprofit university. The University awards bachelor's, master's, educational specialist, and doctoral degrees in education, business, and public administration, psychology, oceanography, law, and a number of computer-based programs, both on and off campus.

Based upon the philosophy that institutions are vehicles designed and redesigned to meet personal, social, and career needs of people in a changing society, Nova continually questions traditional education and strives to find alternative delivery methods. With students studying in Florida, in 35 states, and in several foreign countries, including seven Canadian provinces and territories, Nova University is truly an international institution.

Nova is a "learner's university," using the student's experience to make education meaningful and exciting. The University has distinguished itself by its innovative outlook, its unique systems of delivery, and its research in many fields aimed at solving problems of immediate concern to mankind.

In addition to the University's degree programs at the undergraduate and graduate levels, The University School is a culturally integrated, nonprofit school for children from preschool through twelfth grade. Community services include the Family Center, the Institute for Retired Professionals (IRP), a Foster Parent Program, and psychological clinics and clinical research facilities.

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, national or ethnic origin.

For the first time, educational specialist (Ed.S.) students will participate in the winter institute. This new online 18-month degree program in computer-based learning overlays one year of the doctorate. Therefore, Ed.S. students meet the same criteria as Ed.D. students and may apply one year's Ed.S. coursework in computer education to the Ed.D. if desired. Ed.S. students will be included in the Ed.D. cohort for the time they are in the program. Please help welcome these new "pilots". In the summer, 1987, institute new online master's students will overlap the institute and attend a number of our general sessions.

Ed.D./CED Philosophy and Mission

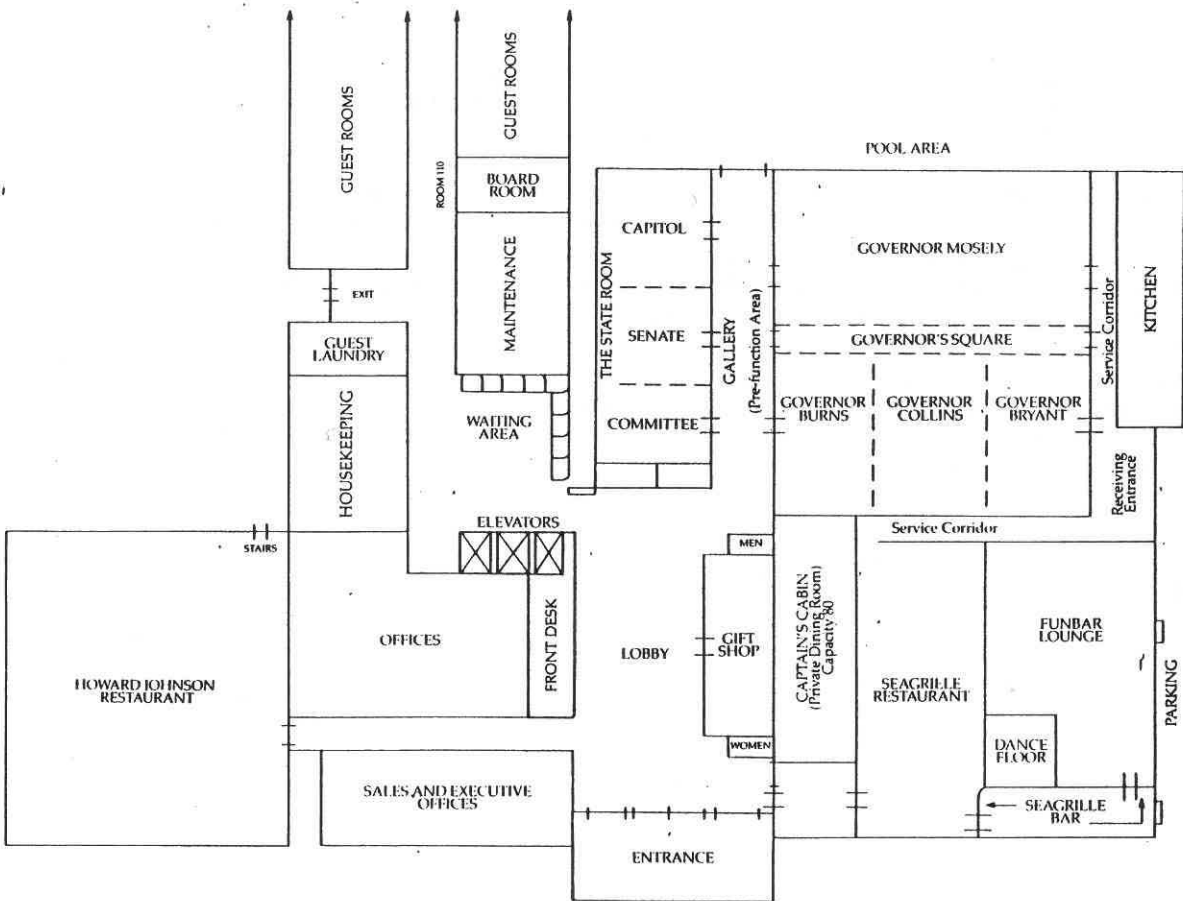
The doctor of education in computer education (Ed.D./CED) program embodies a commitment to provide quality and relevant doctoral education for educators across the nation. This commitment is based on the premise that computer literate educators are the best candidates to become tomorrow's competent and enthusiastic leaders in the educational uses of computers and telecommunications.

