



**Acacia  
University**  
ARIZONA

**Catalog and Student Handbook Addendum  
Doctoral Degree Program  
2022-2023  
Rev. 04/10/2023**

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## **Degree Programs Offered**

Doctor of Education in Educational Leadership

## **Program Prerequisites**

Official transcripts for both a completed master's degree and undergraduate degree from an accredited university. Minimum grade point average of 3.25 on a 4.0 scale for all courses applied toward a master's degree required  
At least three years teaching or administrative experience in education  
Ongoing access to a K-12 school or educational institution

## **Program Overview**

The Doctor of Education in Educational Leadership is a 60-credit program designed for graduate level educators who are presently teachers or administrators in a school setting or have regular weekly access to a school and classrooms. The Doctor of Education in Educational Leadership will provide opportunities for educators to learn and develop skills and strategies in the areas of school management, education law, education 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/district leadership so they can provide active, positive, and effective leadership in the school environment. All students enrolled in the Doctor of Education in Educational Leadership degree program will demonstrate and apply knowledge and skills related to PSEL and ELCC standards.

## **Program Objectives**

The Ed.D. prepares educators for advanced professional responsibility and leadership in effectively organizing, planning, implementing, and evaluating staff and programs, addressing diverse school environments, and building and fostering effective learning communities. This course will prepare educators to apply the PSEL and ELCC standards in educational leadership practices.

Specifically, the Ed.D. in Educational Leadership will prepare graduates for:

- Developing skills in leadership and accountability for continuous improvement
- Providing appropriate programs to meet diverse community, school, staff, and student learning needs
- Building and maintaining effective professional learning communities where staff can address important issues and solve problems related to equity, opportunity and excellence
- Inspiring lifelong learning among students and adults
- Implementing an aligned standards-based curriculum and performance-based assessments to promote the success of all students
- Building communication processes in the community and with parents that inform, inspire, and build confidence in working together to achieve school goals

Bringing the world into the classroom through a technology-infused and research-based curriculum that prepares all students to work and live in a global society

Recommending supervisory practices based on leadership standards, leadership theories, and critical success factors

Identifying characteristics of effective schools and explaining opportunities and strategies for improving schools

Identifying and explaining appropriate research-based effective teaching strategies for special education, ESL, and struggling students

Outlining resources and processes for data-based decision making for strategic planning and school improvement

Developing a plan to implement a professional learning community via a focused culture, climate, and communication strategies in an established school

Creating a team leadership supervisory platform that implements your vision for education leadership in terms of duties and responsibilities

Determining appropriate approaches to developmental supervision and professional development

Explaining pertinent laws related to special needs, discrimination, discipline, and personnel

Creating a supervisory plan that implements both clinical supervision and differentiated supervision

Explaining the role of the principal in managing school facilities and fiscal management

Proposing strategies for community relations, parent involvement, and internal communication

Designing a plan for continuous school improvement

Planning for the implementation of federal, state, and district policies

Implementing specific teacher supervision and evaluation strategies

Completing an administrative internship online and onsite in an educational setting that demonstrates PSEL and ELCC standards

Completing an action research dissertation demonstrating research and analysis skills related to a pertinent educational topic

<b>Program Objective</b>	<b>PSEL Standards</b>	<b>ELCC Standards</b>
Developing skills in leadership and accountability for continuous improvement	2, 6, 10	2, 3
Providing appropriate programs to meet diverse community, school, staff, and student learning needs	3, 5, 7	4, 5, 6
Building and maintaining effective professional learning communities where staff can address important issues and solve problems related to equity, opportunity and excellence	1, 3, 5, 7	2, 3, 6
Inspiring lifelong learning among students and adults	1, 3	2, 3

Implementing an aligned standards-based curriculum and performance-based assessments to promote the success of all students	3, 4	1, 2, 3
Building communication processes in the community and with parents that inform, inspire, and build confidence in working together to achieve school goals	1, 2, 5, 8	4, 5, 6
Bringing the world into the classroom through a technology-infused and research-based curriculum that prepares all students to work and live in a global society	1, 8	2, 4
Recommending supervisory practices based on leadership standards, leadership theories, and critical success factors	1, 2	2, 3
Identifying characteristics of effective schools and explaining opportunities and strategies for improving schools	1, 6, 9, 10	1, 2, 3, 4, 5, 6, 7
Identifying and explaining appropriate research-based effective teaching strategies for special education, ESL, and struggling students		2, 3, 5, 6
Outlining resources and processes for data-based decision making for strategic planning and school improvement	1, 4	2, 3, 4
Developing a plan to implement a professional learning community via a focused culture, climate, and communication strategies in an established school	1, 2, 3, 5	2
Creating a team leadership supervisory platform that implements your vision for education leadership in terms of duties and responsibilities	6, 8, 9	1, 2
Determining appropriate approaches to developmental supervision and professional development	1, 3, 4	2
Explaining pertinent laws related to special needs, discrimination, discipline, and personnel	4, 8	5, 6
Creating a supervisory plan that implements both clinical supervision and differentiated supervision	6, 7	2
Explaining the role of the principal in managing school facilities and fiscal management	1, 3, 4, 9	3, 5, 6, 7

Proposing strategies for community relations, parent involvement, and internal communication	2, 4, 8	4, 6
Designing a plan for continuous school improvement	1, 8, 9, 10	1, 2, 3
Planning for the implementation of federal, state, and district policies	4, 8	6
Implementing specific teacher supervision and evaluation strategies	3, 4, 7	2, 5, 7
Completing an administrative internship online and onsite in an educational setting that demonstrates PSEL and ELCC standards	4, 8	7
Completing an action research dissertation demonstrating research and analysis skills related to a pertinent educational topic	10	

**Licensing**

**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.

Acacia University is an approved institution of the [National Council for State Authorization Reciprocity Agreements](#) (NC-SARA) which allows the university to provide distance learning programs and coursework to students located in states other than Arizona. NC-SARA approval does not grant reciprocity or exemption from state professional licensing requirements.

All the courses in the Doctor of Education in Educational Leadership 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.

**Admission Eligibility and Requirements**

- Undergraduate bachelor’s degree from an accredited university. The degree must be verified on original transcripts sent by the undergraduate institution directly to Acacia University (traditional mail or secure electronic delivery is accepted).

- Master’s degree from an accredited university. The degree must be verified on original transcripts sent by the graduate institution directly to Acacia University (traditional mail or secure electronic delivery is accepted).
- A 3.25 or higher GPA in your master’s degree program
- Verifiable work experience as a teacher or administrator in an educational setting for three or more years
- Original transcripts from undergraduate and graduate degrees from accredited universities
- Essay - A personal statement, not to exceed five hundred (500) words that discusses: your reasons for pursuing the Ed.D., your career goals, how the Ed.D. in Educational Leadership would help you meet career goals, and prior experiences which relate to your interest in, and aptitude for, this program.
- Applicants whose first language is not English and do not have a master’s degree from a university in which instruction is conducted in English must provide evidence of English proficiency. A minimum score of 65 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 80 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 58 on the Pearson Test of English Academic Score Report; 105 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).
- An online interview with a member of the doctoral program selection committee

### **Provisional Admission**

Provisional admission may be granted to an applicant who **does not meet** one or more of the admission criteria:

1. Minimum cumulative GPA (grade-point average) of 3.25 in the last degree earned, but otherwise meets the admission requirements
2. Official transcripts for previous course work were not received by Acacia University by the application deadline, but otherwise meets the admission requirements
3. Any other application components were not received by Acacia University by the application deadline, but otherwise meets the admission requirements

Provisional Admission stays in place for the first two courses. If the student earns less than a B in either of the first two courses or Acacia University does not receive all required application documents, the student will be administratively withdrawn.

### **Step 1: Application Process**

- Complete the application form
- Provide official transcripts for both a completed undergraduate degree and master’s degree from an accredited university. A minimum grade point average of 3.25 on a 4.0 scale for all courses applied toward a master’s degree is required



- Write a 500-word essay describing your background, experience, professional career goals, and reasons for pursuing a doctoral degree in educational leadership
- If applicable, submit score received on the TOEFL

By mail: Acacia University  
Doctoral Selection Committee  
7665 S. Research Drive  
Tempe, AZ, 85284

By fax: (480) 428-6033

By email: [admissions@acacia.edu](mailto:admissions@acacia.edu)

When all components have been submitted and received by Acacia University, the Doctoral Review Committee will invite and schedule qualifying applicants to participate in an online interview with a doctoral program faculty member of the selection committee. All doctoral students will be selected following the online interview and recommendations from faculty. Note: All paperwork must be completed and received by the due date for consideration of acceptance for the next term.

Notifications of acceptance will be sent within two weeks following the interview. If accepted, the student will proceed to Step 2.

## **Step 2: Admission to the American Graduate School of Education at Acacia University**

After notification of initial acceptance into the doctoral program, students will be assigned an Academic Program Advisor who will schedule an appointment to plan the course of study and recommend courses. Following the meeting with the Academic Program Advisor, the student will advance to the course enrollment process for the upcoming term. Login information for the course site and the student information site will be provided in your letter of acceptance. This will allow you access to the Introduction to Doctoral Studies site orientation. It will also open the enrollment and tuition payment process. All these processes will be completed prior to the start of the course. No one will be allowed to enter a course unless tuition payments have been cleared.

No student is allowed to enroll in courses until officially notified of acceptance by the Admissions Office.

## **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 nine (9) credits may be transferred into the program. Courses accepted for transfer credit must be relevant

to the program of study, equivalent in both content and degree level, and not more than ten years old.

Credits from another 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 doctoral degree in another college, university, or graduate school are advised to contact the Admissions Office of such institution in advance of applying.

