



University Catalog and Student Handbook

2022-2023

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Welcome to Acacia University

Welcome from the President

Welcome to the only DEAC accredited program that specializes in education! We offer programs for teachers and administrators to build strength and skills to lead students into the future!

We are delighted that you have chosen Acacia University to start or continue your higher education journey. At Acacia, we are committed to assisting you in achieving your advanced degree and improving your professional practice.

Please read our University Catalog and Student Handbook carefully to understand your responsibilities and realize the benefits of our distance education program. Online communication with our professors/Learning Coaches and your peers will engage you and help you discover powerful and effective ways to improve education and the teaching/learning connection. The Acacia Learning Community is here to help you realize your full potential and propel you into excellence.

On behalf of the Acacia University community, I welcome you to the Acacia family and wish you the absolute best in your educational and personal growth.

Sincerely,
Tim R. Moman
President

Welcome from the Provost

As Provost for Acacia University, I wish to welcome you to our team. Whether you are upgrading your skills as an educator, preparing for a new career in education, or on a path leading toward advanced degrees, you have come to the right place! Through a unique, structured approach to interactive online learning, each participant gains skills and knowledge from the comfort of home or school at convenient times. Most courses provide for practice opportunities with classroom or school examples and strategies to be implemented during the term. Therefore, it is required that all program participants are current educators and have access to classrooms for at least five (5) class periods per week in order to apply strategies and complete course assignments.

You are joining a team of outstanding educators from around the world that is making a difference in education. Educating our children and youth to become skilled, talented, thinking, caring, life-long learners and world citizens is the most important thing a person can do. Acacia University believes in supporting teachers and administrators to achieve personal and professional goals in education. Thank you for choosing Acacia University, where we will build the future together!

Lisa Oliphant, Ed.D.
Provost

NOTE: Although every effort has been made to assure the accuracy of the information in the Acacia University Handbook, students and others who use the Handbook should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of government statutes, rules, and policies adopted by the Board of Directors of Acacia University, or by the President or designee. More current or complete information may be obtained from the appropriate university administrator.

This Handbook is neither a contract nor an offer of a contract. The information this document contains was accurate when it was published and placed on the Internet. Fees, deadlines, academic requirements, courses, degree programs, academic policies, and other matters described in this Handbook may change without notice.

The Handbook is updated regularly and there is a new Handbook for each school year (Fall through Summer sessions). Each enrollee follows the degree program of study listed in the Handbook of the year of his/her enrollment. Announcements contained in published materials such as this Handbook are subject to change without notice and may not be regarded as binding obligations for the institution. Students are subject to the policies and provisions of the most recent Handbook; however, if the student maintains continuous enrollment, every effort will be made to ensure the continuity and consistency of his or her degree program. If a student does not maintain continuous enrollment, his or her degree program is subject to change in alignment with the most recent provisions in the Handbook.

About Us

Acacia University is the result of two companies merging and the culmination of twelve years of pioneering ways to improve instruction and learning. It began with the vision of our founders (with over 100 combined years of experience at all levels) who were convinced that implementing research-based instructional strategies, learning communities within the classroom, and state of the art technology would result in enhancing teacher effectiveness and improving student learning.

In 2003, Educational Cyberconnections, Inc. began a partnership with the Commission on International and Trans-Regional Accreditation (CITA) to provide onsite training to CITA schools in Egypt, Pakistan, United Emirates, and China. This training created a demand for additional and continuing training that resulted in the establishment of an onsite and online program under the title of CITA Teacher Certification Program.

The need for quality technology support for design and hosting of the program resulted in the merger with EdgePoint Technology. The name of the company was changed to Power-Ed, Inc. during the merger.

In 2005, Power-Ed and CITA developed and delivered a web-based curriculum (24 credits) that could be delivered via the internet throughout the world. For over four

years we have delivered classes, mentored teachers, and improved education in countries such as Egypt, Saudi Arabia, Thailand, Syria, China, and the United States.

Our learners felt the online program was so valuable that they expressed an interest in obtaining a master's degree for the courses they had taken. Our response to their request was to seek state licensing and then accreditation from an approved US Department of Education institution. Power-Ed (dba Acacia University) set a goal that the program would be convenient, affordable, provide mentoring, and teacher dialogue; thereby improving the teaching process.

Mission and Goals of Acacia University

Acacia University's Mission

Acacia University's name reflects our belief of life-long learning. The symbol and name of the acacia as the "tree of knowledge", as it is known in many cultures, embodies our ongoing commitment to provide unparalleled standards and vehicles for learning. Acacia is committed to delivering educational programs of the highest quality through innovative forms of distance learning. To this end, Acacia University offers outstanding distance education in programs that extend extraordinary and interactive opportunities for students to reach personal and career goals.

Acacia University's Vision

Acacia University believes that innovative, relevant, and rigorous educational programs offered in a responsible distance learning format throughout the world will not only enhance individual personal and career goals, but will contribute to business, social, economic, and educational needs of our society. Acacia University will be recognized as a premier program for those who desire to earn a certificate or degree while expanding and deepening their understanding of a profession and/or applying their skills in the workforce.

Our values include:

- Excellence in teaching/learning by offering a high-quality and student-focused education
- Organizational integrity by operating with the highest ethical standards
- Diversity and civility by supporting multicultural understanding and maintaining respect for all learners and staff

Our goals include:

- Increase enrollment by partnering with businesses, agencies, and programs
- Strengthen our national reputation for excellence by providing the workforce with outstanding employees
- Ensure financial stability and growth

Our objectives include:

- Provide educational opportunities at the lowest cost feasible
- Provide courses that challenge, but do not frustrate
- Maintain high academic standards

Establish an energizing learning environment by engaging students in worthwhile learning tasks
Build and foster a “learning community” culture that fosters questioning, stretching, and understanding
Measure student, staff, and employer satisfaction regularly

Acacia University’s Culture

At Acacia University we understand that affordability, convenience, flexibility, support, and learning communities are key elements that should never be compromised. Our graduates claim that we are unlike other universities in our care and support for the student. Our professors are all trained to provide an environment that promotes an energetic and thoughtful learning culture.

Acacia University does not discriminate on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, veteran status, gender identity, or other legally or policy protected status, in the university’s services, educational programs, and activities, including but not limited to, admission to and employment by the university. As a federal contractor, the university is committed to affirmative action in employment for women, minorities, individuals with disabilities and covered veterans.

Goals and Objectives

Acacia University believes that educator throughout the world should be able to further their education and use the knowledge gained to achieve their personal and career goals. Acacia University will be recognized as a premier program for educators who desire to earn a graduate degree while expanding and deepening their understanding of the education profession and applying skills in the school and/or classroom.

Acacia University is redefining graduate education through distance learning. Our objective is to deliver graduate degree programs of the highest quality through innovative forms of online learning.

We provide the opportunity for you to earn your graduate degree while teaching or administering any grade or subject area, in any school.

We make learning convenient so that you may study and learn from the comfort of your own home.

You learn and implement research-based instructional strategies relevant to your school/classroom.

You receive individual mentoring from experienced educators representing many areas of expertise in education.

You earn your graduate degree while becoming a more effective educator!

Acacia University offers high quality, rigorous educational programs with the convenience and flexibility of online delivery. Acacia University has been an innovator since its inception.

Recognition

Accreditation

Acacia University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is an educational association located in Washington, D.C. Founded in 1926, DEAC has become the agency that sets the standard for all distance education institutions.

Distance Education Accrediting Commission (DEAC)
Accrediting Commission
1101 17th Street NW, Suite 808
Washington, DC 20036
Phone: (202) 234-5100
www.deac.org

The Distance Education Accrediting Commission is listed by the United States Department of Education as a nationally recognized accrediting agency. DEAC initially received federal recognition in 1959 and has continually held recognition by the U.S. Department of Education ever since. Federal recognition aims to ensure that accreditors meet expectations for institutional and program participation in federal activities, such as federal financial aid programs. Currently, the federal recognition process is largely carried out by the National Advisory Committee for Institutional Quality and Integrity (NACIQI). The NACIQI provides recommendations to the U.S. Secretary of Education concerning whether accreditation standards are sufficiently rigorous and effective toward ensuring that a recognized accreditor is a reliable authority regarding the quality of the education provided by the institution it accredits. In 2012, NACIQI recommended to the Secretary of Education that DEAC receive recognition through 2017.

The Distance Education Accrediting Commission is a recognized member of the Council for Higher Education Accreditation (CHEA). CHEA is a private nonprofit national organization that coordinates accreditation activity in the United States. It carries forward a long tradition that recognition of accrediting organizations should be a key strategy to ensure quality, accountability, and improvement in higher education. Recognition by CHEA affirms that standards and processes of accrediting organizations are consistent with quality, improvement, and accountability expectations that CHEA has established. DEAC first received recognition by CHEA in 2001. It received its most recent grant of recognition from CHEA in 2013.

State Licensing

Acacia University filed with Arizona's Secretary of State to become Acacia University and applied for a degree-granting license to the State of Arizona in September 2007. Approval was granted on February 28, 2008. The AZ State Board address is:

Arizona State Board for Private Postsecondary Education

1740 W. Adams, Ste. 3008
Phoenix, AZ 85007
Direct Line (602) 542-5709
Fax (602) 542-1253
Website: <https://ppse.az.gov>

How to Contact the Institution

To reach the University by telephone, call 480-428-6034.

University President

tmoman@acacia.edu

University Provost

loliphant@acacia.edu

General Inquiries

information@acacia.edu

Admissions

admissions@acacia.edu

Student Affairs

studentaffairs@acacia.edu

Student Records

records@acacia.edu

Technology

technology@acacia.edu

Faculty

Faculty email addresses are available to enrolled students only.

University Governance

Acacia University, Inc. is a for-profit S corporation that is incorporated in the state of Arizona.

Board of Directors

Tim Moman, Chairman

Master of Business Administration, Colorado State University

Current: President, Acacia University

Former: Chief Executive Officer, Edgepoint Technology; Executive Vice President of Sales and Marketing, KnowledgeNet; Vice President of Higher Education, Apple

Dr. Marilyn Henley, Secretary

Ph.D. Educational Administration and Supervision, Arizona State University

Current: Provost, Acacia University

Former: President, Educational CYBERCONNECTIONS, Inc.; Deputy Associate Superintendent, Arizona Department of Education; Director of Special Education and Federal Programs - Glendale Elementary District

Mike Turico

Current: Vice President of Technology, Acacia University
Former: Director of Software Development, Glynlyon, Inc.; Chief Technology Officer, EdgePoint Technology; Director of Operations, UNICON

Advisory Board

Dr. Teresa Atwa

Current: Cogna, Vice President of International Education Services
Former: Professor, Assistant Superintendent, Principal, teacher
Queen Creek, AZ

Dr. Marilyn Henley

Current: Retired, Adjunct Professor
Former: University Provost, Assistant Superintendent, Principal, teacher
Phoenix, AZ

Dr. David Hurst

Current: Senior Vice President of Global Services, Cogna
Former: Chief Accreditation Officer, Superintendent, Principal, teacher
Gilbert, AZ

University Administration

Tim Moman, President

Dr. Lisa Oliphant, Provost

Dr. Cynthia Lopez, Dean of Education

Mike Turico, Vice President of Technology

Ronda Carlisle, Registrar

Faculty

Faculty Roles

Professors

All professors in the University have doctorate degrees (Ed.D. or Ph.D.). Each professor at Acacia is qualified to provide excellence in instruction and leadership. Professors are assigned to and responsible for all graduate courses. They also supervise any assigned Doctoral Interns and/or Doctoral Candidates performing their online or onsite internships by providing ongoing support, communication, and meaningful feedback throughout the course term. Professors, in collaboration with assigned interns or candidates, utilize the Rubrics and Scoring Guides for all assignments throughout the course. Professors assign all final course grades.

Learning Coaches

All Learning Coaches have master's degrees, post-master's courses, and have earned the Acacia University Learning Coach Training Certification (18 credits). A Learning Coach (LC) offers assistance to the professors in all master's courses. He/she guides, tutors, supports, explains, models, teaches, assists in scoring, and advises. The LC specifically helps and supports other students to grow and be successful.

Program Advisors

While the student is responsible for his/her academic decisions and education, Acacia provides support and advising assistance throughout the program. Program Advisors are assigned to students upon enrollment based on his/her chosen degree program. Program advisors communicate to plan, provide assistance, address any course or program concerns, and provide mentorship throughout the program.

Doctoral Intern

Doctoral Interns are students performing their online responsibilities for the Online Internship course. Each intern is placed in a course previously completed during year one or two of his/her course of study. They shadow the professor and may assist with instructional responsibilities, with the guidance and oversight of the professor.

Doctoral Candidate

Doctoral Candidates have completed all 500 and 600 level courses of their program and successfully passed their comprehensive written and oral exams. They may be placed in a course to perform research pertaining to their dissertation topic and/or continue to perform their online responsibilities for the Online Internship course. They shadow the professor and may assist with instructional responsibilities, with the guidance and oversight of the professor.

Faculty List

Faculty Professors

Dr. Hannah Hosn Assaf, Ed.D. Educational Leadership, Acacia University
Program Advisor – Educational Administration

Dr. Alik Constantinou, Ed.D. Educational Leadership, Acacia University
Program Advisor – Secondary Education

Dr. Serra Coruh, Ed.D. Educational Leadership, Acacia University

Dr. John Croteau, Ed.D. Educational Leadership, Acacia University

Dr. James Dean, Ed.D. Educational Leadership, Acacia University

Dr. Mary Donahue, Ed.D. Educational Leadership, Acacia University
Program Advisor – English as a Second Language

Dr. Cynthia Lopez, Ed.D. Educational Leadership, University of Texas
Program Advisor – Doctoral Program

Dr. Essra Mahmoud, Ed.D. Educational Leadership, Acacia University
Program Advisor – Elementary Education

Dr. Lisa Oliphant, Ed.D. Educational Leadership, Acacia University
Program Advisor – Special Education

Dr. Farah Zannad, Ed.D. Educational Leadership, Acacia University

Adjunct Professors

Dr. Marilyn Henley, Ph.D. Educational Administration and Supervision,
Arizona State University

Learning Coaches

Khadija Gaber, M.A. Secondary Education, Acacia University; Doctoral
Candidate, Acacia University

Cyndy Tschanz, M.A. Secondary Education, Acacia University

Hours of Operation

General office hours are 8:00 am to 5:00 pm Mountain Standard Time, Monday through Friday. However, students may communicate asynchronously with university personnel via the online course forums, the online messaging system, email, and the help desk when the university is closed. Faculty members maintain scheduled hours of availability and are available for online discussion at posted times. The help desk is available for technical support. Help desk requests may be submitted at any time and are addressed within 24 hours.

