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TUI

College Catalog
College of Education

College of Education

The College of Education recognizes that its mission is to produce competent and caring professionals and leaders committed to improving the education of the populations they serve. This mission is satisfied by providing high quality degree programs that provide in-depth knowledge and broad understanding of respective fields of study, emphasize critical thinking and ethical practice, and promote interdisciplinary collaboration. Highly qualified and diverse faculty shall facilitate development of active learning utilizing advanced technology and a student-centered approach in meeting the needs of diverse adult learners including traditionally underserved populations.

Master of Arts in Education

TUI College of Education offers a Master of Arts in Education (MAED). The program is designed for students with a Bachelor's degree. The degree includes 36 credits of graduate level courses designed to promote analytical and problem solving skills with regard to the following concentrations: Teaching and Instruction, Educational Leadership, Higher Education and E-Learning, Early Childhood Education and Aviation Education.

TUI is committed to providing students with the highest quality of education needed to advance in their professions. Graduates of the program are prepared to assume applicable administrative roles in the field of Education.

The goal of the program is to provide students with the knowledge and skills needed for ethical and effective leadership careers in the field of education. The program promotes educational opportunities for career advancement, employment mobility and lifelong learning. The program is designed to provide both a broad based perspective of education as well as an increased competence in fulfilling educational responsibilities.

Students should note that the MAED program is not a certificate or credentialing program. TUI cannot grant or certify any student for a credential as a teacher or administrator. As the requirements for credentialing/licensure/certification vary from state to state, students are urged to contact their state of residence or employment for information on specific requirements/criteria.

Program Learning Outcomes

Upon successful completion of the respective program options, the graduate should be able to:

1. Critically analyze the historical, social, economic, and political influences on education institutions and practices.
2. Identify the structures in education organizations that can be mobilized for engagement in practice.

3. Delineate the roles and tasks of education leaders and education professionals in a range of institutions.
4. Apply education leadership theories and research skills that promote accountability and advancement of student-centered education.
5. Recognize and analyze sources of diversity and inequity related to the needs of marginalized individuals/populations.
6. Identify and analyze legal and ethical issues that arise in education practices and institutions.
7. Write scholarly essays on policy, programs and issues relating to education and education leadership.

Admission Requirements

Students seeking admission to any Graduate Program at TUI must provide a baccalaureate degree transcript from an accredited college or university, with a minimum GPA of 2.5 or better.

International students must have a minimum TOEFL of 525/197/71

Transfer Policies

TUI may transfer up to 30% of the semester credits required to complete the specific Master's level program. The transferring course(s) must be from accredited graduate level institution(s); must meet the same general content standards as the TUI courses; and must have earned a Grade of "B" (3.0) or better.

Requirements for Graduation

To qualify for the M.A. degree in Education students must successfully fulfill both of the following requirements:

• Complete each required graduate course with a grade of "B-" (2.67) or better.
• Maintain an overall GPA of "B" (3.0) or better for all graduate level coursework applying toward the degree.

Degree Requirements

The M.A. degree in Education requires successful completion of 36 semester credits. A final culminating (capstone) project with an integrative paper is included.

Teaching and Instruction

Program Learning Outcomes

1. Critically analyze the historical, social, economic, and political influences on practices in the teaching and instruction environments.
2. Identify the structures in teaching and instruction environments that can be mobilized for engaging in practice.
3. Delineate the roles and tasks of student-centered education leaders and education professionals in a range of educational institutions and within community partnerships.
4. Apply education leadership theories and research skills that promote accountability and advancement of student-centered education in teaching and instruction.
5. Recognize and analyze sources of diversity and inequity related to the needs of people, both children and adults, who experience marginalization.
6. Identify and analyze legal and ethical issues that arise in teaching and instruction environments.
7. Write scholarly essays on policy, programs, and issues relating to teaching and instruction.

Required Core Courses (24 Credits)

MAE502 - Psychological Foundation of Education (Teaching and Learning)	4 Credits	Description
MAE504 - Research Methods in Education	4 Credits	Description
MAE506 – Law and Ethics in Education	4 Credits	Description
MAE508 - Cultural and Cross Cultural Perspectives in Education	4 Credits	Description
MAE510 - Information Systems in Education	4 Credits	Description
MAE591 - Capstone Integrative Seminar in Teaching and Instruction	4 Credits	Description

Elective Courses (12 Credits)

MAE501 – Research on Effective Teaching	4 Credits	Description
MAE503 - Instructional Design Models	4 Credits	Description