### **Accreditation of Prior Learning (APL)**

This policy sets out the Accreditation of Prior Learning (APL) that is recognized by Acacia University (AU) and for which a student may apply for recognition in his/her application for a program offered by the University at a master's degree level. Recognition is normally in the form of credits that are awarded against a course(s) and means that a student is exempted from the study of that course(s). Such an exemption is referred to as Accreditation of Prior Learning (APL). APL exemptions will be awarded in recognition of a verified achievement of designated learning outcomes at a specified level. It is the achievement of that learning, or the outcomes of it, and not just the experience of the activities alone, that will be eligible for the exemptions based on APL policy.

#### **Types of APL**

APL recognizes and encompasses prior experiential learning (APEL) and prior certificated learning (APCL) as counting towards the completion of a program of study and associated requirements for accomplishing the course(s) within the program.

Accreditation of Prior Certificated Learning (APCL) is a formal recognition of previously attained qualifications that have direct relevance to the program being applied for. Such accreditation involves 'credit-mapping', that is the matching of any relevant educational qualifications against a credit-bearing course(s) within a master's program being applied for. Such an accreditation requires the submission to AU with the certificates/transcripts and/or confirmed evidence of achievements of the learning outcomes at the master's level. This refers to learning for which a certificate has been awarded through a recognized educational institution. Submission of materials must occur prior to entry to the program, subject to final approval for any such exemptions being given by the AU APL Committee.

Accreditation of Prior Experiential Learning (APEL) is the recognition of prior experience; that is, learning achieved outside education or training systems is assessed and, as appropriate, recognized for academic purposes. It is normally acknowledged and quantified through the submission of a portfolio that reflects the learning achievement and outcomes of the experience that has direct relevance to

the program being applied for. There are three basic principles for what can be accredited in terms of APEL:

- It must be of an appropriate standard, as determined by APL Committee.
- It must have been acquired or experienced within a period of 5 years or less duration, from the time of applying for such a program.
- It must cover learning outcomes of the program/ course(s) relevant for the purposes of accreditation.

This refers to learning gained through work, voluntary activities, or other life experiences. It is unlikely to be documented and would require the collection of evidence to substantiate the learning claimed; an example could be work related training experience.

### **Maximum Allowed Exemption**

The maximum credit exemption that can be allowed in a master's program cannot exceed 50 percentage of the credits required for the master's degree program through transfer credit. The credits exemptions for experiential learning cannot exceed 25 percent of the credits for a master's degree.

### **Mix of APEL and APCL**

In certain cases, accreditation can cover both certificated learning and prior experience, subject to the normal maximum exemption limit set by AU as per provided DEAC guidelines, which can be a maximum of 75 percent exemption of credits required for a student who fulfils the maximum APEL and APCL criteria.

### **APL Committee**

The APL Committee is responsible for reviewing all required documentation and ascertaining whether every document is complete, accurate, and up to date in relation to stated educational outcomes. The committee shall consist of three members: one subject area specialist, one university administrator, and one registrar. The subject specialist must have a degree that is one higher than the degree being sought. The administrator must have a doctorate degree. The degrees must be related to the degrees being considered. After review of all documentation and discussion, the committee will convene and via consensus will grant or not grant approval.

### **APL Approval**

Any student applying for exemptions of course(s) on the basis of APL policy laid herein, whether APCL, and/or APEL, must complete the Accreditation of Prior Learning (APL) Application located in the Appendix at the end of this document. After completing, the form will be uploaded to the AU portal for further approval.

The Acacia University APL Committee will provide the final decision of accreditation. The committee will meet on demand with a seven-day advance notice.

Students who wish to apply for APEL or APCL should submit the following documents:  
Application to be filled along with the admission application.

In case of APEL, the student must provide a portfolio which should contain the resume, organization chart, job description, achievement records, professional achievements, or any other relevant documents which the student feels would be helpful in demonstrating the learning of program outcomes.

Work products (reports, minutes, emails, etc.) testimonies, projects, professional publications, learning logs/reflective accounts, videos, audio. Evidence of Continuing Professional Development (CPD) and non-accredited training courses.

### **Implication of APL on Program Fees**

Where a student has applied for and been successful in being accredited for prior learning against the credits of a program, those APL credits will not carry a program fee cost. The student will only pay for the credits he/she actually studies in the program. However, an administration fee of \$25 per application will be charged for processing APCL and APEL applications.

## **Financial Information**

### **Tuition**

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

Tuition for all doctoral courses is \$330 per credit.

### **Fees**

#### **Mandatory fees:**

Application Fee (one-time)	\$75
Graduation Fee	\$100
Residency Fees (non-refundable):	
International Virtual Leadership Residency	\$700 (+ tuition for 3 credits)
One-Day Virtual Residencies	\$500 (\$125 x four sessions)
Doctoral Committee Fee	\$2,250*

#### **Discretionary fees:**

Late Application Fee	\$50
Official Transcript Fee	\$10
Late Fee (On Monthly Payments)	\$25
Reactivation Fee	\$25**
Returned Check Fee	\$20
Comprehensive Exam Extension Fee	\$150***
Continuation Courses	see below****

***Dissertation Publishing:*** Students are responsible for obtaining publication and copyright services for their dissertation, as well as all costs related to these services.

\*The Doctoral Committee Fee is due in three installments of \$750. The first is due prior to EDA605D Comprehensive Exam, the second prior to EDA719D Action Research Proposal, and the third prior to EDA720D Action Research Dissertation

\*\*Returning after a 12-month or more absence

\*\*\*If the Comprehensive Exam is not completed and passed in the term in which the student initially enrolled and must re-enroll in a subsequent term, the Comprehensive Exam Extension Fee will be charged

\*\*\*\*If the Online Internship is not completed and passed in the term in which the student initially enrolled, the doctoral student must enroll in the continuation course each eight-week term until completed. The Online Internship Continuation is .5 credit at the doctoral tuition rate.

If the Onsite Internship is not completed and passed in the term in which the student initially enrolled, the doctoral student must enroll in the continuation course each eight-week term until completed. The Onsite Internship Continuation is 1 credit at the doctoral tuition rate.

If the Action Research Proposal is not completed and passed in the term in which the student initially enrolled, the doctoral student must enroll in the continuation course each eight-week term until completed. The Action Research Proposal Continuation is 1 credit at the doctoral tuition rate.

If the Action Research Dissertation is not completed and passed in the term in which the student initially enrolled, the doctoral student must enroll in the continuation course each eight-week term until completed. The Action Research Dissertation Continuation is 1 credit at the doctoral tuition rate.

### **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).*

### **Textbooks and materials**

Most Acacia courses require no textbook. 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.) 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.

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 <a href="#">\$165.32</a>	9780137561834 <a href="#">\$19.98</a>
EDA569D	Brimley, Verstegen, & Knoeppel	Financing Education in a Climate of Change, 13e	9780135180068 <a href="#">\$117.32</a>	9780137524990 <a href="#">\$19.98</a>
EDA679D	Webb & Metha	Foundations of American Education, 8e	9780134027661 <a href="#">\$106.66</a>	9780134027647 <a href="#">\$39.96</a>
EDA718D	Creswell & Guetterman	Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 6e	9780134519364 <a href="#">\$69.32</a>	9780136874416 <a href="#">\$39.96</a>

**Attention:** Doctoral students are required to maintain membership in the Association for Supervision and Curriculum Development (ASCD) at the **Select Digital + Print** level which grants access to the online articles, online books, and resource materials. For current membership pricing, visit <https://www.ascd.org/memberships>.

## Program of Study

Course Titles		Course Length	Credits
Technical Courses (Electives - 9 credits)	EDA509D Essential Instructional Skills for Administrators	8 weeks	3
	EDA519D Understanding Child and Adolescent Development	8 weeks	3
	EDA529D Curriculum, Instruction, and Assessment	8 weeks	3
	EDA539D Special Needs Students	8 weeks	3
	EDA589D Personnel Management and Supervision	8 weeks	3
	EDA599D Principles of Continuous Improvement	8 weeks	3
	<b>Total Category Credits</b>		
General Courses	EDA549D Principles of School Leadership and Management	8 weeks	3
	EDA559D Education Law	8 weeks	3
	EDA569D Education Finance	8 weeks	3
	EDA600D International Virtual Leadership Residency	1 week	3
	EDA649D Advanced Leadership and Effective Decision Making	16 weeks	6
	EDA679D Foundations of American Education	16 weeks	6
	Comprehensive Exam - Proctored		
<b>Total Category Credits</b>			<b>24</b>
Applied General Education Courses	EDA709D Online Internship for Educational Leaders	16 weeks	3
	EDA710D Onsite Internship for Educational Leaders	21 weeks	6
	EDA718D Advanced Research Methods	16 weeks	6
	EDA719D Action Research Proposal	16 weeks	6
	EDA720D Action Research Dissertation	16 weeks	6
	<b>Total Category Credits</b>		
<b>Total Program Credits</b>			<b>60</b>
As needed	EDA7091D Online Internship for Educational Leaders Continuation *As needed in 8 weeks blocks until internship is completed	8 weeks	.5*
	EDA7101D Onsite Internship for Educational Leaders Continuation *As needed in 8 weeks blocks until internship is completed	8 weeks	1*
	EDA7191D Action Research Proposal Continuation *As needed in 8 weeks blocks until proposal is completed	8 weeks	1*

	EDA7201D Action Research Dissertation Continuation *As needed in 8 weeks blocks until dissertation is completed	8 weeks	1*
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## Satisfactory Academic Progress (SAP) Policy

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.