Acacia University is closed on all U.S. federal and state holidays and on weekends. The offices will be closed on the following observed holidays:

- New Year's Eve and New Year's Day (December 31 and January 1)
- President's Day (the third Monday in February)
- Memorial Day (the last Monday of May)
- Independence Day - July 4
- Labor Day (the first Monday of September)

Thanksgiving Day and the following Friday (the fourth Thursday and Friday in November)

Christmas Day and the day prior and after (December 24, 25, and 26)

Course Scheduling

Courses begin on predetermined dates and last 16 weeks for semester courses or 8 weeks for session courses. Start and end dates for each session are listed in the academic calendar.

Academic Calendar

Students may enroll and begin their program at Acacia University five times a year:

Fall Session 1

Fall Session 2

Spring Session 1

Spring Session 2

Summer

Semester courses are 16 weeks and Session courses are 8 weeks. Exceptions are *Administrative Internship* and *Portfolio Project* for Administration majors and *Special Education Internship* for Special Education majors, which are 21 weeks each.

Academic Calendar

Term	Enrollment opens	Classes begin	Classes end
Fall Semester	June 14, 2022	Aug. 28, 2022	Dec. 17, 2022
Fall Session 1	June 14, 2022	Aug. 28, 2022	Oct. 22, 2022
Fall Session 2	June 14, 2022	Oct. 23, 2022	Dec. 17, 2022
Spring Semester	Sept. 1, 2022	Jan. 29, 2023	May 20, 2023
Spring Session 1	Sept. 1, 2022	Jan. 29, 2023	March 25, 2023
Spring Session 2	Sept. 1, 2022	March 26, 2023	May 20, 2023
Summer	Jan. 23, 2023	June 4, 2023	July 29, 2023
Internship-Fall (Admin & SpEd majors)	June 14, 2022	Aug. 14, 2022	Jan. 7, 2023
Internship -Spring (Admin & SpEd majors)	Sept. 1, 2022	Jan. 8, 2023	June 3, 2023
Portfolio Project-Fall (Admin majors)	June 14, 2022	Aug. 14, 2022	Jan. 7, 2023
Portfolio Project-Spring (Admin majors)	Sept. 1, 2022	Jan. 8, 2023	June 3, 2023
Doctoral Residencies	Enrollment Opens	Date/s of residency	
One-Day Virtual Residency #1	June 14, 2022 Sept. 1, 2022 Jan. 23, 2023	Oct. 22, 2022 Jan. 21, 2023 May 6, 2023	
One-Day Virtual Residency #2	June 14, 2022 Sept. 1, 2022 Jan. 23, 2023	Oct. 22, 2022 Jan. 21, 2023 May 6, 2023	

One-Day Virtual Residency #3	June 14, 2022 Sept. 1, 2022 Jan. 23, 2023	Oct. 22, 2022 Jan. 21, 2023 May 6, 2023
One-Day Virtual Residency #4	June 14, 2022 Sept. 1, 2022 Jan. 23, 2023	Oct. 22, 2022 Jan. 21, 2023 May 6, 2023
International Virtual Leadership Residency	Sept. 1, 2022	Jan. 9-15, 2023

TBA=To be announced

Course Overview

Study Suggestions

Every graduate student at Acacia University will complete the Site Orientation. This orientation prepares students for online learning and provides guidance for improving areas where a student may need help in being a successful online learner. The orientation also provides basic information about understanding and using computers and the internet; instruction and practice in navigating the course site and completing assignments; and an explanation of the grading system. This course has been set up to engage students in practicing and navigating the online system as well as practice the different types of assignments that are included within the courses offered at Acacia University.

Professors and program advisors help all new enrollees understand expectations and provide individualized study suggestions, as needed.

Course materials

Textbooks

Most Acacia courses require no textbooks. For those courses that do require a textbook, it is the responsibility of the student to purchase or rent the textbook prior to the start of the course (E-textbooks may have limited time access. Be sure to check the listing before you complete your transaction). Acacia does not sell or lease textbooks. Students may purchase or rent in any format (hardback, e-textbook, new, used, etc.) and from any source but must use the assigned edition. Current prices at the time of this handbook publication are listed below but are subject to change. Prices listed are from the publisher, however, students may purchase from any source.

Since courses are updated to meet changing standards, legislation, state requirements, etc., textbooks may change during the course of the program.

Master of Art in Elementary Education

Course	Author/s	Title/Edition	Print ISBN/Cost	E-Text ISBN/Cost
EDC610-1 and EDC610-2	Johnson	A Short Guide to Action Research, 4e	9780133072310 \$69.32	9780133072310 \$44.99

EDC610-2	Creswell & Guetterman	Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 6e	9780134519364 \$69.32	9780136874416 \$39.96
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Master of Art in Secondary Education

Course	Author/s	Title/Edition	Print ISBN/Cost	E-Text ISBN/Cost
EDC610-1 and EDC610-2	Johnson	A Short Guide to Action Research, 4e	9780133072310 \$69.32	9780133072310 \$44.99
EDC610-2	Creswell & Guetterman	Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 6e	9780134519364 \$69.32	9780136874416 \$39.96

Master of Education in English as a Second Language

Course	Author/s	Title/Edition	Print ISBN/Cost	E-Text ISBN/Cost
EDC572	Díaz-Rico	A Course for Teaching English Learners, 3e	9780134878249 \$53.32	9780137413270 \$19.98
EDC610-1 and EDC610-2	Johnson	A Short Guide to Action Research, 4e	9780133072310 \$69.32	9780133072310 \$44.99
EDC610-2	Creswell & Guetterman	Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 6e	9780134519364 \$69.32	9780136874416 \$39.96

Master of Education in Special Education

Course	Author/s	Title/Edition	Print ISBN/Cost	E-Text ISBN/Cost
Used throughout whole program	Kauffman, Hallahan, & Cullen Pullen	Handbook of Special Education, 2e	9781138699151 \$104	9781315517698 \$104
EDC611-1 and EDC611-2	Johnson	A Short Guide to Action Research, 4e	9780133072310 \$69.32	9780133072310 \$44.99
EDC611-2	Creswell & Guetterman	Educational Research: Planning, Conducting and Evaluating Quantitative and	9780134519364 \$69.32	9780136874416 \$39.96

		Qualitative Research, 6e		
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Master of Education in Educational Administration

Course	Author/s	Title/Edition	Print ISBN/Cost	E-Text ISBN/Cost
EDA549	Ubben, Hughes, & Norris	The Principal: Creative Leadership for Excellence in Schools, 8e	9780134606989 \$165.32	9780137561834 \$19.98
EDA569	Brimley, Verstegen, & Knoepfel	Financing Education in a Climate of Change, 13e	9780135180068 \$117.32	9780137524990 \$19.98

Attention: students in the Master of Education in Educational Administration program are required to maintain membership in the Association for Supervision and Curriculum Development (ASCD) at the Select Membership level which grants access to the online articles, online books, and resource materials. For current membership pricing, visit the [ASCD Select Membership page](#).

Doctor of Education in Educational Leadership

Course	Author/s	Title/Edition	Print ISBN/Cost	E-Text ISBN/Cost
EDA549D	Ubben, Hughes, & Norris	The Principal: Creative Leadership for Excellence in Schools, 8e	9780134606989 \$165.32	9780137561834 \$19.98
EDA569D	Brimley, Verstegen, & Knoepfel	Financing Education in a Climate of Change, 13e	9780135180068 \$117.32	9780137524990 \$19.98
EDA679D	Webb & Metha	Foundations of American Education, 8e	9780134027661 \$106.66	9780134027647 \$39.96
EDA718D	Creswell & Guetterman	Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 6e	9780134519364 \$69.32	9780136874416 \$39.96

Attention: students in the Doctor of Education in Educational Leadership program are required to maintain membership in the Association for Supervision and Curriculum Development (ASCD) at the Select Membership level which grants access to the online articles, online books, and resource materials. For current membership pricing, visit [ASCD Select Membership page](#).

Online Library

Acacia offers students the use of the Library and Information Resources Network (LIRN) at no cost. LIRN is a consortium of educational institutions that have joined together to share access to information resources.

The LIRN® Library Core Collection contains millions of articles, television and radio transcripts, photographs, video and audio clips, encyclopedias, books, and reference titles.

Access to the Library and Information Resources Network is located on the Acacia courses home page.

Quizzes and exams

Quizzes, mid-term exams, and final exams are administered electronically. These assessments are system scored and students can view their grade immediately upon submission. Quizzes are allotted 30-60 minutes and mid-term and final exams are allotted 60-120 minutes, depending on the course.

Assignments

There are many types of assignments used in Acacia courses. A few are described below:

Lesson Assessments: Lesson Assessments are short essay-type questions. These assignments require one to three written paragraphs with careful professional thought including insight and classroom application.

Virtual Learning Community Activities: Virtual Learning Community (VLC) activities are interactive forum-based assignments. These assignments represent interactive discussions among participants. Students must answer a question based on the lesson topic. Each student is then required to respond to two of their classmates' original posts, offering insightful feedback, comments, suggestions, etc. Grades are given for the student's answer as well as their responses to classmates.

Strategy Plans: As part of the coursework in the three Power Strategies® courses, you will be asked to complete several strategy plans. These plans will demonstrate how you are integrating the Power Strategies® into your daily instruction.

Literature Reviews: Literature reviews are common assignments in graduate courses. They are designed to strengthen research skills while the individuals extend and deepen their knowledge on a specific topic related to the course. Literature reviews have characteristics that enhance critical thinking skills and writing clarity. APA formatting is required.

Projects: a project requires that you collect information regarding a topic, analyze the information, apply the course content, and design a plan that you can use in your classroom. Projects allow you to demonstrate a high level of skill in the application of the concepts of a course. There are several projects that are included in the courses.

Rubrics

Each assignment has a specific rubric. The rubrics are set up to provide a detailed explanation of all expectations. All professors and Learning Coaches use this tool to objectively score all assignments. Rubrics are found on the home page as well as

each course page. Reviewing and using these rubrics while completing each assignment will help to ensure optimum points are earned.

Proctoring requirements

Proctored exams are required to assure that the degree candidate has personally fulfilled the degree requirements. A student's achievement will be assessed by an appropriate number of proctored examinations spaced throughout the program of study. All proctoring is performed by an administrator of the school where the student is employed or has verifiable permission to access classrooms. Should the student being proctored not be employed in a school, the student must present a photo ID for the proctor to verify identity and authorize assessment activities. Proctors shall use valid government-issued photo identification to confirm the student's identity. This information must be sent to the professor/Learning Coach.

Administrative authorization forms are provided in various courses for fieldwork observations, case studies, etc. Specific proctored examinations used in the master's degree programs are as follows:

EDC510/EDC511 and EDC520/EDC521 require that each student have a proctor visit his/her classroom and verify evidence of using the course strategies. The proctor completes a survey and verification form and submits it directly to the professor/Learning Coach.

EDC610-1/EDC611-1/EDA619 requires an authorization form signed by an administrator since surveying, observations, and use of school data may be required.

EDC620/EDC621/EDA609 Mentored Practicum requires a verification of mentoring form signed by an administrator. The verification authorizes the student to conduct mentoring at the school. The mentor, mentee, and administrator sign a second form showing agreement regarding the mentoring activities to be conducted during the six weeks of onsite mentoring. A classroom observation and/or discussion with the student regarding the use of strategies is documented on a form that is signed by the proctor and returned to the professor/Learning Coach. A written and oral summary of the mentoring process is presented to the proctor following the activity. Acacia receives a copy of the summary and verification from the proctor regarding the presentation.

Proctor requirements include the following:

The proctor is a verified supervisor of the student

The identity of the student has been verified by the proctor

Signed authorization and verification forms are submitted to the professor/Learning Coach before and after each proctored assessment

Depending on the graduate program, proctoring occurs in a minimum of 4 courses

All fieldwork, Mentored Practicum, and action research projects are authorized and approved by school administration where the student is employed

Degree Programs Offered

Master of Arts in Elementary Education
Master of Arts in Secondary Education
Master of Education in English as a Second Language
Master of Education in Special Education
Master of Education in Educational Administration
Doctor of Education in Educational Leadership

Disclosure notice to US students: *Acacia University offers graduate degrees for current teachers to achieve their professional goals. Prospective and current **students in the US must be licensed teachers** in the state in which they work. Therefore, Acacia programs are NOT a pathway to teacher licensure in the US.*

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Program prerequisites

The Elementary, Secondary, English as a Second Language, and Special Education courses are designed for graduate level teachers who are presently teaching students in a school setting or have access to a classroom of students for five or more classes per week. The Educational Administration master's degree requires access to a school setting.

The focus of most courses is on the effective implementation of strategies and application of skills and knowledge during instruction or in a school setting. All students will demonstrate capabilities for planning for and implementing instruction.

Power Strategies® courses are to be taken in sequence beginning with Power Strategies for Effective Teaching (#1). The other core courses are also sequenced to provide a natural scaffolding of the skills and concepts.

Eligible participants include classroom teachers, special area teachers, special education teachers, instructional specialists, administrators, and any other school staff member that is assigned teaching duties or with access to educational facilities and programs. Current access to classrooms and a school (from grades preK-12, any content area) is required.

Each participant must have frequent and regular access to a computer with internet connectivity.

The Introduction to Graduate Studies - Site Orientation must be completed prior to the start of the first course.

Program Objectives

Master of Arts in Elementary Education

The Master of Arts in Elementary Education program is a 36-credit **K-8 program** that offers a rich combination of online learning, classroom practice, learning community sharing, research and analysis, and assessment to produce teachers that are capable of making a difference in student learning and achievement. Online examples in each lesson are provided to help primary, intermediate and junior high school teachers in any subject or lesson. The program is entirely customized through the examples, strategies, and assignments for any elementary teacher to gain and sharpen instructional skills.

The courses that make up the program curriculum are designed to prepare and strengthen the classroom teacher by providing the most current research-based and proven educational strategies and knowledge. The curriculum encompasses learning theory, educational foundations, brain theory, best practices, curriculum development, standards, and assessment. The courses in child and adolescent development, special needs and classroom management provide a framework of how teachers can provide appropriate strategies and environments for all students. Two capstone courses complete the requirements for this degree. A mentored practicum and action research project are included to enable the student to synthesize the knowledge and skills of the program into his/her personal understanding of an effective classroom for elementary students.

The goal of the program is to develop scholar-practitioners who will learn and practice advanced skills in designing, implementing, and analyzing instruction, use research-based strategies, and demonstrate critical thinking so they can provide an active, positive, and effective classroom environment for elementary students.