MAE505 – Curriculum Development Practicum	4 Credits	Description
MAE514 - Infusing Technology into the Classroom	4 Credits	Description
MAE525 - Quality Assurance in Higher Education Systems	4 Credits	Description
MAE528 - Developmental Reading and Writing Instruction in Elementary School	4 Credits	Description
MHE518 - Education in Emergency	4 Credits	Description

Educational Leadership and Administration

Program Learning Outcomes

1. Critically analyze the historical, social, economic, and political influences on educational leadership and administration
2. Identify the structures in education organizations that can be mobilized for engagement in practice.
3. Delineate the roles and tasks of education leaders and administrators in a range of institutions and within community partnerships.
4. Apply education leadership theories and research skills that promote accountability and advancement of student-centered education.
5. Recognize and analyze sources of diversity and inequity related to the needs of people, both children and adults, who experience marginalization.
6. Identify and analyze legal and ethical issues that arise in education practices and institutions.
7. Write scholarly essays on policy, programs, and issues relating to educational leadership and administration

Required Core Courses (24 Credits)

MAE502 - Psychological Foundation of Education (Teaching and Learning)	4 Credits	Description
MAE504 - Research Methods in Education	4 Credits	Description
MAE506 – Law and Ethics in Education	4 Credits	Description
MAE508 - Cultural and Cross Cultural Perspectives in Education	4 Credits	Description
MAE510 - Information Systems in Education	4 Credits	Description

MAE595 - Capstone Integrative Seminar in Educational Leadership	4 Credits	Description

Elective Courses (12 Credits)

MAE507 – Strategic Educational Leadership	4 Credits	Description
MAE 509 - Change and Transformation in educational Organization	4 Credits	Description
MAE 511 – Negotiation Strategies for Educational Leaders	4 Credits	Description
MAE 516 - Case Studies: Putting Policy into Practice	4 Credits	Description
MHE518 - Education in Emergency	4 Credits	Description
MAE525 - Quality Assurance in Higher Education Systems	4 Credits	Description

Higher Education

Program Learning Outcomes

1. Critically analyze the historical, social, economic, and political influences on practices in higher education.
2. Identify the structures in higher education organizations that can be mobilized for engagement in practice.
3. Delineate the roles and tasks of education leaders and education professionals in a range of higher education and post-secondary institutions.
4. Apply education leadership theories and research skills that promote accountability and advancement of student-centered education in higher education.
5. Recognize and analyze sources of diversity and inequity related to the needs of people who experience marginalization.
6. Identify and analyze legal and ethical issues that arise in higher education and post-secondary institutions.
7. Write scholarly essays on policy, programs and issues relating to higher education.

Required Core Courses (24 Credits)

MAE502 - Psychological Foundation of Education (Teaching and Learning)	4 Credits	Description
MAE504 - Research Methods in Education	4 Credits	Description

MAE506 – Law and Ethics in Education	4 Credits	Description
MAE508 - Cultural and Cross Cultural Perspectives in Education	4 Credits	Description
MAE510 - Information Systems in Education	4 Credits	Description
MAE593 - Capstone Integrative Seminar in Higher Education	4 Credits	Description

Elective Courses (12 Credits)

MAE 500 – Current Issues in Technology and Learning	4 Credits	Description
MAE 513 - Teaching and Curriculum Development in Higher Education	4 Credits	Description
MAE 515 – Assessment in Higher Education	4 Credits	Description
MAE 517 - Higher Education Management	4 Credits	Description
MAE525 - Quality Assurance in Higher Education Systems	4 Credits	Description

E-Learning

Program Learning Outcomes

1. Critically analyze the historical, social, economic, and political influences on practices in e-learning education.
2. Identify the structures in e-learning education organizations that can be mobilized for engaging in practice.
3. Delineate the roles and tasks of e-learning education leaders and education professionals in a range of e-learning education and related institutions.
4. Apply education leadership theories and research skills that promote accountability and advancement of student-centered education in e-learning.
5. Recognize and analyze sources of diversity and inequity related to the needs of people who experience marginalization.
6. Identify and analyze legal and ethical issues that arise in the area of E-learning.
7. Write scholarly essays on policy, programs and issues relating to E-learning.