### 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 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.

## **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.

#### **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

## **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. Instructors 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 Mentored Practicum and Portfolio Project for Administration and 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	Aug. 1, 2022	Jan. 29, 2023	May 20, 2023
Spring Session 1	Aug. 1, 2022	Jan. 29, 2023	March 25, 2023
Spring Session 2	Aug. 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)	Aug. 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)	Aug. 1, 2022	Jan. 8, 2023	June 3, 2023

<b>Doctoral Residencies</b>	<b>Enrollment Opens</b>	<b>Date/s of residency</b>
One-Day Virtual Residency #1	June 14, 2022 Aug. 1, 2022 Jan. 23, 2023	Oct. 22, 2022 Jan. 21, 2023 May 6, 2023
One-Day Virtual Residency #2	June 14, 2022 Aug. 1, 2022 Jan. 23, 2023	Oct. 22, 2022 Jan. 21, 2023 May 6, 2023
One-Day Virtual Residency #3	June 14, 2022 Aug. 1, 2022 Jan. 23, 2023	Oct. 22, 2022 Jan. 21, 2023 May 6, 2023
One-Day Virtual Residency #4	June 14, 2022 Aug. 1, 2022 Jan. 23, 2023	Oct. 22, 2022 Jan. 21, 2023 May 6, 2023
International Virtual Leadership Residency	Aug. 1, 2022	Jan. 9-15, 2023

**TBA=To be announced**

## Course Descriptions

### Doctor of Education in Educational Leadership

#### **EDA509D: Essential Instructional Skills for Administrators**

**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.

Strategy examples are provided for students in various grade levels and content areas. The strategies are effective for all students (pre-K to 12<sup>th</sup> grade), 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.

#### **Course Outcomes:**

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

<b>Course Outcomes</b>	<b>PSEL Standards</b>	<b>ELCC Standards</b>
Explain the use of eight strategies in a variety of grades and content areas	Standards 1, 4, 9	Standard 2
Demonstrate understanding of strategies through strategy plans related to a content lesson	Standards 4, 9	Standard 2

Demonstrate understanding of strategies by modeling at least two strategies to classroom teachers	Standards 2, 6, 9	Standards 2 and 7
Observe classrooms and/or student work and provide examples of student work using at least two strategies	Standards 4, 5, 10	Standards 2 and 7
Analyze the effective use and results of applying strategies	Standards 4, 10	Standard 2
Build and demonstrate thinking and reflecting skills in analyzing teaching styles and skills	Standards 1, 2, 9	Standard 2
Develop proactive and open communication between and among course participants and the online Professor through a virtual learning community	Standards 1, 2, 6, 7	Standards 6 and 7
Construct and apply strategy plans using effective strategies	Standards 1, 2, 9	Standard 2
Maintain an e-folio of classroom examples, strategy plans, and concepts learned discrimination according to the applicable laws	Standards 1, 2, 6, 9	Standard 7
Use reflection to summarize understanding of strategies	Standards 1, 2, 9	Standards 2 and 7

### **Student Outcomes:**

By the end of this course students will be able to

- discuss current research and practices in effecting instructional strategies
- describe the application of instructional strategies in school settings
- present research findings in a final presentation
- compare school practices in the implementation of effective instructional practices

### **EDA519D: Understanding 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.

### **Course Outcomes:**

The goal of this course is to inform and give practice in applying developmentally appropriate strategies to children and adolescents. In addition, the student will learn and apply effective strategies in fostering, nurturing, and developing skills in

students that are both within, and outside of, the normal range of development. When used on a consistent basis, these strategies will become powerful tools that will engage students, enhance appropriate behavior, and improve the learning environment. Specific objectives are as follows:

<b>Course Outcomes</b>	<b>PSEL Standards</b>	<b>ELCC Standards</b>
Observe, reflect and explain characteristics of various age levels – birth to age 3; ages 4-6; ages 7-10; ages 11-14; ages 15-18	Standards 1, 2, 5	Standard 4
Read and respond to research theories about children and adolescents	Standards 5, 8	Standard 4
Practice effective classroom strategies for a developmentally appropriate classroom	Standards 5, 8, 9	Standard 2
Determine appropriate strategies for implementation school-wide	Standards 4, 5, 10	Standards 1 and 2
Develop proactive and open communication between and among course participants as well as with the Professor through a virtual learning community	Standards 5, 7, 8	Standard 7
Learn how to engage students in worthwhile learning tasks that reduce opportunities for misbehavior	Standards 4, 5, 10	Standards 2 and 5
Complete a literature review and present findings	Standards 4, 10	Standard 7
Build observation skills and use case studies to develop insights into children and adolescents that may not perform on developmentally appropriate levels	Standards 5, 10	Standard 7

**Student Outcomes:**

By the end of this course students will be able to

- discuss current issues in child and adolescent development
- describe the current research and practice in applying child and adolescent development principles in school settings
- present research findings in a literature review
- compare school practices in the implementation of child and adolescent development principles

**EDA529D: Curriculum, Instruction, and Assessment**

**Prerequisite/s:** EDA529

**Credits:** 3

**Course Length:** 8 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 on 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.

**Course Outcomes:**

The goal of this course is to inform and provide practice in the development of curriculum and assessments. Specific objectives are as follows:

<b>Course Outcomes</b>	<b>PSEL Standards</b>	<b>ELCC Standards</b>
Facilitate understanding and implementation of various curriculum theories related to specific subject areas and grade levels	Standards 2, 3, 5	Standard 2
Provide practice in integrated and multidisciplinary curriculum planning and implementation	Standards 1, 2, 3, 5	Standard 2
Build thinking and reflecting skills in analyzing curriculum perspectives and assessment types	Standard 4	Standard 2
Build skills in curriculum and lesson planning showing appropriate use of assessments performance tasks	Standards 2, 5, 6	Standard 2
Design and implement curriculum maps and long-term curriculum plans that show cohesiveness and concept connections, spiraling of concepts and skills, and appropriate benchmarks and assessments	Standards 4, 5, 6	Standard 2
Develop proactive and open communication between and among course participants as well as with the online Professor through a virtual learning community	Standards 5, 7, 8	Standard 7

**Student Outcomes:**

As a result of taking this course, it is expected that each student will be able to do the following:

- Discuss and explain at least three learning theories providing examples
- Discuss and explain characteristics and examples of curriculum theories and types of curriculum
- Develop lesson plans that involve students and use assistive technology
- Create an integrated curriculum map in a subject for a specific grade range explaining standards, benchmarks, and learning objectives
- Explain the types and purposes of assessments
- Provide examples of appropriate assessments for a curriculum for a specific grade/subject
- Participate and interact appropriately in an online Learning Community with other students

Reflect on the learning process, learning progress, and learning content throughout the course

Complete course assignments, activities, and projects following scoring guides and rubrics

**EDA539D: Special Needs Students**

**Prerequisite/s: EDA509D, EDA519D**

**Credits: 3**

**Course Length: 8 weeks**

This course 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.

**Course Outcomes:**

The goal of this course is to inform and give practice in applying appropriate strategies to students with mild and moderate special needs. In addition, you will learn to address and meet specific challenges in adapting the learning environment for students with special needs. Identifying early symptoms and interpreting specific behaviors will result in the ability to engage students, enhance appropriate behavior, and improve the learning environment. Specific objectives are:

<b>Course Outcomes</b>	<b>PSEL Standards</b>	<b>ELCC Standards</b>
Read, learn, and discuss the types of needs students may have (developmental, cognitive, physical, behavioral, or multiple)	Standards 3, 5	Standards 4 and 5
Understand key elements regarding special education such as the historical overview and legislative acts of 2004 and 2001 (Individuals with Disabilities Education Act-IDEA and No Child Left Behind-NCLB)	Standards 1, 2, 3, 5	Standards 4 and 5
Explain the Special Education process, Individualized Education Program (IEP), Least Restrictive Environment (LRE) and Free Appropriate Public Education (FAPE)	Standards 6, 9	Standards 4 and 5
Learn, discuss, and explain the accommodations that can be used to reduce the effects of specific needs	Standards 1, 2, 3, 5	Standards 4 and 5
Understand and explain instructional strategies and assistive technology that are effective for specific needs	Standards 3, 5	Standards 2, 4, and 6
Build observational skills and techniques, analyze, and report how to address the needs of students and the school atmosphere	Standards 2, 3	Standards 2, 4, and 6



Develop proactive and open communication between and among course participants as well as with the Professor through a virtual learning community	Standards 1, 2	Standards 4 and 7
To participate in active discussion sharing insights, research, examples, and suggestions through the VLC Activities and assignments	Standards 1, 2	Standards 4 and 7
Read and respond to research theories about children and adolescents	Standards 1, 2, 3, 5	Standards 1, 2, 4, and 7

**Student Outcomes:**

By the end of this course students will be able to

- discuss current issues in the education of special needs students
- describe the current research and practice in applying instruction strategies and considerations in the education of students with special needs
- present research findings in a literature review
- compare school practices in the implementation of instruction strategies for students with special needs

**EDA549D: Principles of School Leadership and Management**

**Prerequisite/s: EDA539D**

**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.

This course highlights the role of the school principal as an instructional leader, with an emphasis on leadership skills and management abilities necessary to create a vibrant and successful school and educational community. Students will develop a knowledge base on the principal’s role and responsibility in the areas of school and community relations, supervision of instruction, curriculum assessment and evaluation, administration of special services, human resource management, school facilities and fiscal management, and ethical and legal issues. Students will also learn how to apply strategies toward building positive school culture through stakeholder collaboration, working with diverse populations, and drawing from evidence-based strategic planning. Learning activities include reflective practice, activities and exercises, and analysis of case studies.

