



MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION



PROGRAM
DURATION

18 to 24
Months

PROGRAM
CREDITS

36 Credit
Hours



About **Acacia University**

Acacia University, Arizona, US, stands as a symbol of regeneration, perseverance, and integrity and is on a mission to make learning a long-lasting, invigorating experience.

Acacia's origin dates back to 2003 when Educational Cyberconnections, Inc. began a partnership with the Commission on International and Trans-Regional Accreditation (CITA) to provide onsite training to CITA schools in Egypt, Pakistan, United Emirates, and China. This training created a demand for additional and continuing training that resulted in establishing an onsite and online program under the title of CITA Teacher Certification Program. Then in 2005, Power-Ed and CITA developed and delivered a web-based curriculum (24 credits) that could be delivered via the Internet throughout the world. The school became the American Graduate School of Education and the name change to Acacia University was approved by the State Board for Private Postsecondary Education - State of Arizona on May 11, 2012, effective June 1, 2011.

Acacia University provides accessible, quality education to a multi-cultural, global learning community through online/distance learning. As technology advances and students look for greater flexibility and accessibility with education, Acacia utilizes the capabilities of digital pedagogies to create new experiences and services.

Acacia offers academic programs at the master's level in elementary education, secondary education, English as a second language, and educational administration as well as a doctorate in educational leadership. It also features non-degree studies to provide focused training in specialized areas for adult learners.

Designed by educators to envisage the possibilities of the learner's career, the educational programs offered by Acacia are affordable, convenient, supportive, and relevant.

Acacia University envisions a change by empowering learners to expand their abilities, revive their passion in their respective fields, and develop their capacities for new roles. Acacia commits to provide unparalleled learning standards by delivering the highest quality educational programs through smart, innovative forms of learning.

Acacia redefines education and helps learners realize their full potential, propelling them into excellence by delivering education through innovative forms of online learning.

Why Acacia University?

Acacia University, a pioneer in distance learning since its founding in 2003, consistently meets the needs of professionals whose geographic, professional, or personal time constraints may potentially limit success at traditional brick-and-mortar schools. Acacia University provides quality educational opportunities for learners:

- Affordability
- Convenience
- Practicality
- Qualified Professors
- Cohorts and Learning Communities
- Applicability
- Accredited: Distance Education Accrediting Commission (DEAC) ensures that the institution meets a recognized set of standards in distance education

Mission

Acacia University's mission is to develop creative, innovative ideas amongst learners, and deploy contemporary technology to develop relevant learning models that are scalable, accessible, and affordable, with a focus on developing ethical, principled world leaders who can change the world.

Vision

Acacia University's name reflects our belief of life-long learning. The symbol and name of the acacia as the "tree of knowledge," embodies our ongoing commitment to provide unparalleled standards and vehicles for learning. Acacia is committed to delivering educational programs of the highest quality through innovative forms of distance learning. Our vision is to empower people through access to high quality education that is affordable and flexible beyond boundaries.

Core Values



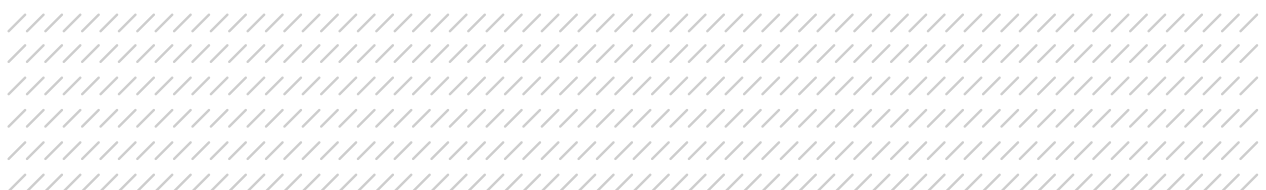
Excellence in teaching/learning by offering a high-quality and student-focused education



Organizational integrity by operating with the highest ethical standards



Diversity and civility by supporting multicultural understanding and maintaining respect for all learners and staff



Accreditation and Licensure

DEAC



Accredited by the Distance Education Accrediting Commission.

The Distance Education Accrediting Commission is recognized by the Council for Higher Education Accreditation (CHEA).

Acacia University filed with Arizona's Secretary of State and applied for a degree-granting license in the State of Arizona in September 2007. Approval was granted on February 28, 2008.

AZPPSE



Acacia University is licensed in the State of Arizona by the Arizona State Board for Private Postsecondary Education (AZPPSE). Acacia provides high quality remotely delivered certification and degree programs to learners from around the world.

AZ SARA



Acacia University is a member of the Arizona State Authorization Reciprocity Agreement Council (AZ SARA), which provides inter-institutional recognition of distance-education course credits among member institutions.