Required Core Courses (24 Credits)

MAE502 - Psychological Foundation of Education (Teaching and Learning)	4 Credits	Description

MAE504 - Research Methods in Education	4 Credits	Description
MAE506 – Law and Ethics in Education	4 Credits	Description
MAE508 - Cultural and Cross Cultural Perspectives in Education	4 Credits	Description
MAE510 - Information Systems in Education	4 Credits	Description
MAE594 - Capstone Integrative Seminar in E-Learning	4 Credits	Description

Elective Courses (12 Credits)

MAE 512 – Constructing and Maintaining a Website	4 Credits	Description
MAE 519 - Foundation of E-Learning	4 Credits	Description
MAE 521 – Management of E-Learning programs	4 Credits	Description
MAE 523 - E-Learning Course Design and Curriculum Development	4 Credits	Description

Early Childhood Education

Program Learning Outcomes

1. Critically analyze the historical, social, economic, and political influences on practices in the early childhood education environments.
2. Identify the structures in early childhood educational institutions that can be mobilized for engaging in practice.
3. Delineate the roles and tasks of early childhood education leaders and education professionals in a range of early childhood education institutions and within community partnerships.
4. Apply education leadership theories and research skills that promote accountability and advancement of student-centered education in early childhood education.
5. Recognize and analyze sources of diversity and inequity related to the needs of people, both children and adults, who experience marginalization.
6. Identify and analyze legal and ethical issues related to early childhood education.
7. Write scholarly essays on policy, programs and issues related to early childhood education.

The concentration in early childhood education in the Master of Arts in Education focuses on the value of early childhood educational experiences in all aspects of the young child's life. The students will understand that play is at the basis of learning in all spheres of development, and relationships with peers and adults are key to children's learning from their experiences. The program provides an integration of theory and application, the application case assignments and projects will enable students

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to apply the knowledge and skills with children presenting the full range of abilities and disabilities, in a range of settings, and with the full age range of infants and toddlers, preschool and kindergarten through grade two (age of 0-8). Graduates of the program may seek teaching positions and/or management positions in the area and field of early childhood development.

Required Core Courses (24 Credits)

MAE502 - Psychological Foundation of Education (Teaching and Learning)	4 Credits	Description
MAE504 - Research Methods in Education	4 Credits	Description
MAE506 – Law and Ethics in Education	4 Credits	Description
MAE508 - Cultural and Cross Cultural Perspectives in Education	4 Credits	Description
MAE510 - Information Systems in Education	4 Credits	Description
MAE 597 - Capstone Integrative Seminar in Child , Family and Community	4 Credits	Description

Elective Courses (12 Credits)

MAE 531 - Foundations of Early Childhood Development	4 Credits	Description
MAE 533 - Physical Motor, and Perceptual and Moral Development of Children 0-8	4 Credits	Description
MAE 535 - Administration of Child Development Centers	4 Credits	Description
MAE528 - Developmental Reading and Writing Instruction in Elementary School	4 Credits	Description

Adult Education

Program Learning Outcomes

1. Critically analyze the historical, social, economic, and political influences on practices in adult education.
2. Identify the structures in adult education organizations that can be mobilized for engaging in practice.

3. Delineate the roles and tasks of adult education leaders and education professionals in a range of adult education institutions.
4. Apply education leadership theories and research skills that promote accountability and advancement of student-centered education in adult education.
5. Recognize and analyze sources of diversity and inequity related to the needs of people who experience marginalization.
6. Identify and analyze legal and ethical issues related to adult education.
7. Write scholarly essays on policy, programs and issues related to adult education.

Adult education concentration in Master of Education provide the student with the knowledge and skills needed to plan, develop and deliver effectively training programs in the following settings: vocational schools, colleges, universities and the corporate world. Graduates of the program may apply for positions in training and development (trainers provide programs for employees encompassing a wide variety of job related topics that typically provide information or skills that help improve employees' work performance), college teaching, professional organizations, continuing education and national and international for profit organizations and government and nonprofit organizations.

Today's adult education majors enjoy a very favorable job outlook. Corporations place increased emphasis on training in the workplace, creating more jobs for the adult educator. The Bureau of Labor Statistics expects the human resources industry, of which trainers are considered a part, to grow faster than average in the next eight years.

Required Core Courses (24 Credits)

MAE502 - Psychological Foundation of Education (Teaching and Learning)	4 Credits	Description
MAE504 - Research Methods in Education	4 Credits	Description
MAE506 – Law and Ethics in Education	4 Credits	Description
MAE508 - Cultural and Cross Cultural Perspectives in Education	4 Credits	Description
MAE510 - Information Systems in Education	4 Credits	Description
MAE 598 - Capstone Integrative Seminar in Adult Education	4 Credits	Description

Elective Courses (12 Credits)

MAE 520 – Introduction to Adult Education	4 Credits	Description

MAE 522 – Curriculum Development in Adult Education	4 Credits	Description
MAE 524 – Adult Development and Learning	4 Credits	Description
MAE525 – Quality Assurance in Higher Education Systems	4 Credits	Description

Training and Development

Program Learning Outcomes

1. Critically analyze the historical, social, economic, and political influences on practices in various training and development environments.
2. Identify the structures various training and development environments that can be mobilized for engaging in practice.
3. Delineate the roles and tasks of training and development leaders and professionals in a range of training and development institutions.
4. Apply education leadership theories and research skills that promote accountability and advancement of student-centered education in training and development.
5. Recognize and analyze sources of diversity and inequity related to the needs of people, both children and adults, who experience marginalization.
6. Identify and analyze legal and ethical issues that arise in training and development.
7. Write scholarly essays on policy, programs and issues related to training and development.

