

1990

# The Doctor of Education in Computer Education

Nova University

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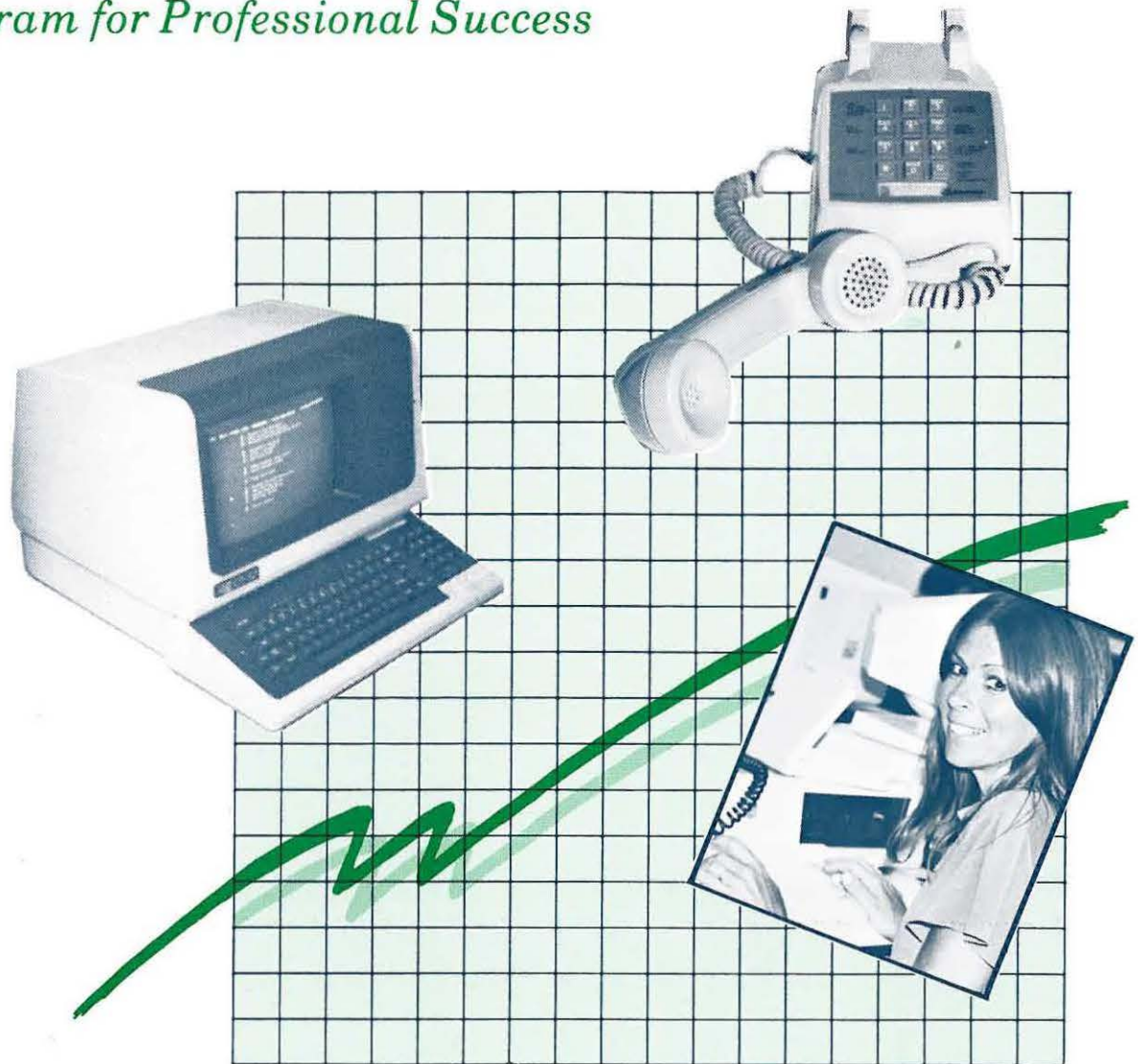
# The Doctor

Revision  
Copy

## of Education

# in Computer Education

*An Online Program for Professional Success*



 **NOVA UNIVERSITY**

Center for the Advancement of Education



HOLLYWOOD CENTER



Dr. Richard Goldman,  
*Director of the Center for  
the Advancement of Education*



Dr. Al P. Mizell,  
*Director of the Doctor of Education  
in Computer Education Program*

## A Welcome from the Director

The University has had a commitment to providing quality graduate education for two decades. Through its field-based programs, Nova expanded this commitment to working professionals in the helping professions more than 14 years ago. During the period since then the University has demonstrated that the academic environment and the work environment are elements of a coherent whole. Therefore, programs have been developed that merge the world of work with the world of theory.