Having established this mission, the computer-based delivery system was developed as the most appropriate means for offering the program. The most salient aspects of this distance learning approach are the use of computer-based telecommunications (i.e., the UNIX* operating system and Tymnet) and a limited on-campus residency requirement. Thus practitioners are not removed from environments of the very positions and responsibilities for which they are seeking advanced preparation. On the contrary, the computer-based approach allows for the integration of study and practice in a home setting. Program participants, involved in the day-to-day problems, issues, and conditions of education, use their knowledge and experience to examine critically the "real world" efficacy of theory and practice as presented through formal instruction, videotape, computer-aided learning, electronic conferencing, and independent study. As practitioners, students have the opportunity (and are required) to submit to the test of reality newly acquired knowledge and competencies through direct application within their own institutions or similar settings.

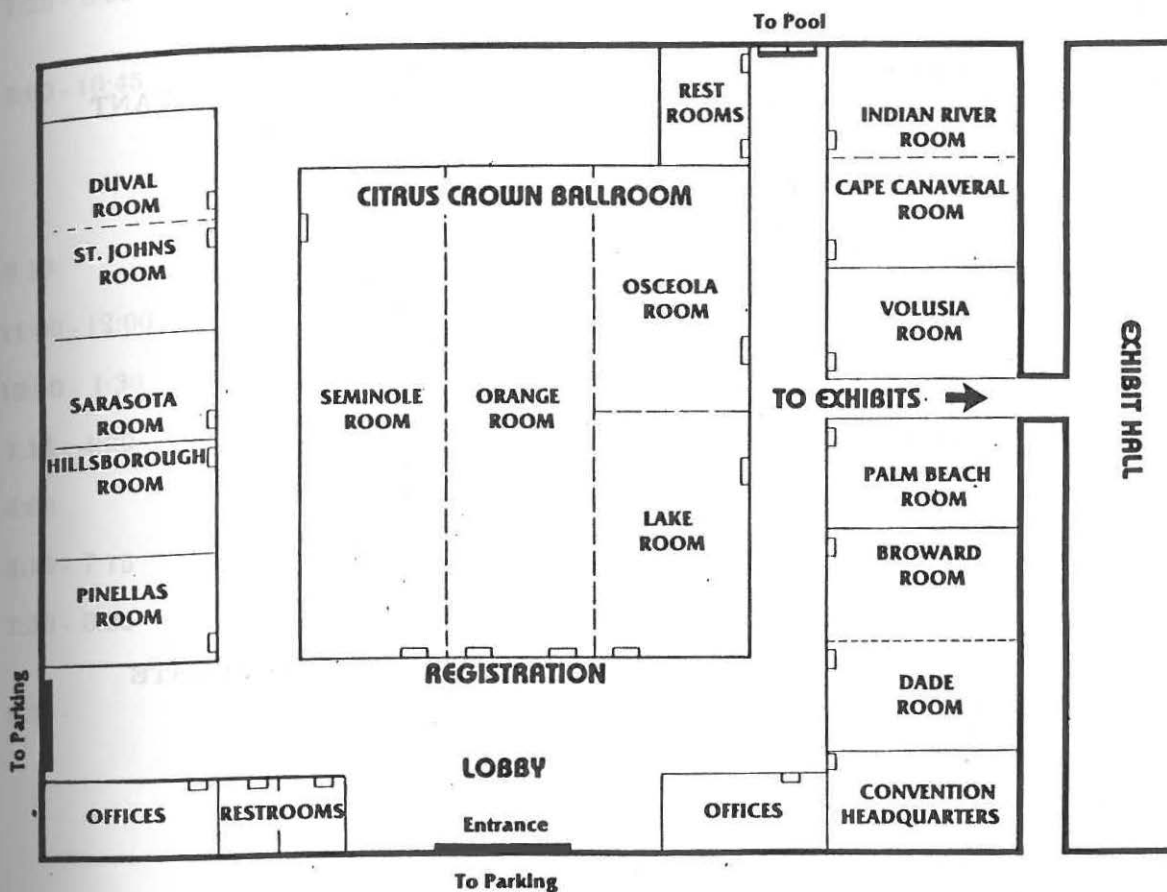
A full range of graduate degrees and programs is being developed using the electronic delivery system. This delivery system is also being slowly introduced to other centers and degree programs throughout the University. We are, truly on the "cutting edge."

**UNIX is a trademark of AT&T Technologies and Bell Laboratories.*

Howard Johnson Floor Plans