The Master of Art in Education (MAED) - Training and Development concentration is designed primarily for individuals who are interested in training positions in non for profit and for profit organizations. The curriculum is structured around a core body of knowledge in adult education and the principles and theories of human performance improvement. The curriculum builds advanced understandings and skills in program design and the applications of learning theory incorporating principles, research, and practice. Individuals completing this program will have the knowledge and skill for positions in diverse organizations, including business and industry, government and health care. Graduates of the program usually find jobs as trainers, instructional designers, program evaluators, performance analysts, career development specialists, and organization developers.

Required Core Courses (24 Credits)

MAE500 – Current Issues in Technology and Learning	4 Credits	Description
MAE504 – Research Methods in Education	4 Credits	Description
MAE522 – Curriculum Development in Adult Education	4 Credits	Description

MAE523 – E-Learning Course Design and Curriculum Development	4 Credits	Description
MAE526 – Foundation of Training and Development	4 Credits	Description
MAE 596 – Capstone Integrative Seminar in Training and Development	4 Credits	Description

Elective Courses (12 Credits)

MAE 503 – Instructional Design Models	4 Credits	Description
MAE 524 – Adult Development and Learning	4 Credits	Description
MAE 530 – Presentation Skills for Trainers	4 Credits	Description
MAE 536 – Special Topics in Training and Development	4 Credits	Description

Aviation Education

Program Learning Outcomes

1. Critically analyze the historical, social, economic, and political influences on practices in aviation education environments, both civilian and government.
2. Identify the structures in aviation educational institutions that can be mobilized for engaging in practice.
3. Delineate the roles and tasks of aviation education leaders and education professionals in a range of public and private institutions and related educational agencies.
4. Apply education leadership theories and research skills that promote accountability and advancement of student-centered education in aviation education.
5. Recognize and analyze sources of diversity and inequity related to the needs of people, both children and adults, who experience marginalization.
6. Identify and analyze legal and ethical issues that arise in aviation education.
7. Write scholarly essays on policy, programs and issues related to aviation education.

The Master of Art in Education (MAED) – Aviation Education concentration is designed primarily for individuals who are interested in training positions in an aviation related field. The curriculum is structured around a core body of knowledge in adult education and the principles and theories of adult education that are unique to aviation training. The curriculum builds advanced understandings and skills in the applications of learning theory as it applies to flight training, aviation safety training, simulation systems, research, and practice. Individuals completing this program will have the knowledge and skill

for positions in the aviation industry for both civilian and government agencies. Graduates of the program usually find jobs as trainers, instructional designers, program evaluators, training supervisors, and aviation administrators.

Required Core Courses (24 Credits)

MAE502 - Psychological Foundation of Education (Teaching and Learning)	4 Credits	Description
MAE504 - Research Methods in Education	4 Credits	Description
MAE520 – Introduction to Adult Education	4 Credits	Description
MAE522 – Curriculum Development in Adult Education	4 Credits	Description
MAE524 – Adult Development and Learning	4 Credits	Description
MAE 589 - Capstone Integrative Seminar in Aviation Education	4 Credits	Description

Elective Courses (12 Credits)

MAE 551 - Instructor Training Techniques in Aviation	4 Credits	Description
MAE 553 - Simulation Systems in Aviation Education	4 Credits	Description
MAE 555 - Aviation Safety Education	4 Credits	Description
MAE 557 - Current Research in Aviation Education	4 Credits	Description

Children's Literacy Development

Program Learning Outcomes

1. Critically analyze the historical, social, economic, and political influences on practices in children's literacy development education.
2. Identify the structures in children's literacy development education organizations that can be mobilized for engaging in practice.
3. Delineate the roles and tasks of children's literacy development education leaders and education professionals in a range of educational institutions.
4. Apply education leadership theories and research skills that promote accountability and advancement of student-centered education in children's literacy development.

5. Recognize and analyze sources of diversity and inequity related to the needs of people who experience marginalization.
6. Identify and analyze legal and ethical issues arise in children's literacy development.
7. Write scholarly essays on policy, programs and issues related to children's literacy development.