At the end of this program, students will be able to:

- Create and maintain a positive learning environment that will support and increase student achievement
- Consistently integrate the Power Strategies with other research-based strategies into their instruction
- Demonstrate comprehensive understanding and knowledge of the process and principles of curriculum design and assessment so they can plan effective instructional and assessment strategies
- Design and implement developmentally appropriate strategies that foster, nurture, and develop skills in students that are within, and outside of, the normal range of child development
- Design and implement strategies to meet the individual needs of students in the classroom
- Collaborate with colleagues in meaningful ways about students and instructional strategies
- Analyze the current trends, requirements, and practices that are required and design instruction and instructional strategies that will enable students to meet the learning goals and standards

Model instructional and classroom strategies that promote global citizenship, acceptance and tolerance of others, and lifelong learning
Communicate effectively with parents and other caregivers about the students' successes, needs and areas of improvement
Provide mentoring to other teachers as they implement effective strategies in the classroom
Implement a coherent and effective elementary classroom utilizing appropriate curriculum, instruction, and assessment practices
Apply research and analysis skills in a capstone course to design and complete a project that would provide insight on an elementary education topic of their choice

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Master of Arts in Secondary Education

The Master of Arts in Secondary Education program is a 36-credit program covering **grades 7-12** that offers a rich combination of online learning, classroom practice, learning community sharing, research and analysis, and assessment to produce teachers that are capable of making a difference in student learning and achievement. Online examples in each lesson are provided to help primary, intermediate and junior high school teachers in any subject or lesson. The program is entirely customized through the examples, strategies, and assignments for any secondary teacher to gain and sharpen instructional skills.

The courses that make up the program curriculum are designed to prepare and strengthen the classroom teacher by providing the most current research-based and proven educational strategies and knowledge. The curriculum encompasses learning theory, educational foundations, brain theory, best practices, curriculum development, standards, and assessment. The courses in child and adolescent development, special needs and classroom management provide a framework of how teachers can provide appropriate strategies and environments for all students. Two capstone courses complete the requirements for this degree. A mentored practicum and action research project are included to enable the student to synthesize the knowledge and skills of the program into his/her personal

understanding of an effective classroom for secondary students.

The goal of the program is to develop scholar-practitioners who will learn and practice advanced skills in designing, implementing and analyzing instruction using research-based strategies so they can provide an active, positive and effective classroom environment for secondary students.

At the end of this program, students will be able to:

- Create and maintain a positive learning environment that will support and increase student achievement

- Consistently integrate the Power Strategies with other research-based strategies into their instruction

- Demonstrate comprehensive understanding and knowledge of the process and principles of curriculum design and assessment so they can plan effective instructional and assessment strategies

- Design and implement developmentally appropriate strategies that foster, nurture, and develop skills in students that are within, and outside of, the normal range of child development

- Design and implement strategies to meet the special educational needs of students in the classroom

- Collaborate with colleagues in meaningful ways about students and instructional strategies

- Analyze the national or state standards that are required and design instruction and instructional strategies that will enable students to meet the standards

- Communicate effectively with parents and other caregivers about the students' successes, needs and areas of improvement

- Provide mentoring to other teachers as they implement effective strategies in the classroom

- Implement a coherent and effective secondary classroom utilizing appropriate curriculum, instruction, and assessment practices

- Apply research and analysis skills to design and complete a project that would provide insight on a secondary education topic of their choice

- Reflect on practices and how they influence students' outcomes

- Apply critical thinking to identify current educational dilemmas and propose appropriate work-based solutions

- Model strategies that promote global citizenship, civic engagement, and lifelong learning

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Master of Education in English as a Second Language

The Master of Arts in English as a Second Language is a 39-credit program that offers a rich combination of online learning, classroom practice, learning community sharing, research, analysis, and assessment to build teachers' knowledge and skills to increase the achievement of students who are learning English as a second language. Online examples are provided to help teachers of every subject and grade level provide appropriate instruction to facilitate listening, speaking, reading, writing, and comprehension skills in the English language. The program is for teachers of pre-K to grade 12 ESL students.

The courses that make up the program curriculum are designed to prepare and strengthen the classroom teacher's skills by providing the most current research-based and proven educational strategies and knowledge. The curriculum encompasses learning theory, educational foundations, brain theory, best practices, curriculum development, standards, and assessment. The courses in child and adolescent development, special needs, and classroom management provide a framework for how teachers can provide appropriate strategies and environments for all students. Other areas of focus include specific information and practice on methods of ESL; foundations of ESL; teaching of reading and writing; linguistics; and assessment for non-English proficient students. Two capstone courses complete the requirements for this degree. A mentored practicum and action research project are included to enable the student to synthesize the knowledge and skills of the program into his/her personal understanding of an effective classroom for ESL students.

At the end of this program, students will be able to:

Teach English as a Second Language (ESL) learners the ability to communicate information, ideas, and concepts necessary for academic success in all content areas such as, language arts, mathematics, science, and social studies

Incorporate the four language domains (Listening, Speaking, Reading, and Writing) in their curriculum, instruction, and assessment focusing on each of the five language proficiency levels Stages I-V

Demonstrate knowledge and skills to create and maintain a positive learning environment that will support and increase ESL students' academic and language achievement

Demonstrate comprehensive understanding and knowledge of the process and principles of curriculum design and assessment so they can effectively plan instructional and assessment strategies utilizing the four domains of language among all five language proficiency levels

Collaborate with colleagues in meaningful ways about students and instructional strategies

Analyze the national or state standards that are required and design instruction and instructional strategies that will enable ESL students to meet these standards

Demonstrate how to communicate effectively with multi-cultural parents and caregivers about the successes, needs and areas of improvement of all students

Apply research and analysis skills to design and complete a project that will provide insight on current research surrounding a topic involving ESL students

Design and implement developmentally appropriate strategies that foster, nurture, and develop ESL skills in students that are within, and outside of, the normal range of child development

Design and implement strategies to meet the special education needs of ESL students

Explain the foundation of historical, philosophical, and theoretical education for English language learners in the US

Demonstrate effective professional mentoring to other teachers as they implement ESL strategies in the classroom

View and analyze the work of colleagues and interact with them about the strategies and other classroom matters relating to the ESL learner

Participate in a mentored practicum capstone experience that enables the ESL teachers to use all the skills of the program to mentor colleagues in online and onsite settings

Apply research and analysis skills to design and complete a research project that provides insights on effective strategies for ESL students

Explain and provide examples of the cultural, social, linguistic, and academic issues of ESL learners

Model strategies that promote global citizenship, civic engagement, and lifelong learning

Explain and critique the theories of English language development

Apply critical thinking to identify current educational dilemmas and propose appropriate work-based solutions

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other than Arizona. NC-SARA approval does not grant reciprocity or exemption from state professional licensing requirements.

Master of Education in Special Education

The Master of Education in Special Education program is a 36-credit K-12 program that offers a rich combination of online learning, classroom practice, learning community sharing, research and analysis, and assessment to produce teachers that are capable of making a difference in student learning and achievement. Online examples in each lesson are provided to help primary, intermediate, junior, and senior high school special education teachers in any subject or lesson. The program is entirely customized through the use of examples, strategies, and assignments for any teacher to gain and sharpen instructional skills for special education students.

The courses that make up the program curriculum are designed to prepare and strengthen the teacher by providing the most current research-based and proven educational strategies and knowledge for meeting special education needs. The curriculum encompasses learning theory, educational foundations, brain theory, best practices, curriculum development, standards, and assessment. The courses in child and adolescent development, special needs, and classroom management provide a framework of how teachers can provide appropriate strategies and environments for all students. The study of school systems and decision-making assist the student in the governance of the school. A mentored practicum and action research project are included to enable the student to synthesize the knowledge and skills of the program into his/her personal understanding of an effective resource classroom for special education students. Two capstone courses complete the requirements for this degree:

1. The internship includes a 270 clock-hour practicum in which the student works with a certified special education teacher to learn and apply instructional skills and strategies with special education students. Arrangements for this internship are made by Acacia University directly with the participating school and teacher.
2. The Research Methods and Action Research courses combine research methods with an action research project that demonstrates understanding and research skills in an area of interest in special education.

Acacia Special Education Teaching Standards for Mild/Moderate Students

Teaching Standard 1	The teacher accurately demonstrates knowledge of the content area and approved curriculum.
Teaching Standard 2	The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
Teaching Standard 3	The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
Teaching Standard 4	The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.

Teaching Standard 5	The teacher effectively utilizes student assessment techniques and procedures.
Teaching Standard 6	The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
Teaching Standard 7	The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
Teaching Standard 8	The teacher demonstrates a willingness to examine and implement change, as appropriate.
Teaching Standard 9	The teacher works productively with colleagues, parents, and community members.

At the end of this program, students will be able to:

Objectives	Standard/s
Create and maintain a positive learning environment that will support and increase the achievement of special education students	2, 6
Consistently integrate the Power Strategies with other research-based strategies into their instruction	2, 4, 8
Demonstrate comprehensive understanding and knowledge of the process and principles of curriculum design and assessment so they can plan effective instructional and assessment strategies for the resource classroom	2, 3, 5
Apply critical thinking to identify current special education dilemmas and propose appropriate work-based solutions	8, 9
Model strategies that promote tolerance, acceptance, and citizenship to enhance understanding and opportunities for children of all abilities	7, 9
Develop and implement an Individualized Education Plan (IEP)	1, 2, 8
Develop meaningful accommodations to maximize access to curriculum	1, 8
Understand and apply modifications to content, methods, and pacing of curriculum	1, 2
Design and implement developmentally appropriate strategies that foster, nurture, and develop skills in students that are within, and outside of, the normal range of child development	6, 7
Design and implement strategies to meet the special educational needs of students in the resource classroom	1, 4
Collaborate with colleagues in meaningful ways about students and instructional strategies	1, 8
Analyze the national or state standards that are required and design instruction and instructional strategies that will enable special education students to meet the standards	1, 2, 3, 5

Communicate effectively with parents and other caregivers about the special education students' successes, needs, and areas of improvement	8, 9
Implement a coherent and effective special education resource classroom utilizing appropriate curriculum, instruction, and assessment practices	1, 3, 4
Apply research and analysis skills to design and complete a capstone project – action research that would provide insight on a special education topic of their choice	4, 8
Complete a special education internship working with students with mild to moderate disabilities	N/A

Attention special education majors: students in the Master of Education in Special Education program are required to maintain membership in the Council for Exceptional Children (CEC) organization at the Basic Membership level. This membership grants access to the online articles, the "Exceptional Children" journal, and other resource materials. For current membership pricing visit <https://www.cec.sped.org/>

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Master of Education in Educational Administration

The Master of Education in Educational Administration is a 36-credit program designed for graduate level educators who are presently teachers or administrators in a school setting and have regular weekly access to a school and classrooms. The Master of Education in Educational Administration will provide opportunities for educators to learn and develop skills and strategies in the areas of school management, law, finance, and instructional supervision to be an effective leader.

The goal of the program is to develop scholars-practitioners who will learn and practice advanced skills in designing, implementing and analyzing effective research-based strategies in school leadership so they can provide an active, positive and effective leadership in the school environment. All students enrolled in

the Master of Education in Educational Administration degree program will demonstrate and apply knowledge and skills related to PSEL and ELCC organization standards. In addition, students will:

- Reflect on leadership practices and how they influence students’ outcomes
- Apply critical thinking to identify current educational dilemmas and propose appropriate work-based solutions
- Model strategies that promote global citizenship, civic engagement, and lifelong learning

The PSEL (Professional Standards for Educational Leaders) are “model” professional standards that communicate expectations to practitioners, supporting institutions, professional associations, policy makers, and the public about the work, qualities and values of effective educational leaders. They are used by state boards of education to help guide their licensure and professional development programs.

ELCC (Educational Leadership Consultancy Council) Standards were developed for advanced programs at the master, specialist, or doctoral level that prepare assistant principals, principals, curriculum directors, supervisors, and other education leaders in a school building environment.

These standards are approved by NCATE (National Council for Accreditation of Teacher Education).

The standards focus on the following areas:

- Effective leadership – using data-based decision making
- Effective teaching – utilizing research-based practices
- Student learning with high expectations for all
- School culture of fairness and respect for all
- Continuous monitoring of progress
- Professional development
- Staff, student, parent, and community involvement

At the end of this program, students will be able to:

Objectives	PSEL Standards	ELCC Standards
Given a scenario, recommend supervisory practices based on leadership standards, leadership theories, and critical success factors	Standards 1 and 2	Standard 1
Identify characteristics of effective schools and explain opportunities and strategies for improving schools	Standard 1, 6, 7, 8, 9, 10	Standard 1
For a given instructional need, identify and explain appropriate research-based effective teaching strategies for special education, ESL, and struggling students	Standards 1, 2, 3, 4, 5, 7	Standard 2, 4, 5, and 6

Outline resources and processes for data-based decision making for strategic planning and school improvement	Standard 10	Standards 1 and 6
Develop a plan to implement a Professional Learning Community via a focused culture, climate, and communication strategies in an established school	Standards 2, 6, 7	Standards 1 and 3, 5, and 6
Create a team leadership Supervisory Platform that implements your vision for education leadership in terms of duties and responsibilities	Standards 1, 4, 7, 9	Standards 1 and 3
Determine appropriate approaches to developmental supervision and professional development	Standards 1, 6, 7	Standards 1 and 2
Explain pertinent laws related to special needs, discrimination, discipline, and personnel	Standards 2, 3, 5, 9	Standards 2, 3, and 6
Create a supervisory plan that implements both clinical supervision and differentiated supervision	Standards 1 and 6	Standards 1 and 2
Explain the role of the principal in managing school facilities and fiscal management	Standard 9	Standard 3
For a given school setting, propose strategies for community relations, parent involvement, and internal communication.	Standards 1, 3, 5, 8	Standards 1, 3, and 5
Complete an action research project demonstrating research and analysis skills related to a pertinent school topic	Reflecting all Standards	Reflecting all Standards
Demonstrate knowledge and skills of the program in a mentored practicum (internship) in both an administrative setting and with online students in the master's program	Demonstrating all Standards	Demonstrating all Standards
Design a plan for implementing district and state policies to address specific teacher supervision and evaluation issues	Standards 1 and 6	Standards 1, 6, and 7

Attention educational administration majors: students in the Master of Education in Educational Administration program are required to maintain membership in the Association for Supervision and Curriculum Development (ASCD) at the Select Membership level which grants access to the online articles, online books, and resource materials. For current membership pricing, visit [ASCD Select Membership page](#).

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Admissions

Admission Requirements

Learners seeking admission to an Acacia University degree program must meet certain requirements: (for doctoral program requirements, see the *Acacia University Doctoral Program Handbook Addendum*)

1. **Successful completion of a baccalaureate degree from an accredited college or university** - The degree must be verified on original transcripts sent by the undergraduate institution directly to Acacia University.
2. **English language competency** - Applicants whose native language is not English and who have not earned a bachelor's degree from an appropriately accredited institution where English is the principal language of instruction must take a test demonstrating their knowledge of English. An applicant must score at least 530 (on the paper-based exam), or at least 213 (on the computer-based exam) on the Test of English as a Foreign Language (TOEFL) or at least an overall 6.5 with no individual sub-score below 6.0 on the International English Language Test (IELTS).
3. **Verification of a teaching position or access to classrooms** - The position must be verified by a letter on school letterhead from an administrator of the school in which the student is practicing or has access.
 - a. The Master of Arts in Elementary Education requires access to elementary classrooms.
 - b. The Master of Arts in Secondary Education requires access to secondary classrooms.
 - c. The Master of Education in Educational Administration requires a minimum of 2 years of prior successful teaching experience and access to classrooms.
 - d. The Master of Education in Special Education requires access to Special Education classrooms for implementation of strategies and assignments.