Sheraton Twin Towers floor plans



THIRD ANNUAL Ed.D./CED SUMMER INSTITUTE

Winter Schedule

SATURDAY

JANUARY 31, 1987

TIME	EVENT	ROOM
8:00* - 10:00	Opening Breakfast & Introductions	BURNS/COLLINS/BRYANT
10:00 - 11:30	Orientation - Cohort 6 Exam, A Review: Unix Courseware Systems Programming Learning Theory	CAPITOL SENATE COMMITTEE BURNS COLLINS BRYANT
11:30 - 1:00	UNIX - Cohort 6 Exam, B Review: Research Curriculum DBMS Leadership	CAPITOL SENATE COMMITTEE BURNS COLLINS
1:00 - 2:00	Lunch	
1:00 - 5:00	Exams Faculty Meeting Luncheon Advisory Board Meeting	CAPITOL AND SENATE BRYANT BRYANT
2:00 - 4:00	Practicums - Cohort 6	CAPITOL
4:00 - 5:00	Orientation - Cohort 6	CAPITOL
5:15	BREAK	
5:30 - 7:30	Class Session A1 UNIX Courseware Learning Theory Systems Programming	CAPITOL COMMITTEE SENATE BURNS COLLINS

* Breakfast will be available @ 7:45

THIRD ANNUAL Ed.D./CED SUMMER INSTITUTE

SUNDAY
FEBRUARY 1, 1987

TIME	EVENT	ROOM
7:30 - 8:00	Coffee & Tea will be available outside the classrooms	
8:00 - 10:45	Class Session B1 Research Curriculum DBMS Leadership	BRYANT SENATE CAPITOL COMMITTEE
9:30	BREAK	
11:00 - 12:00	General Meeting - Practicum Reports	COLLINS AND BRYANT
12:00 - 1:30	Deli Lunch General & Team Building	COLLINS AND BRYANT
1:15 - 4:00	Class Session #A2	Refer to Saturday, Session A1
4:00	BREAK	
4:15 - 7:15	Class Session B2	Refer to Sunday, Session B1
7:30 - 8:30	Individual Meetings with Practicum Advisors	
8:30 -	PDK Club #1	