Your interest in the computer-based doctoral programs offered by Nova University is well-timed. These programs are the direct result of the high technology information age in which we now live. Graduates of these computer-based programs will be tomorrow's leaders. You can join several hundred professional educators, trainers, and information specialists across the United States, Puerto Rico, and Canada in electronic interaction by becoming a candidate for

an advanced degree in the field of computer education. If you hold a master's degree and are "computer literate," you may apply to begin the doctor of education (Ed.D.) degree in computer education. Using your own computer, modem, and telephone, you will access the Nova Network through the UNIX\* operating system.

You may begin the application process now by returning the enclosed application form with a \$30 application fee, your complete portfolio, and three recent letters of recommendation. Official transcripts should be sent directly to Nova University to complete your file. Once your file is complete, we will call to schedule a telephone interview with you and the admission's committee. Upon acceptance, you will be requested to

send your nonrefundable service fee so you may be assigned a user code and password to begin your online orientation experience. You may start the online activities up to five months prior to the official starting date of your group. Each group of students is called a "cohort."

You may call my office collect (305) 475-7445 to speak with the program administrative assistant, or with me if you have any questions.

A handwritten signature in cursive script that reads "Al P. Mizell".



## Educators, Trainers, and Administrators

### The Program -- "Become a leader in computer education"

You will gain the knowledge, skills, and experience to lead your institution, company, or district into the "information age".

### The Process -- "Study while you work"

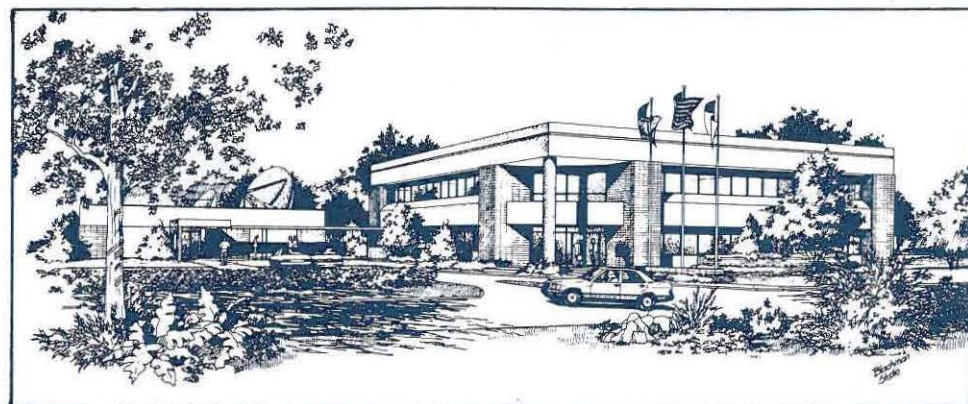
The computer-based Ed.D. in computer education uses your computer and modem through telecommunications to deliver Nova University to you.

### Study Areas -- "Computer instruction"

You will use your computer in your study of these areas: telecommunications, research, learning theory, courseware, instructional systems, database management, advanced programming, and leadership.

### Institutes -- "Bringing it all together"

Each year you will attend two, one-week long institutes in Florida, giving you the opportunity to interact directly with your professors, to share your



progress and experiences with other students, and to help integrate what you are learning in the study areas and practicums.

### Enrollment -- "Targeted admission"

Important conditions for entering the program are computer literacy, employment in an area of education or training, and a master's degree from a regionally accredited institution. Admission interviews are scheduled each month.

### Practicums -- "Research that counts"

You will address significant problems in your institution or organization. Nova's staff and faculty are available through electronic mail or telephone for your guidance.

### Applications -- "Process can begin now"

You may begin the orientation phase of the program immediately following a successful interview. Initial tuition payment and formal start date may be either January or July.

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*Two years ago I joined the  
computer education (CED) program.  
I have developed many new areas of interest.  
I wouldn't trade it for anything.  
I'm beginning to wonder what I will do with  
all my free time after I complete this  
degree program.*

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A handwritten signature in cursive script that reads "Jack Fuzgo".

## The Doctor of Education in Computer Education

### PHILOSOPHY AND MISSION

The doctor of education in computer education (Ed.D./CED) program was established in 1984 at Nova University to provide effective leadership to help improve the field of education through effective use of this technology. The program was designed for practitioners working in an educational or training setting. Effective educators with experience in programming at university, college, or K-12 levels, as well as trainers in business and government, are eligible to apply for this opportunity to become skilled in telecommunications, software design, and educational applications of research and theory. Participation in the program is open to qualified individuals who have access to Tymnet. Students currently enrolled are from all regions of the United States and Canada.

