

Akamai University

Master of Science Degree in Education & Master of Education Degree
Launched 2022- 2025



Education is the ticket to multiple avenues to grow and change within and without. The worldwide challenges have forced us to reexamine the priorities in life and how to uplift society as a whole and that includes education at all levels from parenting, mentorship in a field of endeavor and discover of a life path to serve others while living a happy empowered life.

To achieve the goal of becoming an informed individuals a range of educational process must be achieved to uplift the individual and society as a whole through creative educational models.

The future includes the following topics: empowerment of the individual in life choices, partnerships to identify and walking the path called life vs being manipulated by others to do what they want for you to do with your life rather than helping you discover your unique path.

Changes in education are required to include efficiency, economic imperative, public demand, public satisfaction, safety, efficacy, access, ethics, humanitarian, and socio-religious-cultural perspectives as well as the usual criteria laid down for learners and educators.

At AU we are prepared to work with students to be on the cutting edge of innovation, expertise, and competency through this unique program to set the highest standards of practice, teaching and research in education to lead to way.

The following questions are formulated to guide this quest producing qualified educators and leaders to guide the way:

- What are some of the innovations in the delivery of education?
- Describe the published evidence to document this.
- How can we contribute to the published evidence to expand in a new direction?
- Who is qualified to teach in innovative ways?
- Where do professional regulation and appropriate educational practices fit in?
- How are we to collaborate and communicate with one another when concepts and techniques are so varied?
- How do we deepen and extend our current educational models?
- How should media and information resources for the public be planned, coordinated, and integrated into these changes.?

All these questions and more, demand critical reflection and systematic inquiry. Akamai University's programs are strategically placed to address them and provide leadership to the future of education at multiple levels of achievement.

What questions are of interest to you? They ARE the kind of questions we encourage you to explore with us through our degrees and certificate diploma programs in education.

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We welcome you and will do whatever we can to make your journey of development, learning and discovery an enjoyable one!

We hope you join Akamai University’s Master of Science in Education or Master of Education!

Dr. Mary Jo Bulbrook, BSN,, RN, MEd., EdD, CEMP/S/I, HTCP

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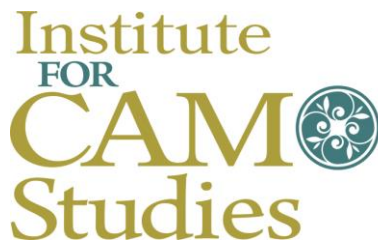
TARGET AUDIENCE

The Master of Science in Education and Master of Education Degree are designed to serve the needs of a broad array of educators focusing on her/his particular educational goal of learning.

Concentration Options:

- Educational Administration
- Educational Transformation in Diverse Cultures
- Quality Assurance in Education
- Innovative Curriculum Development
- Instruction Theory Sociology in Education Cultural Perspectives
- Literacy Leadership In Person and Distance Learning

Institute Affiliated Partners:



Dr. Mary Jo Bulbrook, EdD
President, Akamai University

Dean, Institute of CAM Studies
3211 Gibson Road, Durham, NC 27703,
USA 1.919.724.9657 / Akamai University



Dr. Mary Jo Bulbrook, Ed.D, President
1 (919) 381.4198

maryjo@energymedicinepartnerships.com
Energy Medicine Partnerships

Welcome to

Akamai University

INTERNATIONAL RECOGNITION

Akamai University is recognized by the following international associations

- ✚ World Federation of UN Associations
- ✚ Institute for Global Education
- ✚ World Peace Society
- ✚ International Vocational Education and Training Association
- ✚ Institute of Certified E-Commerce Consultants
- ✚ Accreditation Service for International Schools, Colleges & Universities - ASIC
League

Akamai University is accredited by the Accreditation Service for International Schools, Colleges and Universities (ASIC). Akamai has been designated as an ASIC Premier University for demonstrating several quality areas of strength and good practice. ASIC is a member of the British Quality Foundation (BQF), sits on the Quality Standards Group of UK NARIC, and is one of a number of international accrediting bodies listed in the international directory by the Council for Higher Education Accreditation (CHEA) in the USA and is a member of the CHEA International Quality Group (CIQG). ASIC is an approved accrediting body in compliance by the UK Border Agency (UKBA). ASIC Accreditation provides reassurance to the UK Border and Immigration Agency that the college meets their strict requirements for overseas students and, in general, does not harm the perceived quality of the United Kingdom education provision.