**Course Outcomes:**

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

<b>Course Outcomes</b>	<b>PSEL Standards</b>	<b>ELCC Standards</b>
Describe the role of the principal in terms of job duties and responsibilities	Standards 8, 9	Standards 1 and 3

Craft a vision, mission, and guiding principles for building a positive school culture	Standards 1, 2, 9	Standard 1
Determine steps a principal can take to support instructors in their professional development	Standards 1, 2, 9	Standards 1 and 2
For a given school setting, determine how, as a principal, to administer curriculum assessment and evaluation	Standards 1, 2, 3, 4	Standard 2
For a given school setting, determine the role of the principal in establishing and maintaining a professional learning community	Standards 1, 2, 7, 8, 9	Standards 1 and 2
For a given school setting, determine the role and activities of the principal in administering special education services in the school	Standards 5, 7	Standards 4, 5, and 6
Outline the resources and processes available to a principal in making evidence-based decisions for strategic planning and school improvement planning	Standards 6, 8	Standards 1 and 6
For a given school setting, propose strategies to foster community relations with the school	Standards 8, 9	Standards 5 and 6
For a given school setting, evaluate how a principal can serve as an advocate for school stakeholders	Standards 1, 2, 9	Standards 5 and 6
For a given school setting, propose appropriate steps for managing human resources	Standards 1, 2	Standard 3
For a given school setting, describe the principal's role in managing school facilities and fiscal management	Standards 3, 4	Standard 3
Analyze a given school setting with respect to federal laws and amendments pertinent to special needs and discrimination	Standards 5, 8, 9	Standard 6

**Student Outcomes:**

By the end of this course students will be able to  
 discuss current issues in principal leadership  
 describe the current research and practice in leadership in school settings  
 present research findings in a final course project  
 compare school practices in the implementation of leadership skills

**EDA559D: Education Law**

**Prerequisite/s: EDA529D**

**Credits: 3**

**Course Length: 8 weeks**

This is a seminar course in legal issues focusing on readings, research, discussions, and classroom/school observations that acquaint doctoral students with some of the current issues in the principles of school law. Independently and with a seminar group each student will engage in a seminar process to share, analyze, and gain understanding of current issues and research in legal foundations of public and non-

public schools. This seminar will enrich professional experiences, through collaboration with other professionals, administrators, and peers. The experiences gained will give students a perspective on a range of services provided by schools in the areas of general education law, public laws influencing the administration of schools, and current issues in law related to classrooms, schools, districts, and individuals.

Students will learn how to interpret the U.S. judicial and legislative systems and the formation of laws relating to public education. Students will also analyze current school practices from the standpoint of potential legal controversies. By the end of the course, students will be able to analyze school legal problems by considering legal and ethical implications.

Traditionally a seminar structure assumes a collegial exploration and discussion of theory as it relates to practical applications. Successful seminar courses are dependent upon the participants having read and reflected upon shared readings prior to VLC discussions and online meetings. A seminar is made useful by students' willingness to share reactions to related readings which individuals have found useful, and most importantly, by their openness to collaboratively constructing new knowledge. Therefore, prepared and enthusiastic participation is essential, whether our discussions take place in online meetings or in the online VLC discussions. Class time will be spent discussing our analysis and critiques of the readings and applying the assigned readings to our individual settings.

**Course Outcomes:**

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

<b>Course Outcomes</b>	<b>PSEL Standards</b>	<b>ELCC Standards</b>
Identify the various sources of law that impact administrators, teachers, and students	Standards 1, 2, 6, 9	Standard 6
Determine and explain how to respond within the law to controversies that involve religion	Standards 1, 2, 6, 9	Standard 6
Determine explain the status of student free expression rights	Standards 1, 2, 6, 9	Standard 6
Determine the legal considerations that impact school disciplinary matters	Standards 1, 2, 6, 9	Standard 6
Identify and discuss the legal issues as they relate to bullying and harassment	Standards 1, 2, 6, 9, 10	Standard 6
Determine and explain the major laws that provide protections for students with disabilities	Standards 1, 2, 6, 9	Standard 6
Outline the legal parameters of the state and school board in controlling most curricular matters	Standards 1, 2, 6, 9	Standard 6
Analyze and discuss the legal issues surrounding hiring and firing public school teachers	Standards 1, 2, 6, 9	Standard 6

Determine the various legal issues involving teachers' substantive rights in schools	Standards 1, 2, 6, 9	Standard 6
Analyze and determine whether a given employment action constitutes discrimination according to the applicable laws	Standards 1, 2, 6, 9	Standard 6
Explain the extent to which the school may be liable for student injuries on school grounds	Standards 1, 2, 5, 6, 9	Standards 5 and 6
Determine the legal status of teachers' out-of-school conduct and the issue of privacy rights	Standards 1, 2, 6, 8, 9	Standards 5 and 6

**Student Outcomes:**

By the end of this course students will be able to  
 discuss current issues in education law  
 describe the current research and practice in legal issues in school settings  
 present research findings in a slide presentation  
 compare school practices in the implementation of education laws

**EDA569D: Education Finance**

**Prerequisite/s: EDA529D**

**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 of a school budget are explored and compared among a variety of educational institutions.

Students will develop an understanding of the fundamental issues of education finance by examining sources of revenue on federal, state, and local levels, and weigh the economic, social, and legal considerations necessary for allocating and managing funding. Candidates will also learn about approaches and procedures for budgeting, forecasting budgets, managing business operations, the reporting and auditing of funds, and issues specific to funding special education and school choice.

**Course Outcomes:**

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

<b>Course Outcomes</b>	<b>PSEL Standards</b>	<b>ELCC Standards</b>
Address the purpose and goals for funding of public education	Standards 1, 2, 9	Standard 3
Explain how and why equity and adequacy in the allocation of financial resources impacts public school funding	Standards 1, 3	Standard 3
Explain how the federal financial resources contribute to public education	Standards 1, 2, 9	Standard 3

Compare the types of state sources of revenue (taxes) commonly used to support public education	Standards 1, 2, 10	Standard 3
Determine how revenue is generated and allocated to local school districts for public education	Standard 9	Standard 3
Evaluate the costs and resources that are associated with the provision of special education and school choice	Standard 4	Standard 3
Determine how school budgets are created	Standards 1, 2, 9	Standard 3
Budget for the costs involved in funding human resources	Standards 1, 2, 9	Standard 3
Budget local and state sources of funding for building and maintaining school facilities	Standards 1, 2, 9	Standard 3
Evaluate procedures for purchasing supplies and equipment with school funds	Standards 1, 2, 9	Standard 3
Appraise the procedures in place to account for financial resources in public school systems	Standards 1, 2, 9	Standards 3 and 7
Determine the types of business functions that are required to operate a school district	Standards 1, 2, 9	Standard 3

**Student Outcomes:**

- By the end of this course students will be able to
  - discuss current issues in education finance
  - describe the current research and practice in applying finance principles in school settings
  - present research findings in a final course project
  - compare school practices in the implementation of finance principles

**EDA589D: Personnel Management and Supervision**

**Prerequisite/s: EDA569D**

**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.

This graduate level course introduces leadership standards, theories, critical success factors, and practices that educational leaders need to be effective supervisors. The course addresses the components of effective school and teaching theories that lead to school improvement. Students will develop leadership and supervisory platforms and professional development plans for individuals and schools. Various supervisory styles studied will include clinical supervision, the Charlotte Danielson model, and differentiated supervision. Special issues include

hiring, mentoring, tenure, dismissal, and remediation plans. By the end of this course, students will be able to distinguish between supervision, evaluation, and professional development.

**Course Outcomes:**

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

<b>Course Outcomes</b>	<b>PSEL Standards</b>	<b>ELCC Standards</b>
Given a scenario, recommend supervisory practices based on leadership standards, leadership theories, and critical success factors	Standards 1, 2, 3, 4, 10	Standard 1
Identify characteristics of effective schools and opportunities and strategies for improving schools	Standards 1, 2, 3, 4, 10	Standard 1
For a given instructional need, identify appropriate research-based effective teaching strategies	Standards 1, 2, 3	Standard 2
Apply tenants of adult learning theory to professional development programs	Standard 6	Standard 2
Develop a plan to implement a Professional Learning Community via a focused culture, climate, and communication strategies in an established school	Standard 3	Standards 1 and 3
Create a team leadership Supervisory Platform that implements your vision for education leadership	Standard 1	Standard 1
Construct a supervisory plan to assist a teacher in their areas in need of growth	Standards 6, 10	Standards 1 and 2
Determine appropriate approaches to developmental supervision	Standards 1, 2, 3, 4, 10	Standard 2
Evaluate methodologies for determining teaching effectiveness	Standard 6	Standard 2
Create a supervisory plan that implements both Clinical Supervision and the Danielson Framework	Standards 1, 2	Standards 1 and 2
Create a Differentiated Supervision Program for your teachers	Standards 6, 7	Standard 1
Implement the appropriate district and state policies to address specific teacher supervision and evaluation issues	Standards 7, 8	Standards 1, 6, and 7

**Student Outcomes:**

By the end of this course students will be able to

- discuss current issues in personnel management and supervision
- describe the current research and practice in personnel management in school settings
- present research findings in a literature review

compare school practices in the implementation of management and supervision

**EDA599D: Principles of Continuous Improvement**

**Prerequisite/s: EDA509D**

**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. The course focuses on the process of continuous review and evaluation of activities, which lead to improved results.

The goal of this course is to learn action research methods and practice the process of continuous school improvement. Students will experience designing, conducting, analyzing, and presenting an action research project that demonstrates aspects of the school improvement process.

