



Master of Education in English as a Second Language



**PROGRAM
DURATION**

18 to 24
Months

**PROGRAM
CREDITS**

39 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



Acacia University is recognized by the Distance Education Accrediting Commission (DEAC) as an accredited online University, and adheres to all DEAC Standards and Code of Ethics.

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.

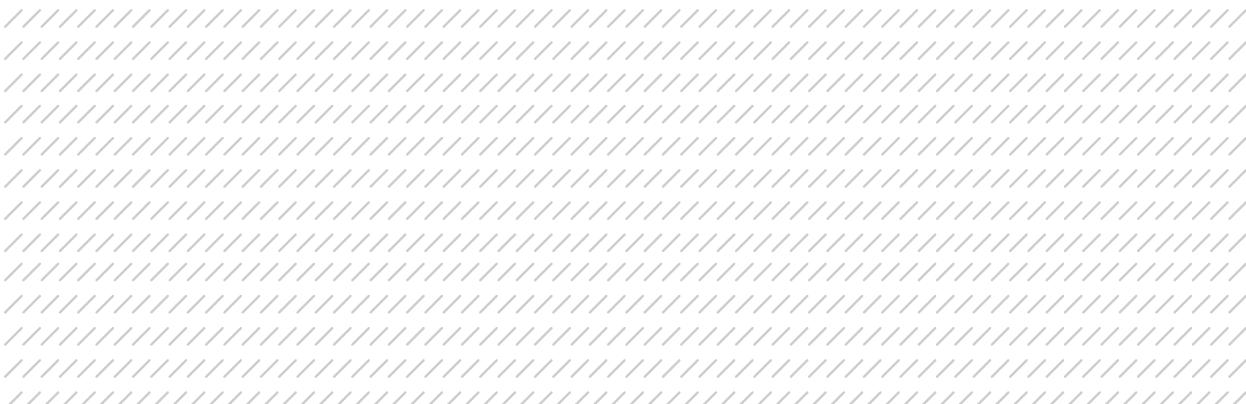
SARA membership makes it easier for students to take online courses offered by postsecondary institutions based in another state. Full information about the benefits of SARA to students is available online at <http://www.nc-sara.org/what-are-student-benefits>. The following state is not a member of SARA: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

Master of Education in English as a Second Language

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

Curriculum

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



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

Develops scholar-practitioners who will learn and practice advanced skills in designing, implementing, and analyzing instruction using research-based strategies to provide an active, positive, and effective classroom environment for ESL students.

- * 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.



Learning Outcomes

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

- Create ESL education instruction informed by research-based strategies integrated with the Power Strategies
- Design ESL education curriculum, assessments, and resources to create a positive learning environment that supports and increases student achievement and develops skills in students according to their individual needs by addressing cultural, social, linguistic, and academic issues of ESL learners
- Analyze educational research, current trends, requirements, standards, and practices required to design instructional strategies in English language development and education that enable students to meet learning goals and standards
- Develop instructional and classroom strategies that promote global citizenship, acceptance of others, and lifelong learning
- Communicate, verbally and in writing, effectively with multicultural parents and other caregivers about the students' successes, needs, and areas of improvement

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	: \$6500
Cost per Credit	: \$166.66
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

- EDC550 Child and Adolescent Development
- EDC500 Power Strategies for Effective Teaching
- EDC570 Special Needs Students
- EDC510 Power Strategies for Classroom Assessment
- EDC564 Curriculum, Instruction, and Assessment in the ESL Classroom
- EDC520 Power Strategies for Improving Comprehension
- EDC540 Classroom Management
- EDC535 Reading and Writing in the ESL Classroom
- EDC572 Foundations of ESL
- EDC573 Linguistics
- EDC620 Mentored Practicum
- EDC610-1 Portfolio Project - Research Methods
- EDC610-2 Portfolio Project - Action Research



Program Structure

EDC550 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. Participants explore various domains and stages of development within age ranges from birth to 18. They learn the role of culture in the learning process and how collaboration among the many stakeholders in the school and community affects development. The stages relate to cognitive, emotional, physical, and social development and how teachers can facilitate student growth in these areas. The strategies focus on all aspects of the classroom from the decision making to the way instruction is delivered. Many examples are provided for all grade levels and for special populations to assist the teacher in understanding these stages and using effective strategies in the classroom.