[ASIC Premier University Certificate of Accreditation](#)

[Akamai University Listing in ASIC Accredited Colleges Directory](#)

According to the ASIC Accreditation Handbook, page 10: Colleges which are deemed by the Accreditation Committee to have satisfied a number of indicators of commendable provision in identified sub-areas in each Area of Operation will be awarded a commendable grade for that Area and those colleges which are awarded commendable grades in at least six Areas, normally including Areas B, C, D and E, will be awarded Commendable overall. These colleges will have ASIC Premier College status.

Under Hawaii law HRS446E, universities not yet accredited within the USA must publish the following disclaimer relative to its accreditation, even when highly recognized accreditation is achieved overseas. Akamai respects the State of Hawaii Office of Consumer Protection, in its attempt to protect the public and our potential students, and therefore Akamai shall continue to publish the disclaimer, now, even with ASIC Premier University accreditation.

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Akamai University is not accredited by an accrediting agency or association recognized by the US Department of Education. Before undertaking any program of studies in higher education or training, Akamai University strongly advises interested applicants to consult with licensing authorities, professional associations, colleges and universities, and prospective employers to determine with clarity if the desired degree program will meet their professional requirements.

Millennium Project



[Website](#)

Millennium Project provides an international capacity for early warning and analysis of global long-range issues, opportunities, and strategies. The project is not a one-time study of the future, but provides an ongoing capacity as a geographically and institutionally dispersed think tank. Akamai University was first granted institutional affiliation with the Millennium Project on 2 January 2003. [Millennium Project Email](#) [Millennium Project](#)

Institute for Global Education The Institute for Global Education is a special NGO consultant to the United Nations Economic and Social Council. Its goal is to educate those who desire to participate in a world where peace is a way of life. Educating and Counseling With Nature: The Institute of Global Education Department of Integrated Ecology. Akamai University was awarded formal affiliation on 2 January 2003.



[Statement of Affiliation \[Click to View\]](#)

[Institute Email](#)

[Institute Website](#)

World Peace Society



World Peace Society is a dynamic multinational institution dedicated to advancing world peace by non-violent means. Akamai University was offered affiliation with the Places of Peace Program and World Peace School on 3 May 2004. Please be encouraged to make contact with this essential group.

[World Peace Email](#)

[World Peace Website](#)

International Vocational Education and Training Association [IVETA]

IVETA is a membership association and network of vocational skills training organizations, business and industrial firms, vocational educators and other individuals and groups interested or involved in vocational education and training worldwide.



IVETA is dedicated to the advancement and improvement of high-quality vocational education and training wherever it exists and wherever it is needed.

Akamai University was first admitted to membership on 4 March 2005. [IVETA Website](#)

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PROGRAM FACULTY

- Mary Jo Bulbrook, EdD, RN, BSN, MEd, CEMP/S/I, HTCP
Primary focus: International Practice & Teaching Worldwide & Relationship with Indigenous Healers; Innovative Models of Education
- Greg Pacific, PhD, Education Specialist, Inner City Schools, Impart Technology of Students
- Harvey Menden, PhD, Education, Finance, Religious Studies
- Christine Bair, RN, ThD, PhD, Lpc, LMFT, Energy Therapy, Heart Field
Program Director, Complementary & Alternative Medicine
- Owen Owunwain, Ph.D., Energy Psychology, Education in Business
- Douglass Capogrossi, PhD, Educational Leadership
- Melinda Connors, PhD, Research
- Antonio Cardona, MPA, MA, CPM, CWDP, GCF Diversity Management & Planning
- Austin Mardon, PhD Research

ENTRY REQUIREMENTS

Master's Program

As prerequisites for acceptance to the master's program, applicants should have completed the equivalent of a recognized baccalaureate degree in an appropriate field of study and have several years of meaningful professional experience.