This concentration focuses on the theory and application in the area of children's literacy development. There is an effort to reflect upon the current issues in early literacy specifically reading and writing. The theory and research is translated into practical strategies, like in the area of literacy instruction, cross-language acquisition, preventing reading difficulties, teaching skills in developmentally appropriate settings, and meeting standards for skill development, assessment materials and also related topics will be discussed The program provides an integration of theory and application, the application case assignments and projects will enable students to apply the knowledge and skills in literacy development with the age range of preschool and kindergarten through elementary school to their practical teaching. Graduates of the program may seek teaching positions and/or management positions in the area and field of child education.

Required Core Courses (24 Credits)

MAE502 - Psychological Foundation of Education (Teaching and Learning)	4 Credits	Description
MAE504 - Research Methods in Education	4 Credits	Description
MAE506 – Law and Ethics in Education	4 Credits	Description
MAE508 - Cultural and Cross Cultural Perspectives in Education	4 Credits	Description
MAE545 – Children's Literacy Assessment	4 Credits	Description
MAE 590 - Capstone Integrative Seminar in Children's Literacy Development	4 Credits	Description

Elective Courses (12 Credits)

MAE 528 – Developmental Reading and Writing in Elementary Schools	4 Credits	Description
MAE 541 – Acquisition of English as a Second Language	4 Credits	Description
MAE 543 – Preventing Reading Difficulty in Young Children	4 Credits	Description

Graduate Certificates

Instructional Systems Specialist (ISS) – Students interested in this Graduate Certificate must possess an undergraduate degree or the Army GS-1712. Students seeking this Graduate Certificate must complete a total of **24 credits** (6 courses) with study in the following areas: *Learning theory, psychology of learning, educational psychology:* Study of learning theories as they relate to the systematic design, development, and validation of instructional material.

Admission Standards

- Students must possess a baccalaureate degree from an accredited college or university with a minimum GPA of 2.5. Students must submit transcripts of undergraduate and all prior graduate work.

Academic Requirements

To be awarded the graduate certificate, the student must earn a minimum "B-" (2.67) in the courses that constitute the certificate, with an overall program GPA of "B" (3.0) or better. Programs may require higher academic requirements for their specific certificates.

Graduate Certificate in Technology and Learning

Courses in this program explore the potential of technology to enhance teaching and learning in the classroom. The courses provide understanding of the implications of technology-based learning for curriculum design, student's learning, transformative pedagogy, and teachers' professional growth.

Required Courses (16 Credits)

MAE 516 – Case Study: Putting Policy into Practice	4 Credits	Description
MAE 514 – Infusing Technology into the Classroom	4 Credits	Description
MAE 500 – Current issues in technology and Learning	4 Credits	Description
MAE 512 - Constructing and Maintaining a Web Site	4 Credits	Description

Graduate Certificate in Instructional Systems Specialist (ISS)

The Certificate program's goal is to provide interested individuals to upgrade their knowledge and skills to become a Specialist in the field of Instruction.

The Certificate is a post Baccalaureate Certificate with Graduate Level Courses. The Graduate Certificate credits will be transferable towards the Masters in Education degree program.

The Graduate Certificate is delivered on-line, geared towards adult learners.

Certificate Application Requirements: Undergraduate degree or the Army GS-1712.

The Certificate includes 24 semester credit hours. The course work includes study in the following areas:

1. *Psychological Foundations:* Learning theory, psychology of learning, educational psychology; Study of learning theories as they relate to the systematic design, development, and validation of instructional material.

2. *Instructional design practices:* Study of the principles and techniques used in designing training programs, developing design strategy and models, and applying design methods to the improvement of instructional effectiveness.

3. *Educational evaluation:* Study of the techniques for evaluating the effectiveness of instructional/educational programs, including developing written and performance tests and survey instruments, and determining reliability and validity of evaluation instruments.

4. *Instructional product development:* Study of the techniques appropriate for developing training materials, including identifying learner characteristics, specifying objectives, applying training strategy, validating training materials, and evaluating training.

5. *Computers in education and training:* Study of the application of computers in education and training, including selecting appropriate computer software.

Five areas taught by 6 courses, each course 4 semester credit hours total of 24 semester credits:

1. Psychological Foundations

MAE 502 – Psychological Foundations of Learning	4 Credits	Description

2. Instructional Design Practices

MAE 503 – Instructional Design Models	4 Credits	Description

3. Educational Evaluation

MAE 515 - Assessment in Higher Education	4 Credits	Description

4. Instructional Product Development

MAE 505 - Curriculum Development Practicum	4 Credits	Description

5. Computers in Education and Training

MAE 500 – Current Issues in Technology and Learning	4 Credits	Description
MAE 514 - Infusing Technology into the Classroom	4 Credits	Description

Graduate Certificate in E-Learning and Online Teaching

The certificate program is designed to earn graduate credits via online courses and meet your professional development goals to be certified as highly qualified in the area of e-learning instruction and training.

