

INTERNATIONAL UNIVERSITY FOR GRADUATE STUDIES

Faculty of Education

Doctoral Degree Programmes

I. Background and Philosophy

- A. Education is a broad domain with a number of specialty domains. These include such specialisations as: learning development and instruction, early childhood development, elementary and secondary education, special education, adult education, educational research, curriculum design, literacy studies, language education, mathematical studies, teacher education, and other specialties. With this breadth of pedagogy, the student's previous academic credits from accredited post-baccalaureate institutions will be assessed on an individualized basis.

Those students that pursue an EdD or PhD in the discipline of Education at International University for Graduate Studies (IUGS) may be elementary or secondary school teachers, psychologists, guidance counselors, administrators, nutritionists, librarians, or public health personnel.

Studies may be in individual subject areas such as; mathematics, science, English, reading, history, economics, physical education, music and art or public policy, leadership and management, social and philosophical foundations of education, international comparative education, linguistics, race, inequality, and language in education, quantitative educational policy analysis, teacher education, literacy, language and English education, human development, and developmental and psychological science.

The primary mission is to allow the student to gather those post-baccalaureate courses which serve his or her needs for their professional and academic goals and objectives. This is achieved through the proper selection of courses which are to be approved by the Dean after discussion with the student.

II. Outcomes: Students must demonstrate the following:

- A. For all courses, including individual courses taken under the Dean's supervision, courses accepted for advance standing, or courses taken at the required Graduate Seminar, students will demonstrate the following:

1. A background in theory and research and ability to design and conduct empirical studies to address important theoretical or practical questions and issues.
- B. The Programme prepares students to:
1. Study, analyse and explain human cognitive, language, literacy, and learning processes in both formal and informal instructional contexts ranging from preschool through adulthood;
 2. Design and study instructional procedures that enhance learning, and to evaluate the effectiveness of the intervention;
 3. Processes of special interest include language and symbolic development, how children achieve communicative competence, reading and writing acquisition and instruction, use of computer-based multimedia environments to improve instruction in science and other content areas, and application of educational video games to improve learning;
 4. Processes for characterising special populations (e.g., second language learners, low SES urban students enrolled in public/private/parochial schools, students with a reading disability) are of special interest as well.
- C. The acquisition of literacy.
1. The focus here is on the development of reading and writing processes from the preschool years through adulthood. Topics include the following:
 - a) Prerequisites and predictors of learning to read in pre-readers (eg., phonemic awareness, letter knowledge, listening to storybooks), word reading, spelling, reading comprehension, vocabulary acquisition, fluency, causes of reading disabilities, and instructional effects.
- D. The communication in development and learning.
1. The focus is on the complex social and cognitive processes in which symbol systems (e.g., language, literacy, and numeracy) are acquired. Particular attention is given to the specific practices and contexts in which these systems are used. It also includes;
 - a) The emergence of new modes of representation and communication that are enabled by the newly acquired symbolic practices. The instructional implications of this body of work are also considered, especially the

implications of digital media for learning and development, including the development of web-based environments, such as simulations and video games.

- E. Upon the earning of their doctoral degree, our graduates have assumed faculty or research positions in universities, public school systems, and agencies devoted to education and evaluation as well as private corporations.

III. Content:

- A. IUGS offers the following Degrees in Education:

1. Doctor of Philosophy (PhD.);
2. Doctor Psychology (EdD.);
3. The Dissertation (PhD) tends to be theoretical and involves more secondary than primary research;
4. The Project (EdD) tends to seek a practical solution or outcome for a question or need. It involves more primary than secondary research.

- B. Doctoral education students have previously studied specific educational subjects as listed below which serve as a precursor as a student begins their educational research in preparation for the doctorate. All students should show foundation coursework within the 66 advanced standing credits, which include coursework in:

1. Research methods in educational psychology;
2. Cognitive development and learning processes in education;
3. Social and motivational development in education;
4. Instructional issues: individual differences, group processes and school contexts;
5. Language and communicative development: theory and research in early literacy, theory and research on reading disabilities, cognition assessment.

