



# TUI University

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## TUI University Catalog 2009 - 2010



**College of Education**

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## **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 University College of Education offers a Master of Arts in Education (MAED). The program is designed for students with a Bachelor's degree in education or a related field. 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, Enrollment Management and Aviation Education.

TUI University 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.

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.

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## Admission Requirements

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

Pre-requisite courses may be required in the Education program if the student does not hold a degree in education or have experience in the field of Education.

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

## Transfer Policies

TUI University 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 University 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

**Pre-requisites:** For applicant who has no degree or background in Education, the successful completion of one or more college/university courses with content that adequately covers (a) the history and foundations of the United States of America education system, and (b) the classic and contemporary teaching and learning theories. If such courses have not been successfully completed, the student must take the following pre-requisite courses before registering for a core or concentration course:

EDU470 - U.S Education System	4 Credits	<a href="#">Description</a>
EDU480 - Teaching and Learning Approaches	4 Credits	<a href="#">Description</a>

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

### Objectives

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	<a href="#">Description</a>
MAE504 - Research Methods in Education	4 Credits	<a href="#">Description</a>
MAE506 – Law and Ethics in Education	4 Credits	<a href="#">Description</a>
MAE508 - Cultural and Cross Cultural Perspectives in Education	4 Credits	<a href="#">Description</a>
MAE510 - Information Systems in Education	4 Credits	<a href="#">Description</a>
MAE591 - Capstone Integrative Seminar in Teaching and Instruction	4 Credits	<a href="#">Description</a>

### Elective Courses (12 Credits)

MAE501 – Research on Effective Teaching	4 Credits	<a href="#">Description</a>
MAE503 - Instructional Design Models	4 Credits	<a href="#">Description</a>
MAE505 – Curriculum Development Practicum	4 Credits	<a href="#">Description</a>
MAE514 - Infusing Technology into the Classroom	4 Credits	<a href="#">Description</a>
MAE525 - Quality Assurance in Higher Education Systems	4 Credits	<a href="#">Description</a>

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MAE528 - Developmental Reading and Writing Instruction in Elementary School	4 Credits	<a href="#">Description</a>
MHE518 - Education in Emergency	4 Credits	<a href="#">Description</a>

## Educational Leadership and Administration

### Objectives

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	<a href="#">Description</a>
MAE504 - Research Methods in Education	4 Credits	<a href="#">Description</a>
MAE506 – Law and Ethics in Education	4 Credits	<a href="#">Description</a>
MAE508 - Cultural and Cross Cultural Perspectives in Education	4 Credits	<a href="#">Description</a>
MAE510 - Information Systems in Education	4 Credits	<a href="#">Description</a>
MAE595 - Capstone Integrative Seminar in Educational Leadership	4 Credits	<a href="#">Description</a>

### Elective Courses (12 Credits)

MAE507 – Strategic Educational Leadership	4 Credits	<a href="#">Description</a>
MAE 509 - Change and Transformation in educational Organization	4 Credits	<a href="#">Description</a>
MAE 511 – Negotiation Strategies for Educational Leaders	4 Credits	<a href="#">Description</a>
MAE 516 - Case Studies: Putting Policy into Practice	4 Credits	<a href="#">Description</a>
MHE518 - Education in Emergency	4 Credits	<a href="#">Description</a>

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MAE525 - Quality Assurance in Higher Education Systems	4 Credits	<a href="#">Description</a>
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## Higher Education

### Objectives

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	<a href="#">Description</a>
MAE504 - Research Methods in Education	4 Credits	<a href="#">Description</a>
MAE506 – Law and Ethics in Education	4 Credits	<a href="#">Description</a>
MAE508 - Cultural and Cross Cultural Perspectives in Education	4 Credits	<a href="#">Description</a>
MAE510 - Information Systems in Education	4 Credits	<a href="#">Description</a>
MAE593 - Capstone Integrative Seminar in Higher Education	4 Credits	<a href="#">Description</a>