Students who complete the four course graduate certificate (total of 16 semester credits) will demonstrate the knowledge and skills to effectively teach or train online and serve as professionals and leaders in distance learning initiatives.
Courses in this program explore the potential of technology to enhance teaching and learning in the classroom. The courses provide understanding of the implications of technology-based learning for curriculum design, student's learning, transformative pedagogy, and teachers' professional growth.

Teachers who want to renew their teaching licenses may register as a "student at large" and complete one of the courses in 12 weeks.
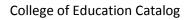
Required Courses (16 Credits)

MAE502 - Psychological Foundation of Education (Teaching and Learning)	4 Credits	Description
MAE519 - Foundation of E-Learning	4 Credits	Description
MAE521 - Management of E-Learning Programs	4 Credits	Description
MAE523 - E-Learning Course Design and Curriculum Development	4 Credits	Description

Graduate Certificate in Adult Learning

The Graduate Certificate in Adult Learning prepares practitioners to teach in higher education, professional education, corporate universities, training and development, government agencies, and community settings.

Teachers who want to renew their teaching licenses may register as a "student at large" and complete one of the courses in 12 weeks.

Required Courses (16 Credits)

MAE502 - Psychological Foundation of Education (Teaching and Learning)	4 Credits	Description
MAE520 - Introduction to Adult Education	4 Credits	Description
MAE522 - Curriculum Development in Adult Education	4 Credits	Description
MAE524 - Adult Development and Learning	4 Credits	Description

Graduate Certificate in Conflict Resolution Management

Conflict is an inevitable part of our professional and personal lives. As conflict has an adverse effect on organizational goal attainment, there has been a growing need to understand the sources of conflict, and consequently manage it by applying the appropriate approach and strategy. All organizations across all fields and industries share a common resource – people – who interact and perform under various and demanding conditions, and all potentially conducive to inter-personal and intra-organizational conflict. The goal of the Graduate Certificate in Conflict Resolution Management is to provide those professionals in business, health, or education, to master the advanced concepts and techniques of conflict resolution management: Unilateral, Bilateral, and Alternative Dispute Resolution (ADR) which will enable them to understand, overcome, and move beyond conflict. The certificate consists of a series of three graduate-level credit courses designed to provide graduates with knowledge and skills, and a capstone course oriented towards addressing most common real-life situations.

Required Courses (16 Credits)

NCM501 - Foundations of Conflict Resolutions	4 Credits	Description
NCM511 - Mediation and Arbitration	4 Credits	Description
NCM512 - Negotiation Strategies	4 Credits	Description
NCM599 - Capstone Course	4 Credits	Description

Requirements for Graduation

To qualify for graduation with a M.A. in Education, the student must successfully fulfill all of the following requirements:

- Completed each required graduate course with a grade of "B-" (2.67) or better.

- Maintained an overall GPA of "B" (3.0) or better for all graduate level coursework applying toward the degree.

Transfer Policies

TUI accepts up to 30% of the semester credits required to complete the specific Master's level program, from accredited graduate level institutions provided the transferred course(s) meet the same general content standards as the TUI course.

Doctor of Philosophy in Educational Leadership

The Doctor of Philosophy represents the highest level of achievement in any academic discipline. TUI is proud to offer a research degree resulting in a Doctor of Philosophy in Educational Leadership.

Students who earn this degree are qualified to enter academia or the top levels of educational administration or educational executive positions in government and the private sector. These graduates will have demonstrated excellence in their pursuit of academic study in their selected field. As with any quality Ph.D. degree, the work is challenging but the rewards are substantial.

The Ph.D. in Educational Leadership prepares professionals from various sectors, including K-12 and higher education, to serve as leaders, educators, researchers, and scholars. The student selects from the following concentrations: K-12 Leadership, Higher Education Leadership, or the E-Learning Leadership. All students in the program will develop advanced research skills directed toward the creation of new knowledge demonstrated by a Ph.D. Dissertation.

Students will gain knowledge and skills that may be used to function at the entry level of university professorial track teaching or at the highest levels of organizations. Students will gain an extensive background and comprehension of various areas of education and will learn skills needed for acquisition and application of advanced knowledge including current developments in their area of specialty. Graduates will demonstrate effective scholarly writing and presentation, as well as skills needed to design, perform, compile, and successfully defend a doctoral level dissertation. The program also provides students with the ability to make contributions by publishing in peer-reviewed journals and/or presenting research in professional conferences. Students planning to enter an academic career in post secondary education will learn skills for effective teaching in academic education profession programs.