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MONDAY FEBRUARY 2, 1987

TIME	EVENT	ROOM
7:30 - 8:00	Coffee & Tea will be available outside the classrooms	
8:00 - 11:30	Class Session A3	Refer to Session A1
9:30	BREAK	
11:30 - 12:30	Lunch	
12:45 - 4:00	Class Session B3	Refer to Session B1
4:00	BREAK	
4:15 - 7:00	Session A4	Refer to Session A1
7:00 - 8:00	Opening Exhibit Reception	SHERATON TWIN TOWERS CONVENTION CENTER
8:00 - 9:00	GUEST SPEAKER - Dr. Alfred Bork	HOWARD JOHNSONS BURNS/COLLINS/BRYANT

TUESDAY FEBRUARY 3, 1987

TIME	EVENT	ROOM
8:30 - 4:15	Attend FICC General Sessions	
5:30 - 6:00	Nova Reception	SHERATON - LAKE AND OSCEOLA ROOMS
6:15 - 9:00	Session A5 (Research in lieu of Unix)	Refer to Session A1 BRYANT

WEDNESDAY FEBRUARY 4, 1987

TIME	EVENT	ROOM
8:30 - 4:15	Attend FICC General Sessions	
5:30 - 7:30	CONCLUDING DINNER WITH GUEST SPEAKER Dr. David Moursund	SHERATON TWIN TOWERS (Broward/Dade rooms)
7:30 - 9:30	Session B4	Refer to Session B1

THIRD ANNUAL Ed.D./CED SUMMER INSTITUTE

Cohort Members



**** Cohort Rep.**

NAME	CITY	USER CODE
------	------	-----------

PILOT (January 1984)

Fueyo, Jack	Cooper City, FL	fueyo
Haley, Diane	Lauderhill, FL	haleyd
Hinshaw, Marvin	Pompano Beach, FL	hinshawm

CHARTER (April 1984)

Hannah, George	Tavernier, FL	hannahg
Ruszat, Phyllis	Palm Springs, FL	ruszatp
Stuart, Arlene	Miami, FL	stuarta **
Younge, Eileen B.	Louisville, KY	younge

COHORT 1 (July 1984)

Hassell, Adalecia	Ponce, PR	hassella
Juchau, William	Lakeland, FL	juchauw
Kime, Harold A.	Lititz, PA	kimeh
Laor, Hava	Plantation, FL	laorh **
Thompson, Patricia	Coral Springs, FL	thompson

COHORT 2 (January 1985)

Cole, Donald	Cape Coral, FL	coled
Dudley, Glenda	Arvada, CO	dudleyg **
Dudley, William	Arvada, CO	dudleyw **
Bates, Elizabeth	Boca Raton, FL	batese
Giordano, Victoria	Ft. Lauderdale, FL	giordano

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CA COHORT (January 1985)

Jones, Ken
Reynolds, Nancy
Valeri, Linda
Zero, Donna

Sacramento, CA
Laguna Hills, CA
Whittier, CA
Los Angeles, CA

jonesk
reynolds **
valeril
zerod

FL COHORT (February 1985)