### Elective Courses (12 Credits)

MAE 500 – Current Issues in Technology and Learning	4 Credits	<a href="#">Description</a>
MAE 513 - Teaching and Curriculum Development in Higher Education	4 Credits	<a href="#">Description</a>
MAE 515 – Assessment in Higher Education	4 Credits	<a href="#">Description</a>
MAE 517 - Higher Education Management	4 Credits	<a href="#">Description</a>
MAE525 - Quality Assurance in Higher Education Systems	4 Credits	<a href="#">Description</a>

## E-Learning

### Objectives

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	<a href="#">Description</a>
MAE504 - Research Methods in Education	4 Credits	<a href="#">Description</a>
MAE506 – Law and Ethics in Education	4 Credits	<a href="#">Description</a>
MAE508 - Cultural and Cross Cultural Perspectives in Education	4 Credits	<a href="#">Description</a>
MAE510 - Information Systems in Education	4 Credits	<a href="#">Description</a>
MAE594 - Capstone Integrative Seminar in E-Learning	4 Credits	<a href="#">Description</a>

### Elective Courses (12 Credits)

MAE 512 – Constructing and Maintaining a Website	4 Credits	<a href="#">Description</a>
MAE 519 - Foundation of E-Learning	4 Credits	<a href="#">Description</a>
MAE 521 – Management of E-Learning programs	4 Credits	<a href="#">Description</a>
MAE 523 - E-Learning Course Design and Curriculum Development	4 Credits	<a href="#">Description</a>

## Early Childhood Education

### Objectives

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 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	<a href="#">Description</a>
MAE504 - Research Methods in Education	4 Credits	<a href="#">Description</a>
MAE506 – Law and Ethics in Education	4 Credits	<a href="#">Description</a>
MAE508 - Cultural and Cross Cultural Perspectives in Education	4 Credits	<a href="#">Description</a>
MAE510 - Information Systems in Education	4 Credits	<a href="#">Description</a>
MAE 597 - Capstone Integrative Seminar in Child , Family and Community	4 Credits	<a href="#">Description</a>

## Elective Courses (12 Credits)

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

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## Enrollment Management

### Objectives

1. Critically analyze the historical, social, economic, and political influences on practices in enrollment management in education.
2. Identify the structures related to enrollment management in education organizations that can be mobilized for engaging in practice.
3. Delineate the roles and tasks of education leaders and education professionals involved in enrollment management in a range of educational institutions.
4. Apply education leadership theories and research skills that promote accountability and advancement of student-centered education in enrollment management.
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 enrollment management in educational institutions.
7. Write scholarly essays on policy, programs and issues related to enrollment management.

The Master in Education with a concentration in Enrollment Management offers individuals with a broad range of backgrounds the opportunity to create new careers in the area of higher education management; the acquired professional skills in the area of enrollment management will increase their value in an increasingly competitive job market, in community colleges, four year colleges and universities.

Graduates of the program, you will gain a breath and depth of understanding of all aspects of student enrollments, from first contacts with prospective students through graduation and beyond. The student will also gain the knowledge, theoretical basis, and skills that will enable them to make a real impact in higher education and enrollment management.

The Master in Education with a concentration in Enrollment Management offers individuals with a broad range of backgrounds the opportunity to create new careers in the area of higher education management; the acquired professional skills in the area of enrollment management will increase their value in an increasingly competitive job market, in community colleges, four year colleges and universities.

Graduates of the program, you will gain a breath and depth of understanding of all aspects of student enrollments, from first contacts with prospective students through graduation and beyond. The student will also gain the knowledge, theoretical basis, and skills that will enable them to make a real impact in higher education and enrollment management.