**Course Outcomes:**

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

<b>Course Outcomes</b>	<b>PSEL Standards</b>	<b>ELCC Standards</b>
Review research methods and requirements	Standard 10	Standard
Review topics that are appropriate for action research	Standard 7	Standard
Practice reading and analyzing literature reviews	Standards 6, 7	Standard
Practice designing data collection protocols	Standards 9, 10	Standard
Practice displaying and analyzing data	Standards 9, 10	Standard
Practice writing conclusions from data sets	Standard 10	Standard
Evaluate a School Improvement Plan using a standardized evaluation rubric	Standard 6, 7	Standard
Plan an authentic action research project for school improvement	Standard 10	Standard
Write and share components of the school improvement project through the VLC Activities	Standard 7	Standard
Participate in forum discussions and participate in scheduled online video meetings	Standard 7	Standard
Demonstrate skills in analyzing, synthesizing, and writing a project report	Standards 6, 7	Standard

**Student Outcomes:**

By the end of this course students will be able to

Review research methods and requirements  
 Review topics that are appropriate for action research  
 Practice reading and analyzing literature reviews  
 Practice designing data collection protocols  
 Practice displaying and analyzing data  
 Practice writing conclusions from data sets  
 Maintain a e-folio that organizes and facilitates the research project processes  
 Evaluate a School Improvement Plan using a standardized evaluation rubric  
 Plan an authentic action research project for school improvement using the following process:

- Review research methods and requirements
- Select a topic that is appropriate for a specific school
- Conduct a literature review or historical review of data
- Developing an action plan

Write and share components of the school improvement project through the VLC Activities  
 Participate in forum discussions and participate in scheduled online meeting sessions  
 Demonstrate skills in analyzing, synthesizing, and writing a project report

### **EDA600D: International Virtual Leadership Residency**

**Prerequisite/s:** All 500-level courses

**Credits:** 3

**Course Length:** 1 week

The International Virtual Leadership Residency will occur online during a one-week period. This residency will allow students to meet with faculty members; enhance writing, research, and critical-thinking skills; share experiences and insights with students with similar interests; and work directly with cohort members.

#### **Course Outcomes:**

Reflect on what it means to be a doctoral student and action researcher  
 Engage students within their academic and professional disciplines  
 Receive a range of technical, academic advising, and faculty advising support services using virtual best practices  
 Apply skills required for professionalism and educational leadership  
 Build capacity to design, and carry out scholarly research to solve problems in school settings  
 Present research and project study findings to peers and advisors  
 Build relationships and networks (i.e., faculty members, staff, and students) that foster academic and professional success  
 Engage faculty members and students in peer review and scholarly discourse that reflects critical thinking  
 Model appropriate professional behavior used in scholarly discourse

#### **Student Outcomes**

As a result of fulfilling the residency requirements, students will be able to:



Engage faculty members and peers in discussions that contributes to the collective advancement of educational research  
 Design doctoral project studies that reflect doctoral-level thinking within school settings  
 Articulate how to implement the program’s scope and sequence to meet the particular program’s requirements and expectations  
 Demonstrate skills to communicate effectively and appropriately in a variety of professional contexts

**EDA649D: Advanced Leadership and Effective Decision Making**

**Prerequisite/s: All 500-level courses**

**Credits: 6**

**Course Length: 16 weeks**

This course is designed to provide an in-depth study of leadership theories and research beginning with an historical overview of traditional approaches and showing how they have evolved over time, not only in education, but also surveying the science of administration and management as a profession in other fields, such as business, political and military and volunteer organizations.

Candidates will learn about the philosophical and historical foundations of various approaches. Particular attention will be given to current leadership and administrative practices in educational settings, such as visionary leadership, servant leadership, inclusive and collaborative leadership, empowerment, and leadership in an increasingly diverse environment both within, and external to, educational organizations.

**Course Outcomes:**

Students will gain knowledge and understanding and will develop competency in the following areas:

<b>Course Outcomes</b>	<b>PSEL Standards</b>	<b>ELCC Standards</b>
Explain major leadership theories and their research bases from an historical perspective, with particular focus on how they evolved during the 20 <sup>th</sup> and 21 <sup>st</sup> century.	Standards 6, 9	Standard 4
Define and differentiate concepts, theories, and processes of leadership, administration, and management	Standard 10	Standards 1 and 4
Compare leadership theories in education with others in fields such as business and industry, political systems, the military and volunteer organizations.	Standards 9, 10	Standards 1 and 4
Understand various leadership styles and how they have evolved in our democratic society, from autocratic leadership, democratic leadership and <i>laissez faire</i> styles to current collaborative models.	Standards 6, 9, 10	Standard 6
Be familiar with a range of current theories, strategies and approaches to leadership in	Standards 6, 7	Standards 1, 2, and 3

education, including visionary leadership, servant leadership, shared leadership, situational leadership, inclusive and collaborative leadership, and empowerment.		
Understand how to apply leadership theories and research to develop and maintain an effective school culture and climate	Standards 1, 2, 3	Standards 3 and 4
Explain how to exercise results-based leadership in diverse environments which exist both within and outside of educational institutions – working with students, staff, parents and communities.	Standards 1, 2, 3, 6, 9	Standards 3, 4, and 6

**Student Outcomes:**

By the end of this course students will be able to

- discuss current issues in school leadership and strategic planning
- describe the current research and practice in strategic planning in school settings
- present research findings in a research paper
- compare school practices in the implementation of strategic plans and leadership skills

**EDA679D: Foundations of American Education**

**Prerequisite/s:** All 500-level courses

**Credits:** 6

**Course Length:** 16 weeks

**Required Textbook:** Foundations of American Education, 8e

This course explores the influences on education within the larger social, political, economic, legal and cultural environment – from the local community to the global settings. A brief overview is included of the historical, philosophical and social foundations of education and the role of schooling in a democratic society.

Most candidates will have familiarity with such foundational theories from prior degree programs. Familiarity with school structures and governance at various levels provides understanding of the context in which education takes place. This includes school site and local communities; the role of elected school boards, superintendents and other administrators; the functions of intermediary agencies, such as county or regional offices of education; education as a constitutional state responsibility, including development of laws and policies; the evolving role of the federal government; and a perspective on education in our world, our global community.

**Course Outcomes:**

Students will gain knowledge and understanding and will develop competency in the following areas:

Course Outcomes	PSEL Standards	ELCC Standards
Describe and summarize the foundations of education in our democratic society from an	Standards 6, 9	Standards 3, 5, and 6

historical perspective – including social, philosophical and pedagogical aspects		
Summarize major factors and explain how they impact educational institutions with a perspective on the role of educational leaders in areas such as the following: <ol style="list-style-type: none"> <li>1. social settings including cultural, racial and ethnic diversity, immigration issues, community values</li> <li>2. political beliefs and trends, including the role of (even if non-partisan) elected governing bodies, regional, state and federal governing structures, and global influences</li> <li>3. economic trends including a community's socio-economic levels; taxation issues, property values, types of jobs, unemployment rates, business and banking issues, recessions or booming economies – locally, nationally, and globally</li> <li>4. legal factors including the increasing volume of laws, policies, rules and regulations from various levels, and the impact of litigiousness on school operations</li> </ol>	Standards 3, 5	Standards 3, 5, and 6
Explore the purposes and influences on educational policy and practices of professional associations or unions for various employee groups, including classified staff, teachers, and administrators – at local, state, national and international levels.	Standards 6, 7	Standard 6
Study attitudes toward education and educational policy	Standards 1, 2	Standard 6

**Student Outcomes:**

By the end of this course students will be able to

- discuss current issues in educational leadership and research
- describe the current research and practice in research in school settings
- present research findings in a final project
- compare school practices in the implementation of leadership skills and research

**EDA709D: Online Internship for Educational Leaders**

**Prerequisite/s:** All 500-level courses

**Credits:** 3

**Course Length:** 16 weeks

The Online Internship class involves learning and implementing mentoring skills online to students in educational administration classes. This online internship is arranged by the course professor with other instructors/professors in the master's or doctoral administration courses. The Doctoral Program Advisor oversees the Online Internship and oversees the supervision of the Doctoral Intern.

The internship encompasses classroom and/or online observations and mentoring, demonstrations, modeling, feedback, and practice applying prior learned skills and knowledge in educational leadership. Application of the PSEL and ELCC standards is required. The experience also includes research, analysis, surveys, interviews, discussions with others, and the maintenance of an e-portfolio. Regularly scheduled online meetings with the professor are scheduled at mutually agreed upon times. Experience gained in the Online Internship, as recorded in the e-portfolio, will be summarized and presented in a final report.

**Course Outcomes:**

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

<b>Course Outcomes</b>	<b>PSEL Standards</b>	<b>ELCC Standards</b>
To strengthen understanding of effective instruction and the dynamics of teaching/learning and administration	Standard 4	Standard 2
To learn and apply effective instructional strategies in online mentoring	Standards 2, 3, 4	Standard 3
To develop proactive and open communication between and among course participants as well as with the online Professor	Standards 5, 7, 8	Standard 4
To develop, apply, analyze, and evaluate mentoring skills of self and peers	Standards 1, 2, 3, 5, 6	Standard 5
To apply leadership skills in instructional observation and mentoring	Standards 6, 7	Standard 2
To participate in online planning, problem solving, collaboration, and leadership activities	Standards 3, 4	Standard 3
To apply effective communication skills with administrators and staff	Standard 2	Standard 6
To shadow, observe, plan, evaluate, and problem solve with the school administrators	Standards 1, 3	Standard 1
To develop and maintain an e-portfolio and log of mentoring and administrative activities	Standards 5, 6, 7	Standard 7
To submit a final report demonstrating personal/professional understanding and skills of administration and mentoring	Standards 8, 9	Standard 6

**Doctoral Intern Outcomes:**

By the end of the internship course, it is expected that each student will be able to:

- Demonstrate observation and mentoring skills online and onsite using effective instructional strategies
- Explain the dynamics of teaching/learning in achieving student success
- Describe and provide examples of school decision making processes
- Explain the process of designing and implementing a school improvement plan, instructional improvement plan, and professional development plan

Reflect and provide specific examples related to shadowing, observing, participating, and leading in administrative experiences  
Communicate effectively in writing and in oral presentations, discussions, and conversations  
Mentor others with demonstrated skill and expertise, sensitivity, and helpfulness  
Reflect on own strengths and weakness  
Demonstrates onsite expertise in PSEL and ELCC Standards, as referred to in each course syllabus for course work completed, and as required by the Arizona Department of Education  
Write a comprehensive report demonstrating professional growth and understanding of mentoring and administrative practices

### **EDA7091D: Online Internship for Educational Leaders Continuation**

**Prerequisite/s:** EDA709D

**Credits:** .5

**Course Length:** 8 weeks

If the Online Internship is not completed during EDA709D, the doctoral student must enroll in this continuation course each eight-week term until completed.