EDC500 Power Strategies for Effective Teaching

Prerequisites **none** Credits **3** Course Length **8 weeks**

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

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

Prerequisite/s **none** Credits **3** Course Length **8 weeks**

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



EDC510 Power Strategies for Classroom Assessment

Prerequisite/s	none	Credits	3	Course Length	8 weeks
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This course features methods of teaching and learning through rubrics and editing. Teachers learn to use rubrics in all subject areas to set learning expectations for students with a wide range of abilities. Active learning is promoted so that students become involved in their own learning. Teachers practice strategies for editing that provide specific feedback based on the use of rubrics for analysis. They also learn strategies that develop the students' editing skills. The concept of editing is expanded to include visual products, performances, and processes as well as written products. These assessment skills are essential to all students including special education and English language learners. The rubrics set expectations for quality that provide for differentiated instruction for diverse populations. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC564 Curriculum, Instruction, and Assessment in the ESL Classroom

Prerequisite/s	none	Credits	3	Course Length	8 weeks
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This course builds ESL teacher understanding about academic curriculum content and assessments for ESL students. Understanding and using Common Core Standards in planning, instruction, and assessment are highlighted. Types of assessments are explored and strategies for developing content assessments that align to the curriculum are presented. ESL teachers learn how to relate the curriculum and assessments to state, provincial, or country standards and adjust for English as a Second Language students. Many examples are provided for all grade levels and content areas for ESL teachers to assist in the effective implementation of special curriculum and assessment strategies in the ESL classroom.

EDC520 Power Strategies for Improving Comprehension

Prerequisites	none	Credits	3	Course Length	8 weeks
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This course features multiple ways to use the strategies of reflection, note-taking, and summarizing to increase learning. Teachers learn to design frequent opportunities for students to reflect on the important concepts in the subjects they teach. Based on brain research, reflection means "thinking about learning". It is effective for use in all grades, subject areas, and for all students to enhance knowledge, clarify concepts, and relate new ideas to prior knowledge. Teachers learn to use and teach note-taking, summaries, and summary frames to assist the students in organizing reflections, summarizing notes, and summarizing various types of written material. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.



EDC540 Classroom Management

Prerequisites	none	Credits	3	Course Length	8 weeks
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This course assists teachers in organizing the classroom environment; working with students to design rules and routines; and using strategies to create and maintain a learning environment/community. Specific strategies are suggested to limit or decrease behaviors that interfere with learning. Teachers learn recording techniques for observing and analyzing student behavior in the classroom. They examine strategies to promote effective parental and community resources that will maximize learning in diverse classrooms. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC535 Reading and Writing in the ESL Classroom

Prerequisite/s	none	Credits	3	Course Length	8 weeks
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This course features an emphasis on teaching English language learners (ELL) strategies in reading and writing in the mainstream classroom. Students will study and apply methods and strategies for teaching the English language learner in all grades and languages. Students will learn to implement strategies that focus on oral and written language development and the teaching of reading, as well as the implementation of ELL strategies in all subject areas.

EDC572 Foundations of ESL

Prerequisite/s	none	Credits	3	Course Length	8 weeks
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Required Textbook: A Course for Teaching English Learners, 3e

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

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

- ➊ Bilingual (BLE) and English as a Second Language (ESL) principles and philosophies
- ➋ Cultural, social, linguistic, and academic issues of second language learners
- ➌ Current federal and state policies impacting ESL/BLE programs
- ➍ Historical aspects and court cases impacting second language learners
- ➎ The role of the Office of Civil Rights (OCR) and legislation on the establishment of federally funded programs for second language learners
- ➏ The process for placing second language learners in an appropriate educational setting
- ➐ Overrepresentation of second language learners in special education and the underrepresentation in gifted programs
- ➑ Analysis of the students' schools in relation to specific aspects discussed throughout the course

EDC573 Linguistics (will accept EDC577)

Prerequisite/s none Credits 3 Course Length 8 weeks

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

EDC620 Mentored Practicum

Prerequisite/s 24 credits Credits 4 Course Length 16 weeks

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

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

EDC610-1 Research Methods

Prerequisite/s 24 credits Credits 2 Course Length 8 weeks

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

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

EDC610-2 Action Research

Prerequisite/s EDC610-1 Credits 3 Course Length 16 weeks

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

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



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