About the Contributors

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Steven A. Demurjian is a full professor of computer science & engineering at the University of Connecticut. Dr. Demurjian is a member of ACM, IEEE Computer Society, IFIP WG11.3 on Database Security, and was elected in 2007 as a member of the Connecticut Academy of Science & Engineering. Dr. Demurjian’s research interests include: UML extensions for role-based (RBAC) and mandatory (MAC) access control with assurance and automatic generation of aspect-oriented software for security enforcement, RBAC and MAC models and security solutions for assurance in web-based and distributed computing environments, and design/code level reusability and refactoring for component-based systems. Dr. Demurjian has over 120 archival publications (book, journal articles, book chapters, and conference/workshop articles). Dr. Demurjian graduated from The Ohio State University in 1987 with a PhD in Computer and Information Sciences with a focus on database models and systems.

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Jocelyn Armarego worked for 10 years in industry as a requirements engineer before joining the academic staff of first Curtin and then Murdoch Universities. This chapter reflects her interests in SE education (in particular issues of non-traditional learning and student approaches to learning), requirements engineering (how we do it, how we teach it) and alignment between formal education and professional practice. She has been involved with the development of model curricula for software engineering and is a member of Engineers Australia’s National Committee on SE. She is currently participating in a research project investigating creativity in software development in a distributed environment.

Daniel Bolanos was born in Madrid (Spain), in 1980. He received a BS in computer science in 2002 and an MS in computer engineering in 2004, both from the Autonoma University of Madrid. Daniel has been an assistant teacher for 4 years at the Autonoma University of Madrid, teaching software engineering and software testing. In 2006 he joined the Center for Spoken Language Research at Boulder, Colorado, where he is currently finishing his PhD in speech processing. His research activity is mainly focused in large vocabulary speech recognition. However, he is actively involved in the development and analysis of new software testing techniques and strategies.

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Christian Bunse is associate professor for software engineering at the School of Information Technology, International University in Bruchsal, Germany. Prior to this, he had been the head of the Component Engineering Department at the Fraunhofer Institute for Experimental Software Engineering (IESE) in Kaiserslautern. Before joining Fraunhofer, he was a faculty research assistant of the Software-Technology-Transfer-Initiative, University of Kaiserslautern, Germany. His research interests are in
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Steven J. Condly is senior associate at HSA Learning & Performance Solutions and was formerly visiting assistant professor of educational psychology at the University of Central Florida. His expertise and research interests fall in the area of identifying and analyzing psychological variables related to human learning, motivation, performance, and testing and assessment. He studies students at the high school and collegiate level as well as adults employed in work settings. His research on the role of incentives in workplace performance garnered him three separate national awards, including the American Society for Training and Development Research Award for Article of the Year.

Stephen T. Frezza, CSDP, earned his PhD, MS, and BS degrees in electrical engineering from the University of Pittsburgh. He is an associate professor and chair of the Computer and Information Science Department at Gannon University. As a Certified Software Development Professional (CSDP), he remains actively involved in developing practical industry-university projects and partnerships. He teaches a variety of software engineering topics, primarily in the area of requirements engineering, project management, software testing and embedded systems. His research interests are in the areas of software engineering education, automatic schematics generation, automated software testing, and the relationship between engineering and theology. Dr. Frezza is a member of the IEEE Computer Society, and the Association of Computing Machinery.

Kevin A. Gary, PhD, joined the Division of Computing Studies at Arizona State University as an assistant professor in 2004 after spending several years in industry architecting solutions for e-learning. Since joining the faculty at ASU, Dr. Gary has designed a capstone experience named the Software Enterprise that aims to better prepare new graduates in software engineering for industry. The Enterprise emerged from Dr. Gary’s industry experience and mentorship of junior software engineers. Dr. Gary’s research activities focus on software process and architecture, for open source and web-based software. Current research projects are in the areas of open source software for image-guided surgery (the Image-guided Surgery Toolkit [IGSTK], www.igstk.org), search technologies for the semantic web, and web analytics. Dr. Gary also remains active in his dissertation area, workflow and business process system architectures. Dr. Gary remains connected to the practice as co-director (with Dr. Harry Koehnemann) of the Distributed and Enterprise Applications Consortium (DEAC, deac.asu.edu), by actively consulting with companies in the Phoenix metro area, and by remaining abreast enterprise technologies for higher education.