WICHE



Arizona institutions in AZ SARA are automatically members of the regional interstate higher education compact organization, the Western Interstate Commission for Higher Education (WICHE). Member States in WICHE are Alaska, Arizona, Colorado, Idaho, Indiana, Louisiana, Montana, Nebraska, Nevada, North Dakota, Oregon, South Dakota, Virginia, Washington, and West Virginia. This broad network provides ready transferability of credits among member institutions, allowing ease of movement of students within the network.

NC SARA



Acacia University is a member of the State Authorization Reciprocity Agreement (SARA) and is authorized to provide distance education to students in any SARA member state.

SARA membership makes it easier for students to take online courses offered by postsecondary institutions based in another state. Full information about the benefits of SARA to students is available online at <http://www.nc-sara.org/what-are-student-benefits>. The following state is not a member of SARA: California.

Master of Education in Educational Administration

- Provides opportunities for educators to learn and develop skills and strategies in the areas of school management, law, finance, and instructional supervision to be effective leaders.
- The PSEL (Professional Standards for Educational Leaders) are “model” professional standards that communicate expectations to practitioners, supporting institutions, professional associations, policymakers, and the public about the work, qualities, and values of effective educational leaders. They are used by state boards of education to help guide their licensure and professional development programs.
- The former Educational Leadership Constituent Council (ELCC) Standards have now been renamed as the National Educational Leadership Preparation (NELP) Standards. These new standards were developed by a committee comprised of essential stakeholders from across the country. The NELP building-level standards are designed for advanced programs at the master, specialist, or doctoral level that prepare assistant principals, principals, curriculum directors, supervisors, and other education leaders in a school building environment.
- These standards are approved by NCATE (National Council for Accreditation of Teacher Education). All courses in the Master of Education in Educational Administration are based on the PSEL (Professional Standards for Educational Leaders) and NELP (National Educational Leadership Preparation) standards. Links to standards resources are provided in each course.

The standards focus on the following areas:

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



Program Prerequisites and Requirements

- 01 > Successful completion of a baccalaureate degree from an accredited college or university. The degree must be verified on an original transcript duly signed and certified by the Registrar or other responsible officer of the awarding institution directly to Acacia University. Mail or secure electronic delivery is accepted. Applicants submitting transcripts from non-US institutions may be required to have their transcript evaluated by a National Association of Credential Evaluation Services (NACES) member agency.

- 02 > Applicants whose first language is not English and who do not have a bachelor's degree from a university in which instruction is conducted in English must provide evidence of English proficiency. The following are accepted exams and minimum scores required for admission:
 - 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
 - 55 on the 4-skill Michigan English Test (MET)
 - 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE)
 - 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE)

- 03 > For degrees in Education, applicants must demonstrate access to classrooms.
 - The Master of Arts in Elementary Education requires access to elementary classrooms.
 - The Master of Arts in Secondary Education requires access to secondary classrooms.
 - The Master of Education in Educational Administration prefers a record of at least two years of successful teaching experience and requires access to classrooms.
 - The Master of Education in Special Education requires access to Special Education classrooms for implementation of strategies and assignments.
 - The Master of Education in English as a Second Language requires access to classrooms with ESL students.

- 04 > Ongoing access to computer technology – All Acacia University courses are presented online so each applicant must have a computer and internet access to participate.





Program Goal

The goal of the program is to develop scholars-practitioners who will learn and practice advanced skills in designing, implementing, and analyzing effective research-based strategies in school leadership so they can provide an active, positive and effective leadership in the school environment. All students enrolled in the Master of Education in Educational Administration degree program will demonstrate and apply knowledge and skills related to PSEL and NELP organization standards. In addition, students will:

- Reflect on leadership practices and how they influence students' outcomes
 - Apply critical thinking to identify current educational dilemmas and propose appropriate work-based solutions
 - Model strategies that promote global citizenship, civic engagement, and lifelong learning
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- * Acacia University offers graduate degrees for educators to achieve their professional goals. Completion of a degree program in itself does not constitute having a professional credential. Professional certifications and licenses are governed by boards empowered via State laws and/or professional organizations and commissions. Therefore, Acacia programs are NOT a pathway to teacher licensures 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.

Program Learning Outcomes Promoting the current and future success and well-being of each student and adult	PSEL Standards	NELP Standards
Lead and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities	Standards 1 & 2	Standards 1 & 2
Develop and implement coherent systems of curriculum, instruction, support, and assessment within an inclusive school culture of family, community, and school personnel	Standards 4 & 8	Standards 3 & 4
Demonstrate knowledge and skills of the program in a mentored practicum (internship) in both an administrative setting and with online students in the master's program	Standards 1, 3, & 10	Standards 5 & 8
Support the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning	Standards 6 & 7	Standards 5 & 7
Apply knowledge and skills necessary to improve school governance, data-based school resource plans, and operation systems that include fiscal management as well as implementing laws, rights, policies, and regulations	Standards 5 & 9	Standards 6



Tuition

At Acacia, we believe that a topnotch education should be affordable. Everyone deserves access to a quality education at a reasonable price. We can consistently streamline our operations as an exclusively online school to provide the best value to our students.