Students should note that the Ph.D. in Educational Leadership program is not a certificate or credentialing program. TUI cannot grant or certify any student for a credential as a teacher or administrator. As the requirements for credentialing/licensure/certification vary from state to state, students are urged to contact their state of residence or employment for information on specific requirements/criteria.

Program Learning Outcomes

Upon successful completion of their respective program specialization, the graduate should be able to:

1. Establish evidence of advanced research skills directed toward the creation of new knowledge.
2. Describe and distinguish, in a comprehensive manner, the various theories and their applications in specific areas of education.
3. Produce and present scholarly writing based on rigorous scholarly research.
4. Comply with legal and ethical requirements for research.
5. Develop the ability to function in professional track teaching positions and/or exercise leadership at high levels of educational organizations.
6. Design and conduct doctoral level research and successfully defend a dissertation.
7. Make significant and relevant contributions to the current body of scientific knowledge.

Admission Standards

All applicants to the Ph.D. Programs at TUI are required to posses the following:

- Have an earned Master's degree from an accredited college or university with at least 30 graduate level semester credits.
- Have a grade point average of 3.4 (on a 4.0 scale) on all work completed during the Master's degree. An official transcript of all prior academic work must be submitted.
- Possess analytical and critical thinking skills sufficient to deal with the doctoral program, demonstrated by a sample of research or academic publication. Must submit a sample of research oriented writing, or publication.
- Possess writing and oral communication skills sufficient to conduct and deliver the results of meaningful research. Must submit an essay that includes current personal, intellectual and professional interests and why the student applies to the degree at TUI.
- Submit a current Curriculum Vita (Resume).
- Possess information technology skills sufficient to effectively participate in the TUI Ph.D. pedagogical model.
- Possess Internet skills sufficient to effectively conduct research at a Ph.D. level.
- Have successfully completed, with a grade of B or better, at least one course in Research Methods or Statistics at the Master's or higher level. If a student does not meet the research requirement, it can be met by successfully completing a Research Methods course from the TUI Masters program with a grade of B or better. This course will be considered a prerequisite and not included in the total number of Ph.D. course units required by the student's degree plan.
- International students must have minimum TOEFL of 550/213/79

Transfer Policies

TUI accepts no more than four semester credits of Doctoral level credits from regionally accredited doctoral granting institutions provided the transferred course meets the same content standards as the TUI course.

Degree Requirement

The Ph.D. at TUI is a post Masters degree consisting of 48 semester credit hours of coursework which may be completed in six sessions with a load of 2 courses (8 credits) per session. The program also consists of a research dissertation. Based on the nature of independent research being conducted by each student, the time needed to complete the dissertation will depend upon the individual student.

The Ph.D. curriculum has the following components:

1. Core Courses: All students are required to take five (5) research methods courses and four (4) required theory courses in the field of educational leadership. These courses provide the foundation for the elective courses which students may pursue in their specialized concentrations. All courses are valued at four (4) semester credits. The last course taken prior to the dissertation series is the required DEL699-Dissertation Proposal Seminar.

2. Concentration Courses: In addition to the required core courses there are three (3) concentration courses (electives) needed to complete the degree plan. Students may select one concentration from an offering of three concentrations. These courses are generally in the specific area of the research that the student will pursue. All elective courses are valued at four (4) semester credits.

3. Written and Oral Qualifying: Students will be examined on their understanding of research methods and statistical concepts related to the research process.

4. Dissertation: Students demonstrate a synthesis of their doctoral study, knowledge and scholarship with a significant quantitative research project that contributes to general principles of knowledge in the field(s) potentially impacted by the research. Following the completion of the course work including the Dissertation Proposal Seminar (DEL 699), students will continue to work on the dissertation and register for subsequent sessions to DEL 700, 701, 702… The 700 series courses will appear in a separate section on the student's transcript dedicated to the dissertation.

Degree Requirements - Summary:
- Completion of 36 semester credit of core courses*

- Completion of 12 semester credit of elective courses*
- Successful completion of both oral and written Comprehensive exam
- Successful completion of the Dissertation Seminar /Prospectus (DEL699)
- Successful defense of the dissertation proposal
- Successful defense of the Ph.D. dissertation, and approval of the Dissertation Committee and Program Director.

* Students in the doctoral degree programs must complete each doctoral course with a grade of "B" (3.0) or better and maintain a cumulative GPA of 3.0 (B) or better for all courses applying toward the degree.