Ann Gates was one of the original investigators in the development of the ARG model and continues to play a key role in its implementation and refinement. She has published with others over twenty papers on the model. In addition, she presented the model in panels and gave workshops. Ann is a member of the IEEE-Computer Society (IEEE-CS) Board of Governors (2004-2006); IEEE-CS, Educational Activities Board (1997-present); the National Academy of Engineering’s Committee on Engineering Education (2002-2004); steering committee for the Frontiers in Education Conference (2000-2002; 2003-2005); IEEE-CS Certified Software Development Professional Certification Committee; and founding member of the Computing Alliance for Hispanic-Serving Institutions as well as the Academic Alliance for the
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Orit Hazzan is an associate professor at the Department of Education in Technology and Science of the Technion – Israel Institute of Technology and she heads the computer science education track of the department. She is a co-author (with Jim Tomayko) of Human Aspects of Software Engineering (2004, Charles River Media). Currently, she writes (with Yael Dubinsky) her second book – Agile Software Engineering – to be published by Springer in 2008. Dr. Hazzan has 19 years of teaching experience in academia and industry (courses, workshops, lectures and conference presentations) and she is the author of about 100 journal and conference publications.

Gregory W. Hislop is a faculty member and former associate dean in the College of Information Science and Technology at Drexel University. He has played a central role in development, implementation, and revision of degree programs in software engineering, information systems, and information technology. He was one of the four leaders of the NSF SWENET project, which created an online repository of software engineering curricular materials. Prior to coming to Drexel, Dr. Hislop spent 18 years working in government and industry. His efforts encompassed technology planning and evaluation, software development and support, and development and delivery of technical education. His research interests include technology for learning and teaching, education in the computing disciplines, and design, evolution, and evaluation of software. He has delivered over 60 papers and presentations related to these areas in recent years.

Allen Johnson is interim chair of computer science at Huston-Tillotson University. Dr. Johnson has more than 35 years of experience developing computer systems and software in the industry. He is the chair of the Student and Academic Relations Committee of the Association of Software Testing and served on the advisory board for the UT Austin Software Engineering Institute’s Software Project Management certificate program. In workshops and presentations, Dr. Johnson has been an advocate for the scholarship of teaching and learning. He has over 25 years of experience teaching one-semester courses at the graduate/senior/junior level, teaching computer science college-level courses for IBM and other corporations, and 48-week industry courses that involved clients from not-for-profits and industry.

David Klappholz is associate professor of computer science at Stevens Institute of Technology. He has 33 years of experience teaching computer science and has performed and supervised technology research on parallel computing and compiler technology (sponsored by organizations such as NSF, DOE, and IBM Research). Dr. Klappholz is an ABET program evaluator and has been involved in NSF-sponsored software process pedagogy research. He co-taught CS577, Barry Boehm’s SE RPRCC at National Center for Women in Information Technology. In addition, she is a program evaluator for the Computing Accreditation Committee of ABET. She received her PhD in computer science from New Mexico State University.
USC, during a sabbatical in 2002 and has spent parts of the past five summers as a Visiting Researcher engaged in improving CS577. Dr. Klappholz has five years of experience teaching a sophomore/junior-level required DBMS RPRCC at Stevens, with mostly university faculty and staff as clients, but also with a few not-for-profit and industry clients who heard about the course by word of mouth.

**Jochen Ludewig** was born in 1947 in Hannover, Germany. He holds a diploma in electrical engineering from the Technical University of Hannover, and a postgraduate certificate in computer science from the Technical University of Munich. He holds a PhD from the TU Munich with a thesis on the specification of software for real time systems (1981). After five years at Brown Boveri Research in Baden, Switzerland, he became an associate professor at the Swiss Federal Institute (ETH) at Zurich. In 1988, he returned to Germany as a full professor of software engineering at the Universität Stuttgart. He has authored or co-authored eight books, including an introduction to computer science and a textbook on software engineering. He designed the software engineering curriculum launched in 1996 at the Universität Stuttgart, and supervised and improved it ever since.

**James McDonald** is associate professor and chair of the Department of Software Engineering, Monmouth University. He earned a bachelor’s degree in electrical engineering from New Jersey Institute of Technology, an MSEE degree from Massachusetts Institute of Technology and a PhD from New York University. Dr. McDonald has an extensive industrial background in both software and electrical engineering. He has worked at AT&T, Bell Laboratories, Bellcore and Lucent Technologies. He is a senior member of the Institute of Electrical and Electronic Engineers (IEEE), the IEEE Computer Society, the Association for Computing Machinery (ACM) and the American Society for Engineering Education (ASEE). At Monmouth University he teaches courses on Project Management, Software Organization Management, Software Verification, Validation and Maintenance, a Software Engineering Practicum, Information Technology and other software engineering topics. He is serving as an ABET program evaluator for electrical, computer and software engineering programs.