- e. The Master of Education in English as a Second Language requires access to classrooms with ESL students.
4. **Ongoing access to computer technology** – All Acacia University courses are presented online so each applicant must have a computer and internet access to participate.

The application and all required documents must be received two weeks prior to the start of the applicant's first term. Notification of official acceptance into the graduate program will be sent within ten days of completed application.

Enrollment Agreement

All students are required to electronically sign an enrollment agreement, which outlines the terms of the enrollment and financial obligations for the program.

Technology Requirements

Acacia University courses are online only. Students must have internet access and a valid email address.

We recommend the following hardware requirements:

- Intel P4 (minimum of 2 Ghz) or faster processor
- Minimum 512 MB RAM, 1GB or greater is recommended
- Minimum 20 GB of free hard disk space, 40 GB or greater is recommended
- Minimum of 56 Kbps or faster modem, Broadband (high-speed at 144 Kbps or faster), DSL, Cable, or better is recommended
- Color monitor, keyboard, mouse, and access to a printer

We require the following software applications for PC systems:

- Microsoft Windows (7 or above is recommended)
- Microsoft Office (Word, Excel, and PowerPoint) (2007 or above is recommended) or compatible alternative
- Internet Explorer, Google Chrome, Firefox, or Safari
- PDF reader
- Zoom

We require the following software applications for Mac systems:

- Mac OS (X or above is recommended)
- Microsoft Office (2008 or above is recommended) or compatible alternative
- Firefox or Safari
- PDF Reader
- Zoom

Transfer Credits

Acacia University recognizes the prior learning of admitted students by awarding credit for courses at the graduate level, completed at an accredited institution, and documented through official transcript when the credit is applicable to the student's degree program at Acacia University. As many as twelve (12) credits may be transferred.

If an applicant has earned a degree at another university, credits from that degree cannot be transferred or used for an additional degree at Acacia University.

The acceptance of transfer credits between institutions lies within the discretion of the receiving college or university. Credits earned at other institutions may or may not be accepted by Acacia University. Likewise, credits earned at Acacia University may or may not be accepted by another institution depending upon its own programs, policies, and regulations. Students planning to complete credits for a graduate degree in another college, university, or graduate school are advised to contact the Admissions Office of such institution in advance of applying.

Transcripts

Degrees must be verified on original transcripts sent by the undergraduate institution directly to Acacia University. As the receiving institution, Acacia University determines the acceptance for transfer of any graduate credits from the other institution. Applicants submitting diplomas, degrees, or course transcripts from non-US institutions must have their academic credentials evaluated. Acacia University will accept credential evaluations only from World Education Services (WES).

Satisfactory Academic Progress (SAP)

This program does not allow students to work at their own pace. Students are expected to keep up with the posted course schedule of lessons and assignments. Course activities and assignments are graded on a weekly basis by professors/Learning Coaches. Rubrics are used for scoring all formative assignments and assessments. Other assignments and assessments are electronically scored with immediate feedback. Students can access their grades for assigned lesson material, discussions, assignments, and assessments for each lesson at any time during the course.

Faculty and program advisors monitor the progress of each student. If the student does not make satisfactory academic progress during a course (falls behind in assignments, has unsatisfactory attendance, or lacks course participation), the professor/Learning Coach contacts the student to schedule an individual conference to assess needs.

If a student maintains a 3.0 GPA or higher, it is assumed that there is satisfactory academic progress. Should the GPA fall below 3.0, the Student Services Support Director will contact the student to schedule a conference. While Acacia University understands that students may have extenuating circumstances (e.g. medical emergencies) during a term, documentation may need to be provided and will be placed in the student record.

When the GPA is below 3.0 the student is placed on academic probation following that term and a note will be placed on the student record. The student will receive a

warning that the GPA must be raised during the next two terms. Academic probation is permissible for only two terms, after which, the student will be dismissed from the university.

Master's Degree Programs

D and F grades are not acceptable in the master's program. Two C grades are acceptable if a GPA of 3.0 is maintained. If the GPA falls below 3.0, the student is placed on academic probation and the retake of a course must occur prior to registering for a new course.

Each course can be retaken only once. Retake courses are subject to the normal master's tuition rate.

Note: retake courses will be indicated with an "(R)" on transcripts.

Satisfactory academic progress in the master's program is monitored by faculty program advisors, who meet with advisees two times each academic year to discuss the pace of courses, grades, and academic progress.

Online participation, effort, and timeliness are reviewed and discussed with each student. Program goals and outcomes are reviewed and discussed so that the program advisor can determine student progress in the program. Notes of insufficiencies are recorded in the comments section of the student's records. Program advisors indicate areas of support needed and regularly check the transcript to monitor GPA. If a student maintains a 3.0 GPA or higher and has not expressed academic concerns, it is assumed that there is satisfactory academic progress.

Academic probation will not exceed two sessions. If, during the following two sessions, the student's grade average is still unsatisfactory, the student will be promptly notified by the Student Support Services Director of the recommendation for academic dismissal. At that time, the student may appeal by submitting a letter of grievance to the Student Support Services Director, who will convene an independent hearing to determine the status of SAP.

Quantitative Criteria

Students must earn at least a 3.0 GPA to meet program requirements. If two or more courses are taken simultaneously, no more than one course can receive a grade lower than a C. A GPA lower than a 3.0 will automatically initiate probationary status and require course retake. Students will maintain a program GPA of 3.0 (grade of B) or higher on a 4.0 grade scale.

Qualitative Criteria

Each course has a qualitative component based on timeliness, professionalism, progress, and effort based on a Participation and Effort Rubric that contributes 10% to their final course grade. Satisfactory progress (good standing) is maintained when master's students earn a program GPA of 3.0 (grade of B) or higher on a 4.0

grade scale. Students who do not maintain a 3.0 GPA will be placed on academic probation the following session and be required to repeat the course.

Doctoral Program

C, D, and F grades are not acceptable in the doctoral program. If a grade of C or lower is earned, the course must be retaken the next time it is offered and completed with a grade of B or higher. A retake of a course must occur prior to registering for a new course.

If two C or lower grades are earned, the student is placed on academic probation and both courses must be retaken with satisfactory grades earned before registering for another course in the program of study.

If a third grade of C or lower is earned in any future doctoral course (even if two prior courses are retaken and higher grades are earned), the student will be ineligible to continue in the doctoral program and will be officially dismissed for unsatisfactory academic progress.

Each course can be retaken only once. If a grade of B or higher is not achieved upon completion of a retake, the student will be officially dismissed for unsatisfactory academic progress. Retake courses are subject to the normal doctoral tuition rate.

Note: retake courses will be indicated with an "(R)" on transcripts.

Satisfactory academic progress in the doctoral program is monitored by faculty program advisors, who meet with advisees two times each academic year to discuss the pace of courses, grades, and academic progress.

Online participation, effort, and timeliness are reviewed and discussed with each student. Program goals and outcomes are reviewed and discussed so that the program advisor can determine student progress in the program. Notes of insufficiencies are recorded in the comments section of the student's records. Program advisors indicate areas of support needed and regularly check the transcript to monitor GPA. If a student maintains a 3.0 GPA or higher and has not expressed academic concerns, it is assumed that there is satisfactory academic progress.

Academic probation will not exceed two sessions. If, during the following two sessions, the student's grade average is still unsatisfactory, the student will be promptly notified by the Student Support Services Director of the recommendation for academic dismissal. At that time, the student may appeal by submitting a letter of grievance to the Student Support Services Director, who will convene an independent hearing to determine the status of SAP.

Quantitative Criteria

Students must earn at least a B grade in each course taken to meet program requirements. If two or more courses are taken simultaneously, no more than one

course can receive a grade lower than a B. A grade lower than a B will automatically initiate probationary status and require course retake. Students will maintain a program GPA of 3.0 (grade of B) or higher on a 4.0 grade scale.

Qualitative Criteria

Each course has a qualitative component based on timeliness, professionalism, progress, and effort based on a Participation and Effort Rubric that contributes 10% to their final course grade. Satisfactory progress (good standing) is maintained when doctoral students earn a program GPA of 3.0 (grade of B) or higher on a 4.0 grade scale. Students who do not earn at least a B in every course during an academic session will be placed on academic probation the following session and be required to repeat the course.

Academic Dishonesty

Cheating

Cheating includes any conduct that involves unauthorized use of written or oral information, electronic or mechanical devices, or other aids to complete a test, examination, or assignment. Buying or selling information related to a test or examination is also defined as cheating. Unauthorized collaboration with another person, whether a student or not, is also cheating. Cheating is also defined as submitting the same work for multiple assignments.

A student suspected of cheating will receive notification from his/her professor/Learning Coach citing the evidence used to document the offense. A copy of the notification will also be submitted to the Program Advisor and Provost. A student has 48 hours to respond in writing to the professor/Learning Coach regarding the allegation.

Professors/Learning Coaches will apply consequences to the student assignment and/or course grades according to suggested guidelines which can range from resubmitting an assignment for half points possible to failing the course.

If it is determined that cheating has occurred, the student will not receive full credit for that assignment. If cheating reoccurs, the student will not earn credit for that course. A third incident of cheating will result in expulsion or suspension from Acacia University.

Plagiarism

Plagiarism is a serious offense. Acacia University uses current technology to identify possible instances of plagiarism by comparing student submissions against internet sites, academic journals, and previously submitted student assignments. Submissions that are flagged as possible plagiarism are reviewed by the professor/Learning Coach to verify if plagiarism really occurred and what action needs to be taken.

If it is determined by the professor/Learning Coach that plagiarism by a student has occurred, the student will not receive full credit for that assignment. If plagiarism reoccurs, the student's will not earn credit for that course. A third incident of detected plagiarism will result in expulsion or suspension from Acacia University.

The expectation is that the work you submit will be your own and not that of others. Copying others' work without giving them credit is called **plagiarism** and is a serious offense in the US. Copyright laws protect the ideas of authors from being copied without citing the reference. This includes any work that is written or recorded in any way. Books, magazines, and online articles are protected in this way.

There are three ways that plagiarism can exist in an online course. The first is answering a question by copying directly from the content text. It is appropriate to reference a statement or section from the content, but the reference has to be stated in your words and not just copied from the text. This demonstrates your understanding. Phrases such as "according to the text" or "as found in section ____" can be used to present the idea, but the explanation has to be in your words.

The second is copying from colleagues. For example, one of your colleagues in your VLC may submit a strategy plan to be reviewed. If you read the plan and then write a plan that is almost identical to your colleagues, that is plagiarism. You may like that strategy plan and want to use it in your classroom. That is appropriate, but submitting the same plan for credit is not. You can avoid this problem by completing your plans before you read the plans of others.

The most common way plagiarism occurs in online courses is by using the ideas from resources (books, articles, websites, etc.) and not providing citations for them. The citation can be for a section that uses the ideas of others or can be for an exact quote that is shown in quotation marks with proper APA citation.

Finally, copying complete sections or articles from other sources is plagiarism because you are presenting it as your work. Even if cited, this is not appropriate. Use notes from articles and include the ideas in your own words. This will allow you to demonstrate your understanding of the sources you have researched. Information about plagiarism is provided in the Resource Library section of each course.

Grading Policy

Acacia University uses the following system of course grading:

Grading: (No rounding)

A = 92% - 100%

B = 84% - 91.99%

C = 76% - 83.99%

D = 65% - 75.99%

F = 64.99% or lower

Incomplete – Incomplete (INC) grades are granted on an individualized basis. During a course term, if a student has an extenuating or personal circumstance that prohibits him/her from completing the course within the posted schedule, special arrangements to complete the work must be made with the professor/Learning Coach. If a student does not complete the assigned course work within the agreed upon schedule, the course grade will be converted from INC to the grade earned as of the scheduled deadline. Grades of "D" or "Failing" do not earn credits that apply toward a graduate degree and require a retake of the course.

Grade Point Average

Grades are also calculated in terms of a 4-point grade system:

A = 4.0 points

B = 3.0 points

C = 2.0 points

D = 1.0 points

F = 0.0 points

A student may earn as many as two grades of "C" but must balance the grades with at least two grades of "A" to achieve the minimum required grade average. A student must achieve a minimum of a 3.0 cumulative grade point average (GPA) to graduate with the graduate degree.

Academic Probation

When the student's cumulative grade point average falls below 3.0, academic probation occurs. A letter from the Student Support Services Director will inform the student of academic probation. A student on academic probation has two terms to raise the GPA to 3.0 or higher by retaking courses bearing inadequate grades.

In the event a course is retaken, the original grade is replaced by the subsequent course grade and will be indicated with an "(R)" on transcripts. Academic dismissal/expulsion from the university will follow if the GPA is not raised to 3.0 within the following two terms. The cost for retaking a course is determined by the current tuition schedule.

Graduation Requirements

To be eligible for graduation, students must do the following:

1. Complete all program of study requirements.
2. Have a minimum cumulative GPA of 3.0.
3. Complete the program of study within four (4) years after completing the first course. The graduate school may grant an extension of one year.
4. Meet all the requirements listed in Acacia University Handbook at the time of enrollment, or at the time of changing the program of study.
5. Fulfill all financial obligations to Acacia University prior to graduation.
6. Complete and submit program of study exit survey.

School/Course Enrollment Status

Withdrawal from the University

University withdrawal is cancelling your enrollment for all courses and leaving the University altogether. If you decide to formally withdraw from the University, you must drop all courses and provide notice, in any manner, to the Office of Student Affairs (studentaffairs@acacia.edu) to update your academic status. Simply dropping courses or non-attendance does not constitute an official withdrawal. This notice MUST be followed by a written confirmation within 30 days. The confirmation is to indicate the last date of attendance and be signed and dated by the student.

If a student does not return from an authorized leave of absence (LOA), they will be withdrawn from the university. The withdrawal date will be the date the student was scheduled to return from the LOA and failed to do so.

Course withdrawal

A student may withdraw from a course by notifying the professor and contacting the Office of Student Affairs (studentaffairs@acacia.edu), in any manner, stating your request to withdraw from the course, the course number, and reason for withdrawing.

A course withdrawal will be recorded as a "W" on the student's transcript. If more than 50% of the course is completed, the student cannot withdraw and will receive the grade earned regardless of attendance from that point.

Unless there are extenuating circumstances, no student may withdraw from the same course more than once.

The official course withdrawal date will be the date the student submits the course withdrawal request to the Office of Student Affairs.

