



US MetaArees International University

Doctoral Education in Education

Institutional Framework for General Use

At-a-Glance

Field	Standard
Degree family	Doctoral programs in Education (University-approved titles and concentrations)
Delivery mode	100% online, asynchronous-first, with documented Regular and Substantive Interaction (RSI)
Synchronous expectation	Normally one low-burden weekly Zoom seminar or equivalent supervised live engagement, typically 60–90 minutes
Core digital tools	Moodle LMS, Zoom, structured doctoral supervision, virtual simulation where academically appropriate
Entry routes	Post-Bachelor's; Post-Master's in same/closely related field; Post-Master's with concentration deficiencies
Final requirement	Dissertation, Dissertation in Practice, or approved applied doctoral project, as defined by the specific program

General Institutional Model

US MetaArees structures doctoral education in Education as a standards-aware, fully online model that combines doctoral coursework, advanced research preparation, concentration study, and a final supervised scholarly product. Programs are designed to remain flexible for working professionals while preserving documented faculty-led interaction, progression review, and academically valid online delivery.

Three Admission Pathways

1. Post-Bachelor's Pathway: for applicants entering doctoral study directly after a relevant bachelor's degree.
2. Post-Master's Pathway in the Same or a Closely Related Field: for applicants with a relevant master's degree who may receive advanced standing according to institutional policy.
3. Post-Master's Pathway with Concentration Deficiencies: for applicants with a master's degree in Education or a related field whose prior graduate study does not adequately cover the proposed concentration; bridging or deficiency coursework may be required.

Credit Framework by Pathway

The University may use one doctoral framework with differentiated totals according to prior preparation. All pathways lead to the same level of degree and the same final doctoral standards, but with different credits to completion.

Pathway	Graduate Foundations	Doctoral Core	Research	Specialization	Dissertation
Post-Bachelor's	12	12	12	12	12
Post-Master's (same/related)	0	9	9	9	9
Post-Master's (with deficiencies)	0 counted + 0–12 bridging	9	9	9	9

Typical Online Delivery Standards

Most weekly learning activity is completed asynchronously inside Moodle through readings, research tasks, scholarly discussion, writing, proposal work, and milestone submissions. Live requirements are kept intentionally efficient: in most courses the standard live expectation is one faculty-led Zoom seminar or equivalent supervised session per week, usually about 60–90 minutes. Additional live meetings may occur for proposal review, supervisory check-ins, colloquia, practica by simulation, or oral defenses.

Virtual Simulation and Applied Practice

Where academically appropriate, the University may use Moodle-integrated virtual simulation instead of traditional on-site practical formats. In Education programs this may include classroom-observation analysis, curricular redesign laboratories, teaching-scenario review, documentation and assessment tasks, inclusion planning, family-engagement scenarios, and oral reflective review.

General Completion Standard

All doctoral students, regardless of pathway, must satisfy the same doctoral-level expectations in academic integrity, research quality, writing, oral defense, and final approval. Advanced standing may shorten the pathway, but it does not eliminate the University's doctoral standards.

Important Institutional Note

This framework is intended for internal policy alignment, website presentation, and catalog development. Final operation of any doctoral program remains subject to University approval processes, institutional policies, applicable authorization requirements, and any external regulatory or accreditation conditions that may apply.