Gow, James
Salazar, Raul
Sperber, David

Miami, FL
Ft. Lauderdale, FL
Miami, FL

gowj
salazarr **
sperberd



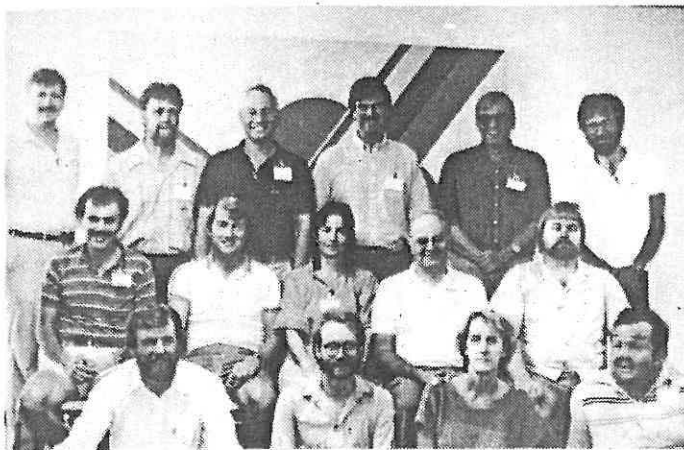
COHORT 3 (July 1985)

Ascher, Larry
Lambert, Karen
Pescatrice, Joseph
Pusins, Dolores
Newell, Pat

Indian Harbor Bch, FL
Summerville, SC
Cape Coral, FL
Tampa, FL
Ft. Myers, FL

ascherl
lambert
pescj **
pusinsd
newellp

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COHORT 4 (January 1986)

Bailey, Zan
Cordes, Albert
Dotson, Marilyn
Flaherty, Robert
Getman, Fred
Hensarling, Ken
Houston, Nancy
Iazzetta, Frank
Jones, Preston K.
Mistor, Larry
O'Leary, Jill
Ratchford, Roger
Shaul, Roddy
Stumpf, Mark
Wilkinson, Edward
Wilson, Robert
Wunker, Charles
Wyman, Neil
Yob, Dennis

Miami, FL
Chazy, NY
Charlotte, NC
Baltimore, MD
Mineral Point, WI
Waco, TX
Grove City, PA
Long Beach, CA
Bradenton, FL
Miami, FL
Howell, NJ
Westport, CT
Flagler, CO
McHenry, IL
Norman, OK
Plantation, FL
Babson Park, FL
East Brunswick, NJ
Margate, NJ

baileyz
cordesa
dotsonm
flaherty
getmanf
hensarlk**
houston
iazzetta
jonesp
mistorl
olearyj
ratchr
shaulr
stumpfm
wilkinse
wilsonr
wunkerc
wymann
yobd **

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**Cohort Rep.

Adlerblum, Burton	Chicago, IL	adlerbb
Alberti, Nancy	Seoul, Korea	albertin
Alcott, Beverly,	Germany	alcottb
Burke, John	Port St. Lucie, FL	burkej
Calabrese, Robert	Hollywood, FL	calabrer**
Hanson, Rose Marie	Laveen, AZ	hansonrm
Keller, Carol	Leesburg, FL	kellerc
Kritz, Victor	Koenigsbrun, Germany	kritzv
McGarry, Donald	Northport, NY	mcgarryd
Miglin, Carol	Parlin, NJ	miglinc
Rucker, Minder	DeKalb, GA	ruckerm
Saile, Patricia	Sarasota, FL	sailep
Snell, Barbara	New Port Richey, FL	snellb**
Staton, David	Charleston, SC	statond
Stevens, William	Charleston, SC	stevens
Thombs, Mike	Middletown, RI	thombsm
Volpe, Rose Anne	Coral Springs, FL	volper
Wooten, George	Tampa, FL	wooteng
Yebba, Anthony	Orange City, FL	yebbaa

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COHORT 6 (January 1987)