## Required Core Courses (24 Credits)

MAE504 - Research Methods in Education	<b>4 Credits</b>	<a href="#">Description</a>
MAE506 – Law and Ethics in Education	4 Credits	<a href="#">Description</a>
MAE508 - Cultural and Cross Cultural Perspectives in Education	4 Credits	<a href="#">Description</a>
MAE510 - Information Systems in Education	4 Credits	<a href="#">Description</a>
MAE518 – Enrollment Management Seminar	4 Credits	<a href="#">Description</a>
MAE 599 - Capstone Integrative Seminar in Enrollment Management	4 Credits	<a href="#">Description</a>

## Elective Courses (12 Credits)

MAE 527 - Marketing Strategies for Colleges and Universities	4 Credits	<a href="#">Description</a>
MAE 529 - Managing Students Retention	4 Credits	<a href="#">Description</a>
MAE 537 - Transforming the University to a Student Centered Institution	4 Credits	<a href="#">Description</a>
MAE525 - Quality Assurance in Higher Education Systems	4 Credits	<a href="#">Description</a>

## Adult Education

### Objectives

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	<a href="#">Description</a>
MAE504 - Research Methods in Education	4 Credits	<a href="#">Description</a>
MAE506 – Law and Ethics in Education	4 Credits	<a href="#">Description</a>
MAE508 - Cultural and Cross Cultural Perspectives in Education	4 Credits	<a href="#">Description</a>
MAE510 - Information Systems in Education	4 Credits	<a href="#">Description</a>

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MAE 598 - Capstone Integrative Seminar in Adult Education	4 Credits	<a href="#">Description</a>
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## Elective Courses (12 Credits)

MAE 520 – Introduction to Adult Education	4 Credits	<a href="#">Description</a>
MAE 522 – Curriculum Development in Adult Education	4 Credits	<a href="#">Description</a>
MAE 524 – Adult Development and Learning	4 Credits	<a href="#">Description</a>
MAE525 – Quality Assurance in Higher Education Systems	4 Credits	<a href="#">Description</a>

## Training and Development

### Objectives

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	<a href="#">Description</a>
MAE504 – Research Methods in Education	4 Credits	<a href="#">Description</a>
MAE522 – Curriculum Development in Adult Education	4 Credits	<a href="#">Description</a>
MAE523 – E-Learning Course Design and Curriculum Development	4 Credits	<a href="#">Description</a>
MAE526 – Foundation of Training and Development	4 Credits	<a href="#">Description</a>
MAE 596 – Capstone Integrative Seminar in Training and Development	4 Credits	<a href="#">Description</a>

## Elective Courses (12 Credits)

MAE 503 – Instructional Design Models	4 Credits	<a href="#">Description</a>
MAE 524 – Adult Development and Learning	4 Credits	<a href="#">Description</a>
MAE 530 – Presentation Skills for Trainers	4 Credits	<a href="#">Description</a>
MAE 536 – Special Topics in Training and Development	4 Credits	<a href="#">Description</a>

## Aviation Education

### Objectives

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	<a href="#">Description</a>
MAE504 - Research Methods in Education	4 Credits	<a href="#">Description</a>
MAE520 – Introduction to Adult Education	4 Credits	<a href="#">Description</a>
MAE522 – Curriculum Development in Adult Education	4 Credits	<a href="#">Description</a>
MAE524 – Adult Development and Learning	4 Credits	<a href="#">Description</a>
MAE 589 - Capstone Integrative Seminar in Aviation Education	4 Credits	<a href="#">Description</a>

## Elective Courses (12 Credits)

MAE 551 - Instructor Training Techniques in Aviation	4 Credits	<a href="#">Description</a>
MAE 553 - Simulation Systems in Aviation Education	4 Credits	<a href="#">Description</a>
MAE 555 - Aviation Safety Education	4 Credits	<a href="#">Description</a>
MAE 557 - Current Research in Aviation Education	4 Credits	<a href="#">Description</a>