Low-cost does not, however, imply low-quality. Our tuition strategy makes it possible to provide students with a cost-effective way to earn a quality degree.

Program Fee : **\$5000**

Cost per Credit : **\$138.88**

Application Fee : **\$75**

Graduation Fee : **\$100**

Acacia University's tuition is calculated as a cost per unit of credit. Students will get an enrollment agreement indicating the entire tuition cost of the program for which they applied after their application has been evaluated and accepted.

COURSES

- EDA 519 Child and Adolescent Development
- EDA 509 Essential Instructional Strategies
- EDA 539 Special Needs Students
- EDA 599 Principles of Continuous Improvement
- EDA 529 Curriculum, Instruction, and Assessment
- EDA 559 Education Law
- EDA 549 Principles of School Leadership and Management
- EDA 569 Education Finance
- EDA 579 Foundations of Education
- EDA 589 Personnel Management and Supervision
- EDA 609 Mentored Practicum/Internship
- EDA 619 Portfolio Project





Program Structure

EDA519 Child and Adolescent Development

Prerequisites	none	Credits	3	Course Length	8 weeks
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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.

EDA509 Essential Instructional Strategies

Prerequisites	none	Credits	3	Course Length	8 weeks
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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.



EDA539 Special Needs Students

Prerequisites	none	Credits	3	Course Length	8 weeks
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This course involves focuses on special populations of students with special needs, including English language learners, gifted, and various handicapping disabilities. An overview of assessing needs, methods of teaching, and meeting needs of diverse students is presented. Many examples are provided for all grade levels and for special populations to assist the administrator and teacher in planning and implementing effective programs in the classroom and school.

EDA599 Principles of Continuous Improvement

Prerequisites	none	Credits	3	Course Length	8 weeks
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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 ongoing involvement of stakeholders related to the educational institution are explored through individual and collaborative projects.

EDA529 Curriculum, Instruction, and Assessment

Prerequisites	none	Credits	3	Course Length	8 weeks
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This course builds understanding of academic curriculum content and assessments. Understanding and using Common Core Standards in planning, instruction, and assessment are highlighted. Curriculum and assessment development strategies relate to classroom as well as school-wide plans. Types of assessments are explored and strategies for developing content assessments that align to curriculum are presented. Participants learn how to relate the curriculum and assessments to state, provincial, or country standards and adjust for diverse populations.

EDA559 Education Law

Prerequisites	none	Credits	3	Course Length	8 weeks
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This course emphasizes general education law, public laws influencing the administration of schools, and current issues in law related to classrooms, schools, districts, and individuals. Certification and employment issues are addressed as well as bullying, special education, and desegregation.

EDA549 Principles of School Leadership and Management

Prerequisites	none	Credits	3	Course Length	8 weeks
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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.

EDA569 Education Finance

Prerequisites	none	Credits	3	Course Length	8 weeks
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Required Textbook: Financing Education in a Climate of Change, 13e

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

EDA579 Foundations of Education (will accept EDC585 or EDC595)

Prerequisites	none	Credits	3	Course Length	8 weeks
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This course features an emphasis on the historical, philosophical, and theoretical development of public education in elementary and high schools. It also focuses on educational models and elements of school operation in relationship to the issues and challenges of the 21st century. Reform movements are explored and compared.

EDA589 Personnel Management and Supervision

Prerequisites	none	Credits	3	Course Length	8 weeks
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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.

EDA609 Mentored Practicum/Internship

Prerequisite/s	24 credits	Credits	3	Course Length	21 weeks
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The goal of this capstone course is to build mentoring and leadership skills to be applied in online and onsite practicum experiences. Mentoring in online classes previously taken strengthens concept development and communication skills. Onsite mentoring and project development develops leadership skills in instructional, personnel, and other areas of school management. In addition to the fieldwork from previous classes and the mentoring project, administrative majors complete the Administrative Internship totaling a minimum of 270 clock hours of Internship. Supervision from online and onsite administrators is an effective part of this leadership practicum.

EDA619 Portfolio Project

Prerequisite/s	24 credits	Credits	3	Course Length	21 weeks
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Required Textbook: Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 6e

The goal of this capstone course is to have the experience of designing, conducting, analyzing, and presenting a project that demonstrates some aspect of implementing the administrative practices learned in the master's program. Research methods are addressed and culminate in an action research project with results presented publicly.



**Acacia
University**
ARIZONA



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