### THE COHORT CONCEPT

The Ed.D. in computer education is a computer-based program that is delivered online to students organized as "cohorts" or groups of learners. There are two new cohorts (i.e. groups of students from across the country) formed each year. One cohort begins each January, the second cohort starts in July. Individuals are expected to apply and begin their online introductory work in the program up to five months before the official starting date for their cohort.

The most salient aspect of this field-based approach is the extensive use of computer-based telecommunications supplemented by the intensive summer and winter institutes. As practitioners, students are required to apply their newly acquired knowledge and competencies to the test of reality through direct application within their own environments.

The significance of this structured intermingling of study and practice is summed up in the following point: in most traditional doctoral programs, the

ability to perform as an outstanding practitioner is assumed to be a consequence of earning the degree. In this Nova University program, it is a condition for earning the degree.

### PROGRAM OVERVIEW

The four major components in the program are: 1) eight online study areas, 2) a professional experience project (PEP), 3) two one-week institutes each year, and 4) three practicums.

### STUDY AREAS

The program includes completion of eight formal study areas. Each study area, directed by a senior national lecturer, introduces students to the topic through a printed study guide and structured online and offline activities. Students meet with the national faculty at the institute sessions; they then have six months to complete the study area. Assignments and questions are submitted electronically to the faculty. Exams for the study areas are administered at the institute meetings.



*I find the ability to communicate online with students and staff one of the real strengths of the program. I feel that I have more communication with instructors in this program than I do when I take an on-campus course here in Colorado.*

*William Dudley*

## **PROFESSIONAL EXPERIENCE PROJECT (PEP)**

Each student must plan an individual professional growth and dissemination experience project and have it approved. It must contain the equivalent of participation at two annual conferences of a major professional association related to computer-based learning including presentations and service to the profession. It must also incorporate other activities designed to enable the student to grow professionally.

## **SUMMER AND WINTER INSTITUTES**

All students are brought together from across the country to meet in Florida twice a year for one-week institutes. Each summer and winter, a formal institute is held in South Florida for at least a full week (up to nine days) to complete the following activities: presentations, informal interactions, lectures, discussion, and seminar

activities in two new study areas; and completion of exams. Emphasis at the institutes is on the key issues in computer education. Students are required to provide their own lodging, meals and travel expenses for these institutes.

## **PRACTICUMS**

Practicums are applied research projects designed to promote solutions to current problems in the students' institutions or their professional field through the application of microcomputers and/or telecommunications. Students must successfully complete three practicums. The third practicum is the major practicum; it is of broader scope and impact than the first two.

## **PROGRAMMING PROFICIENCY**

It is the responsibility of each student, during the first two years of the program, to acquire--outside the program--and to be able to demonstrate competency in advanced BASIC and introductory Pascal programming. This must be completed prior to registering for Study Area #7 (Advanced Structured Programming) in the student's third year.

## **COMMUNICATION PROCESS *Electronic Tools***

The program facilitates the design and application of information systems based on emerging technologies in computers and telecommunications. It enables students to develop programs and instructional systems, using them in their own work environments, to take full advantage of the latest in software

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*With Nova's program it is possible to continue working full time and still be able to earn a doctorate in computer education. I have found the courses interesting and relevant to furthering my career.*



*Glenda Rudley*

tools, telecommunications, and hardware design. For this reason the program has been designed to operate in a UNIX operating system environment. The UNIX operating system has expanded into most fields of computer usage, from university mainframe environments to office computers and personal microcomputers. Using modems with their personal computers, students can connect to Nova's computers by calling local phone numbers.

Students who do not live in a normal Tymnet access location within the continental United States will have to pay a toll or service charge to their nearest local Tymnet number. Many foreign countries have access to Tymnet numbers; however, there may be additional charges for connection into the United States. Student tuition includes up to 100 hours of connect time on Nova's computer for each student year. If they wish, students may also purchase additional hours of connect time.

The UNIX system includes numerous software tools in a command interpreter called "Shell." The Shell enables students to communicate online with professors and with other students about projects and problems. This is accomplished through communication utilities in the Shell called "mail," "write," and "talk." These utilities enables students to "mail" documents to their professors, to ask questions of their instructions or other students; and to receive bulletins concerning the program.

### **Written Assignments and the Practicum Archive**

Most written assignments are entered online. Students are required to complete satisfactorily three practicums that address significant problems in their own organizations. These projects are reviewed, corrected, and sent back to the students' home directories to be read, filed, and reacted to by the students.