## Children's Literacy Development

### Objectives

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	<a href="#">Description</a>
MAE504 - Research Methods in Education	4 Credits	<a href="#">Description</a>
MAE506 – Law and Ethics in Education	4 Credits	<a href="#">Description</a>
MAE508 - Cultural and Cross Cultural Perspectives in Education	4 Credits	<a href="#">Description</a>
MAE545 – Children's Literacy Assessment	4 Credits	<a href="#">Description</a>
MAE 590 - Capstone Integrative Seminar in Children's Literacy Development	4 Credits	<a href="#">Description</a>

## Elective Courses (12 Credits)

MAE 528 – Developmental Reading and Writing in Elementary Schools	4 Credits	<a href="#">Description</a>
MAE 541 – Acquisition of English as a Second Language	4 Credits	<a href="#">Description</a>
MAE 543 – Preventing Reading Difficulty in Young Children	4 Credits	<a href="#">Description</a>

## Graduate Certificates

TUIU offers Undergraduate and Graduate Certificates as part of the Undergraduate or Graduate programs respectively.

Students may apply to a specific program where the certificate is usually a special track/concentration within the program. Students categorically -- can **only** enroll in degree programs, even though they may receive documentation of having passed certain benchmarks. A certificate is a benchmark reached after completion of 4 (or more courses) within a specific program such as MAED–Certificate in Technology and Learning. The benefit is that a student, who completes a cluster of courses, reaching the benchmark, may receive the certificate and continue with his/her degree program.

The MAED program offers five (5) graduate certificates. The certificate courses may be taken as part of the MAED program or taken as an extension of the MAED program. Students in the M.A. in Education program interested in one of the following Graduate Certificates - **Technology and Learning, Enrollment Management, E-Learning and Online Teaching, Adult Learning, Community College Teaching** - must successfully complete all the required courses for the degree and all four certificate courses. Upon completion, students will be eligible for a Certificate in the respective program in addition to the M.A.E.D. A total of 52 credits are required for the M.A.E.D with a Graduate Certificate.

Instructional Systems Specialist (ISS) – Students interested in this Graduate Certificate must possess an undergraduate degree in education or related field or Army GS-1712. Students seeking this Graduate Certificate must complete a total of **24 credits** (6 courses) with study in the following five 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.

**All students seeking a Graduate Certificate must be admitted to TUI University as a regularly admitted graduate student.**

### Admission Standards

- Possess a baccalaureate degree from an accredited college or university in business or related field with a minimum GPA of 2.0. 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

The certificate program is designed for teachers who want:

1. Complete a graduate certificate program or,
2. Renew their teaching licenses.

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.

Students must hold a bachelor's degree from an accredited institution and be enrolled in the MAED program.

### Required Courses (16 Credits)

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

## 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, in education or related field or Army GS-1712.

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

1. *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.
2. *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.
3. *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.
4. *Computers in education and training:* Study of the application of computers in education and training, including selecting appropriate computer software.

Students must hold a bachelor's degree from an accredited institution and be enrolled in the MAED program.

**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	<a href="#">Description</a>
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### 2. Instructional Design Practices

MAE 503 – Instructional Design Models	4 Credits	<a href="#">Description</a>
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### 3. Educational Evaluation

MAE 515 - Assessment in Higher Education	4 Credits	<a href="#">Description</a>
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### 4. Instructional Product Development

MAE 505 - Curriculum Development Practicum	4 Credits	<a href="#">Description</a>
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### 5. Computers in Education and Training

MAE 500 – Current Issues in Technology and Learning	4 Credits	<a href="#">Description</a>
MAE 514 - Infusing Technology into the Classroom	4 Credits	<a href="#">Description</a>

## Graduate Certificate in Enrollment Management

The Graduate Certificate in Enrollment Management is designed for administrators and professionals in the various levels of education who already have an undergraduate degree, and interested in the specific area of enrollment management. Enrollment management is a field that is in great demand as colleges and schools are facing increased competition in attracting new students and challenges in retaining existing students. The program may lead to a career in educational administration in two- and four year educational institutions. To address this need, the College of Education at TUI University has designed a curriculum consisting of 16 credits (4 courses) that leads to a graduate certificate. The Graduate Certificate in enrollment management will provide knowledge, analytical skills, and credentials to professionals that are already in the field or are interested to enter the field. The program is designed to provide a broad understanding of all aspects of student enrollment, from first contacts with prospective students through graduation and beyond.