### **EDA710D: Onsite Internship for Educational Leaders**

**Prerequisite/s:** All 500-level courses

**Credits:** 6

**Course Length:** 21 weeks/270 clock hours

The Onsite Internship involves an administrative Internship of 21 weeks. The Internship is arranged by Acacia University in cooperation with a school administrator where the internship will occur. The internship focuses on an individualized applied project determined by the Graduate Intern, the cooperating school principal and/or district administrator, and the Doctoral Program Advisor. The Onsite Internship requires 270 clock hours of experience under the supervision of a certified school or district administrator.

The internship encompasses classroom observations and mentoring, demonstrations, modeling, feedback, and practice applying prior learned skills. Application of the PSEL and ELCC standards is required. The experience also includes research, analysis, surveys, interviews, discussions with others, and the maintenance of an e-portfolio. The onsite experience will involve school or district related administrative projects planned cooperatively with the principal/administrator and the online professors. Regularly scheduled online meetings with the professor and with the onsite administrator will be scheduled at mutually agreed upon times. Experience gained in the Onsite Internship will be summarized and presented in a final Internship report.

#### **Course Outcomes:**

The goal of this course is to build mentoring and administrative skills to be applied in online and onsite practical experiences for administrators that supervise, coordinate, mentor and evaluate teachers. Specific outcomes are:

<b>Course Outcomes</b>	<b>PSEL Standards</b>	<b>ELCC Standards</b>
To strengthen understanding of effective instruction and the dynamics of teaching/learning	Standard 4	Standard 2
To learn and apply effective instructional strategies in online and onsite mentoring	Standards 3, 4	Standard 3
To develop proactive and open communication between and among course participants as well as with the online Professor	Standards 1, 2, 3, 5, 6	Standard 4
To develop, apply, analyze, and evaluate mentoring skills of self and peers	Standards 8, 9	Standard 5
To apply leadership skills in instructional observation and mentoring	Standard 6	Standard 2
To participate in onsite planning, problem solving, collaboration, and leadership activities	Standards 5, 6	Standard 3
To apply effective communication skills with administrators and staff	Standards 5, 10	Standard 6
To shadow, observe, plan, evaluate, and problem solve with the school administrators	Standards 2, 3, 5	Standard 1
To participate in school improvement planning	Standard 4	Standard 1-7
To participate in and lead professional development activities onsite	Standards 1, 2, 3, 5, 6	Standards 2 and 3
To fulfill assigned administrative tasks onsite	Standards 6, 9	Standard 3
To develop and maintain an e-folio and log of mentoring and administrative activities	Standards 3, 5	Standard 7
To submit a final report demonstrating personal/professional understanding and skills of administration and mentoring	Standard 9	Standard 6

**Doctoral Intern Outcomes:**

By the end of the Internship course, it is expected that each student will be able to:

- Demonstrate observation and mentoring skills online and onsite using effective instructional strategies
- Explain the dynamics of teaching/learning in achieving student success
- Describe and provide examples of school decision making processes
- Explain the process of designing and implementing a school improvement plan, instructional improvement plan, and professional development plan
- Reflect and provide specific examples related to shadowing, observing, participating, and leading in administrative experiences
- Communicate effectively in writing and in oral presentations, discussions, and conversations
- Mentor others with demonstrated skill and expertise, sensitivity, and helpfulness
- Reflect on own strengths and weakness

Demonstrates onsite expertise in PSEL and ELCC standards, as referred to in each course syllabus for course work completed, and as required by the Arizona Department of Education

Write a comprehensive report demonstrating professional growth and understanding of mentoring and administrative practices

**EDA7101D: Onsite Internship for Educational Leaders Continuation**

**Prerequisite/s: EDA710D**

**Credits: 1**

**Course Length: 8 weeks or completion of 270 clock hours**

If the Onsite Internship is not completed during EDA710D, the doctoral student must enroll in this continuation course each eight-week term until completed.

**EDA718D: Advanced Research Methods**

**Prerequisite/s: All 500-level courses**

**Credits: 6**

**Course Length: 16 weeks**

**Required Textbook: Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 6e**

This course will include foundational elements for conducting independent, original research. Candidates will learn about methods of formative and summative evaluation for continuous improvement of practices in the educational environment. Candidates will also apply concepts and practice skills in research design, data collection, data analysis, and presentation of results.

Students will also be presented with topics in Evaluation Research, Data Analysis and Interpretation, Qualitative and Quantitative Research Methods, Approaches to Research Design and Data Analysis, and Statistical treatment of data.

**Course Outcomes:**

Students will gain knowledge and understanding and will develop competency in the following areas:

<b>Course Outcomes</b>	<b>PSEL Standards</b>	<b>ELCC Standards</b>
How to write research proposals (traditionally, the first three chapters of a dissertation)	Standards 1, 2, 3, 5, 6	
The parts of a completed research report (traditionally, all of the chapters of a dissertation)	Standards 1, 2, 3, 5	
Review research reports on various topics	Standards 1, 2, 3, 5	Standard 5
Interpret research reports on selected topics	Standards 1, 2, 3, 5	Standard 5
Analyze evaluation reports and learn how to format these to share with others in a meaningful manner	Standards 1, 2, 4, 5	Standard 5
Understand the characteristics of various types of research and data collection methods, such as qualitative and quantitative research, survey	Standards 1, 2, 4, 5	Standard 5

research, case studies, and mixed methods research		
Describe various approaches to research design	Standards 1, 2, 4, 5	Standard 5
Use basic statistics to analyze and present data	Standards 1, 2, 4, 5	

**Student Outcomes:**

By the end of this course student will be able to  
 discuss current issues in research methodology  
 describe the current research and practice in conducting research in school settings  
 present research findings in a literature review  
 compare school practices in the implementation of research methods

**EDA719D: Action Research Proposal**

**Prerequisite/s: EDA718D**

**Credits: 6**

**Course Length: 16 weeks**

The purpose of this seminar is to provide information and support for students as they develop dissertation proposals for the Ed.D. in Educational Leadership program. Students will also apply concepts and practice skills in research design. Students will develop and refine their action research topics and ideas, write drafts of their proposals, and establish a doctoral committee of four committee members. Doctoral committee members must possess appropriate credentials, scholarship, experience, and practice in the field of study. At least one member of the doctoral committee is a member of the awarding institution’s faculty. At least two members of the doctoral committee have earned doctoral degrees from appropriately accredited institutions other than from the awarding institution. All committee members are qualified in the subject area of the dissertation or research project topic. The institution has final approval for students who nominate faculty to the doctoral committee.

**Course Outcomes:**

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

<b>Course Outcomes</b>	<b>PSEL Standards</b>	<b>ELCC Standards</b>
Develop and refine ideas for their doctoral dissertation	Standards 1, 2, 4, 5	Standard 1
Develop an understanding of ethical treatment of Human Research Participants	Standard 2	
Write drafts of their proposal, leading to the final document	Standards 1, 2, 4, 5	Standard 1
Establish a doctoral dissertation committee	Standard 7	

**Student Outcomes:**



With support from fellow doctoral candidates in this class and committees, candidates will complete and successfully defend their doctoral dissertation proposals, as approved by their dissertation committees.

**EDA7191D: Action Research Proposal Continuation**

**Prerequisite/s: EDA719D**

**Credits: 1**

**Course Length: 8 weeks**

If the Action Research Proposal is not completed during EDA719D, the doctoral candidate must enroll in this continuation course each eight-week term until completed.

**EDA720D: Action Research Dissertation**

**Prerequisite/s: EDA719D**

**Credits: 6**

**Course Length: 16 weeks**

Action Research Dissertation is intended to assist the Doctoral Candidate (DC) in the transition from course work to dissertation. This course will review proposal components, with particular emphasis on research design and developing the literature review and will also focus on key issues such as dissertation format standards, psychological and time management demands, HSIRB topics, and project management.

**Course Outcomes:**

At the end of this course, doctoral candidates will be able to:

- Conduct a focused review of the relevant literature and create appropriate conceptual framework

- Develop a realistic research design with specific research strategies

- Think through and articulate a chapter-by-chapter outline of the intended dissertation

- Communicate research ideas and their appropriate theoretical and methodological issues effectively and efficiently

- Critique other's ideas paying particular attention to both theoretical and methodological rigor and reality

- Gain understanding of the process of dissertation including stress, time, and project management, committee formation, dissertation proposition and defense, and human subjects' reviews

**Student Outcomes:**

By the end of this course, doctoral candidates will be able to

- develop and articulate a research plan which states the problem,

- background, outline of the research strategy, and data collection methods present oral reports of research progress, challenges, and reading during regular meetings

- complete a publishable manuscript of the research study

**EDA7201D: Action Research Dissertation Continuation**

**Prerequisite/s: EDA720D**

**Credits: 1****Course Length: 8 weeks**

Action Research Dissertation Completion is intended to assist the doctoral candidate in the completion and defense of the dissertation. This course will focus on key issues such as dissertation format standards, psychological and time management demands, HSIRB topics, and project management.