### **SEQUENCE OF INSTRUCTION**

Following acceptance and payment of the service fee, new students usually spend one to three months becoming familiar with the techniques of electronic telecommunications. Each new student is allotted sufficient online time during the familiarization period to learn how to use his/her equipment to communicate electronically. Students then begin formal coursework with their cohort in the instructional sequence as listed on the next page.



# The Doctor of Education in Computer Education Curriculum Sequence

The following represents a typical schedule for students starting in either the January or the July cohort. It is recommended that, when practical, students begin their introductory online work three to five months before the scheduled cohort start date.

## FIRST YEAR

**TERM 1**  
STUDY AREA #1  
Digital Computers and  
Telecommunications

STUDY AREA #2  
Educational Research and  
Evaluation

**TERM 2**  
STUDY AREA #3  
Learning Theory and  
Computer-Based Learning

PRACTICUM #1

SUMMER INSTITUTE-One week in July in Florida  
WINTER INSTITUTE-One week in January in Florida

## SECOND YEAR

**TERM 3**  
STUDY AREA #4  
Database Management Systems

STUDY AREA #5  
Courseware

**TERM 4**  
STUDY AREA #6  
Instructional Systems

PRACTICUM #2

SUMMER INSTITUTE-One week in July in Florida  
WINTER INSTITUTE-One week in January in Florida

## THIRD YEAR

**TERM 5**  
STUDY AREA #7  
Advanced Structured Programming

**TERM 6**  
STUDY AREA #8  
Management & Leadership in  
the Use of Technology

MAJOR PRACTICUM #3

SUMMER INSTITUTE-One week in July in Florida  
WINTER INSTITUTE-One week in January in Florida

### **STUDY AREA #1- DIGITAL COMPUTERS AND TELECOMMUNICATIONS**

#### **CED 7710-DIGITAL COMPUTERS IN EDUCATION**

Students will begin to develop the skills needed to demonstrate mastery of the key concepts and rules pertaining to the use of digital computers and the UNIX operating system.

#### **CED 7712-APPLICATIONS IN TELECOMMUNICATIONS AND NETWORKING**

Expanding on their basic skills within the UNIX operating system, students will develop advanced competencies in communications to work in the UNIX environment and to apply this knowledge to access information in other databases via telecommunications.

### **STUDY AREA #2-EDUCATIONAL RESEARCH AND EVALUATION**

#### **CED 7721-EDUCATIONAL RESEARCH AND EVALUATION**

Basic statistical concepts and techniques of research design will be mastered and utilized, including the development of a potential practicum proposal.

#### **CED 7722-APPLICATIONS OF EDUCATIONAL RESEARCH AND EVALUATION**

Students will use computer-based research and statistical resources to apply the basic concepts of research and evaluation to educational problems.

### **STUDY AREA #3-LEARNING THEORY AND COMPUTER-BASED LEARNING (CBL)**

#### **CED 7735-LEARNING THEORIES**

The basic theories of learning, the use of these theories in the management of learning, and the application of learning theory and research to computer-based learning constitute the main focus of this course.

#### **CED 7736-CURRICULUM DESIGN AND COMPUTER-BASED LEARNING (CBL)**

During this course, students will explore various curriculum theories and become familiar with common instructional design models. Students will explore the psychology of software design and the relationship of curriculum design to computer-based learning so they can create a curriculum project.

### **STUDY AREA #4-DATABASE MANAGEMENT SYSTEMS**

#### **CED 7745-FUNDAMENTALS OF DATABASE MANAGEMENT SYSTEMS**

Students will become familiar with database management systems, hierarchal and relational models, design philosophies, data dictionaries, and data directories.

#### **CED 7746-APPLICATIONS OF DATABASE MANAGEMENT SYSTEMS**

Each student will be expected to build his or her own database to utilize it in an appropriate situation selected by the student. The student will identify major issues, problems, and the structure of Management Information Systems (MIS).

### **STUDY AREA #5-COURSEWARE**

#### **CED 7755-COURSEWARE DESIGN FOR COMPUTER-BASED LEARNING (CBL)**

This course enables students to explore such topics as principles involved in authoring systems; graphics; documentation design and formatting; packaging and marketing software and courseware for training and educational programs; computer-managed instruction; courseware evaluation and selection guidelines; copyrighting; software development tools; database management techniques in courseware; and educational applications of video disc systems.