- C. Doctoral education students within the domain of “Learning Development and Instruction Specialisation” have previously studied specific subjects as listed below which serve as a foundation for the preparation of the doctoral research. The 66 required post-

baccalaureate credits for acceptance in advance standing may come from some of the following:

1. Role of the School in American Society;
2. Philosophical Foundations of Education;
3. Curriculum & Instruction, School Counseling;
4. Reading/Language Arts, Educational Technology & Emerging Media;
5. Literacy, English as a Second Language (TESOL);
6. Educational Measurement & Assessment;
7. Contemporary Issues in Education;
8. Educational Leadership;
9. Early Childhood Education;
10. Learning & Development;
11. Elementary or Secondary Education Methods
(English/Mathematics/Science/Social Studies), Educational Administration;
12. Classroom Engagement & Management;
13. Student Teaching Internship;
14. Educating Learners with Diverse Needs (Special Education);
15. Inclusion & Collaborative Practices;
16. Characteristics of Emotional/Behavioral Disabilities;
17. Educational Implications for Students with Physical & Health Impairments;
18. English Linguistics;
19. Public School Finance;
20. Music & Art Instruction;
21. Probability & Statistics, Gifted: Creative and Talented;
22. Diversity & Ethics.

D. Only grades of “C” or better will be accepted in transfer for academic standing. In addition, the students overall average must be “B” or better.

E. Graduation Requirements include the following courses to be taken in sequence at IUGS:

1. Education Research I (6 credits);
2. Education Research II (6 credits);

3. Dissertation or Project (12 credits);
 4. Graduate Seminar (3 credits).
- F. Completion of the Doctor of Philosophy (PhD) or the Doctor of Education (EdD) requires a minimum of 93 post-baccalaureate credits.

IV. Sequence:

- A. Advance standing course credits totalling a minimum 66 are required for the Doctoral Degree usually through a master's degree. They may be taken concurrently with the students other IUGS coursework. Students must complete the 66 advanced standing graduate credits for the Doctoral Degree prior to fulfilling their academic requirements in the Education Programme.
- B. Prior to entering the Programme, students must present transcripts from accredited institutions generally through a master's degree (MEd, EdM, MAEd, MAE, MEd, or MSE). Additional coursework in upper division courses in educational psychology, a course in statistics, and a course in experimental school psychology are required. Students may apply to the Programme without these courses but they must complete the courses before they complete their academic requirements.
- C. Advance standing course credits totalling 66 for the Doctoral Degree may be taken concurrently with the students other IUGS coursework. Students must complete the 66 advanced standing graduate credits for the Doctoral Degree prior to fulfilling their academic requirements in the Education Programme.
- D. The student's portfolio and transcripts are examined by the Dean after discussion with the student to determine his or her goals. Credits for advanced standing will be approved after this process.
- E. The selection of a Mentor, a respected professional with a doctoral degree and within the student's area of expertise, and the Dean's approval, the student will begin advanced research within their area of specialization.
- F. Research I must be completed, approved, and filed before work on Research II begins.
- G. Throughout the student's research, the Dean is in contact with the mentor assisting with equipping the student with the research tools needed to conduct their linear or empirical study and categorical data analysis and psychometrics.

H. The Graduate Seminar may be completed at any time during the student's enrolment at IUGS, but must be completed prior to fulfilling their academic requirements.

V. **Instructional strategies** include, but not be limited to:

- A. Assigned readings of texts and academic journal articles;
- B. Interactive lectures;
- C. Small group discussions;
- D. Use of electronic media (Questia online library provided by IUGS and additional data sources are selected by the student, mentor, and Dean);
- E. Examinations: cumulative and comprehensive examination to ensure subject matter mastery;
- F. Mentor-led development of the Dissertation or Project;
- G. As needed, independent study courses maybe needed to complete the required coursework.

VI. **The number of instructors** available for each course will vary, but will be a minimum of at least three, including:

- A. Dean, Faculty of Education;
- B. The Mentor;
- C. Faculty & Visiting Lecturers;
- D. Dissertation and Project Committee Members.

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