*Note: Students may end up taking more units of dissertation (EDA7201D) credit than they can count toward their degree because students must register for the dissertation continuation course each eight-week session while working on their dissertation. Students must complete their dissertation within 5 years of completing 600-level courses.*

**Literature Reviews**

Literature reviews are part of most doctoral courses. The reviews serve two main purposes: 1) to perform in-depth reading and study on content topics/questions related to the course; and 2) to build skills in researching current literature and writing reviews in preparation for the dissertation.

In all Acacia doctoral courses, literature review topics must be approved by the course instructor. Prior approval for the topic and subsequent review of literature for the Action Research Dissertation is also required and is guided by the doctoral advisor and professor of the Research Methods and Dissertation Proposal courses.

**Virtual Conferences**

Virtual conferences are internet-based, collaborative meetings between two or more people and allows for participants in multiple locations to interact using audio, video, and screen and file sharing.

Virtual conferences occur at regular intervals throughout courses and last between one and three hours each depending upon the course. Virtual conferences include pre-work and post-work activities which require application and reflection. Virtual Conferences are intended to assess student understanding of course content and concepts, discuss progress towards course completion, as well as to verify student identity. Specific requirements for virtual conferences can be found in the syllabi.

**Residencies**

Students will complete two types of residencies during the doctoral program. The International Virtual Leadership Residency is a three-credit, one-week long course offered two times each year. Additionally, four One-Day Virtual Residencies are required throughout the doctoral program and occur in multiple times throughout each year. All virtual residencies must be completed by the end of the doctoral program. The International Virtual Leadership Residency may be completed following the completion of all 500 level courses and must be completed prior to the oral comprehensive examination. The Doctoral Program Advisor assists the student

in determining appropriate times for residencies. It is a requirement and all residency objectives must be met within guidelines, directions, and timelines provided. Failure to perform assignment tasks will result in the repeating of the residency. All doctoral residencies must be completed prior to graduation.

The general purpose of all residencies is to provide the doctoral student an important opportunity to enhance leadership, communication, and research skills in an educational setting. Each doctoral student will:

- Analyze and determine leadership strengths and weaknesses related to her/his style of leadership
- Communicate and reflect with faculty members related to her/his individualized program of study
- Enhance and demonstrate writing, speaking, research, and critical-thinking skills
- Share experiences and insights with other students through discussion, presentations, and debates

### **Residency Fees**

International Virtual Leadership Residency \$700\* (in addition to tuition cost)  
One-Day Virtual Residency \$125\* per session (four sessions)

**\*Residency fees are non-refundable.**

### **International Virtual Leadership Residency (IVLR)**

The International Virtual Leadership Residency is an online residency lasting one week. Biannual sessions are held in January and July. This three-credit course occurs over a one-week period and includes assignments and work to be completed prior to the IVLR, during the IVLR, and following the IVLR.

### **IVLR Requirement**

The International Virtual Leadership Residency must be completed before taking the 600 level courses, specifically EDA649D: Advanced Leadership and Effective Decision Making.

The IVLR requires that all doctoral students dedicate their full attention to this residency and plan to attend all sessions. This includes ensuring that you have a reliable internet connection, video and audio capabilities, and a dedicated work area free of distractions and ambient noise that may disrupt other attendees throughout.

IVLR attendees must schedule time off work to ensure your full attention to residency requirements. To earn full credit for the course, attendees are required to attend each daily session and participate in all activities.

### **IVLR Procedures for Participation**

Authorization/approval by the Doctoral Program Advisor is obtained by the student prior to IVLR course registration. Approval is based on number of 500 level courses completed and grade point average

Enroll in EDA600D: International Virtual Leadership Residency (3 credits)  
Registration fees include the course tuition and an additional fee of \$700 US.  
Some assignments and topical materials to read/study are sent to each student one month prior to IVLR

The IVLR begins on a Sunday with a video conference meeting to verify attendance and readiness (a choice of appointed times is offered) and ends on Saturday at 12:00 PM

Following the IVLR, the student will complete follow-up assignments and submit to the Doctoral Program Advisor or designee within three weeks of IVLR

### **IVLR Topics**

Topics will include previously taken coursework, leadership inventories, analysis of style of leadership, problem solving simulations, and evaluations of leadership skills (self and others).

### **One-Day Virtual Residencies (VR)**

Four one-day virtual residency sessions will be scheduled throughout the year to provide discussions and critical skills seminars for small groups and individuals.

*Note: While no credit is given for this residency, it is a requirement and all VR objectives must be met within guidelines, directions, and timelines provided. Failure to perform assignment tasks will result in the repeating of the residency.*

### **VR Requirement**

All virtual residency sessions must be completed by the end of the program. Each VR session consists of eight consecutive hours online.

### **VR Procedures for Participation**

Authorization/approval by the Doctoral Program Advisor is obtained by student prior to registration

Assignment and topical materials to read/study are sent to each student two weeks prior to VR

The student will arrange a place suitable for an 8-hour conference with a reliable computer, dependable internet, and privacy with minimal background noise; all materials and preparation of assignments will be accessible to view/share on the computer

On the day prior to the VR, the participation link will be sent for access during the conference

Each VR will address from two or three topics and will be led by a professor with expertise in the topic

Following the VR, the student will complete assignments and submit to the VR professor/s within two weeks of the VR

### **VR Technical Requirements**

In addition to the technical requirements for the program, students will need a webcam to participate in the Virtual Residencies.

## **VR Topics**

Virtual Residency #1: What Administrators Should Know about Instruction; Support for Teachers in Meeting Curriculum Standards; Professional Learning Communities

Virtual Residency #2: School Improvement and Data Collection; Overview of Research Statistics

Virtual Residency #3: Advanced Research Statistics

Virtual Residency #4: Leadership and Decision Making; Using Statistics for Strategic Planning

Note: Virtual Residencies #1 and #2 can be taken in any order but must be completed before VR #3, which must be completed before EDA718D: Advanced Research Methods. VR #4 may be taken any time after approval of the Dissertation Proposal.

## **Doctoral Residency Objectives**

Provide opportunities for students to reflect on what it means to be a doctoral student and action researcher

Engage students within their academic and professional disciplines

Provide a range of technical, academic advising, and faculty advising support services using virtual best practices

Require the demonstration of skills required for professionalism and educational leadership

Build capacity to design and carry out scholarly research to solve problems in school settings

Present research and project study findings to enable students to prepare and present such findings to multiple audiences

Build relationships and networks that foster academic and professional success

Engage faculty members and students in peer review and scholarly discourse that reflects critical thinking

Model appropriate professional behavior used in scholarly discourse

## **Student Outcomes**

As a result of fulfilling the residency requirements, students will be able to:

Engage faculty members and peers in discussions that contributes to the collective advancement of educational research

Design doctoral project studies that reflect doctoral-level thinking within school settings

Articulate how to implement the program's scope and sequence to meet the particular program's requirements and expectations

Demonstrate skills to communicate effectively and appropriately in a variety of professional contexts

## **Doctoral Internship**

The doctoral internship is comprised of nine credits/405 clock hours of online and onsite supervised work focused on meeting the Professional Standards for Educational Leaders (PSEL). Those specializing in higher education/teacher training are given extensive experiences in mentoring and assisting students in doctoral and master's level courses. Doctoral interns/candidates may work in schools, school districts, organizations, or universities to fulfill their onsite internship responsibilities.

Scholarships may be available to doctoral interns and candidates.

All internship hours must be documented on internship logs.

The doctoral intern/candidate will:

- Have the opportunity to observe, over time, a variety of leadership styles practiced by experienced administrators in various situations at multiple levels in the organization.

- Gain self-confidence in administrative decision making through progressive opportunities to test knowledge and skills in diverse settings.

- Interface with diverse publics in carrying out the day-to-day responsibilities inherent in school administration.

- Help the educational agency (school, school district, organization, or university) inspire dynamic and effective staff as part of ongoing professional development.

- Design and develop cooperative training experiences (mini-courses, tutorials, professional development, etc.) that demonstrate their leadership abilities and contribute to the educational program.

- Explore and receive authentic work experience to position them for the next stage of their professional development.

- Support the course professor by conducting formative assessments and provide feedback to course participants.

- Collaborate with course professor throughout the course session to learn methods for scoring and analyzing student work.

In addition to meeting internship responsibilities listed above, the intern/candidate will also address the Professional Standards for Educational Leaders.

## **Comprehensive Exam**

The Comprehensive Exam is required after completing 27 or more course credits, including the International Virtual Leadership Residency, and prior to starting the dissertation research. The Comprehensive Exam includes both written and oral components. A Doctoral Examination Committee is comprised of three Acacia University professors. A professor from another university and/or a current Doctoral Candidate may be invited. Once a date has been determined, the doctoral student

will complete the written portion of the exam and submit it to the Doctoral Examination Committee no later than one week prior to the oral exam.

### **Written portfolio criteria**

The written exam component will include a collection of written documents demonstrating knowledge and understanding of each doctoral course completed. Each course may be represented by a project, prior assignment, essay, or presentation that demonstrates knowledge of content and understanding of concepts from the course. These may be selected from submissions made during the course, if desired. If a prior course assignment is not representative of course understanding, a one-page essay may be substituted for a past course assignment. The one-page essay is to reveal important concepts learned and the significance of the concepts to you, as an educational leader. All written work will be compiled in a portfolio format organized by titles/course numbers. APA format will be used for all written work submitted.

A PowerPoint presentation may also be utilized as one or more of the submissions as long as it represents leadership skills learned and contains a "note" section for each slide. A "Core Values" essay/statement needs to be included in the portfolio contents. This essay needs to be about 1000 words and clearly state core values from which you do not stray.

Make sure that all sections include the essence and reflective analysis. All passing grades will achieve an 84% or higher.