Students must hold a bachelor's degree from an accredited institution and be enrolled in the MAED program.

### Required Courses (16 Credits)

MAE518 - Enrollment Management Seminar	4 Credits	<a href="#">Description</a>
MAE527 - Marketing Strategies for Colleges and Universities	4 Credits	<a href="#">Description</a>
MAE529 - Managing Students Retention	4 Credits	<a href="#">Description</a>
MAE537 - Transforming the University to a Student Centered Institution	4 Credits	<a href="#">Description</a>

## 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.

Students must hold a bachelor's degree from an accredited institution and be enrolled in the MAED program.

### Required Courses (16 Credits)

MAE502 - Psychological Foundation of Education (Teaching and Learning)	4 Credits	<a href="#">Description</a>
MAE519 - Foundation of E-Learning	4 Credits	<a href="#">Description</a>
MAE521 - Management of E-Learning Programs	4 Credits	<a href="#">Description</a>
MAE523 - E-Learning Course Design and Curriculum Development	4 Credits	<a href="#">Description</a>

## 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.

Students must hold a bachelor's degree from an accredited institution and be enrolled in the MAED program.

### Required Courses (16 Credits)

MAE502 - Psychological Foundation of Education (Teaching and Learning)	4 Credits	<a href="#">Description</a>
MAE520 - Introduction to Adult Education	4 Credits	<a href="#">Description</a>
MAE522 - Curriculum Development in Adult Education	4 Credits	<a href="#">Description</a>
MAE524 - Adult Development and Learning	4 Credits	<a href="#">Description</a>

## Graduate Certificate in Community College Teaching

Community colleges are experiencing growth nationwide and the need for qualified faculty is expected to increase. To address this need, the College of Education at TUI University has designed a curriculum consists of 16 credits (4 courses) that leads to a graduate certificate. The graduate certificate in Community College designed for individuals who are interested in employment in community college or in advancement in community college positions.

### Objectives

1. Critically analyze the historical, social, economic, and political influences on community colleges.
2. Delineate the roles and tasks of community college leaders and faculty in a community college setting.
3. Apply education leadership theories and research skills that promote accountability and advancement of student-centered education in a community college.
4. Recognize and analyze sources of diversity and inequity related to the needs of marginalized individuals/populations.
5. Identify and analyze legal and ethical issues that arise in education practices and community colleges
6. Examine and apply principals of teaching pedagogy for community colleges.
7. Identify and discuss College and Community relations.
8. Write scholarly essays on policy, programs and issues relating to education and education leadership in community colleges

Students must hold a bachelor's degree from an accredited institution and be enrolled in the MAED program.

### Required Courses (16 Credits)

CCT500 – The Community College	4 Credits	<a href="#">Description</a>
CCT501 – Community College Teaching	4 Credits	<a href="#">Description</a>
CCT502 – The Community College Learner	4 Credits	<a href="#">Description</a>
CCT503 – College-Community Relationships	4 Credits	<a href="#">Description</a>

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### **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 University course.

## Doctor of Philosophy in Educational Leadership

The Doctor of Philosophy represents the highest level of achievement in any academic discipline. TUI University 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.

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 University are required to possess 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 University 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

\*You may apply only once to the TUI PhD program, if denied no additional applications to the same program will be accepted

## Degree Requirements

TUI Ph.D. degree is a post Masters degree at TUI. The program consists of 48 semester credit hours (the coursework may be completed in six sessions with a full-time load of 2 courses (8 credits) each session, plus a research dissertation). Following the completion of the course work, students will register for the DEL 700 series (4 credits) every session until the dissertation is completed. The time needed to complete the dissertation depends upon the individual student.