Course Extension Policy

A student may request a two-week extension no later than the end date of a course (excluding doctoral Capstone courses), if he/she will not be able to successfully complete all course requirements on time. Extensions are reviewed and approved or denied at the professor's discretion. Extensions may be granted in cases where the student has made acceptable progress in the course but has experienced an extenuating circumstance that will prohibit successful completion of the course on the scheduled end date. Acceptable progress is defined as:

- the student has actively participated in course activities up to the point of the extenuating circumstance

- the student is current with all assignment submissions

- the student has earned a grade of at least 76% for the work up to that point

Extensions are not granted for lack of participation or failure to submit work on time by the student. Documentation of the extenuating circumstance will be required for every course extension request.

Extensions are limited to a maximum of two-weeks, one extension per course. The student is responsible for contacting the course professor to request the extension and provide documentation to validate the reason for the extension request by the course's scheduled end date. Professors will not ask for specific documents. It is the responsibility of the student to provide documentation that a reasonable person would consider sufficient to explain the reason for the extension request. However, faculty can request follow-up information related to the completeness and validity of documentation for the extenuating circumstance. The professor reserves the right to approve an extension or not, based on the student's effort in the course.

Leave of Absence

Students may request a leave of absence (LOA) for up to two years. A leave of absence may be granted to students who face military obligations, long-term health concerns, a serious family emergency, extenuating job circumstances, or critical life circumstances that prevent them from being able to take courses for an extended period of time. To request a Leave of Absence, submit the following information to the Office of Student Affairs (studentaffairs@acacia.edu):

Full name

Explanation of situation

Last course completed

Date the LOA will begin (or began) and date of expected return (if student does not return at expected date and does not submit a request for an extension of LOA, the student will be withdrawn from the university and will be required to apply for readmission)

If approved, a letter of confirmation will be sent to the student within 30 days.

If a student does not return from an authorized leave of absence, they will be withdrawn from the university. The withdrawal date will be the date the student was scheduled to return from the LOA and failed to do so.

Inactive Status

In the event the student fails to enroll for any course for two consecutive terms, excluding summer, he/she will be placed on inactive status. To return to active status, submit the following information to the Office of Student Affairs (studentaffairs@acacia.edu):

Full name (as on current student records)

Date/term to return

Returning students will be billed the \$25.00 reactivation fee prior to enrollment. If an inactive student chooses not to return to active status during the following term period, the graduate school will initiate the process of withdrawal.

Student Services

Student/Program Advising

While the student is responsible for his/her academic decisions and education, Acacia provides support and advising throughout the program. Program Advisors are assigned upon enrollment based on his/her chosen degree program.

Program Advisors will assist with the following:

- Clarifying student responsibilities to his/her academic plans
- Planning program of study to meet individual needs
- Providing academic motivation and goal-setting
- Arranging for support with specific non-academic issues (study habits, time management, etc.)
- Referring to other appropriate University resources
- Intervening and assisting students identified as at-risk
- Communicating to the proper department any concerns that the student may experience
- Registering for courses each term

Any questions or concerns related to the above should be directed to your assigned Program Advisor.

Professors/Learning Coaches will assist with the following:

- Lead and review the learner work that is posted
- Ask questions about the work to expand learner thinking about the topics
- Provide examples and suggestions about how to use strategies in real-life situations
- Use rubrics to grade learners' work and provide specific feedback on the work
- Encourage learners to strive for a high level of quality in what they do
- Encourage learners in the analysis of their work and that of other students
- Help develop learners' analysis skills

In order to assist students most effectively, it is the student's responsibility to immediately communicate needs and/or concerns to the appropriate professor, Learning Coach, program advisor, or Acacia academic administrator for a timely resolution.

Student Records

Student records, including courses taken, course grades, current GPA, earned credits, disciplinary status, financial status, etc., are available on the university student information system (<https://myacacia.populiweb.com>). Only the student and university administration have access to an individual's student records. Each student has a unique login and password to the student information system where they can enroll in courses and access their student records.

Transcript Requests

Students may order official transcripts from their profile page on the student information system (<https://myacacia.populiweb.com>). There is a \$10 fee for each official transcript ordered. (*Note: students on financial lock cannot order transcripts.*)

Orientation

Every student at Acacia University has access to the Introduction to Graduate Studies - Site Orientation. This orientation helps students assess their readiness for online learning and provides guidance for improving areas where a student may need help in being a successful online learner. The orientation also provides basic information about understanding and using computers and the internet; instruction and practice in navigating the course site and completing assignments; and an explanation of the grading system.

Forums

The general forums are located on the home page. These are subject-area forums accessible to all students so that they may interact and share information with other students in their specialty subject area (Math, Science, ESL, Special Education, etc.).

The course forums are located on each course page. These forums are used by the professor/Learning Coach to share pertinent information regarding the progress of the course. Another purpose of the course forums is to allow students to post questions they may have regarding particular assignments. It is expected that students check the course forums each time they access the course to ensure access to all information that has been shared by the professor/Learning Coach and other participants.

Library Services

Acacia University provides students free access to the Library and Information Resources Network (LIRN). The LIRN provides students with millions of peer-reviewed and full-text journal, magazine, and newspaper articles, e-books, podcasts, audio, and video resources to support their academic studies.

Resources

Other online resources include e-books, articles, lesson examples, classroom instructional resources, exemplars, rubrics, and examples of student assignments from course activities. Internet links to resources supporting course content are included in the course content and/or the Resource section of each course.

Policy on Determining Credit Hours

Credit hours shall be equivalent to the commonly accepted and traditionally defined units of academic measurement in accredited institutions. Academic degree or academic credit-bearing distance learning courses are measured by the learning outcomes normally achieved through 45 hours of student work for one credit. This formula is typically referred to as a Carnegie unit and is used by the American

Council on Education in its Credit Recommendation Evaluative Criteria.

One credit hour is 15 hours of academic engagement and 30 hours of preparation.

Student work includes direct or indirect faculty instruction. Academic engagement may include, but not limited to, submitting an academic assignment, listening to class lectures or webinars (synchronous or asynchronous), taking an exam, an interactive tutorial, or computer-assisted instruction; attending a study group that is assigned by the institution; contributing to an academic online discussion; initiating contact with a faculty member to ask a question about the academic subject studied in the course and laboratory work, externship or internship. Preparation is typically homework, such as reading and study time, and completing assignments and projects. Therefore, a 3-credit hour course would require 135 hours (45 hours of academic engagement and 90 hours of preparation).

Graduate students are expected to spend, on average, from three to four hours per week online performing lesson reading and assignments virtual learning community activities, and taking quizzes. A minimum of four sessions online is required. A student should not miss more than two consecutive days of being online. Offline study, projects, research, fieldwork, and other course related activities are expected to take from six to nine hours of additional time per week. Our courses are designed to meet credit/clock hour standards of 135 hours per 16-week course. This equates to about 8.5 hours per week in meeting course responsibilities. In an 8-week session, the 135 hours equates to about 17 hours of course study online and offline per week.

Our electronic system records time and frequency online and surveys report on time spent by students on projects, assignments, reading, and both online and offline study. These reports are used by faculty to assist students who are showing signs of struggle to offer suggestions in time management and express the importance of the time required to be a successful graduate student. Faculty monitor the time spent by the length and difficulty of assignments, outside research needed, field experience or case studies required, and evaluating student reflections and comments about the time needed to be successful in the program.

Student Identity Verification Policy

Acacia University has established, and will periodically evaluate, its process to confirm that a person who is enrolling in the university is the person who is completing the enrollment form, that a student taking an examination is the student who registered to take the examination, and that the student who is registered for an online course is the same student who participates in, completes, and receives credit for the course. To authenticate identities, Acacia University will use one or more of the following methods for verification:

- Safeguards such as unique usernames and passwords are used to help ensure authentication. Secure transmission is used to prevent access of others. If, at any time, the student feels that their login information has been compromised, they may request a password change.

- Frequent and personal communication between the professor and each student responding to the required postings, assignments, and activities. This communication helps the professor monitor consistent patterns of responses and performance.
- Upload a profile photo to establish identity to the professors and their classmates. Video conferencing is used, as needed, throughout the program and also serves to validate and verify authenticity of the person participating in the program.
- Proctored fieldwork and onsite internships provide verification and assist in furthering student identity.

Student Privacy Policy (FERPA)

Acacia University will not disclose your personal information, except as required to do so by law or in the good faith belief that such action is necessary to: (a) conform to the edicts of the law or comply with legal process served on Acacia University; (b) protect and defend the rights or property of Acacia University; or, (c) act under exigent circumstances to protect the personal safety of users of Acacia University, its websites, or the public.

Under the Federal Family Educational Rights and Privacy Act of 1974 a student's academic and financial files at Acacia University will not be released to any third party without the written consent of the Learner.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education

record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, student handbook, or newspaper article) is left to the discretion of each school.

Nondiscrimination Policy

Acacia University is in compliance with all requirements imposed by or pursuant to Title VI of the Civil Rights Act of 1964 and section 504, Rehabilitation Act of 1973. The institution does not discriminate on the basis of race, color, religion, sex, or national origin in its activities, programs, or employment policies, in accordance with Federal, State, and local laws.

Disabilities

Acacia University complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, Acacia University will provide reasonable accommodations or services to qualified students with disabilities.

Acacia will deem a request for accommodation or services reasonable if the request:

- Is based on documented individual needs
- Does not compromise essential requirements of a course or program
- Does not impose a financial or administrative burden upon the University beyond that which is deemed reasonable and customary
- Is within the scope of the University's control

Acacia defines a qualified student as one whom, with or without reasonable accommodations, is able to perform the essential functions of program or course

requirements. The essential requirements of an academic course or program do not need modification to accommodate an individual with a disability.

Final responsibility for selection of the most appropriate accommodation rests with the Student Affairs Office of Acacia University and is determined on a case-by-case basis, dependent upon the nature of the disability of a student. A student seeking accommodations or services is encouraged to e-mail studentaffairs@acacia.edu to discuss potential academic accommodations or services and begin the review process. The University, in consultation with the student, will determine the accommodation.

Student responsibility includes:

- Follow the accommodation procedure outlined above
- Identify the disability to the staff and/or faculty of the University
- Provide and incur expense for current appropriate documentation, from a qualified medical or other licensed professional, of the disability and the accommodation or service needed
- Provide a signed medical opinion stating that with the reasonably requested accommodation or service, the student would be physically and/or mentally able to perform the essential functions of program or course requirements
- Request specific accommodations or services

If a student identifies a disability that may prevent him/her from completing a degree program or seeking employment in a field for which the degree program is designed to prepare him/her, the University will take all information into consideration, including medical or professional documentation, when determining whether and what type of an accommodation will be made.

Intellectual Property

It is the policy of Acacia University that any course materials prepared by faculty, staff, or students which may be eligible for copyright protection in the United States or elsewhere shall be considered property of Acacia University. All rights, titles, and interest in the copyright of such work are waived. This also includes the waiving of all moral rights relating to the work developed or produced, including, and without limitation, any and all rights of identification of authorship and any and all rights of approval, restriction or limitation on use of subsequent modifications.

The Website and its entire content, features and functionality (including but not limited to all information, software, text, displays, images, video and audio, and the design, selection and arrangement thereof), are owned by Acacia, its licensors or other providers of such material and are protected by United States and international copyright, trademark, patent, trade secret and other intellectual property or proprietary rights laws. Acacia does not claim ownership of Copyrights owned by third parties. These Terms of Use permit you to use the Website for your personal, non-commercial use only.

The Acacia name and our trademarks, service marks, and logos and all related names, logos, product and service names, designs and slogans are trademarks of Acacia or its affiliates or licensors. You must not use such marks without the prior written permission of Acacia. All other names, logos, product and service names, designs and slogans on this Website are the trademarks of their respective owners.

Copyright

It is the policy of Acacia University to comply with copyright law. If you believe your copyrighted work is being infringed on an Acacia University site (acacia.edu, courses.acacia.edu), please notify the University.

Contact Information

Email: information@acacia.edu

Phone: (480) 428-6034

Fax: (480) 428-6033

Mail: Acacia University
7665 S. Research Drive
Tempe, AZ 85284-1812

In notifying us of the alleged copyright infringement, please be sure to include the following information:

- a description of the copyrighted work that is the subject of the claimed infringement;
- a description of the infringing material and information sufficient to permit Acacia University to locate the material;
- contact information, including your address, telephone number and/or email address;
- a statement by you that you have a good faith belief that use of the material in the manner complained of is not authorized by the copyright owner, or its agent, or the law;
- a statement by you, signed under penalty of perjury, that the information in the notification is accurate and that you have the authority to enforce the copyrights that are claimed to be infringed; and
- a physical or electronic signature of the copyright owner or a person authorized to act on its behalf.

Failure to include all of the above-listed information may result in a delay of the processing of your complaint. Acacia University will terminate the online privileges of users who infringe the copyright of others.

Code of Conduct

All students at Acacia University are expected to be honorable and observe standards of conduct appropriate to a community of scholars. The graduate school promotes, as part of its mission and purpose, the development of educators of strong character and responsibility. Self-discipline is extremely important in participating and completing the online courses.

Members of the Acacia University community are expected to conduct themselves professionally, and refrain from acts of misconduct including but not limited to the following:

- Dishonesty, cheating, plagiarism, misrepresentation or furnishing false information, forgery, or misuse of academic or administrative materials.
- Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students.
- Failure to respect the diversity of opinions among the professor/Learning Coach and members of the class and respond to them in a courteous manner
- Obstruction or disruption of teaching or other components of the academic process, administration, or University activity.
- Failure to maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation to the professor/Learning Coach and members of the class. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, on discussion boards, and other postings in courses.
- Failure to comply with published University policies.
- Failure to respect the integrity of the University's communication systems, intellectual property, and information systems
- Sharing student credentials, including online login information, with any person other than Acacia University Technical Support.

Grievance Policy

While Acacia University endeavors to maintain a congenial and responsive atmosphere for its students conducive with its educational purposes, it recognizes that from time to time, misunderstandings and disagreements may arise during the course of a student's enrollment. In response to this situation, Acacia University has established procedures to resolve problems and ensure fair adjudication of student rights.

Informal Procedures

Initially, disagreements, complaints, misunderstandings, and grievances can be resolved by the University by using informal discussion, exchanges, persuasion, and other informal procedures. It is the intent of this policy to maximize these informal procedures so long as such measures prove effective.

The formal procedure provisions of this policy should be set in motion only when the informal procedures prove to be or manifestly will be ineffective. It is expected that the great majority of cases will continue to be handled in accordance with informal procedures.

Complaint

If a student feels that he or she has been treated unfairly or unjustly by an employee, online mentor, Learning Coach, or professor with regard to an academic process such as grading, testing, or assignments, the student must submit a written statement of the grievance, including the allegation; all relevant names and

dates, a brief description of the actions forming the basis of the complaint; and copies of any available documents or materials that support the allegations, to the Office of Student Affairs (studentaffairs@acacia.edu), who is the final authority on all academic matters.