1. Essence or Reflective Analysis (valued at 67% of total passing score)
  - a. Convey deep meaning – provide detailed examples demonstrating the essence of what you learned
  - b. Explain how the learning is reflected in your current practices as a trainer/leader by giving examples of how your training has been enhanced
  - c. Reflect on how this course or experience inspired you to continue learning as a leader in your current training role? How has this learning experience inspired you for completing your internship and contributed to your research interest?
  - d. What questions do you still have about this learning experience?
2. Format and Structure (valued at 33% of total passing score)
  - a. Mechanics – punctuation, capitalization, spacing, and sentence structure
  - b. Paragraphing – topic sentence, content or details, transition statement to next paragraph (no one sentence paragraphs)
  - c. APA format – headers, citations, pagination (either top or bottom)

### **Oral exam component**

The oral exam will be conducted via a video conferencing system during a two-hour session. Questions will be related to previous doctoral courses completed, leadership styles and skills, and problem-solving capabilities. It will also assess effective communication. Questions related to written submissions may also be included.

Once concluded, the Doctoral Examination Committee will determine the status of the doctoral student. The student will be notified via email within 24 hours after the exam if other documentation or another oral session is required. If the student passes the comprehensive exam, no other documentation or meeting is required. Once passed, the student becomes a "Doctoral Candidate" and can progress through the research and dissertation phase of the doctoral degree. Doctoral Candidates are eligible to participate in other Comprehensive Exams for other doctoral students at Acacia University.

## **Doctoral Dissertation Committee**

Those who accept the duty of serving on a doctoral dissertation committee assume responsibility of great importance. Doctoral dissertation committee members provide the highest quality service to doctoral candidates and to the academic practice, discipline, and professional field to which the dissertation is related. Expectations concerning these services are determined by candidates' needs and by university academic policy pertaining to how these needs are to be addressed.

Acacia intends that doctoral dissertation committee members work as a team, directly guiding candidates through the prospectus, proposal, research and analysis, and ultimately the final oral presentation. Although the committee members are expected to support and facilitate candidates' progress through their doctoral project, candidates are ultimately responsible for preparing a doctoral dissertation that meets the rigors of academic excellence.

Any written dialogue between a candidate and a committee member is shared within the committee. Committee members recognize that issues may be controversial, divide opinions, or otherwise cause disagreement. When conflicts arise, the committee members are obligated to restrict the discussion to only other committee members and the committee chairperson, to avoid involving candidates in disputes or disagreements among themselves. The committee chairperson will act as an arbitrator to resolve the situation and obtain a consensus.

*Note: Specific office hours will be designated by each doctoral committee member. Conferences will be scheduled as needed, not to exceed 4 hours per term. If additional time is needed with a committee member/s, you may contract with them on an individual basis at your cost.*

## **Required Roles in Acacia Doctoral Dissertation Committees**

Acacia doctoral dissertation committees will be comprised of four members: a chair, who is a current professor at Acacia and three members who possess appropriate credentials, scholarship, experience, and practice in the field of study. At least two of the doctoral committee members have earned doctoral degrees from an accredited university and not the awarding university.

It is essential that the members of the committee have not only the requisite professional credentials, but that they are also free of conflicts of interest or



commitment that could bias or have the appearance of biasing their judgment about the best interests of the candidate and the scholarly merit of the dissertation.

### **Committee Chair Responsibilities**

The committee chairperson leads the committee members as they work with candidates on their action research proposal and dissertation. As a result, they are primarily responsible for ensuring that such projects meet all of Acacia's requirements including those pertaining to theoretical foundations, methodology, research ethics, and form and style. Moreover, they are responsible for making sure that the work of committee fulfills expectations of service to the candidate, the academic discipline, and professional field of practice involved. Chairs must lead, monitor, coordinate, and assess the progress of the research from start to finish.

### **Committee Member Responsibilities**

Collaborates with the chair throughout the completion process to provide overall guidance about the acceptability of the project taking into account:

- Acacia procedures and requirements for prospectus, proposal, and dissertation
- Norms of the educational leadership program and profession
- Form and style requirements

In addition, between the chair and other committee members, the following functions must be fulfilled. The functions may be split between members and the chair.

### **University Research Reviewer/Specialist in the Field of Study**

Provides expertise in the specific area of research (k-12 education administration, curriculum and instruction, or higher education/teacher training). The university research review process is the quality control mechanism for research at Acacia University. The goal of university research review is to facilitate quality research.

The specific role of the university research reviewer/specialist in the field of study will be to collaborate with the doctoral candidate and committee members prior to presentation of the prospectus, approval of the proposal, and prior to the final oral defense. The goals for these collaborative sessions are to:

Ensure a high level of integrity in the research produced  
Facilitate a level of consistency in university research standards  
Provide feedback that is within the defined scope of the university research reviewer role:

- The defined scope includes feedback related to theoretical, methodological, analytical, and organization content. University research reviewers use the dissertation checklist/rubric as their means for providing feedback on submissions

- The defined scope does not include minor form and style and ethical issues; however, university research reviewers are instructed to alert doctoral candidates to such issues when they come across them

Determine if the research is ready for advancement to the next milestone in the process. University research reviewer will verify approval for all research processes

### **Methodology Expert**

Provides feedback and constructive criticism to the doctoral candidate on the following:

- Research design
- Research methodology
- Sampling procedures
- Research plan implementation
- Data collection procedures
- Presentation of results

### **Content Expert**

Assists doctoral candidates with and provides feedback on the following:

- Theoretical basis and foundation
- Research question development
- Literature Review
- Significance of research findings

## **Doctoral Dissertation Completion Process**

All doctoral candidates enrolled in an Acacia University doctoral program will proceed through the following steps as they complete their research:

<b>Step</b>	<b>Items to Be Completed</b>	<b>Milestone Date</b>
<b>Premise</b>	The premise is a short document that is used to identify a preliminary topic and approach for the doctoral research, and to help align the doctoral candidate with the faculty member who will guide continued development of the prospectus, as chair and/or instructor of a doctoral course.	Due by week 4 of EDA719D
<b>Prospectus</b>	The prospectus is a brief document that describes an agreed upon plan for developing the proposal. A doctoral committee meets to evaluate the prospectus to assure a doctoral-level action research dissertation. An approved	Due prior to completion of EDA719D

	prospectus formalizes the structure of the dissertation committee that will work with the candidate on completing the doctoral action research and must be approved prior to initiating the proposal.	
<b>Proposal</b>	The proposal is comprised of the first three chapters of a dissertation and includes the reference list. These chapters establish the theoretical basis and rationale for conducting the study and describe the design and methodology it will utilize.	Due within six months of completion of EDA719D
<b>Proposal Conference and Approval</b>	Once the chair and at least one other committee member are satisfied that the first three chapters of the action research dissertation meet specified requirements, the chair will submit the proposal for oral review and approval by the dissertation committee via video conference. This video conference must be held within six months of following the semester of the proposal course. Upon approval, the chair submits the proposal and completed IRB form to the IRB for approval.	Due prior to enrollment in EDA720D
<b>IRB Approval</b>	Acacia's Institutional Review Board (IRB) reviews each study conducted by Acacia doctoral candidates to determine if the anticipated benefits of the study outweigh risks associated with participation in it. The IRB form must be signed by the Provost prior to the collection of data and action research.	Due prior to enrollment in EDA720D
<b>Completion of Doctoral Study</b>	Following the IRB approval, the candidate collects consent forms, conducts pre-tests, performs the action research, collects and analyzes data, reports findings, and completes the remaining chapters and sections of the action research dissertation.	Due upon completion of EDA720D

<b>Dissertation Review</b>	Once the chair and committee members are satisfied that the dissertation meets all requirements in terms of content and APA format and style, the chair will submit the complete document for dissertation committee review.	Due upon completion of EDA720D
<b>Dissertation Oral Defense</b>	Following chair approval, the candidate will present the complete research project to the dissertation committee via a scheduled video conference. This conference is a formal presentation by the candidate. It will include a narrated slide presentation followed by discussion of the scholarly content. Following the presentation, the committee will discuss and evaluate the entire action research dissertation. Following the committee discussion, the candidate is notified of approval or is given guidance for any changes needed. Additional professors may be invited to the dissertation oral defense.	Due upon completion of EDA720D
<b>Final Review</b>	After successful completion of the oral defense and committee approval of any corrections or additions to the final dissertation, the chair forwards the entire document to the university Provost. The Provost conducts a final review to make sure all methodological, content, and writing issues have been addressed. Upon the Provost's approval, the dissertation is officially completed.	Due upon completion of EDA720D
<b>Dissertation Publication</b>	<p>Students are responsible for obtaining publication and copyright services as well as all costs related to these services.</p> <p>Student must register for a copyright with the <a href="#">U.S. Copyright Office</a> before digital publication. Doing so will make it easier for you to defend your copyright against copyright infringement. This is</p>	

	<p>recommended for anyone intending to market, license, or sell your dissertation to others.</p> <p>After approval from the copyright office, your digital publication will be submitted to the doctoral committee chair in PDF format.</p>	
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**Graduation Requirements**

To be eligible to graduate with the Ed.D. degree, learners must have been admitted to candidacy and must meet the following requirements:

- Pass a proctored Comprehensive Exam covering the course work in the degree program.

- Maintain continuous enrollment of at least 3 credits per semester, excluding summers. This rule applies until the student has passed the Comprehensive Exam.

- Have a minimum cumulative GPA of 3.0. based on all required doctoral coursework listed in the program of study totaling to at least 60 credits.

- Enroll in continuation courses each eight-week session while working on their internships, proposals, or dissertations. This is in addition to the required 60 credits.

- Ensure that doctoral program enrollment is no less than 2 years and no more than 10 years.

- Write a dissertation in their area of emphasis within five years of completing 600-level courses.

- Pass a dissertation defense and complete all editing, copyrighting, and publication requirements.