TUI University operates four sessions per year, with each session lasting 12 weeks. All TUI courses are four semester credits.

The Ph.D. curriculum has three components:

1. **Core Courses:** All students are required to take 5 research methods courses, and 3 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 semester credits. The last course that is taken is the DEL 699-Dissertation Proposal Seminar.
2. **Concentration Courses:** Students may select one concentration from an offering of three concentrations, to complete their degree plans with 4 elective courses. These courses are generally in the specific area of the research that the student will pursue.
3. **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.

### Required Core Courses (36 Credits)

DEL600 - Research Methods in Education	4 Credits	<a href="#">Description</a>
DEL602 - Leadership and the CEO in Education	4 Credits	<a href="#">Description</a>
DEL608 - Quantitative Research and Advanced Statistics I	4 Credits	<a href="#">Description</a>
DEL610 - Qualitative Research	4 Credits	<a href="#">Description</a>
DEL612 - Program Evaluation in Education	4 Credits	<a href="#">Description</a>
DEL614 - Research in Educational Leadership	4 Credits	<a href="#">Description</a>
DEL618 - Quantitative Research and Advanced Statistics II	4 Credits	<a href="#">Description</a>
DEL620 - Linking Theory to Research	4 Credits	<a href="#">Description</a>
DEL699 - Dissertation Seminar	4 Credits	<a href="#">Description</a>

## Concentration Courses (12 Credits)

### K-12 Leadership

#### Objectives

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.

DEL606 - Management of Change in Education	4 Credits	<a href="#">Description</a>
DEL616 - Conflict Resolution and Education	4 Credits	<a href="#">Description</a>
DEL621 - Seminar in Negotiation Management K-12	4 Credits	<a href="#">Description</a>
DEL631 - School Reform	4 Credits	<a href="#">Description</a>
DEL632 - Legal Aspects of Educational Leadership	4 Credits	<a href="#">Description</a>
DEL641 - Advanced Research in K-12 Leadership	4 Credits	<a href="#">Description</a>

## Higher Education Leadership

### Objectives

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.

DEL606 - Management of Change in Education	4 Credits	<a href="#">Description</a>
DEL623 - Current Research in Higher Education	4 Credits	<a href="#">Description</a>
DEL632 - Legal Aspects of Educational Leadership	4 Credits	<a href="#">Description</a>
DEL633 - Enrollment Management	4 Credits	<a href="#">Description</a>
DEL616 - Conflict Resolution and Education	4 Credits	<a href="#">Description</a>

## E-Learning

### Objectives

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 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.

DEL606 - Management of Change in Education	4 Credits	<a href="#">Description</a>
DEL625 - Research in E-Learning Program Development	4 Credits	<a href="#">Description</a>
DEL635 - Current Issues in E-Learning	4 Credits	<a href="#">Description</a>
DEL690 - SPSS *	4 Credits	<a href="#">Description</a>
DEL700 - Dissertation Continuation	4 Credits	<a href="#">Description</a>

\*This course is a skill based enhancement course that can't be taken in lieu of any other elective course, it may be taken as an additional elective only.

Note: Student must enroll in 700 level Dissertation continuation courses during the time of dissertation study.

## Requirements for Graduation

Students must complete:

- Complete 36 semester credit of core courses
- Complete 12 semester credit of elective courses
- Successfully complete the oral and written Comprehensive exam
- Successfully complete the Dissertation Seminar /Prospectus (DEL699)
- Defend the dissertation proposal successfully, and gain approval by the Dean, and VP for Academic Affairs.
- Defend the Ph.D. dissertation successfully, and gain approval by the Dean, and VP for Academic Affairs.

## 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.