If a student has a grievance on the basis of race, color, gender, religion, age, marital status, national origin, physical disability, veteran's status, any other basis prohibited by applicable US federal, state, or local laws or any other matter, the student must submit a written statement, including the allegation; all relevant names and dates, a brief description of the actions forming the basis of the complaint; and copies of any available documents or materials that support the allegations, to the Office of Student Affairs (studentaffairs@acacia.edu). The student's grievance will be assessed within 30 days.

If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details.

The State Board address is:
1740 W. Adams, Ste. 3008
Phoenix, AZ 85007
Direct Line (602) 542-5709
Fax (602) 542-1253
Website: <https://ppse.az.gov/resources/complaint-forms>

Students who are or were students of Acacia University and who believe that the school, or anyone representing the school, has acted unlawfully, have the right to file a complaint with the accrediting commission:

Distance Education Accrediting Commission (DEAC)
1101 17th Street NW, Suite 808
Washington, DC 20036
Website: www.deac.org

DEAC has an "Online Complaint System" that enables individuals to file a complaint directly from the DEAC website. The complaint form may be found at www.deac.org (select "Contact Us" and select the link in the left-hand column). All complaints should be submitted using this form. For those who cannot access the Internet, written complaints will be accepted provided they include the complainant's name and contact information and a release from the complainant(s) authorizing the Commission to forward a copy of the complaint, including identification of the complainant(s) to the institution. Where circumstances warrant, the complainant may remain anonymous to the institution, but all identifying information must be given to DEAC.

Written complaints must contain the following: the basis of any allegation of noncompliance with DEAC standards and policies; all relevant names and dates and

a brief description of the actions forming the basis of the complaint; copies of any available documents or materials that support the allegations; a release authorizing the Commission to forward a copy of the complaint, including identification of the complaint(s) to the institution. In cases of anonymous complaints or where the complainant requests for his/her name to be kept confidential, the Commission considers how to proceed and whether the anonymous complaint sets forth reasonable and credible information that an institution may be in violation of the Commission’s standards and whether the complainant’s identity is not necessary to investigate.

Distance education students, who have completed the internal institutional grievance process and the applicable state grievance process, may appeal non-instructional complaints to the AZ SARA Council. For additional information on the complaint process, please visit the AZ SARA Complaint page.

Webpage: <https://azsara.arizona.edu/content/complaint-process>

Financial Information

Tuition

Acacia University is committed to offering very affordable tuition while maintaining a high-quality academic experience.

Tuition for all master’s level courses is \$225 per credit. (for doctoral program tuition and fees, see the *Acacia University Doctoral Program Handbook Addendum*)

Fees

Application Fee (one-time)	\$75
Graduation Fee (one-time)	\$100
Official Transcript Fee	\$10
Late Fee (On Monthly Payments)	\$25
Reactivation Fee	\$25
Returned Check Fee	\$20

Attention Educational Administration majors: Students in the Master of Education in Educational Administration program are required to maintain membership in the Association for Supervision and Curriculum Development (ASCD) at the Select Membership level which grants access to the online articles, online books, and resource materials. For current membership pricing, visit [ASCD Select Membership page](#).

Total Program Costs

Program	Credits	Total Tuition	Required Fees	Total Cost
Master of Arts in Elementary	36	\$8,100	Application - \$75	\$8,275

Education			Graduation - \$100 Textbook - current price (see Textbooks and Materials section)	+textbooks
Master of Arts in Secondary Education	36	\$8,100	Application - \$75 Graduation - \$100 Textbook - current price (see Textbooks and Materials section)	\$8,275 +textbooks
Master of Education in English as a Second Language	39	\$8,775	Application - \$75 Graduation - \$100 Textbook - current price (see Textbooks and Materials section)	\$8,950 +textbooks
Master of Education in Educational Administration	36	\$8,100	Application - \$75 Graduation - \$100 Textbook - current price (see Textbooks and Materials section) ASCD membership - current price	\$8,275 +textbooks and ASCD membership
Master of Education in Special Education	36	\$8,100	Application - \$75 Graduation - \$100 Textbook - current price (see Textbooks and Materials section) CEC membership - current price	\$8,275 +textbooks

Interest-Free Tuition Payment Plan

Currently Acacia University allows students to pay tuition charges in convenient monthly payments. This helps the students spread the tuition payments equally without interest or finance charges. The monthly payment plan is available to all students.

Fees are not eligible for inclusion in the payment plan

Payments are due on the 1st of every month and are delinquent and subject to a late fee on the 15th

LATE FEE: Payments not received in accordance with the schedule of payments agreed upon by the student and the institution, will incur a late fee of \$25.00. Students who fall 2 months behind in their tuition payments are subject to disenrollment until their payment plan is brought current.

Tuition must be paid in full by the end of the program

The example payment plan below is based on a 36-credit program.

Upon acceptance and payment of the \$75 application fee, the payment schedule would be:

\$225 per month for 36 months = Total Tuition \$8,100

Contact the Student Affairs Office at studentaffairs@acacia.edu if you are interested in the Interest-Free Tuition Payment Plan.

Payment Policies

Tuition and fees are payable at the time of enrollment for each course.

Students may pay by check, money order, wire transfer, or credit card (Visa, MasterCard, American Express, and Discover). International students must pay with U.S. currency. Students whose employers will be invoiced for tuition shall submit a billing authorization form prior to the second week of class in lieu of course payment.

Military tuition assistance (TA) students may be eligible for a deferral of tuition once their DA 2171 Form has been completed, authorized, and received by Acacia University.

Veterans Benefits and Transition Act Compliance

Section 103 of Public Law (PL) 115-407, 'Veterans Benefits and Transition Act of 2018,' amends Title 38 US Code 3679 by adding a new subsection (e) that requires disapproval of courses of education at any educational institution that does not have a policy in place that will allow an individual to attend or participate in a course of education, pending VA payment, providing the individual submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33.

A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits.

Acacia University permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility (COE) for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website e-Benefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Acacia University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional resources, or the

requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Past Due Obligations

Students will not receive official grade reports, transcripts, or be awarded a degree until all financial obligations have been met. Students who have outstanding financial obligations to Acacia University will not be permitted to enroll in future courses unless special arrangements have been approved through the Finance Office.

Cancellation, Withdrawal, and Refund Policy

Denial of Admission

An applicant denied admission by the school is entitled to a refund of all monies paid.

Five-Day Cancellation

An applicant who provides notice of cancellation in any manner, within five days (excluding Saturday, Sunday, and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days after receiving the notice of cancellation, the school shall provide the 100% refund.

Other Cancellations

An applicant requesting cancellation in any manner, more than five days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus the application fee of \$75.

Acacia University provides additional consideration for students that have had extenuating circumstances, such as illness, accident, death in family, being called to active military service, or other circumstances beyond the student's control.

University Withdrawal

University withdrawal is cancelling your enrollment for all courses and leaving the University altogether. If you decide to formally withdraw from the University, you must drop all courses and provide notice, in any manner, to the Office of Student Affairs (studentaffairs@acacia.edu) to update your academic status. Simply dropping courses or non-attendance does not constitute an official withdrawal. This notice MUST be followed by a written confirmation within 30 days. The confirmation is to indicate the last date of attendance and be signed and dated by the student.

If a student does not return from an authorized leave of absence (LOA), they will be withdrawn from the university. The withdrawal date will be the date the student was scheduled to return from the LOA and failed to do so.

Course Withdrawal

A student may withdraw from a course by notifying the professor and contacting the Office of Student Affairs (studentaffairs@acacia.edu), in any manner, stating your request to withdraw from the course, the course number, and reason for withdrawing.

A course withdrawal will be recorded as a "W" on the student's transcript. If more than 50% of the course is completed, the student cannot withdraw and will receive the grade earned regardless of attendance from that point.

The official course withdrawal date will be the date the student submits the course withdrawal request to the Office of Student Affairs.

Tuition refund after the start of classes

Total tuition liability is limited to the term during which the student withdrew or was terminated, and any previous terms completed. Refunds are subject to the time-based refund schedule below:

Length of Course	Percentage of Tuition Returned to the Student, Minus the Application Fee, AFTER	
8 weeks	1 st week	80%
	2 nd week	60%
	3 rd week	40%
	4 th week	20%
	5 th week	0%
Length of Course	Percentage of Tuition Returned to the Student, Minus the Application Fee, AFTER	
16 weeks	1 st week	80%
	2 nd week	70%
	3 rd week	60%
	4 th week	50%
	5 th week	40%
	6 th week	30%
	7 th week	20%
	8 th week	10%
	9 th week	0%

Sample refund calculations:

Example 1: A student who is enrolled in EDC510 (8-week course), withdraws after week 2, the student will be refunded 60% of tuition, minus the registration fee, and Acacia will retain 40% of tuition plus the registration fee. The student will be refunded \$405.00 of the \$675.00 tuition.

Example 2: A student who is enrolled in EDC535 (16-week course), withdraws after week 4, the student will be refunded 50% of tuition, minus the registration fee, and Acacia will retain 50% of tuition plus the registration fee. The student will be refunded \$337.50 of the \$675.00 tuition.

Refunds will be issued within 30 days of the date of student notification, or date of school determination (withdrawn due to absences or other criteria as specified in the school handbook), or in the case of a student not returning from an authorized Leave of Absence (LOA), within 30 days of the date the student was scheduled to return from the LOA and did not return.

HOLDER IN DUE COURSE STATEMENT: "Any holder of this consumer credit contract is subject to all claims and defenses which the debtor could assert against the seller of goods or services obtained pursuant hereto or with the proceeds thereof. Recovery hereunder by the debtor shall not exceed amounts paid by the debtor (FTC Rule Effective 5/14/76.)"

Course Descriptions

Master of Arts in Elementary Education

Disclosure notice to US students: *Acacia University offers graduate degrees for current teachers to achieve their professional goals. Prospective and current students in the US must be licensed teachers in the state in which they work. Therefore, Acacia programs are NOT a pathway to teacher licensure in the US.*

This information is provided per U.S. Federal Regulations, 34 CFR § 668.50 (2016 Rules), 34 CFR § 668.43 (2019 Rules), and in compliance with the State Authorization Reciprocity Agreement (SARA) Manual version 19.2.

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EDC500 Power Strategies for Effective Teaching

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course features methods of teaching and learning through graphic organizers, word walls, and partnering to increase comprehension in all subject areas. Teachers learn to use visual representations to help students organize ideas and thoughts; to understand relationships among those ideas; and to remember the information. Strategies are provided for teachers to use word walls in classrooms so that students build vocabulary and their understanding of the English language. Graphic organizers, word walls, and partnering are effective for all students including special

education students and English language learners. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC510 Power Strategies for Classroom Assessment

Prerequisite/s: EDC500

Credits: 3

Course Length: 8 weeks

This course features methods of teaching and learning through rubrics and editing. Teachers learn to use rubrics in all subject areas to set learning expectations for students with a wide range of abilities. Active learning is promoted so that students become involved in their own learning. Teachers practice strategies for editing that provide specific feedback based on the use of rubrics for analysis. They also learn strategies that develop the students' editing skills. The concept of editing is expanded to include visual products, performances, and processes as well as written products. These assessment skills are essential to all students including special education and English language learners. The rubrics set expectations for quality that provide for differentiated instruction for diverse populations. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC520 Power Strategies for Improving Comprehension

Prerequisite/s: EDC510

Credits: 3

Course Length: 8 weeks

This course features multiple ways to use the strategies of reflection, note taking, and summarizing to increase learning. Teachers learn to design frequent opportunities for students to reflect about the important concepts in the subjects they teach. Based on brain research, reflection means "thinking about learning". It is effective for use in all grades, subject areas, and for all students to enhance knowledge, clarify concepts, and relate new ideas to prior knowledge. Teachers learn to use and teach note taking, summaries and summary frames to assist the students in organizing reflections, summarizing notes, and summarizing various types of written material. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC540 Classroom Management

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course assists teachers in organizing the classroom environment; working with students to design rules and routines; and using strategies to create and maintain a learning environment/community. Specific strategies are suggested to limit or decrease behaviors that interfere with learning. Teachers learn recording techniques for observing and analyzing student behavior in the classroom. They examine strategies to promote effective parental and community resources that will maximize learning in diverse classrooms. Many classroom examples are provided

for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC550 Child and Adolescent Development

Prerequisite/s: EDC540; EDC500

Credits: 3

Course Length: 8 weeks

This course focuses on effective implementation of developmentally appropriate strategies in the classroom. Participants explore various domains and stages of development within age ranges from birth to 18. They learn the role of culture in the learning process and how collaboration among the many stakeholders in the school and community affects development. The stages relate to cognitive, emotional, physical, and social development and how teachers can facilitate student growth in these areas. The strategies focus on all aspects of the classroom from the decision making to the way instruction is delivered. Many examples are provided for all grade levels and for special populations to assist the teacher in understanding these stages and using effective strategies in the classroom.

EDC560 Curriculum, Instruction, and Assessment

Prerequisite/s: EDC510

Credits: 3

Course Length: 16 weeks

This course builds teacher understanding about academic curriculum design, delivery and assessments. Development of curriculum will address research-based practices, technology integration and developing content assessments that align to the curriculum. Types of assessments are explored and strategies for developing content assessments that align to the curriculum are presented. The course will also explore current trends, issues, and policies and their impact of curriculum instruction and assessments. Teachers learn how to relate the curriculum and assessments to state, provincial, or country standards and adjust for diverse populations such as special education or English language learners. Many examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing effective curriculum and assessment strategies in the classroom.

EDC570 Special Needs Students (Special Education, Gifted, English Language Learners)

Prerequisite/s: EDC510

Credits: 3

Course Length: 8 weeks

This course focuses on the special instructional needs related to special education students, gifted students, and English language learners. Teachers learn how to use learning styles, differentiated learning, and effective strategies that engage learners and provide for individual needs. Specific strategies are suggested for the various populations. Strategies for adapting a "regular" classroom to provide an appropriate learning environment for all children, including those outside the normal range, are provided and discussed. Many examples are provided for all grade levels and for

special populations to assist the teacher in learning and implementing effective strategies in the classroom.

EDC577 English Language Learners

Prerequisite/s: EDC520; EDC550

Credits: 3

Course Length: 8 weeks

This course presents language development theories and programs for English language learners. Teachers learn effective programs and strategies that focus on oral and written language development. The types of programs provided by states and districts are compared regarding their efficacy for English language learners. Strategies for teaching the skills of reading and writing using appropriate scaffolding are presented and practiced. Specific classroom strategies are designed, implemented, and analyzed. Many examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing effective strategies in the classroom.