Required Core Courses (36 Credits)

DEL600 - Research Methods in Education	4 Credits	Description
DEL602 - Leadership and Leader Roles in Education	4 Credits	Description
DEL608 - Quantitative Research and Advanced Statistics I	4 Credits	Description
DEL610 - Qualitative Research	4 Credits	Description
DEL612 - Program Evaluation in Education	4 Credits	Description
DEL614 - Research in Educational Leadership	4 Credits	Description
DEL618 - Quantitative Research and Advanced Statistics II	4 Credits	Description
DEL620 - Linking Theory to Research	4 Credits	Description
DEL699 - Dissertation Seminar	4 Credits	Description
DEL 700 through 711 – Dissertation Continuation	4 Credits	Description
DEL 712 and above – Dissertation Continuation	4 Credits	Description

The sequence of core courses in Ph.D.EL program:

DEL600	• Research Methods in Education
DEL602	• Leadership and Leader Roles in Education
DEL610	• Qualitative Research
DEL612	• Program Evaluation in Education
DEL608	• Quantitative Research and Advanced Statistics I
DEL618	• Quantitative Research and Advanced Statistics II
DEL614	• Research in Educational Leadership
DEL620	• Linking Theory to Research
DEL699	• Dissertation Seminar

K-12 Leadership

Program Learning Outcomes

1. Integrate and synthesize a broad appreciation and understanding of K-12 educational systems and issues in social, political, economic, and historical contexts.
2. Critically analyze K-12 education administrative and leadership problems, conflicts, and ambiguities.
3. Develop legal and ethical solutions to K-12 education administrative and leadership problems, conflicts, and ambiguities.
4. Construct a comprehensive knowledge-base and develop a set of research skills in the conceptual underpinnings of the practice of educational administration and leadership.
5. Apply the knowledge-base and research skills to the teaching and learning missions of schools, school districts, states, and at the national level.

6. Draw on and evaluate contributions from diverse perspectives to inform critical analysis, and promote accountability and student-centeredness in K-12 education.
7. Make significant and relevant scholarly contributions to the current body of scientific knowledge in K-12 education.

Concentration Courses (12 Credits)

DEL606 - Management of Change in Education	4 Credits	Description
DEL616 - Conflict Resolution and Education	4 Credits	Description
DEL621 - Seminar in Negotiation Management K-12	4 Credits	Description
DEL631 - School Reform	4 Credits	Description
DEL632 - Legal Aspects of Educational Leadership	4 Credits	Description
DEL641 - Advanced Research in K-12 Leadership	4 Credits	Description

Higher Education Leadership

Program Learning Outcomes

1. Integrate and synthesize a broad appreciation and understanding of higher educational systems and issues in social, political, economic, and historical contexts.
2. Critically analyze higher education administrative and leadership problems, conflicts, and ambiguities.
3. Develop legal and ethical solutions to higher education administrative and leadership problems, conflicts, and ambiguities.
4. Construct a comprehensive knowledge-base and develop a set of research skills in the conceptual underpinnings of the practice of educational administration and leadership.
5. Apply knowledge-base and research skills to the teaching and learning missions of colleges and universities.
6. Draw on and evaluate contributions from diverse perspectives to inform critical analysis, and promote accountability and student-centeredness in higher education.
7. Make significant and relevant scholarly contributions to the current body of scientific knowledge in higher education.

Concentration Courses (12 Credits)

DEL606 - Management of Change in Education	4 Credits	Description

DEL623 - Current Research in Higher Education	4 Credits	Description
DEL632 - Legal Aspects of Educational Leadership	4 Credits	Description
DEL633 - Enrollment Management	4 Credits	Description
DEL616 - Conflict Resolution and Education	4 Credits	Description

E-Learning

Program Learning Outcomes

1. Integrate and synthesize a broad appreciation and understanding of the variety of e-learning educational systems and issues in social, political, economic, and historical contexts.
2. Critically analyze e-learning education administrative and leadership problems, conflicts, and ambiguities.
3. Develop legal and ethical solutions to e-learning education administrative and leadership problems, conflicts, and ambiguities.
4. Construct a comprehensive knowledge-base and develop a set of research skills in the conceptual underpinnings of the practice of e-learning educational administration and leadership.
5. Apply the knowledge-base and research skills to the teaching and learning missions of student-centered e-learning communities.
6. Draw on and evaluate contributions from diverse perspectives to inform critical analysis, and to promote accountability and student-centeredness in e-learning.
7. Make significant and relevant scholarly contributions to the current body of scientific knowledge in e-learning education.

Concentration Courses (12 Credits)

DEL606 - Management of Change in Education	4 Credits	Description
DEL625 - Research in E-Learning Program Development	4 Credits	Description
DEL635 - Current Issues in E-Learning	4 Credits	Description