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Kenneth Modesitt, prior to his retirement in 2007, was professor and interim chair of computer science as well as associate dean for external partnerships and research at Indiana University – Purdue University Ft. Wayne. His areas of expertise include software engineering, expert systems, and distributed learning. He has used teams of students to develop software for real clients for over 20 years at four different universities. His experiences working for industry have had a major impact on his quest to bring “realism” to the classroom. These experiences began in 1963 at Control Data Corporation and have included software and management positions with Texas Instruments, Rockwell International, and Loral.

Emily Oh Navarro is a project scientist in the Department of Informatics of the Donald Bren School of Information and Computer Sciences at the University of California, Irvine. She completed her PhD in information and computer science at UCI in 2006, with her dissertation entitled, “SimSE: A Software Engineering Simulation Environment for Software Process Education.” She also holds an MS in information and computer science from UCI, along with a BS in biological sciences, also from UCI. Emily’s research is focused on developing game-based simulation tools for software engineering education. She is the lead developer on the SimSE project and has also contributed to the design and evaluation of Problems and Programmers, an educational software engineering card game.

Donald M. Needham is an associate professor of computer science at the United States Naval Academy. Dr. Needham is an ABET-CAC program evaluator and a member of the ACM and the IEEE Computer Society. His research interests include safety-critical software metrics as applied to software fault trees and software reuse within product lines. He has been funded by the Joint Technology Office, Naval Sea Command Systems, Electric Boat, Naval Research Lab and NASA and has published over 40 archival publications (book, journal articles, book chapters, and conference/workshop articles). Dr. Needham graduated from the University of Connecticut in 1997 with a PhD in computer science and engineering.

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Christian Peper studied computer science and physics at Saarland University, Germany. In 1995, he joined the University of Kaiserslautern as a researcher working on reuse-oriented application of formal description techniques. Since 2003, he has been working for the Fraunhofer Institute for Experimental Software Engineering (IESE) in Kaiserslautern with a current focus on development and specification of adaptive component-oriented systems. Since 2004, he has also acted as a UML trainer and consultant in several industrial education and cooperation projects.

Steve Roach has been using cooperative learning and the ARG model in his courses and research since 1999. In 2002 and 2003, he chaired the IEEE CCSE Sub-Committee on Advanced Software Engineering Curricula. The CCSE is an international organization developing models of undergraduate
About the Contributors

and graduate software engineering programs. In 2003, he chaired the panel session “The Art of Getting Students to Practice Team Skills,” at the 33rd ASEE/IEEE Frontiers in Education Conference (with E. Villa, J. Sullivan, R. Upchurch, and K. Smith). He is an IEEE-CS Certified Software Development Professional and a program evaluator for the Computing Accreditation Committee of ABET. He received a PhD in computer science from the University of Wyoming.

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Marika Seigel is an assistant professor of rhetoric and technical communication at Michigan Technological University, where she teaches undergraduate and graduate courses in technical communication to students from a variety of disciplines. In addition to technical communication, her research interests include usability, gender studies, and rhetorics of science and technology. She received her bachelor’s degree in English from the University of Michigan and her master’s degree and PhD in English (with a focus in rhetoric and composition) from Penn State University.

Dan Shoemaker is the director of the Centre for Assurance Studies, which is a National Security Agency (NSA) Center of Academic Excellence in IA Education. He has been professor and chair of computer and information systems at the University of Detroit Mercy for the past 24 years. He has been
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**Silke Steinbach-Nordmann** studied educational sciences, psychology, and sociology combined with German language and modern literature studies at Philipps University Marburg, Germany. Before she joined the Fraunhofer Institute for Experimental Software Engineering (IESE), she worked as a researcher at the University of Kaiserslautern in the field of adult education and vocational training. For more than ten years, she has taught trainings and lessons in adult education and at universities with a focus on educational aspects. Since 2000, she has been working at Fraunhofer IESE; in November 2007, she took over the role of department head in the Education and Training Department (EAT). Her research interests are in technology-enhanced learning, didactics in vocational training, human aspects in technology, and empirical studies in software engineering.

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André van der Hoek is an associate professor in the Department of Informatics of the Donald Bren School of Information and Computer Sciences and a faculty member of the Institute for Software Research, both at the University of California, Irvine. He holds a joint BS and MS degree in business-oriented computer science from the Erasmus University Rotterdam, The Netherlands, and a PhD in computer science from the University of Colorado at Boulder. André’s research focuses on understanding and advancing the role of design, coordination, and education in software. He has developed several configuration management systems, designed the widely-used xADL 2.0 architecture description language, and created novel educational software engineering approaches used at institutions across the world. André is the principal designer of the new B.S. in Informatics at UC Irvine and was honored, in 2005, as UC Irvine Professor of the Year for his outstanding and innovative educational contributions.

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