Applicants are expected to be proficient in collegiate English language skills and are expected to have access to a computer, email and the Internet, and outside library resources for the full extent of their program.

Completed training from a recognized practitioner program is highly desired and can be applied toward the diploma or used as elements of the major concentration for the Master of Science in Complementary Therapies.

DEGREE REQUIREMENTS

Master's Program

Students in the Master of Science in Education or Masters in Education Degree will complete a minimum of 40 credits above the baccalaureate level including comprehensive examinations and a thesis or scholarly project. The coursework requirements include the academic major, the major concentration, research preparation, the thesis or major project, and additional electives, as needed, to satisfy the minimum credit requirements.

The finishing activities for master's students include completion of a comprehensive examination at the conclusion of the academic coursework; preparations of a formal thesis or project proposal, complete the thesis or project, and prepare the manuscript for faculty review.

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Master's students also complete an oral review of thesis or project at the conclusion of the physical manuscript review.

The Master's degree expectations include the following elements of 40 credits above the bachelor's degree:

Core Elements of Academic Major (Required: 18 credits minimum)

Major Concentration (Required: 9 credits minimum)

Research Preparation (Required: 3 credits minimum)

Finishing Activities

Comprehensive Examination (Required: 2 credits)

Thesis Proposal (Required: 2 credits)

Thesis Project (Required: 4 credits)

Oral Review of Thesis (Required: 2 credits)

CORE COMPETENCIES (the following 18 credits)

Master's students must complete 18 graduate credits in core coursework comprising an academic major or the equivalent from another institution or another related department of AU.

Foundational competencies are in theories, principles, practices, research, historical, philosophical, and social-cultural implications of Education. These courses represent the core competencies and essential elements, which define your field of study and establish the underlying foundations upon which you may base your advanced professional development.

Required courses: (18 credits) or the equivalent transferred in credits.

EDU 501: Leadership in Educational Institutions (3 credits)

EDU 502: Organizational Behavior in Education (3 credits)

EDU 503: Models of Teaching and Learning (3 credits)

EDU 504: Human Resource Management in Education (3 credits)

EDU 505: Innovative Strategies in Education including Ethics (3 credits)

EDU 506: Multi-Dimensional Innovative Education (3 credits)

Major Concentration (Required: 9 credits) Participants complete a major concentration comprised of nine credits of specialized studies selected:

EDU 507 Effective Strategies in Classroom and Online Teaching (3 credits)

EDU 508 Design of Curriculum for Areas of Interest (3 credits)

EDU 509 Field Study in Education (3 credits)

Students begin the course of determining appropriate transfer credits with the preparation of a brief training proposal and identification of selective course work and training materials in support of the training. Approved training requires a completion certificate or letter of affidavit from the trainer or training organization. Training may also take the form of an on-the-job training, on-site internship, an apprenticeship or other formal or semi-formal training activity including professionally presented seminars, conferences, workshops, symposia, and retreats that can document partial or all credits to be used.

RESEARCH PREPARATION (Required: Minimum 3 credits)

Master's students must pursue studies providing advanced research knowledge necessary for success in their final projects (thesis or major project in lieu of thesis). At least three semester credits of research preparation coursework is required and this might focus upon quantitative and qualitative methods or participatory action research techniques including subject selection, research design, and statistical analysis, as appropriate to each student's proposed project. Through this requirement, students learn to effectively define applied problems or theoretical issues and articulate the rationale for the study. They should learn to present an effective scholarly review of the academic literature and implement quantitative, qualitative or participatory action methods for evaluating academic issues.

Required: RES 591 Research Basics in Education

COMPREHENSIVE EXAMINATION (Required: 2 credits)

Once students have completed the coursework elements of their degree, they will be asked to schedule the Comprehensive Examination. The primary mentor and a faculty member representing the secondary academic area conduct both the written and oral components of the examination. The written portion is open book style with selected essay questions requiring creative responses that reach for the higher levels of cognition. Your answers are expected to draw from both the primary and secondary competencies of your program with proper referencing of the scholarly literature. The oral part of the examination is normally completed by telephone conference and is intended to allow detailed investigation of your written responses.