#### **CED 7756-APPLICATIONS OF SOFTWARE AND COURSEWARE DESIGN PRINCIPLES**

Students will be required to demonstrate their knowledge of courseware design principles by designing and implementing a project in which selected principles may be applied.

## **STUDY AREA #6-INSTRUCTIONAL SYSTEMS**

### **CED 7761-INTRODUCTION TO SYSTEMS ANALYSIS**

Investigating the skills and techniques needed to analyze computer system design problems, students will be able to propose alternative problem solving approaches. Systems models, development and design, and networking will be included in the topics explored.

### **CED 7762-APPLICATIONS OF SYSTEMS ANALYSIS**

Students will conduct a study of selected computer systems, identify a problem, and prepare a final proposal for the solution of the problem selected. Implementation, testing, measuring effectiveness and efficiency, and reporting will constitute the major focus of this course.

## **STUDY AREA #7-ADVANCED STRUCTURED PROGRAMMING**

### **CED 7775-ADVANCED PASCAL**

Building on a foundation in structured programming, students will become proficient in the use of the Pascal programming language.

### **CED 7776-THE "C" PROGRAMMING LANGUAGE**

Following structured programming techniques, the "C" programming language will be used to enable students to develop original programs and to convert Shell scripts into more efficient "C" programs.

## **STUDY AREA #8-MANAGEMENT & LEADERSHIP IN THE USE OF TECHNOLOGY**

### **CED 7785-MANAGEMENT TECHNIQUES**

Students will acquire a basic understanding of administration and management at all levels of organizations. The roles of administrators and teachers and the impact of technology on effective management will be explored. Case studies, readings, and discussions on areas such as policy formation, strategic planning, MBO, budgeting, and proposal writing will help provide students with working management tools.

### **CED 7786-LEADERSHIP IN EDUCATION AND TRAINING**

The importance of organizational health will be explored as students use case studies and readings. Discussions will be used to help students investigate the effective use of committees; the methodology of conflict resolution; and techniques for effective supervision, brainstorming, decision making, consultation, and communication skills. Futuristics and situational leadership models and theories will develop leadership in the use of technology in educational and training settings.

## **PRACTICUMS**

### **CED 7701-PRACTICUM IN THE UTILIZATION OF COMPUTERS IN EDUCATION**

A highly structured process to allow students to investigate and attempt to solve an educational problem that is directly related to their area of work. The microcomputer and/or the online system will be utilized in the solution strategy.

### **CED 7702-PRACTICUM IN THE UTILIZATION OF COMPUTERS IN THE PROBLEM-SOLVING PROCESS**

The practicum process will be utilized to identify and solve a problem that is amenable to the use of computers for its solution. There is to be an interaction between the graduated study completed and the working environment of the practicum.

### **CED 7704-MAJOR PRACTICUM PROPOSAL**

A detailed online proposal describing a potential problem in a professional situation that the student can attempt to solve. The solution must attempt to lead to significant improvement in educational practices through the utilization of technology. The proposal must adhere to the form and style specified by the current version of the Ed.D./CED Major Practicum Guidelines.

### **CED 7705-MAJOR PRACTICUM**

Implementation of the approved Major Practicum Proposal is to result in a comprehensive report. The final report is submitted online so it is "searchable" by others and can add to the base of knowledge. The final report and/or the proposal must be shared orally at a program institute with colleagues in the program. The report format must adhere to the current version of the Ed.D./CED Major Practicum Guidelines.

**NOVA UNIVERSITY**  
 Computer Education  
 Parker Building  
 3301 College Avenue  
 Ft. Lauderdale, FL 33314

*Add into page  
 stress applie. first.*

# Admissions Application and Student Census Form

## The Doctor of Education in Computer Education

(Type or print - use black pen)

**\$30.00 Application Fee**

DATE OF DESIRED ADMISSION \_\_\_\_\_  
 Mo Year

### OFFICE USE ONLY

PROGRAM CLUSTER CODE _____	
ACADEMIC UNIT _____	
ADMIT STATUS _____	INITIAL
MAJOR CODE _____	INITIAL
Copy made _____ (date)	

**SOCIAL SECURITY NO. (U.S.A.)** \_\_\_\_\_ Marital Status:  Single  Married  
 Sex:  Male  Female **Date of Birth** \_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
 Last Name First Name M.I. Maiden Name

\_\_\_\_\_  
 Address: Street & Number Apt. City

\_\_\_\_\_  
 County State Zip Home Telephone

### EDUCATIONAL INFORMATION:

PRIOR EDUCATION: HOW LONG SINCE YOUR LAST FORMAL EDUCATION? YEARS \_\_\_\_\_

Please list all Colleges and Universities Attended. Transcripts for all Graduate work is required

Institution	Location	Degree	Major	Date Awarded

### FINANCIAL AID:

Have you applied for financial aid? \_\_\_\_\_ Type: \_\_\_\_\_ Date Applied: \_\_\_\_\_

### EMPLOYMENT STATUS:

Full-Time  Unemployed  Part-Time Job Title \_\_\_\_\_

\_\_\_\_\_  
 Employer Name Address Telephone

**IN CASE OF EMERGENCY:**

Name of Person to Contact \_\_\_\_\_ Relationship of Contact (parent, friend, etc.) \_\_\_\_\_

Address of Person to Contact \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_  
Home Telephone Business Tel. and Ext.

**CITIZENSHIP STATUS**

Resident Alien  Do you require an I-20? \_\_\_\_\_  
U.S. Citizen: Yes  Non-Res. Alien  Indicate country of citizenship \_\_\_\_\_  
Additional procedures are required for admission of non-resident alien students

**ETHNIC ORIGIN DATA REQUIRED UNDER CIVIL RIGHTS ACT**

U.S. Citizen and Resident Alien

Select one of the following

- Hispanic Origin
- White (Not of Hispanic Origin)
- Black (Not of Hispanic Origin)
- Asian or Pacific Islander
- American Indian or Alaskan Native
- Other \_\_\_\_\_

**LIST INFORMATION:** If you have taken any of these, please give approximate results.

GRE: Verbal \_\_\_\_\_ Math \_\_\_\_\_ Total \_\_\_\_\_ Date taken \_\_\_\_\_

Miller

Analogy: Verbal \_\_\_\_\_ Math \_\_\_\_\_ Total \_\_\_\_\_ Date taken \_\_\_\_\_

Other: \_\_\_\_\_

Professional Associations: List all-professional organizations that you have belonged to anytime within the past three years and any offices that you have held.

**OTHER ACTIVITIES**

- a. Prior Employment
- b. Hobbies or recreational interests

**HOW DID YOU FIRST HEAR ABOUT THIS PROGRAM?**

- Colleague/Friend
- Advertisement
- Flyer or Announcement
- Conference
- Employer
- Nova Staff
- College Professor or Counselor
- Direct Mail
- Nova student graduate
- Educational Directory
- Other
- Professional Publication
- (e.g. Barron's, Peterson's)

\_\_\_\_\_  
Please specify

\_\_\_\_\_  
Please specify

**Essay:** Please describe your reasons for pursuing this degree. Include the nature of work that you expect to be involved in after graduating from the program, and your long-term goals. Why did you decide to apply to Nova? (please continue on another page if necessary)

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**ORIGINAL WORK**

Assignments such as course preparations, exams, tests, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another, but if this is the case, those ideas or words must be indicated by quotation marks or other accepted reference devices.

Work is not original which has been submitted previously by the author or by anyone else for academic credit. Work is not original which has been copied or partially copied from any other source including another student unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an expressed part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination. Students violating this policy will be penalized up to and including expulsion.

I have read and do understand the above statement on original work at Nova University.

I declare that the above information, to the best of my knowledge, is true, correct, and complete.

I agree to abide by all rules and regulations of Nova University.

---

Applicant Signature

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Date

**To the Applicant:**

Pursuant to the Family Education Rights Privacy Act (Buckley Amendment) enacted on December 31, 1974,  I DO,  
 I DO NOT give permission for my name and/or address and phone number to be used for promotional purposes.

---

Applicant Signature

---

Date

Please send application to:

**NOVA UNIVERSITY**  
Computer Education  
Parker Building  
3301 College Avenue  
Ft. Lauderdale, FL 33314

**NOVA UNIVERSITY**  
Computer Education  
Parker Building  
3301 College Avenue  
Ft. Lauderdale, FL 33314

# Transcript Request Form

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STUDENT: To Request a Transcript from your past school to Nova University, fill in the blanks on both parts.

Dear Alma Mater:

Please send an official transcript of my academic work while attending your institution to Nova University. Return the form below to Nova University.

A. I attended your school from \_\_\_\_\_ to \_\_\_\_\_.

B. While in attendance my name on your records was:

\_\_\_\_\_

Last First Middle/Maiden

C. My student identification number was: \_\_\_\_\_

Thank you for your assistance.

Sincerely,

\_\_\_\_\_  
Signature

*DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH TRANSCRIPT, THANK YOU*

## TRANSCRIPT TRANSMITTAL FORM

Social Security # \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_

Last First Middle/Maiden

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

PLEASE SEND \_\_\_\_\_ COPIES TO NOVA UNIVERSITY: \_\_\_\_\_

Indicate Program  
Applied For

**NOVA UNIVERSITY**

Computer Education  
Parker Building  
3301 College Avenue  
Ft. Lauderdale, FL 33314

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Signature

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Name \_\_\_\_\_

Last First Middle/Maiden

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

PLEASE SEND \_\_\_\_\_ COPIES TO NOVA UNIVERSITY: \_\_\_\_\_

Indicate Program  
Applied For



**NOVA UNIVERSITY**  
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Last First Middle/Maiden

C. My student identification number was: \_\_\_\_\_

Thank you for your assistance.

Sincerely,

\_\_\_\_\_  
Signature

*DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH TRANSCRIPT, THANK YOU*

## TRANSCRIPT TRANSMITTAL FORM

Social Security # \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_

Last First Middle/Maiden

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

PLEASE SEND \_\_\_\_\_ COPIES TO NOVA UNIVERSITY: \_\_\_\_\_

Indicate Program  
Applied For



Signature \_\_\_\_\_  
Name \_\_\_\_\_  
Position \_\_\_\_\_  
Address \_\_\_\_\_  
Phone \_\_\_\_\_



Signature \_\_\_\_\_  
Name \_\_\_\_\_  
Position \_\_\_\_\_  
Address \_\_\_\_\_  
Phone \_\_\_\_\_

# Recommendation Form

Please send to:

**NOVA UNIVERSITY**  
**Computer Education**  
**Parker Building**  
**330I College Avenue**  
**Ft. Lauderdale, FL**  
**33314**

Name of Applicant \_\_\_\_\_  
(Please print or type) *Last First Middle*

Home Address \_\_\_\_\_  
*Street*

\_\_\_\_\_ *City State Zip*

The above named person is seeking admission to a computer-based program. The program has been developed for educators seeking to develop advanced leadership skills and the use of computers and telecommunications in education and training. Your recommendation is an important part of the admissions process.

In writing your recommendation, please describe the applicant in terms of (1) his or her commitment to the field of education/training; (2) potential for providing leadership to the field; and (3) ability to succeed in a program requiring the use of telecommunications, a high degree of independent study, motivation, and tenacity.

Your candid estimate of academic and professional performance, intellectual promise and personal qualities will help the admissions staff reach a decision. Briefly state the value that you believe that this applicant's participation in the program will bring to you, your institution, or the field of education.

To the Applicant: Information Waiver to be completed by applicant before giving it to source of reference. Pursuant to the Family Education Rights & Privacy Act (Buckley Amendment) enacted on December 31, 1974. I DO \_\_\_\_\_, I DO NOT \_\_\_\_\_, waive the right to inspect and review this completed recommendation.

Applicant's  
Signature \_\_\_\_\_

(Please write your recommendation below and on the back or attach a separate letter.)

*Concurrent*  
*Please keep in mind that Nova Univ, very*  
*educators principally as communicators*  
*and facilitate*  
*In your Portfolio, as well as*  
*in your phase*  
*interview we will*  
*be evaluating*  
*your skills as*  
*a communicator.*  
*A major portion*  
*of this evaluation*  
*will focus*  
*on*  
*the writing skills that*  
*you demonstrate*  
*in your*  
*portfolio.*

# Admissions Portfolio

## INSTRUCTIONS:

Use this list of requirements to prepare your portfolio. Although it is not required, we prefer for you to prepare your portfolio on a word processor, with justification to illustrate your skill with this technique. ~~Your portfolio will be evaluated on content and professional appearance.~~ Be sure you review the evaluation form that our admissions committee will use as they examine your portfolio. Where appropriate, you may refer to your attached resume instead of simply repeating the same information.

Following each section in your portfolio, insert copies of materials to illustrate your answers.

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## SECTION A. BACKGROUND

### 1. EMPLOYMENT HISTORY

Give specific job descriptions and dates; attach a copy of your resume and any formal evaluations you have of your teaching.

### 2. GRADUATE COURSES

List all graduate courses by name that directly relate to this doctoral program. Attach a copy of your transcripts (may be an unofficial copy) to give the exact course title, etc.

### 3. COMPUTER LITERACY

Describe your background in computer literacy in terms of the various microcomputers you have used, your familiarity with the social issues surrounding the use of microcomputers and your familiarity with common software programs.

### 4. COMPUTER EXPERIENCE

Describe your experience with micro-, mini-, and mainframe computers, their operating systems and any applications you have made using computers. Give the nature and length of each major experience. Also describe your experience with telecommunications, programming languages, and authoring systems.

### 5. PROFESSIONAL ACTIVITY

List the workshops, seminars, conferences and special meetings you have attended with emphasis on those related to computers, media, information, or communications. Give the sponsoring organization and dates where possible.

### 6. INNOVATIONS

List significant improvement projects that you have instituted or attempted to institute; emphasis should be on those done for your institution or organization. Attach descriptions, samples, materials, etc. that relate to these projects.

## 7. RECOGNITION

Indicate the awards, achievements, promotions or other forms of special recognition that you have received.

## 8. PROFESSIONAL ACTIVITY

List the memberships you hold in professional organizations and any offices you have held. Include a description of times that you ran for office and weren't elected.

## 9. COMMUNITY INVOLVEMENT

Describe the clubs, churches, charities, community groups, committees, etc., to which you donate some of your time and/or money. Emphasize those committees, team projects, etc. on which you worked in a cooperative setting with others.

# SECTION C. COMMUNICATION SKILLS

## 10. PUBLICATIONS

List and attach a copy of the abstract, review, article, thesis, practicum, conference brochure, etc., for each publication, proposal, or report that you have authored.

## 11. PRESENTATIONS

List and briefly describe each workshop, consulting experience or presentation that you have conducted. Include an evaluation or brief summary of your presentation that indicates the quality of your oral presentation skills. Attach an excerpt of conference brochures, news articles, etc., that mention your presentations.

## 12. STRENGTHS, WEAKNESSES, AND POTENTIAL

Prepare a one-page (250 words maximum) statement assessing your strengths and weaknesses. Emphasize why you believe you will succeed in this type of program. Tell what you plan to do as a result of acquiring this doctoral training in computer education. (Typed or word processed; double spaced). Brevity and conciseness are difficult but critical skills.

## 13. ADDITIONAL COMMENTS

Add any evidence not called for above that you think will strengthen your portfolio and application.



# Portfolio Evaluation Criteria

THE FOLLOWING IS AN EXAMPLE OF THE EVALUATION FORM THAT  
THE ADMISSIONS COMMITTEE WILL USE TO RATE YOUR PORTFOLIO

AREA:	CRITERIA:	RATING: Low      High
<b>SECTION A. BACKGROUND (40 points possible)</b>		
1) Employment	Provides breadth and depth to benefit from this graduate study. Successful educational experiences, teaching, etc.	0 2 4 6 8 10
2) Graduate Courses	Sufficient scholarly background to be ready to handle CED doctoral work	0 1 2 3 4 5
3) Computer Literacy	Familiarity with microcomputer operation, social issues, common software	0 2 4 6 8 10
4) Computer Experience	Depth of experience with computers - esp. a variety of microcomputers and tele-communications	0 2 4 6 8 10
5) Workshops	Breadth of exposure to the computer/information field	0 1 2 3 4 5
<b>SECTION B. DISSEMINATION (20 points possible)</b>		
6) Innovations	Creativity, leadership	0 1 2 3 4 5
7) Recognition	Awards, sabbaticals, promotions	0 1 2 3 4 5
8) Professionalism	Involvement in profession and leadership offered	0 1 2 3 4 5
9) Community Involvement	Well-rounded; contributes of self, works well with others	0 1 2 3 4 5
<b>SECTION C. COMMUNICATION SKILLS (40 points possible)</b>		
10) Publications skills	Good written communication	0 1 2 3 4 5
11) Presentations	Workshops, consulting, oral communication skills	0 1 2 3 4 5
12) Potential	Recognition of strengths, weaknesses, and potential; probable success with these characteristics	0 2 4 6 8 10
13) Professionalism	Grammar, syntax, spelling, professional appearance of materials; originality and creativity in style	0 2 4 6 8 10
14) Miscellaneous	Unique individual comments that support this individual's potential for success	0 1 2 3 4 5
15) Overall	Overall appearance of portfolio	0 1 2 3 4 5



Nova University was chartered by the State of Florida in 1964. Numerous graduate programs offer master's, educational specialist, doctoral degrees and postgraduate education. Nova College offers undergraduate education and the University school, a demonstration school, serves children from preschool through high school. In addition, nondegree, continuing education and certificate programs are available.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in education programs, and its research in many fields aimed at solving the problems of immediate concern to mankind.

The Nova University campus is located on a 200-acre site west of Fort Lauderdale, Florida, at 3301 College Avenue in the town of Davie.

Nova University is accredited by the Commission of 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, and national or ethnic origin.



CENTER FOR THE ADVANCEMENT OF EDUCATION

Doctor of Education in Computer Education

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