Alfonso, Jorge	Miami, FL	alfonsoj
Althaus, Joan	Richardson, TX	althausj
Bartmess, Bruce	Prospect, CT	bartmess
Bauer, Clay	Anniston, AL	bauerc
Campbell, Trevor	Boca Raton, FL	campbell
Dass, Sarah	Ft. Lauderdale, FL	dasss
Davison, Lynn	Naples, FL	davisonl
Demarco, Greg	Old Bridge, NJ	demarcog
Derrick, Dan	Brownsburg, IN	derrickd
Eisenberg, Yvonne	Miami, FL	eisenby
Fine, Randy	Coral Springs, FL	finer
Formica, Joseph	Atlantic City, NJ	formicaj
Fortune, Robert	Big Rapids, MI	fortuner
Glass, Robert	Palm City, FL	glassr
Gradeless, Donald	Racine, WI	gradeld
Gregg, John	Florence, SC	greggj
Hijjaw, Amal	Chicago, IL	hijjawia
James, Dean	Deland, FL	jamesd
Kistler, John	Colorado Springs, CO	kistlerj
Kohn, George	Ft. McCoy, FL	kohng
Miller, Robert	Niceville, FL	millerr
Neumeier, Burton	Tampa, FL	neumeier
Schmelzenburg, Cathie	Soldotna, Alaska	schmelzc
Scofield, Les	Augusta, GA	scofield
Smith, Mark	Summerville, SC	smithm
Shatzer, Guy	Chambersburg, PA	shatzerg
Solomon, Carolyn	Charleston, SC	solomonc
Steinman, Bill	Sioux City, IA	steinman
White, Jack	Heidelberg, Germany	whitej

Can You Answer These Questions About Your Cohorts?

1. When did each of our cohorts begin?
2. How many active Ed.D. students do we have?
3. How many active Ed.S. students do we have?
4. What is the ratio of men to women in the program?
5. What is the average age of our students?
6. Who is our first graduate?
7. How long did our first graduate spend in the program?
8. Who will be the next (July 1987) graduates?
9. Who had to travel the farthest to attend this institute?
10. How many states/countries are now represented in the program?
11. Who are the cohort representatives?
12. Which cohort got its picture in our Prospectus/Application packet?

THIRD ANNUAL Ed.D./CED SUMMER INSTITUTE

Ed.D./CED PROGRAM FACULTY

AREA #1
(UNIX)

Steven Alford, Ph.D.
University of North Carolina
Comparative Literature

AREA #2
(Research)

George Barton, Ed.D.
University of Florida
Psychological Foundation of Education

Jacques Levin, Ph.D.
Grenoble, France
Physics

AREA #3
(Learning Theory)

Johanne Peck, Ph.D.
University of Maryland
Human Development

(Curriculum)

Al P. Mizell, Ed.D.
Indiana University
Instructional Systems Technology

AREA #4
(DBMS)

Jacques Levin, Ph.D.
Grenoble, France
Physics

AREA #5
(Courseware)

Leah Rampy, Ph.D.
Indiana University
Curriculum

AREA #6
(Systems)

Mientje Levin, Ph.D.
University of Groningen, The Netherlands
French Language & Literature

AREA #7
(Advanced
Programming)

Bert Nelin, Ph.D.
Chalmers University, Sweden
Electrical Engineering

AREA #8
(Management)

Jeff Toomer, Ph.D.
Temple University
Social Psychology

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PRACTICUM ADVISORS

DIRECTOR OF PRACTICUMS

Mary Ellen Sapp

Jacques Levin, Ph.D.
Grenoble University, France
Physics

Maureen Lukenbill, Ed.D.
Nova University
Community College Education

Mientje Levin, Ph.D.
University of Groningen
The Netherlands
French Language & Literature

Bert Nelín, Ph.D.
Chalmers University, Sweden
Electrical Engineering

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Instructional Technology
Univ. of Southern California
Los Angeles, California

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Educational Technology
Howard University
Washington, D.C.

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Professor of Biology
Purdue University, retired
West Lafayette, Indiana

COMPUTER-BASED GRADUATE PROGRAM

Institute Evaluation

Name: _____ Date Submitted: _____

Dates you attended this Institute: _____ Location: _____

Circle your Program: Ed.D. Ed.S. M.S.