Required: EXM 880: Comprehensive Examination (Required: 2 credits)

THESIS for MS or MAJOR PROJECT for MEd PROPOSAL (Required: 2 credits)

You are expected to prepare a formal proposal related to your concept for research under the direction of your primary faculty advisor and according to university expectations. At a minimum, your research proposal should clarify the thesis statement and methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature that sets the foundation for the thesis. Your research proposal should also include a brief manuscript outline that demonstrates how you will present in written form the various elements of the research project.

Required: RES 885: Thesis (MS) or Project Proposal (MEd) (Required: 2 credits)

THESIS (MS) OR MAJOR PROJECT (MEd) (Required: Minimum 4 credits)

Following approval of your thesis proposal, you will begin your research project. Your thesis may take the form of a traditional research project or it may be a major scholarly project of the type appropriate to the discipline. Whichever approach to the thesis is chosen, the resulting project must demonstrate mastery of a body of knowledge in the major field of study, be your original work and represent a meaningful contribution to the betterment of the human condition or an improvement to the professional field. Your thesis research may be conducted via quantitative, qualitative, or participatory action research. The body of your thesis manuscript, structured according to a set of approved manuscript guidelines, should exceed 75 double spaced, typewritten pages. If your thesis takes the form of a scholarly project, it must follow the guidelines provided by the University.

Required: RES 890: Thesis (MS) or Project (MEd) (Required: 4 credits)

ORAL REVIEW OF THE THESIS (MS) OR MAJOR PROJECT (MEd) (Required: 2 credits)

Once you have prepared the thesis manuscript, you will be asked to schedule the formal review process. Your primary faculty advisor and a faculty member representing the secondary academic area will conduct both the formal physical review of the thesis manuscript and the oral review of thesis.

The physical review of the thesis manuscript usually takes the review committee four to six weeks. Each reviewer will prepare questions and commentary relative to your underlying review of the literature, the thesis methodology, the mechanics of your project, and your presentation of the findings, conclusions and recommendations.

The Oral Review of Thesis is conducted under the direction of your primary faculty advisor with the assistance of one qualified member of the faculty. The examination is carried out by telephone conference call and is designed to allow detailed investigation of your thesis. The faculty reviewers explore with you issues related to your thesis including methodology, review of literature and interpretation of the findings.

One outcome of the thesis review process is a set of final expectations directing you through the remaining tasks for completing the thesis manuscript. Once your final manuscript is approved, you will submit the formal document to an approved bindery and later ship the bound thesis to the University for archival storage.

Required: EXM 895: Oral Review of Thesis (MS) or Project (MEd) (Required: 2 credits)

THE THESIS COMMITTEE

Formation of Thesis Committee

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Master's students have a Thesis Committee of two qualified graduate faculty appointed to oversee and govern the student's program structure, progress of studies, comprehensive examinations and thesis / project

Responsibilities of Thesis / Project Committee

Under leadership of the Committee Chair, responsibilities of the committee are as follows:

- Directing the preparation and approval of the student's plan for study, clarifying the timeline
- Assignment of faculty to provide instruction and to assist with the functions of the Thesis or Major Project Committee.
- Providing direction regarding the student's foundational studies, core studies, specialization, and research preparation coursework.
- Providing leadership by integrating appropriate research preparation coursework or assignments within the plan for study, distributing the coursework to appropriate faculty for instruction and advisement.
- Providing leadership for the written and oral components of the student's comprehensive final examination.
- Providing oversight, direction, and mentorship during the conduct of the student's research or project and manuscript preparation.
- Providing leadership for the physical and oral reviews of the research manuscript.
- Assist the student in making formal changes in the plan study and timeline for completion, by written addendum, as needed to assure effective progress throughout the program of study.
- Providing final approval for the student's thesis / project and overall degree program and cooperate fully in building the appropriate archival records for the University.

Committee Appointment Schedule

The Committee Chair is appointed immediately following the student's registration and continues in charge of the student's program until final completion is recorded at the school of record.

While the secondary and tertiary members of the Thesis Committee are identified and confirmed at the onset of the program, and listed in the plan of study, they become active later, just prior to the activities for which they are asked to participate.

Building the Student's Plan for Study

Immediately following registration, graduate students begin work with their assigned Committee Chair and Program Director to structure their formal plan for study. The process determines and formalizes the elements of the student's Master's program and the timeline for completion.

The plan for study includes the following essential elements:

- Designation of the degree major for the Study Plan
- Identification of the required array of coursework for each element of the program.
- Identification of the secondary and tertiary members of the Thesis Committee.
- Appointment and notification of the course module instructors
- Acceptance of transfer courses for the student's program.

Timeline for completion of the degree program

These activities require active participation in program planning by the student and may take considerable time to complete the dialogue and exchange of information. Students are strongly advised to discuss in detail the elements in the plan for study including the coursework, the examinations, and elements of research including the manuscript guidelines.

Once all the decisions have been made concerning the plan for study, the student and Committee Chair sign the formal document. Copies of the document are sent to the University headquarters for entry to the permanent student record. The plan for study is then distributed to the participating schools and becomes the document that determines effective progress toward the degree. When the expectations laid out in the plan for study have been successfully accomplished, the student is recommended for the degree by the Committee Chair.

Students are alerted that the University can make no commitment to inclusion of course modules and assignment of instructors to a student program until after the plan for study has been fully processed and approved.

COURSE MODULES DESCRIPTIONS

Research Preparation Options

RES 500: Survey of Research Methods in Education (3 credits)

This course inspects the foundational techniques of scholarly research. Topics explore sources of scholarly research literature, proper methods for evaluating research reports, fundamentals of qualitative and quantitative research methods.

RES 508: Qualitative Research (3 credits)

This course provides detailed study of qualitative research methods. Topics survey historical and theoretical foundations of qualitative research, explore major qualitative research strategies, and build an understanding of the art and science of collecting, analyzing, and interpreting qualitative information. The course provides background on qualitative research, the politics and ethics of qualitative inquiry, and the major paradigms informing qualitative research.

RES 510: Participatory Action Research (3 credits)

This course provides the foundational principles of participatory action research. Topics survey theoretical foundations of action research, the methodology and applications of PAR in contemporary culture. Students assess the rigor and usefulness of participatory action research.

RES 520: Social Science Research Methods (3 credits)

This course examines essential issues in social science research. Topics include assessment of data gathering techniques using selected case studies from journal articles. Students learn to measure attitudes and performance, use tests in data gathering, contrast and compare uses of statistical and qualitative methods, and evaluate focus group research

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Finishing Activities

EXM 880: Comprehensive Examination (2 credits)

Master's students complete this comprehensive examination as a required element of their academic program, prior to undertaking the thesis. The examination usually includes both written and oral components and is confined to the programs of studies completed by the student.

RES 885: Thesis / Project Proposal (2 credits)

This course is required of all master's students designed to guide them through the formal research proposal process for their final projects, including the development of the research methodology, data gathering device and data analysis techniques. Students also prepare annotated bibliographies of the major scholarly works underlying their project.

RES 890: Thesis / Project (4 credits)

This course governs the conduct of the thesis project for the Master's level student. The Master's thesis is the demonstration of the mastery of a body of knowledge in a given field and is presented in a manuscript usually 75 or more pages in length. The final project may take any of several forms, depending upon the field of study and the expectations of faculty. This may be quantitative or qualitative research, participatory action research, or a major project demonstrating excellence. Master's students re-enroll for this course for no-credit, as needed.

EXM 895: Oral Review of Thesis / Project (2 credits)

This examination is an oral review of the Master's thesis conducted by the graduate committee immediately following their reading of the thesis manuscript.

Program Costs:

Total Cost is \$300 per credit x 40 credits = \$12,000 US. If transfer of credits or equivalency from other work is done there is a \$100 deduction per credit for all course except the finishing activities of 10 credits. The most that can be deducted is \$3000 or \$9,000 for the degree. Flexible payments are possible and limited scholarships are available for qualified students. The application fee is \$50 and transcript evaluation is \$150 or \$200 non refundable fee for enrollment.



Akamai University
Dedicated to improving human and planetary health