EDC585 Principles of Elementary Education

Prerequisite/s: EDC520; EDC560

Credits: 3

Course Length: 8 weeks

This course provides the foundation and growth of elementary education in the United States. Elementary is defined as grades Kindergarten through 8th grade. Teachers learn how various curricular programs are established, organized, and implemented for the elementary school. Learning theory and research related to the establishment of effective school programs are presented. Classroom and school examples are analyzed for a variety of types of school programs. Teachers learn specific strategies for implementation related to developmentally appropriate elementary education. The course is organized to provide information and opportunities for discussion on the following topics:

- Historical perspective on the establishment and organization of the elementary school in the US

- The roles of staff and methods of decision-making

- The role of the parents and community in the elementary school

- Special programs and activities that are beyond the classroom

- Issues and solutions to meet the needs of the 21st century

- Analysis of the students' schools in relation to the ideas presented throughout the course

EDC610-1 Research Methods

Prerequisite/s: 24 credits

Credits: 2

Course Length: 8 weeks

Required Textbook: A Short Guide to Action Research, 4e

This capstone course focuses on the methods used in quantitative and qualitative research with an emphasis on action research in the classroom. Each student will conduct an action research project that applies some aspect of the previous courses. Electronic portfolios are used to store and organize all the materials for the

project such as logs, reflections and summaries, assessments, examples of curriculum and assessment development, case studies, charts, graphs, and video clips.

EDC610-2 Action Research

Prerequisite/s: EDC610-1

Credits: 3

Course Length: 16 weeks

Required Textbook: *A Short Guide to Action Research, 4e*

This capstone course is the final course of the master's degree program and demonstrates proficiency of learning and applying skills learned and practiced throughout the program. A formal presentation of the action research may be made to an audience such as the principal and staff or attendees at a conference, workshop, or seminar.

EDC620 Mentored Practicum

Prerequisite/s: 24 credits

Credits: 4

Course Length: 16 weeks

Required Textbooks: *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 6e*; *A Short Guide to Action Research, 4e*

The mentored practicum is an individualized application project determined by the student, the school leader where he/she is employed, the assigned mentee at the school, and the online instructor. The course provides students with research-based and evidence-based strategies to establish and maintain mentoring relationships. Students examine various mentoring models and learn about essential characteristics of effective mentoring. Students apply critical thinking skills to design, implement, and assess work-based mentoring experiences while reflecting on their practices and how they influence mentoring outcomes.

Master of Arts in Secondary Education

Disclosure notice to US students: *Acacia University offers graduate degrees for current teachers to achieve their professional goals. Prospective and current students in the US must be licensed teachers in the state in which they work. Therefore, Acacia programs are NOT a pathway to teacher licensure in the US.*

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EDC500 Power Strategies for Effective Teaching

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course features methods of teaching and learning through graphic organizers, word walls, and partnering to increase comprehension in all subject areas. Teachers learn to use visual representations to help students organize ideas and thoughts; to understand relationships among those ideas; and to remember the information. Strategies are provided for teachers to use word walls in classrooms so that students build vocabulary and their understanding of the English language. Graphic organizers, word walls, and partnering are effective for all students including special education students and English language learners. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC510 Power Strategies for Classroom Assessment

Prerequisite/s: EDC500

Credits: 3

Course Length: 8 weeks

This course features methods of teaching and learning through rubrics and editing. Teachers learn to use rubrics in all subject areas to set learning expectations for students with a wide range of abilities. Active learning is promoted so that students become involved in their own learning. Teachers practice strategies for editing that provide specific feedback based on the use of rubrics for analysis. They also learn strategies that develop the students' editing skills. The concept of editing is expanded to include visual products, performances, and processes as well as written products. These assessment skills are essential to all students including special education and English language learners. The rubrics set expectations for quality that provide for differentiated instruction for diverse populations. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC520 Power Strategies for Improving Comprehension

Prerequisite/s: EDC510

Credits: 3

Course Length: 8 weeks

This course features multiple ways to use the strategies of reflection, note taking, and summarizing to increase learning. Teachers learn to design frequent opportunities for students to reflect about the important concepts in the subjects they teach. Based on brain research, reflection means "thinking about learning". It is effective for use in all grades, subject areas, and for all students to enhance knowledge, clarify concepts, and relate new ideas to prior knowledge. Teachers learn to use and teach note taking, summaries and summary frames to assist the students in organizing reflections, summarizing notes, and summarizing various types of written material. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC540 Classroom Management

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course assists teachers in organizing the classroom environment; working with students to design rules and routines; and using strategies to create and maintain a learning environment/community. Specific strategies are suggested to limit or decrease behaviors that interfere with learning. Teachers learn recording techniques for observing and analyzing student behavior in the classroom. They examine strategies to promote effective parental and community resources that will maximize learning in diverse classrooms. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC550 Child and Adolescent Development

Prerequisite/s: EDC540; EDC500

Credits: 3

Course Length: 8 weeks

This course focuses on effective implementation of developmentally appropriate strategies in the classroom. Participants explore various domains and stages of development within age ranges from birth to 18. They learn the role of culture in the learning process and how collaboration among the many stakeholders in the school and community affects development. The stages relate to cognitive, emotional, physical, and social development and how teachers can facilitate student growth in these areas. The strategies focus on all aspects of the classroom from the decision making to the way instruction is delivered. Many examples are provided for all grade levels and for special populations to assist the teacher in understanding these stages and using effective strategies in the classroom.

EDC560 Curriculum, Instruction, and Assessment

Prerequisite/s: EDC510

Credits: 3

Course Length: 16 weeks

This course builds teacher understanding about academic curriculum design, delivery and assessments. Development of curriculum will address research-based practices, technology integration and developing content assessments that align to the curriculum. Types of assessments are explored and strategies for developing content assessments that align to the curriculum are presented. The course will also explore current trends, issues, and policies and their impact of curriculum instruction and assessments. Teachers learn how to relate the curriculum and assessments to state, provincial, or country standards and adjust for diverse populations such as special education or English language learners. Many examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing effective curriculum and assessment strategies in the classroom.

EDC570 Special Needs Students (Special Education, Gifted, English Language Learners)

Prerequisite/s: EDC510; EDC550

Credits: 3

Course Length: 8 weeks

This course focuses on the special instructional needs related to special education students, gifted students, and English language learners. Teachers learn how to use learning styles, differentiated learning, and effective strategies that engage learners and provide for individual needs. Specific strategies are suggested for the various populations. Strategies for adapting a “regular” classroom to provide an appropriate learning environment for all children, including those outside the normal range, are provided and discussed. Many examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing effective strategies in the classroom.

EDC577 English Language Learners

Prerequisite/s: EDC520; EDC550

Credits: 3

Course Length: 8 weeks

This course presents language development theories and programs for English language learners. Teachers learn effective programs and strategies that focus on oral and written language development. The types of programs provided by states and districts are compared regarding their efficacy for English language learners. Strategies for teaching the skills of reading and writing using appropriate scaffolding are presented and practiced. Specific classroom strategies are designed, implemented, and analyzed. Many examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing effective strategies in the classroom.

EDC595 Principles of Secondary Education

Prerequisite/s: EDC520; EDC560

Credits: 3

Course Length: 8 weeks

This course focuses on the principles of secondary education as designed for the needs of the early 20th century and how it is responding to the needs of the 21st century through various levels of reform models. The definition of secondary is expanded to include those middle or junior high schools that are modeled after the secondary design. This course is organized to provide information and opportunities for discussion on the following topics:

- Structures and organization of the original design and additions through the 20th century

- The staff and the various methods of decision-making

- Special programs and activities that are beyond the classroom

- Current issues, trends and models of reform that have been introduced to meet the needs of the 21st century

- Analysis of the students’ schools in relation to specific aspects discussed throughout the course

EDC610-1 Research Methods

Prerequisite/s: 24 credits

Credits: 2

Course Length: 8 weeks

Required Textbook: A Short Guide to Action Research, 4e

This capstone course focuses on the methods used in quantitative and qualitative research with an emphasis on action research in the classroom. Each student will conduct an action research project that applies some aspect of the previous courses. Electronic portfolios are used to store and organize all the materials for the project such as logs, reflections and summaries, assessments, examples of curriculum and assessment development, case studies, charts, graphs, and video clips.

EDC610-2 Action Research

Prerequisite/s: EDC610-1

Credits: 3

Course Length: 16 weeks

Required Textbook: A Short Guide to Action Research, 4e

This capstone course is the final course of the master's degree program and demonstrates proficiency of learning and applying skills learned and practiced throughout the program. A formal presentation of the action research may be made to an audience such as the principal and staff or attendees at a conference, workshop, or seminar.

EDC620 Mentored Practicum

Prerequisite/s: 24 credits

Credits: 4

Course Length: 16 weeks

Required Textbooks: Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 6e; A Short Guide to Action Research, 4e

The mentored practicum is an individualized application project determined by the student, the school leader where he/she is employed, the assigned mentee at the school, and the online instructor. The course provides students with research-based and evidence-based strategies to establish and maintain mentoring relationships. Students examine various mentoring models and learn about essential characteristics of effective mentoring. Students apply critical thinking skills to design, implement, and assess work-based mentoring experiences while reflecting on their practices and how they influence mentoring outcomes.

Master of Education in English as a Second Language

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EDC500 Power Strategies for Effective Teaching

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course features methods of teaching and learning through graphic organizers, word walls, and partnering to increase comprehension in all subject areas. Teachers learn to use visual representations to help students organize ideas and thoughts; to understand relationships among those ideas; and to remember the information. Strategies are provided for teachers to use word walls in classrooms so that students build vocabulary and their understanding of the English language. Graphic organizers, word walls, and partnering are effective for all students including special education students and English language learners. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC510 Power Strategies for Classroom Assessment

Prerequisite/s: EDC500

Credits: 3

Course Length: 8 weeks

This course features methods of teaching and learning through rubrics and editing. Teachers learn to use rubrics in all subject areas to set learning expectations for students with a wide range of abilities. Active learning is promoted so that students become involved in their own learning. Teachers practice strategies for editing that provide specific feedback based on the use of rubrics for analysis. They also learn strategies that develop the students' editing skills. The concept of editing is expanded to include visual products, performances, and processes as well as written products. These assessment skills are essential to all students including special education and English language learners. The rubrics set expectations for quality that provide for differentiated instruction for diverse populations. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC520 Power Strategies for Improving Comprehension

Prerequisite/s: EDC510

Credits: 3

Course Length: 8 weeks

This course features multiple ways to use the strategies of reflection, note taking, and summarizing to increase learning. Teachers learn to design frequent opportunities for students to reflect about the important concepts in the subjects they teach. Based on brain research, reflection means "thinking about learning". It

is effective for use in all grades, subject areas, and for all students to enhance knowledge, clarify concepts, and relate new ideas to prior knowledge. Teachers learn to use and teach note taking, summaries and summary frames to assist the students in organizing reflections, summarizing notes, and summarizing various types of written material. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC535 Reading and Writing in the ESL Classroom

Prerequisite/s: EDC520

Credits: 3

Course Length: 8 weeks

This course features an emphasis on teaching English language learners (ELL) strategies in reading and writing in the mainstream classroom. Students will study and apply methods and strategies for teaching the English language learner in all grades and languages. Students will learn to implement strategies that focus on oral and written language development and the teaching of reading, as well as the implementation of ELL strategies in all subject areas.

EDC540 Classroom Management

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course assists teachers in organizing the classroom environment; working with students to design rules and routines; and using strategies to create and maintain a learning environment/community. Specific strategies are suggested to limit or decrease behaviors that interfere with learning. Teachers learn recording techniques for observing and analyzing student behavior in the classroom. They examine strategies to promote effective parental and community resources that will maximize learning in diverse classrooms. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC550 Child and Adolescent Development

Prerequisite/s: EDC540; EDC500

Credits: 3

Course Length: 8 weeks

This course focuses on effective implementation of developmentally appropriate strategies in the classroom. Participants explore various domains and stages of development within age ranges from birth to 18. They learn the role of culture in the learning process and how collaboration among the many stakeholders in the school and community affects development. The stages relate to cognitive, emotional, physical, and social development and how teachers can facilitate student growth in these areas. The strategies focus on all aspects of the classroom from the decision making to the way instruction is delivered. Many examples are provided for all grade levels and for special populations to assist the teacher in understanding these stages and using effective strategies in the classroom.

EDC564 Curriculum, Instruction, and Assessment in the ESL Classroom

Prerequisite/s: EDC510

Credits: 3

Course Length: 16 weeks

This course builds ESL teacher understanding about academic curriculum content and assessments for ESL students. Understanding and using Common Core Standards in planning, instruction, and assessment are highlighted. Types of assessments are explored and strategies for developing content assessments that align to the curriculum are presented. ESL teachers learn how to relate the curriculum and assessments to state, provincial, or country standards and adjust for English as a Second Language students. Many examples are provided for all grade levels and content areas for ESL teachers to assist in the effective implementation of special curriculum and assessment strategies in the ESL classroom.

EDC570 Special Needs Students (Special Education, Gifted, English Language Learners)

Prerequisite/s: EDC510; EDC550

Credits: 3

Course Length: 8 weeks

This course focuses on the special instructional needs related to special education students, gifted students, and English language learners. Teachers learn how to use learning styles, differentiated learning, and effective strategies that engage learners and provide for individual needs. Specific strategies are suggested for the various populations. Strategies for adapting a “regular” classroom to provide an appropriate learning environment for all children, including those outside the normal range, are provided and discussed. Many examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing effective strategies in the classroom.

EDC572 Foundations of ESL

Prerequisite/s: EDC520

Credits: 3

Course Length: 8 weeks

Required Textbook: *A Course for Teaching English Learners, 3e*

This course features an emphasis on the foundation of historical, philosophical, and theoretical education for English Language Learners in the United States. It also engages the student in valuable teaching practices and identifies effective instructional models to be utilized with English Language Learners. It analyzes key legislation that has had an impact on how second language learners receive necessary assistance in achieving academic success.

The course is organized to provide information and opportunities for discussion on the following topics:

- Bilingual (BLE) and English as a Second Language (ESL) principles and philosophies
- Cultural, social, linguistic, and academic issues of second language learners
- Current federal and state policies impacting ESL/BLE programs

- Historical aspects and court cases impacting second language learners
- The role of the Office of Civil Rights (OCR) and legislation on the establishment of federally funded programs for second language learners
- The process for placing second language learners in an appropriate educational setting
- Overrepresentation of second language learners in special education and the underrepresentation in gifted programs
- Analysis of the students' schools in relation to specific aspects discussed throughout the course

EDC573 Linguistics

Prerequisite/s: EDC520

Credits: 3

Course Length: 8 weeks

This course features an emphasis on teaching English language learners (ELL) in the mainstream classroom. Students will study the development of language, culture, theory, programs, methods, and strategies for teaching the English Language Learner in all grades and subject areas. Students will learn to implement effective programs and strategies that focus on oral and written language development and the teaching of reading, as well as the implementation of ELL strategies in all subject areas.

EDC610-1 Research Methods

Prerequisite/s: 24 credits

Credits: 2

Course Length: 8 weeks

Required Textbook: *A Short Guide to Action Research, 4e*

This capstone course focuses on the methods used in quantitative and qualitative research with an emphasis on action research in the classroom. Each student will conduct an action research project that applies some aspect of the previous courses. Electronic portfolios are used to store and organize all the materials for the project such as logs, reflections and summaries, assessments, examples of curriculum and assessment development, case studies, charts, graphs, and video clips.

EDC610-2 Action Research

Prerequisite/s: EDC610-1

Credits: 3

Course Length: 16 weeks

Required Textbook: *A Short Guide to Action Research, 4e*

This capstone course is the final course of the master's degree program and demonstrates proficiency of learning and applying skills learned and practiced throughout the program. A formal presentation of the action research may be made to an audience such as the principal and staff or attendees at a conference, workshop, or seminar.

EDC620 Mentored Practicum

Prerequisite/s: 24 credits

Credits: 4

Course Length: 16 weeks

Required Textbooks: Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 6e; A Short Guide to Action Research, 4e

The mentored practicum is an individualized application project determined by the student, the school leader where he/she is employed, the assigned mentee at the school, and the online instructor. The course provides students with research-based and evidence-based strategies to establish and maintain mentoring relationships. Students examine various mentoring models and learn about essential characteristics of effective mentoring. Students apply critical thinking skills to design, implement, and assess work-based mentoring experiences while reflecting on their practices and how they influence mentoring outcomes.

Master of Education in Special Education

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All of the courses in the Master of Education in Special Education program are related to the CEC (Council for Exceptional Children) and Acacia Special Education Teaching Standards for Mild/Moderate Students. All courses require access to the CEC resources provided through the required subscription to this organization available at CEC.sped.org.

Required textbook for program: Handbook of Special Education, 2e

EDC501 Instructional Strategies for Students with Special Needs (will accept EDC500)

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

This course features current methods of teaching and learning through various types of visuals, specifically, graphic organizers, word walls, and partnering. Using visual representations in all subjects and grade levels helps special needs students organize and express ideas and thoughts, improve comprehension, and remember

information. Strategies are provided for teachers to use word walls in classrooms so that students build vocabulary and their understanding of major concepts. Graphic organizers, word walls, and partnering are effective for all students, including special education students and English language learners. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC511 Classroom Assessment in Special Education (will accept EDC510)

Prerequisite/s: EDC501

Credits: 3

Course Length: 8 weeks

This course features current and relevant methods of teaching and learning through rubrics and editing. Teachers learn to use rubrics in all subject areas to set learning expectations for students with a wide range of abilities. Active learning is promoted so that special needs students become involved in their own learning. Teachers practice strategies for editing that provide specific feedback based on the use of rubrics for analysis. They also learn strategies that develop the students' self-editing skills. The concept of editing is expanded to include visual products, performances, and processes as well as written products. These assessment skills are essential to all students including special education and English language learners. The rubrics set expectations for quality that provide for differentiated instruction for diverse populations. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC521 Strategies for Improving Comprehension for Students with Special Needs (will accept EDC520)

Prerequisite/s: EDC511

Credits: 3

Course Length: 8 weeks

This course features multiple ways to use the strategies of reflection, note taking, and summarizing to increase learning. Teachers learn to design frequent opportunities for special needs students to reflect about the important concepts in the subjects they teach. Based on brain research, reflection means "thinking about learning". It is effective for use in all grades, subject areas, and for all students, with differing ability levels, to enhance knowledge, clarify concepts, and relate new ideas to prior knowledge. Teachers learn to use and teach note taking, use summaries and summary frames to assist the students in organizing reflections, summarizing notes, and summarizing various types of written material. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC541 Classroom Management for Students with Diverse Needs (will accept EDC540)

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

This course assists teachers in organizing the classroom environment; working with all students to design rules and routines; and using strategies to create and maintain an effective learning environment/community. Specific strategies are suggested to limit or decrease behaviors that interfere with learning. Teachers learn recording techniques for observing and analyzing student behavior in the classroom. They examine strategies to promote effective parental and community resources that will maximize learning in diverse classrooms. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC551 Child and Adolescent Development (will accept EDC550)

Prerequisite/s: EDC501, EDC541

Credits: 3

Course Length: 8 weeks

This course focuses on effective implementation of developmentally appropriate strategies in the classroom. Participants explore various domains and stages of development within age ranges from birth to 18. They learn the role of culture in the learning process and how collaboration among the many stakeholders in the school and community affects development. The stages relate to cognitive, emotional, physical, and social development and how teachers can facilitate student growth in these areas. The strategies focus on all aspects of the classroom from the decision making to the way instruction is delivered. Many examples are provided for all grade levels and for special populations to assist the teacher in understanding these stages and using effective strategies in the classroom.

EDC561 Curriculum, Instruction, and Assessment Methods in Special Education (will accept EDC560)

Prerequisite/s: EDC511

Credits: 3

Course Length: 16 weeks

This course builds teacher understanding about academic curriculum content and assessments for diverse learners. Understanding and using national, state, and local standards in planning, instruction, and assessment are highlighted. Types of assessments are explored and strategies for developing content assessments that align to the curriculum are presented. Teachers learn how to relate the curriculum and assessments to state, provincial, or country standards and adjust for diverse populations. Those populations include students who are English learners and those diagnosed as special education learners. Many examples are provided for all grade levels and for special populations in order to assist the teacher in learning and implementing effective curriculum and assessment strategies in the classroom.

EDC571 Special Needs Students (Special Education, Gifted, English Language Learners) (will accept EDC570)

Prerequisite/s: EDC511, EDC551

Credits: 3

Course Length: 8 weeks

This course focuses on the special instructional needs related to special education students, gifted students, and English language learners. Teachers learn how to use

learning styles, differentiated learning, and effective strategies that engage learners and provide for individual needs. Specific strategies are suggested for the various populations. Strategies for adapting a “regular” classroom to provide an appropriate learning environment for all children, including those outside the normal range, are provided and discussed. Many examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing effective strategies in the classroom.

EDC578 English Language Learners with Special Needs (will accept EDC577)

Prerequisite/s: EDC551

Credits: 3

Course Length: 8 weeks

This course features an emphasis on understanding English language learners (ELL) in the mainstream or cross-categorical classroom. Students will study the development of language, culture, theory, programs, methods, and strategies for teaching the English language learner in all grades and subject areas. Students will learn to implement effective programs and strategies that focus on oral and written language development and the teaching of reading, as well as the implementation of ELL strategies in all subject areas with diverse abilities and needs. Many classroom examples are provided for all grade levels to assist the student in learning and implementing these strategies in the classroom.

EDC581 Diagnosis and Assessment in Special Education

Prerequisite/s: EDC571

Credits: 3

Course Length: 16 weeks

This course focuses on the variety of assessments used in identifying, diagnosing, and placing special education students. Teachers will have opportunities to practice using assessments, interpreting results, making recommendations, and writing a report. This assessment information is used help determine eligibility, design programs, and make placement decisions for special education services according to IDEA.

EDC611-1 Research Methods

Prerequisite/s: 24 credits

Credits: 2

Course Length: 8 weeks

Required Textbook: *A Short Guide to Action Research, 4e*

This capstone course focuses on the methods used in quantitative and qualitative research with an emphasis on action research in the classroom. Each student will conduct an action research project that applies some aspect of the previous courses. Electronic portfolios are used to store and organize all the materials for the project such as logs, reflections and summaries, assessments, examples of curriculum and assessment development, case studies, charts, graphs, and video clips.

EDC611-2 Action Research

Prerequisite/s: EDC611-1

Credits: 3

Course Length: 16 weeks

Required Textbook: A Short Guide to Action Research, 4e

This capstone course is the final course of the master's degree program and demonstrates proficiency of learning and applying skills learned and practiced throughout the program. A formal presentation of the action research may be made to an audience such as the principal and staff or attendees at a conference, workshop, or seminar.

EDC621 Special Education Internship (US students)

Prerequisite/s: 24 credits

Credits: 4

Course Length: 21 weeks

The internship involves an onsite special education internship of 21 weeks. The internship is arranged by Acacia University in cooperation with a school administrator where the internship will occur. It begins on the first Sunday of either August or January and ends on the last Saturday of either December or May. It focuses on two individualized applied projects determined by the graduate student, the cooperating teacher, and the online professor. The total internship includes a full semester of onsite field experience at a school for 270 hours. Each project experience will encompass classroom observations, demonstrations, modeling, feedback, and practice applying prior learned skills. Application of the overall Acacia Special Education Teaching Standards for Mild/Moderate Students is required. The experience also includes research, analysis, surveys, interviews, discussions with others, and the maintenance of a log and journal with weekly notes. The onsite experience will involve school and/or classroom-related activities and tasks planned jointly with the cooperating teacher and the online professor. Regularly scheduled online video conferences with the professor and/or Learning Coach will be scheduled at mutually agreed upon times. Experience gained in the onsite internship, as recorded in the internship log and journal, evaluation forms, and other relevant activities will be summarized and presented in a final report.

EDC620 Mentored Practicum (International students)

Prerequisite/s: 24 credits

Credits: 4

Course Length: 16 weeks

Required Textbooks: Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 6e; A Short Guide to Action Research, 4e

The mentored practicum is an individualized application project determined by the student, the school leader where he/she is employed, the assigned mentee at the school, and the online instructor. The course provides students with research-based and evidence-based strategies to establish and maintain mentoring relationships. Students examine various mentoring models and learn about essential characteristics of effective mentoring. Students apply critical thinking skills to design, implement, and assess work-based mentoring experiences while reflecting on their practices and how they influence mentoring outcomes.

Master of Education in Educational Administration

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All of the courses in the Master of Education in Educational Administration are based on the PSEL (Professional Standards for Educational Leaders) and ELCC (Educational Leadership Constituents Council) standards. Links to standards resources are provided in each course.

EDA509 Essential Instructional Strategies

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

This course emphasizes methods of teaching and learning proven to be effective in all classrooms. Emphasizing visual representations, engaging students, assessing learning, and teaching comprehension, these strategies build skills that are essential for learning any content, expressing ideas, and for the transference of knowledge.

EDA519 Child and Adolescent Development

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

This course focuses on effective implementation of developmentally appropriate strategies in the classroom and school. Participants explore domains and stages of development within ranges from birth to age 18. The role of culture in the learning process is explored in relationship of impacting development. Stages related to cognitive, emotional, physical, and social development are addressed with strategies to facilitate student growth in each area. Many examples are provided for all grade levels and for special populations to assist the teacher and administrator in understanding and providing developmentally appropriate environments.

EDA529 Curriculum, Instruction, and Assessment

Prerequisite/s: EDA509

Credits: 3

Course Length: 16 weeks

This course builds understanding of academic curriculum content and assessments. Understanding and using Common Core Standards in planning, instruction, and assessment are highlighted. Curriculum and assessment development strategies relate to classroom as well as school-wide plans. Types of assessments are explored and strategies for developing content assessments that align to curriculum are presented. Participants learn how to relate the curriculum and assessments to state, provincial, or country standards and adjust for diverse populations.

EDA539 Special Needs Students**Prerequisite/s: EDA519****Credits: 3****Course Length: 8 weeks**

This course involves focuses on special populations of students with special needs, including English language learners, gifted, and various handicapping disabilities. An overview of assessing needs, methods of teaching, and meeting needs of diverse students is presented. Many examples are provided for all grade levels and for special populations to assist the administrator and teacher in planning and implementing effective programs in the classroom and school.

EDA549 Principles of School Leadership and Management**Prerequisite/s: EDA509****Credits: 3****Course Length: 8 weeks****Required Textbook: The Principal: Creative Leadership for Excellence in Schools, 8e**

This course presents a survey of research in leadership, management, and strategic planning. It also focuses on an in-depth study of knowledge and skills required to be an effective educational leader. The roles of the principal, district leaders, and school administrators are explored.

EDA559 Education Law**Prerequisite/s: EDA509****Credits: 3****Course Length: 8 weeks**

This course emphasizes general education law, public laws influencing the administration of schools, and current issues in law related to classrooms, schools, districts, and individuals. Certification and employment issues are addressed as well as bullying, special education, and desegregation.

EDA569 Education Finance**Prerequisite/s: EDA509****Credits: 3****Course Length: 8 weeks****Required Textbook: Financing Education in a Climate of Change, 13e**

In this course, education funding, financial management, and the economics of education are addressed. Sources of revenue and the administering a school budget are explored and compared among a variety of educational institutions.

EDA579 Foundations of Elementary and Secondary Education (will accept EDC585 or EDC 595)

Prerequisite/s: EDA509 and EDA529

Credits: 3

Course Length: 8 weeks

This course features an emphasis on the historical, philosophical, and theoretical development of public education in elementary and high schools. It also focuses on educational models and elements of school operation in relationship to the issues and challenges of the 21st century. Reform movements are explored and compared.

EDA589 Personnel Management and Supervision

Prerequisite/s: EDA549 and EDA579

Credits: 3

Course Length: 8 weeks

This course is a survey of personnel management, coupled with a detailed study of supervision of faculty and staff in school settings. Staffing options are explored in the context of school goals and student needs. The provision of professional development, supervision, and teacher evaluation are presented with applied projects provided to build understanding of personnel administration.

EDA599 Principles of Continuous Improvement

Prerequisite/s: EDA529 and EDA579

Credits: 3

Course Length: 8 weeks

This course addresses the knowledge and skills needed to provide systematic and systemic planning and implementation of strategic initiatives. Principles of school improvement, strategic planning, organizing for effectiveness, and on-going involvement of stakeholders related to the educational institution are explored through individual and collaborative projects.

EDA609 Mentored Practicum/Internship

Prerequisite/s: 24 credits

Credits: 3

Course Length: 21 weeks

The goal of this capstone course is to build mentoring and leadership skills to be applied in online and onsite practicum experiences. Mentoring in online classes previously taken strengthens concept development and communication skills. Onsite mentoring and project development develops leadership skills in instructional, personnel, and other areas of school management. In addition to the fieldwork from previous classes and the mentoring project, administrative majors complete the Administrative Internship totaling a minimum of 270 clock hours of

Internship. Supervision from online and onsite administrators is an effective part of this leadership practicum.

EDA619 Portfolio Project

Prerequisite/s: 24 credits

Credits: 3

Course Length: 21 weeks

The goal of this capstone course is to have the experience of designing, conducting, analyzing, and presenting a project that demonstrates some aspect of implementing the administrative practices learned in the master's program.

Research methods are addressed and culminate in an action research project with results presented publicly.

Final Thoughts

The Catalog and Student Handbook serves as a valuable resource to better understand your program of study, student responsibilities, and the support that is offered through Acacia University. Please note that laws, rules, and policies can change which may affect some of the information shared in this handbook. The information in this document contains accurate information as of the publication date. Regular online communication with your professor/Learning Coach and program advisors will increase your success in completing your degree. The Acacia Team looks forward to sharing your quest for higher education and providing support and encouragement you may need along the way.