What is your specialty area?

Study areas in which you are currently enrolled: _____

Indicate the degree to which you agree or disagree with each of the following statements by circling the appropriate number. Comment after each section where requested.

Strongly Disagree	Disagree	No Opinion	Strongly Agree	Agree
----------------------	----------	---------------	-------------------	-------

I. Advance Information and Printed Program:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The advance information I received on this institute was timely and sufficiently complete. | 1 | 2 | 3 | 4 | 5 |
| 2. The Institute program was attractive, well organized, and let me know when and where I had to be. | 1 | 2 | 3 | 4 | 5 |

II. Study Guides and Tapes:

- | | | | | | |
|---|---|---|---|---|---|
| 3. The Study Guide and Video Tape for my study areas arrived in sufficient time for me to view them and prepare my preinstitute assignments before the institute. | 1 | 2 | 3 | 4 | 5 |
| 4. I understand that the study guides | | | | | |

couldn't be mailed to me until I
submitted my registration form
and tuition payment.

1 2 3 4 5

COMMENTS on section II:

Strongly No Strongly
Disagree Disagree Opinion Agree Agree

III. The Institute Activities

- | | | | | | |
|---|---|---|---|---|---|
| 5. The conference sessions and guest speakers were a valuable portion of this institute. | 1 | 2 | 3 | 4 | 5 |
| 6. There was a good balance among the number of class sessions. | 1 | 2 | 3 | 4 | 5 |
| 7. The breaks between sessions were long enough to allow me to "network" with my professional colleagues. | 1 | 2 | 3 | 4 | 5 |
| 8. I wish there had been time provided to attend some of the preconference workshops. | 1 | 2 | 3 | 4 | 5 |

COMMENTS on Section III:

Strongly Disagree	Disagree	Opinion	No Agree	Strongly Agree
----------------------	----------	---------	-------------	-------------------

IV. Study Area

- | | | | | | |
|--|---|---|---|---|---|
| 9. The advance materials (i.e., guides and video tapes) were well-done and look like they will provide me with the needed guidance to complete my study areas successfully. | 1 | 2 | 3 | 4 | 5 |
| 10. The video tapes on my study areas were in sufficient depth and breadth to give me the needed overview and advance information, as well as an orientation to the National Faculty Member. | 1 | 2 | 3 | 4 | 5 |
| 11. The study guide is thorough, complete, and accurate as it currently is. | 1 | 2 | 3 | 4 | 5 |
| 12. The types of activities conducted during the institute class meetings were "on target" and were what I needed to help me become enthusiastic about the area and to be ready to work online after the institute so that I can complete the area successfully. | 1 | 2 | 3 | 4 | 5 |
| 13. My instructors are generally helpful and responsive. I would recommend them to future students. | 1 | 2 | 3 | 4 | 5 |

COMMENTS on Section IV:

Strongly Disagree	Disagree	No Opinion	Strongly Agree	Agree
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V. The Institute

- | | | | | | |
|---|---|---|---|---|---|
| 14. I would prefer the institute to be 1 to 2 days longer and classes to end eariler in the evenings. | 1 | 2 | 3 | 4 | 5 |
| 15. The institute supplementary materials (e.g., notebook, portfolio) are appreciated and helpful. | 1 | 2 | 3 | 4 | 5 |
| 16. The location and time of the institute is suitable when the needs of all are considered. | 1 | 2 | 3 | 4 | 5 |
| 17. The presence and participation of our Advisory Board Members is a valuable portion of the institute experience. | 1 | 2 | 3 | 4 | 5 |
| 18. The vendor's exhibits are interesting and useful. | 1 | 2 | 3 | 4 | 5 |
| 19. The PDK dinners and meetings have been useful to me. | 1 | 2 | 3 | 4 | 5 |

COMMENTS on Section V:

Additional comments and suggestions for other institute activities that need to be evaluated:

