



Acacia
University
ARIZONA



ACACIA UNIVERSITY

University Catalog 2026-2027

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Disclosure Notice

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

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

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

Welcome to Acacia University

Welcome from our President, Dr. Santarvis Brown

Welcome to Acacia University.

It is my honor to serve as President of Acacia University and to greet you as part of a learning community committed to access, excellence, innovation, and transformation.

Acacia University has a powerful mission: to provide meaningful, flexible, and high-quality educational opportunities for learners who are ready to grow, lead, and make a difference. Whether you are a prospective student exploring your next step, a current student pursuing your goals, an alumnus continuing your journey, or a partner interested in our work, I am grateful that you are here.

As President, my vision is to lead Acacia University into a bold new season of growth and expansion while remaining deeply committed to academic quality, student success, and institutional integrity. We are focused on strengthening our programs, expanding our reach, enhancing the online learning experience, building strategic partnerships, and creating new pathways for students to thrive in a changing world.

At Acacia, we believe education should do more than prepare students for careers. It should expand possibility, sharpen purpose, deepen confidence, and equip learners to serve, lead, and contribute with impact. Our students bring dreams, discipline, and determination. Our faculty and staff bring expertise, care, and commitment. Together, we are building a university that is responsive, relevant, and ready for the future.

The next chapter of Acacia University will be marked by innovation, collaboration, and purposeful growth. We will honor the foundation that has been built while moving forward with fresh energy, bold ideas, and an unwavering commitment to the learners we serve.

Thank you for visiting Acacia University. I invite you to explore our programs, connect with our community, and discover how Acacia can help you move toward your next level.

With appreciation and excitement,

Dr. Santarvis Brown, PdD
President

Welcome from our Provost, Dr. Cynthia Lopez

Welcome to Acacia University! As a collegial community of scholar practitioners, we at Acacia are committed to life-long learning as represented in many cultures by the symbol and name of the acacia as the “tree of knowledge.” We take pride in our ongoing commitment to providing unparalleled quality and standards in distance education, in ways that are highly personalized. Starting this journey is a significant milestone, and we understand that this marks the beginning of a new chapter for you, filled with both challenges and opportunities.

Throughout your journey, we will support you in ensuring that your university experience is enriching, fulfilling, and transformative. Please take time to read through this Catalog thoroughly. It contains valuable information and insights into the journey ahead. Our dedicated faculty and staff are here to provide direction and mentorship as you strive to achieve your goals. If you have questions or need assistance at any time, please do not hesitate to reach out to our dedicated team. We are here to help you succeed.

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

Sincere regards,

Cynthia Lopez, Ed.D. Provost

About Us

Acacia University is recognized as a foremost leader in online, research-driven learning environments. Acacia strongly emphasizes effective instructional strategies and actively fosters vibrant classroom learning communities, entirely within a remote learning environment. By integrating cutting-edge technology, Acacia enhances teaching effectiveness and improves student outcomes, reflecting its dedication to educational excellence.

Mission and Vision of Acacia University

Acacia University's Mission

Our mission is to develop creative, innovative ideas amongst our 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.

Acacia University's Vision

Acacia University's name reflects our belief in 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.

Our values include:

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

Our values inform our engagement:

- **Innovation in Education**
Acacia is committed to fostering creativity and the development of new ideas among learners, using cutting-edge technology to create relevant, scalable learning models.
- **Accessibility and Affordability**
A dedication to making high-quality education accessible and affordable for a diverse range of students, ensuring that financial and geographical barriers do not hinder access to learning.
- **Ethical Leadership**
Emphasis on developing principled, ethical leaders who are prepared to make positive changes in their communities and the world.
- **Life-Long Learning**
Inspired by the "tree of knowledge," Acacia promotes life-long learning as a pathway to personal and professional growth, encouraging continual development and learning.
- **Excellence in Distance Learning**
A commitment to providing exceptional quality in distance education, empowering learners through flexible, innovative, and rigorous online programs.
- **Global Impact**
Focused on preparing leaders who can operate across cultures and contribute solutions to global challenges, aligning with Acacia's vision of empowering individuals worldwide.

Our goals inspire us to:

- **Increase Enrollment through Strategic Partnerships**
Build partnerships with businesses, government agencies, academic experts, consultants, and

industry leaders to strengthen our programs, expand reach, and increase enrollment.

➤ **Enhance our Global Reputation for Excellence**

We will strengthen our standing by consistently delivering graduates who excel in the workforce and reflect Acacia's commitment to quality and ethical standards.

➤ **Achieving Financial Stability and Growth**

Implement strategic initiatives and manage resources effectively to support financial sustainability and ongoing institutional growth.

Our objectives draw us forward to:

➤ **Provide Affordable Education**

Offer quality educational opportunities at the most affordable cost to expand access.

➤ **Deliver Challenging, Attainable Courses**

Design coursework that is rigorous yet accessible, maintaining high academic standards without overwhelming students.

➤ **Create an Engaging Learning Environment**

Engage students through meaningful, stimulating learning activities that promote active participation and growth.

➤ **Foster a Collaborative Learning Community**

Build a culture of inquiry and exploration, encouraging students and staff to question, explore, and deepen their understanding together.

➤ **Measure and Enhance Satisfaction**

Conduct regular assessments of student, staff, and employer satisfaction to ensure continuous improvement and alignment with expectations.

This structure reinforces for all within our community Acacia University's strategic commitment to affordable, high-quality education in a supportive learning environment.

Acacia University's Culture

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

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

Goals and Outcomes

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

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

- We provide the opportunity for you to earn your graduate degree while continuing to work in your professional field of engagement.
- We make learning convenient so that you may study and learn from the comfort of your own home.

- You learn and implement research-based work strategies relevant to your profession.
- You receive individual mentoring from experienced educators representing many areas of expertise in a variety of professions.
- You earn your graduate degree while becoming a more effective professional!

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

Accreditation

Acacia University is accredited by the Distance Education Accrediting Commission in Washington, D.C. The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency. The Distance Education Accrediting Commission is recognized by the Council for Higher Education Accreditation (CHEA).

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



State Licensure

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

Arizona State Board for Private Postsecondary Education
1740 W. Adams, Ste. 3008
Phoenix, AZ 85007
Direct Line (602) 542-5709
Fax (602) 542-1253
Website: <https://ppse.az.gov/student-complaint-procedure>



State Reciprocity



Acacia University is a member of the Arizona State Authorization Reciprocity Agreements Council (AZ SARA), which provides inter-institutional recognition of distance-education course credits among member institutions. Please consult the National State Authorization Reciprocity Agreements Council (NC SARA) website at <https://nc-sara.org/directory> to learn about interstate reciprocity for Acacia courses and degrees. 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. As an approved institution under AZ SARA, Acacia University also participates in the National Council for State Authorization Reciprocity Agreements in the USA.

How to Contact Us at Acacia

To reach the University by telephone, please call (866) 923-7765.

Email: information@acacia.edu

Office of the President

thepresident@acacia.edu

Office of the Provost

provost@acacia.edu

Office of Registrar & Admissions

registrar@acacia.edu

Office of Academic Affairs

dean.education@acacia.edu

dean.business@acacia.edu

Office of Student Affairs

dean.academicoperations@acacia.edu

dean.studentsuccess@acacia.edu

Office of Marketing & Communication

marketing@acacia.edu

Office of Student Records

records@acacia.edu

Office of Finance

finance@acacia.edu

Technical Support

technicalsupport@acacia.edu

Library Support

library@acacia.edu

Faculty

Faculty email addresses are available to enrolled students only.

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, email, and the help desk when the university is closed. Faculty members maintain scheduled hours of availability and are available for online discussion at posted times. The help desk is available for technical support. Help desk requests may be submitted at any time and are addressed within 24 hours.

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

- New Year's Eve and New Year's Day (December 31 and January 1)
- President's Day (the third Monday in February)
- Memorial Day (the last Monday of May)
- Independence Day (July 4)
- Labor Day (the first Monday of September)
- Thanksgiving Day and the following Friday (the fourth Thursday and Friday in November)
- Christmas Day and the day prior and after (December 24, 25, and 26)

University Governance

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

Board of Directors

Dr. Kem Hussain, Chairman
Nabi Raza Abidi, Member
Firoz Thairinil, Member
Anil Ahluwalia, Member
Samras Mayimi, Member
Hanil Haridas, Member
Mashrook Ali, Member

University Administration

Dr. Santarvis Brown, President
Dr. Cynthia Lopez, Provost
Dr. Simone DiMatteo, Associate Provost
Dr. Bahrullah Safi, Chief Strategy Officer
Dr. Lisa Oliphant, Dean, School of Education
Dr. Ryan Buck, Dean, School of Business
Dr. Kimberly Ford, Dean of Academic Operations
Dr. Shahina Qureshi, Dean of Student Success
Ms. Ronda Zerbe, Registrar
Ms. Munmun Sengupta, Associate Registrar

Advisory Boards

School of Education Advisory Board

Dr. Abdulla Rasheed Ahmed
Dr. Kay Coleman
Dr. Shelly Henderson
Dr. Holly King
Dr. Miguel Serrano
Dr. Santarvis Brown, ex officio
Dr. Cynthia Lopez, ex officio
Dr. Lisa Oliphant, ex officio

School of Business Advisory Board

Dr. Bryce Adams
Dr. Kraig R. Kiehl

Dr. Alberto Peralta
 Dr. Santarvis Brown, ex officio
 Dr. Cynthia Lopez, ex officio
 Dr. Ryan Dean, ex officio

Admission and Eligibility Requirements

Information on the requirements and eligibility for admission to the degree programs can be found below in the Program Guide sections for the School of Business and School of Education, respectively.

Academic Calendar

Acacia University follows six strategic academic sessions within an academic year, allowing students to enroll and begin their programs during three primary intakes: Fall, Spring, and Summer.

The complete Academic Calendar for the 2026 - 2027 academic year is provided below.

Term/Sessions	Classes Begin	Class End
2026 Fall Session 1	August 30, 2026	October 24, 2026
2026 Fall Session 2	October 25, 2026	December 19, 2026
2027 Spring Session 1	January 3, 2027	February 27, 2027
2027 Spring Session 2	February 28, 2027	April 24, 2027
2027 Summer Session 1	May 2, 2027	June 26, 2027
2027 Summer Session 2	June 27, 2027	August 21, 2027

Enrollment Agreement

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

Technology Requirements

Acacia University courses are online only. Students must have internet access and a valid email address. For the best learning experience, students should meet the following requirements for all programs:

Component (s)	Minimum Requirements	Recommendations
Device Type	Laptop or Desktop ¹	Mobile devices should not be used as a primary device
Operating System	Windows 7 and above MacOS 10.10 and above	Not Applicable
Processor	Intel i3 or equivalent (or higher)	Higher processors recommended for optimal performance
Memory (RAM)	4 GB or higher	Higher RAM recommended for better performance
Hard Drive	60 GB	(macOS High Sierra and Windows 10 require 16 GB)
Internet Connection	Must have consistent access to the internet, At least 2 MB upload and download speed	High-speed broadband connection is recommended

Component (s)	Minimum Requirements	Recommendations
Web Browser	Mozilla Firefox, Google Chrome, Safari ³ , Microsoft Edge ³ and Internet Explorer ³	Mozilla Firefox (latest version) Google Chrome (latest version)
Hardware/Peripherals	A built-in or external microphone and webcam	Based on program specific requirements ²
Important Notes: 1. Chromebooks (Chrome OS), iPads (iOS), Android devices and iPhones should not be primary devices. 2. Some students have found it helpful to possess additional peripherals, such as a printer and headphones or a headset, although these are not required unless specified by your program. 3. Safari, Microsoft Edge and Internet Explorer may be used for some coursework but will not give students the best experience overall.		

Transfer Credits and Experiential Learning Credits

Acacia University recognizes the previous coursework of an admitted student by awarding credit for courses that have been earned at another accredited institution and that are documented through a transcript from that institution. Transfer credits must be applicable to the student's degree program at Acacia. Acacia University may award transfer credits amounting to no more than seventy-five percent (75%) of the credits required for the student's program at Acacia. Courses accepted for transfer credit must be relevant to the Acacia program of study, equivalent in both content and degree level, and not more than ten years old. A student may appeal the ten-year limit by demonstrating that the content, relevance, rigor, and currency of the courses in question are comparable to courses within the current Acacia program of study. Appellants must present the transcript showing the courses and submit a written appeal to the Dean, who will review the case and make a recommendation to the Provost. The decision of the Provost is final. Credits from a course of study pursued at another institution can be considered for transfer at Acacia if the above criteria are met. Credits earned for one degree at Acacia University can be used for an additional degree at Acacia only with approval by the Dean and the Provost. The maximum number of prior Acacia credits is nine, and the courses must correspond in content and rigor to the level of the second degree.

The Registrar of the University has discretion over the granting of transfer credits, with oversight by the respective Dean and the Provost. Acacia University has full discretion to accept or reject transfer credits from other institutions. Students should be aware that 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 use credits from Acacia University as transfer credits for a degree in another institution should contact the Admissions Office of that institution in advance of applying.

Accreditation of Prior Learning (APL)

Through Accreditation of Prior Learning (APL), Acacia University recognizes the prior learning of an admitted student by awarding credit for work that the student accomplished outside the normal structure of a university degree. Such accomplishments are not normally reflected on a student's university transcript of courses. Recognition is in the form of credits that are awarded against a course and means that the student receives credit toward the degree without taking that course. APL credits are 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 granting of credit through the APL policy.

Types of APL

APL recognizes certificated prior learning as Accredited Prior Certificated Learning (APCL), and experiential prior learning as Accredited Prior Experiential Learning (APEL). Credits granted through both APCL and APEL may be counted toward the completion of a program of study.

APCL is the formal recognition of previously attained qualifications outside a university degree program that have direct relevance to the program to which the student is applying. Such accreditation involves credit-mapping, that is, the matching of relevant certified or otherwise documented achievements against a credit-bearing course at Acacia. Such an accreditation requires the submission of evidence in the form of certificates or other documentation of achievements, including evidence of achieving the prescribed learning outcomes and grades. Such certification must have been awarded at a recognized educational institution. Submission of materials must occur prior to entry to the program and is subject to approval by the APL Committee and the responsible Dean.

Accreditation of Prior Experiential Learning (APEL) is the recognition of prior experience achieved outside a college or university setting. APEL is normally assessed through review of a portfolio, which is reviewed by the APL Committee of the University (see below). The portfolio should reflect the learning achievement and outcomes of the student's experience. That experience must have direct relevance to the program to which the student is applying. There are three basic principles governing the acceptance of prior learning for course credit:

1. It must be of an appropriate quality, equivalent to the prescribed standards of Acacia University.
2. It must have been acquired or experienced within a period of five years prior to the date of the application for entry into the program of study; and
3. It must cover prescribed learning outcomes of the program or course(s).

APEL credits that have been awarded by another accredited institution may be used as transfer credits by a student transferring into Acacia University at the undergraduate or master's level. Credits for APEL cannot exceed twenty-five per cent (25%) of the credits required for a bachelor's or master's degree. No APEL credits may be used as credits for the doctoral programs. Credits may be awarded for a mix of both APCL and APEL.

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 the Registrar. The subject specialist must have a degree at least as high as the degree under consideration. The administrator must have a doctoral degree. The committee will review each case on its merits and make a recommendation to the Dean of the relevant School. The Dean may affirm, reject, or alter the Committee's recommendation. The Dean's decision is final.

APL Approval

Any student applying for credit for any courses on the basis of APL policy laid herein, whether APCL, APEL, or both, must complete the Accreditation of Prior Learning (APL) Application. The Acacia University APL Committee will meet promptly upon receipt of an APL Application. Students who wish to apply for APCL or APEL 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 that the student feels would be helpful in demonstrating the learning of

program outcomes; and

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

Implications 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. An administration fee of \$25.00 per application will be charged for processing APL applications.

Transcripts

Degrees must be verified on transcripts sent by the awarding institution directly to Acacia University. As the receiving institution, Acacia University determines the acceptance for transfer of any graduate credits from the other institution.

Applicants from Institutions Outside the United States: 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.

Satisfactory Academic Progress (SAP)

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

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

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

When the GPA is below 3.0 the student is placed on academic probation following that term and a note will be placed on the student record. The student will receive a warning that the GPA must be raised during the next two terms. Academic probation is permissible for only two terms, after which, the student will be dismissed from the university.

Master's Degree Programs

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

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

retake courses will be indicated with an “(R)” on transcripts.

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

Online participation, effort, and timeliness are reviewed and discussed with each student. Program goals and outcomes are reviewed and discussed so that the program advisor can determine student progress in the program. Notes of insufficiencies are recorded in the comments section of the student’s records.

Program advisors indicate areas of support needed and regularly check the transcript to monitor GPA. If a student maintains a 3.0 GPA or higher and has not expressed academic concerns, it is assumed that there is satisfactory academic progress.

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

Quantitative Criteria

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

Qualitative Criteria

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

Doctoral Programs

C, D, and F grades are not acceptable in the Doctoral programs of the University. 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. Retaken courses are indicated with an “(R)” on transcripts.

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

Online participation, effort, and timeliness are reviewed and discussed with each student. Program goals and outcomes are reviewed and discussed so that the program advisor can determine student progress in the program. Notes of insufficiencies are recorded in the comments section of the student's records.

Program advisors indicate areas of support needed and regularly check the transcript to monitor GPA. If a student maintains a 3.0 GPA or higher and has not expressed academic concerns, it is assumed that there is satisfactory academic progress.

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

Quantitative Criteria

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

Qualitative Criteria

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

Student Assessment

Grading Policy

Acacia University uses the following system of course grading:

Grading: (No rounding)

A = 92% - 100%

B = 84% - 91.99%

C = 76% - 83.99%

D = 65% - 75.99%

F = 64.99% or lower

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

Grade Point Average

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

A = 4.0 points

B = 3.0 points

C = 2.0 points

D = 1.0 points

F = 0.0 points

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

Graduation Requirements

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

1. Complete all program of study requirements.
2. Have a minimum cumulative GPA of 3.0.
3. Complete the program of study within four (4) years after completing the first course. The Dean of the respective School may grant an extension of one year.
4. Meet all the requirements listed in the Acacia University Catalog at the time of enrollment or when changing the program of study.
5. Fulfill all financial obligations to Acacia University prior to graduation.

Academic Probation

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

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

Academic Integrity

Code of Conduct

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

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

- Dishonesty, cheating, plagiarism, misrepresentation or furnishing false information, forgery, or misuse of academic or administrative materials.
- Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students.
- Failure to respect the diversity of opinions among the instructor and members of the class and respond to them in a courteous manner.
- Obstruction or disruption of teaching or other components of the academic process, administration, or University activity.
- Failure to maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation to the instructor and members of the class. This includes, but is not limited to the following:
 - demeaning written or oral comments of an ethnic, religious, sexist (or sexual orientation), or
 - racist nature; and the unwanted sexual advances or intimidations by email, on discussion

boards, and other postings in courses.

- Failure to comply with published University policies.
- Failure to respect the integrity of the University's communication systems, intellectual property, and information systems.
- Sharing student credentials, including online login information, with any person other than Acacia University Technical Support.

Cheating

Cheating includes any conduct that involves unauthorized use of written or oral information, electronic or mechanical devices, generative AI tools, or other aids to complete a test, examination, or assignment. Examples of cheating include the following:

- Buying or selling information related to a test or examination
- Unauthorized collaboration with another person
- Submitting the same work for multiple assignments
- Plagiarism (See Plagiarism Section)
- Unauthorized use of Artificial Intelligence

When you use any text generated by AI tools such as ChatGPT-3, it is essential to ensure that it is properly documented and credited. You can do this by including a citation that mentions the name of the tool, the date of your query, and the source of the material. For instance, you can use the following citation format:

"Chat-GPT 3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>"

If you use any other tools to generate the material, you should follow a similar citation convention. Failure to acknowledge the use of AI models will be penalized as plagiarism and cheating. Please note that AI models tend to include incorrect information, fake citations, and inaccurate outputs. You are responsible for any inaccurate, biased, offensive, or otherwise unethical content submitted regardless of whether it originally comes from you or an AI model.

Students must author and create all work themselves. Originality and authenticity are two key academic integrity principles expected from Acacia University students. Coursework should not be created by someone or something else. Professors will be using AI detectors such as the following:

- <https://copyleaks.com/ai-content-detector>
- <https://turnitin.com>
- <https://gptzero.me>
- <https://writer.com/ai-content-detector>

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

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

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

Plagiarism

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

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

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

Professor(s) will be using comprehensive plagiarism detection with the Turnitin Similarity tool.

The first is answering a question by copying directly from the content text. It is appropriate to reference a statement or section from the content, but the reference has to be stated in your words and not just copied from the text. This demonstrates your understanding. Phrases such as "according to the text" or "as found in section_" can be used to present the idea, but the explanation has to be in your words.

The second is copying from other students. For example, one of the other students in your course may submit a VLC or discussion forum post to be reviewed. If you read the post and then write a post that is almost identical, that is plagiarism.

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

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

School/Course Enrollment Status Withdrawal from the University

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

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

Course Withdrawal

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

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

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

The official course withdrawal date will be the date the student submits the course withdrawal request to the Office of Registrar & Admissions (registrar@acacia.edu).

Course Extension Policy

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

- the student has actively participated in course activities up to the point of the extenuating circumstance
- the student is current with all assignment submissions
- the student has earned a grade of at least 76% for the work up to that point

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

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

Leave of Absence

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

- Student ID
- Full name
- Explanation of situation
- Last course completed
- Date the LOA will begin (or began) and date of expected return (if student does not return at

expected date and does not submit a request for an extension of LOA, the student will be withdrawn from the university and will be required to apply for readmission)

If the LOA is approved, the Registrar will send a letter of confirmation to the student within thirty (30) days.

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

Inactive Status

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

- Student ID
- Full name (as on current student records)
- Date/term to return

If an inactive student chooses not to return to active status during the following session or semester, the University will initiate the process of withdrawal.

Student Services

Student/Program Advising

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

Program Advisors will assist with the following:

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

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

Instructors will assist with the following:

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

In order to assist students most effectively, it is the student's responsibility to immediately communicate

needs and/or concerns to the appropriate instructor, program advisor, or academic administrator for a timely resolution.

Student Records

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

Transcript Requests

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

Forums and Virtual Learning Communities

Course Forums or Virtual Learning Communities (VLCs) are an integral element of each course. These sessions are used by the instructor to share pertinent information regarding the progress of the course. Another purpose of the course forums and VLCs is to allow students to post questions they may have regarding particular assignments. It is expected that students check the course forums or VLCs each time they access the course to ensure access to all information that has been shared by the instructor and other participants.

Library Services

Acacia University provides students with free access to ProQuest. ProQuest is a collection of cross-searchable databases that include multidisciplinary content containing theses and dissertations, eBooks, scholarly journals, government documents, historical, video, and cultural archives, and newspaper archives.

Resources

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

Credit Hour Policy

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

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

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

completing assignments and projects. Therefore, a 3-credit hour course would require 135 hours (45 hours of academic engagement and 90 hours of preparation).

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

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

Student Identity Verification Policy

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

- In accordance with U.S. Department of Education regulations for distance education (34 CFR § 602.17(g)), as part of the admissions process, all applicants must submit valid proof of identity. Acceptable documentation includes a current passport or government-issued identification that clearly displays the individual's photograph, full legal name, document validity, and nationality. Submission of proof of identity is an admission requirement and supports institutional identity verification processes, including proctored examinations.
- Safeguards such as unique usernames and passwords are used to help ensure authentication. Secure transmission is used to prevent access of others. If, at any time, the student feels that their login information has been compromised, they may request a password change.
- Frequent and personal communication between the professor and each student responding to the required postings, assignments, and activities. This communication helps the professor monitor consistent patterns of responses and performance.
- Upload a profile photo to establish identity for the professors and their classmates. Video conferencing is used, as needed, throughout the program and also serves to validate and verify the authenticity of the person participating in the program.
- Proctored fieldwork and onsite internships provide verification and assist in furthering student identity.

Student Privacy Policy

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

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

Under FERPA, a student's academic and financial files at Acacia University will not be released to any third party without the written consent of the Learner.

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

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct record which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest.
 - Other schools to which a student is transferring.
 - Specified officials for audit or evaluation purposes.
 - Appropriate parties in connection with financial aid to a student.
 - Organizations conduct certain studies for or on behalf of the school.
 - Accrediting organizations.
 - To comply with a judicial order or lawfully issued subpoena.
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

Nondiscrimination Policy

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

Disabilities

Acacia University complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act,

and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, Acacia University will provide reasonable accommodation or services to qualified students with disabilities.

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

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

Acacia defines a qualified student as one whom, with or without reasonable accommodation, is able to perform the essential functions of program or course requirements. The essential requirements of an academic course or program do not need modification to accommodate an individual with a disability.

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

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

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

Intellectual Property

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

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

The Acacia name and our trademarks, service marks, logos and all related names, logos, product and

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

Copyright

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

Contact Information

Email: information@acacia.edu

Phone: (866) 923-7765

Mailbox: Acacia University 2801 E. Camelback Road Phoenix, AZ 85016

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

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

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

Grievance Policy

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

Informal Procedures

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

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

Complaint

If a student feels that he or she has been treated unfairly or unjustly by an employee, online mentor, or instructor with regard to an academic process such as grading, testing, or assignments, the student must submit a written statement of the grievance, including the allegation; all relevant names and dates, a brief description of the actions forming the basis of the complaint; and copies of any available documents or materials that support the allegations, to the Office of Student Affairs (dean.studentsuccess@acacia.edu).

who is the final authority on all academic matters.

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

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

The State Board address is:

1740 W. Adams, Ste. 3008

Phoenix, AZ 85007

Direct Line (602) 542-5709

Fax (602) 542-1253

Website: <https://ppse.az.gov/student-complaint-procedure>

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

Distance Education Accrediting Commission (DEAC) 1101 17th Street NW, Suite 808

Washington, DC 20036 Website: www.deac.org

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

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

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

Webpage: <https://azsara.arizona.edu/complaints>

Financial Information

Tuition Fees

Our programs are designed to be extremely affordable and based on cost per credit as listed below

Program(s)	Cost per Credit
Advanced Certificate(s) in the School of Education	\$166.66
Master of Arts in Elementary Education	
Master of Arts in Secondary Education	
Master of Education in Educational Administration	
Master of Education in English as a Second Language	
Master of Education in Special Education	
Master of Business Administration	\$180.56
Doctor of Education in Educational Leadership	\$200.00
Doctor of Business Administration	\$216.67

Tuition is due at the beginning of each session or semester in which a student is enrolled. Acacia University nevertheless offers generous terms to students who require financial assistance. Because our tuition is very low, we do not offer scholarships, thereby avoiding unnecessary overhead while still providing every student with reasonably priced, high-quality academic experience.

Other Fees

Application Fee (one-time, non-refundable) - \$75

Graduation Fee (one-time) - \$100

Official Transcript Fee - \$10

Master of Education in Educational Administration

Students in the Master of Education in Educational Administration program must maintain membership in the **Association for Supervision and Curriculum Development (ASCD)** at the Digital + Print Select level which grants access to online articles, online books, and resource materials.

For current membership pricing, visit <https://www.ascd.org/memberships>.

Master of Education in Special Education

Students in the Master of Education in Special Education program must maintain membership in the **Council for Exceptional Children (CEC)** organization at the Basic Membership level. This membership grants access to the online articles, the “Exceptional Children” journal, and other resource materials.

For current membership pricing visit <https://www.cec.sped.org/>

Doctor of Education in Educational Leadership

Students in Doctor of Education in Educational Leadership program must 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>

Total Program Cost

The total program cost table below provides a summary of estimated tuition and required fees for each degree program offered at Acacia University. Tuition figures reflect the total program cost based on the required credit hours. Students are also responsible for applicable institutional fees and the cost of textbooks and program-specific memberships, where required.

Certification Programs

Certificate Program	Credits	Total Tuition	Required Fees	Total Program Cost
English Language Learner	9	~\$1,500	Application Fee - \$75 Textbooks – current price	~\$1,500 + Textbooks
Special Needs	9	~\$1,500	Application Fee - \$75	~\$1,500
Power Strategies for Teaching for Learning	9	~\$1,500	Application Fee - \$75	~\$1,500
School Administration	9	~\$1,500	Application Fee - \$75 Textbooks – current price ASCD memberships – current price	~\$1,500 + Textbooks and ASCD membership
Instructional Supervision	9	~\$1,500	Application Fee - \$75	~\$1,500
Foundations of Education	9	~\$1,500	Application Fee - \$75 ASCD memberships – current price	~\$1,500 and ASCD membership
Customized Teaching Preparation	9	~\$1,500	Application Fee - \$75 Textbooks – current price ASCD memberships – current price	~\$1,500 + Textbooks and ASCD membership

Degree Programs

Degree Program	Credits	Total Tuition	Required Fees	Total Program Cost
Master of Arts in Elementary Education	36	~\$6,000	Application Fee - \$75 Graduation Fee - \$100 Textbooks – current price	~\$6,175 + Textbooks
Master of Arts in Secondary Education	36	~\$6,000	Application Fee - \$75 Graduation Fee - \$100 Textbooks – current price	~\$6,175 + Textbooks
Master of Education in Educational Administration	36	~\$6,000	Application Fee - \$75 Graduation Fee - \$100 Textbooks – current price	~\$6,175 + Textbooks and ASCD membership

Degree Program	Credits	Total Tuition	Required Fees	Total Program Cost
			ASCD memberships – current price	
Master of Education in English as a Second Language	39	~\$6,500	Application Fee - \$75 Graduation Fee - \$100 Textbooks – current price	~\$6,675 + Textbooks
Master of Education in Special Education	36	~\$6,000	Application Fee - \$75 Graduation Fee - \$100 Textbooks – current price CEC membership – current price	~\$6,175 + Textbooks and CEC membership
Master of Business Administration	36	~\$6,500	Application Fee - \$75 Graduation Fee - \$100 Textbooks – current price	~\$6,675 + Textbooks
Doctor of Education in Educational Leadership	60	~\$12,000	Application Fee - \$75 Graduation Fee - \$100 Textbooks – current price ASCD membership – current price	~\$12,175 + Textbooks and ASCD membership
Doctor of Business Administration	60	~\$13,000	Application Fee - \$75 Graduation Fee - \$100 Textbooks – current price	~\$13,175 + Textbooks

Payment Policies

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

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

Interest-Free Tuition Payment Plan

Acacia University offers students, upon application, the flexibility to pay tuition on a per-course basis within their program. Additionally, students have the option to split the course fee into installments. However, they must complete all payments for the enrolled course before the course concludes.

Past Due Obligations

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

Cancellation, Withdrawal, and Refund Policy

Denial of Admission

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

Five-Day Cancellation

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

Other Cancellations

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

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

University Withdrawal

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

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

Course Withdrawal

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

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

The official course withdrawal date will be the date the student submits the course withdrawal request to the Office of Registrar & Admissions.

Tuition Refund

A student's tuition liability is limited to the academic term in which the student officially withdraws or is administratively withdrawn. No refunds will be issued for prior terms that have been completed.

Refunds are calculated according to the time-based schedule below. The effective date of withdrawal is

the date the University receives official notice of the student's withdrawal.

Refund Schedule for 8-Week and 10-Week Courses

Week of Withdrawal	Percentage of Course Tuition Refund*
1st week	100%
2nd week	80%
3rd week	60%
4th week	40%
5th week	20%
6th week and thereafter	0%

Refund Schedule for 16-Week and 21-Week Courses

Week of Withdrawal	Percentage of Course Tuition Refund*
1 st week	100%
2 nd week	80%
3 rd week	70%
4 th week	60%
5 th week	50%
6 th week	40%
7 th week	30%
8 th week	20%
9 th week	10%
10 th week and thereafter	0%

*Refund percentage is calculated on course tuition charges only and excludes the non-refundable application fee.

Sample Refund Calculations:

- **Example 1:** A student who is enrolled in EDC510 (8-week course), withdraws after week 2, the student will be refunded 60% of course tuition, and Acacia will retain 40% of course tuition. The student will be refunded \$360.00 of the \$600.00 tuition.
- **Example 2:** A student who is enrolled in EDA649D (16-week course), withdraws after week 4, the student will be refunded 50% of course tuition, and Acacia will retain 50% of course tuition. The student will be refunded \$600.00 of the \$1,200.00 tuition.

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

HOLDER IN DUE COURSE STATEMENT

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

School of Business Program Guide

Welcome from Dean, Dr. Ryan Buck

As Dean of the School of Business at Acacia University, I am pleased to welcome you to our thriving, global business community. Whether you're advancing your professional skills, preparing for a new career, or pursuing an advanced business degree, you have indeed come to the right place. Welcome to Acacia!

Through our structured approach to interactive online learning, Acacia offers a wide range of opportunities for personal and professional growth, all accessible from your home or workplace at times that fit your schedule. Our business programs are designed to immerse you in both theory and practical application, with flexible options for rich engagement in real-world business concepts. Our courses typically require at least five sessions of active participation each week, giving you ample opportunity to apply strategies and knowledge under the expert guidance of your faculty mentor.

By enrolling at Acacia, you are joining a team of dedicated professionals from around the globe who are reshaping the landscape of business education. We are here to support you on your journey to achieve your highest potential in whichever business field you pursue. I wish you every success in your studies and future career.

Congratulations on choosing Acacia University!

Sincere regards,

Ryan Buck, PhD

Dean, School of Business

About the School of Business

Through the School of Business, Acacia University offers the MBA and the DBA with the rigorous accreditation of the Distance Education Accrediting Commission (DEAC). DEAC is duly authorized by the U.S. Department of Education to review and validate the standards and operations of distance learning programs operating within the U.S. DEAC accreditation ensures that students receive a quality education that meets rigorous standards, and which prepares them for career success.

The launch of our MBA and DBA programs in 2025 underscores Acacia's unwavering commitment to fostering lifelong learning and supporting professional development within the international business landscape. Following our initial success with online education programs, we have launched our business degrees in response to learners eager to pursue advanced business degrees that enhance their career prospects and add meaning to their lives.

School of Business Leadership

Dr. Santarvis Brown, President
Dr. Cynthia Lopez, Provost
Dr. Simone DiMatteo, Associate Provost
Dr. Bahrullah Safi, Chief Strategy Officer
Dr. Ryan Buck, Dean, School of Business
Dr. Shahina Qureshi, Dean of Student Success
Ms. Ronda Zerbe, Registrar

School of Business Faculty Roles

Professors

All professors in the University have a recognized terminal degree in their respective fields, meeting the requirements for them to teach University curriculum, either at the Master's or Doctoral level. Each professor at Acacia is carefully selected for their ability to provide excellent instruction and academic leadership. Professors are assigned to and responsible for all courses taught in the University. They also supervise Doctoral Candidates, providing structured online supervision through ongoing support, communication, and meaningful feedback. Quality assurance derives from the professor's own training as well as from the use of well-established rubrics for assessing student performance. Professors have full authority to assess all elements of the course of study and to assign all final course grades.

Doctoral Candidates

Doctoral Candidates who have completed all 500-level courses of their program and successfully passed their comprehensive written or oral exams may serve as student assistants in courses where they have performed well. They may also be placed in a course to conduct research about their dissertation topic under the guidance and oversight of the professor.

School of Business Faculty

Dr. Miray Barsoum

Subject Matter Expertise:
Business Analytics; Entrepreneurship and Innovation

Dr. Ryan Buck

Subject Matter Expertise:
Business Leadership; Organizational Behavior

Dr. Kimberly Ford

Subject Matter Expertise:

Business Analytics; Sustainability; Supply Chain; Technology and Innovation

Dr. Toby McChesney

Subject Matter Expertise:
Global Economics; Finance

Dr. Shahina Qureshi

Subject Matter Expertise:
Organizational Management; Business Economics

Dr. Charlene Walters

Subject Matter Expertise:
Organizational Behavior; Advanced Research

Dr. Jeffrey Weide

Subject Matter Expertise:
Sustainability Management; Supply Chain; Operations and Project Management

Dr. Nikoletta Weide

Subject Matter Expertise:
Business Leadership; Human Resource Management; Ethics; Healthcare Management

Textbooks

There are no textbooks in the MBA program.

Doctor of Business Administration

Course Code	Author/s	Title/Edition	Print ISBN/Cost	E-Text ISBN/Cost
BMB705D	Suzanne Farver	Pathways to Success	9781604271713 \$24.95	9781604278170 \$17.95 (rental)
BMB708D	Camm, J. D., Cochran, J. J., Fry, M. J., & Ohlmann, J. W	Business Analytics, 4e	9780357131787 \$84.00	9780357708385 \$64.99 (rental)
BMB710D BMB714D	Creswell, J. & Plano Clark, V.	Designing and Conducting Mixed Methods Research, 3e	9781483344379 \$116.00	9781506394671 \$48.45 (rental)
BMB714D	Creswell, J. & Creswell, D.	Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 6e	9781071817940 \$116.00	9781071817964 \$48.45 (rental)

Academic Resources and Practice

Online Library

Acacia offers students the use of ProQuest as our principal bibliographical resource at no cost. ProQuest is a collection of cross-searchable databases that include multidisciplinary content containing theses and dissertations, eBooks, scholarly journals, government documents, historical, video, cultural archives, and newspaper archives.

Assessments, Essays, and Examinations

All assessments are administered electronically. Assessments are system-scored, and students can view their grades upon submission or soon thereafter. There will be one comprehensive exam for DBA students before enrolling in BMB715D, Dissertation 1.

Assignments

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

- **Lesson Assessments:** Lesson Assessments are short essay-type questions. These assignments require one to three written paragraphs with careful professional thought, including insight and classroom application.
- **Discussion Forums:** Discussion Forums are interactive forum-based assignments. These assignments represent interactive discussions among participants. Students must answer a question based on the lesson topic. Each student must then respond to two of their classmates' original posts, offering insightful feedback, comments, suggestions, etc. Grades are given for the student's answer and their responses to classmates.
- **Literature Reviews:** Literature reviews are common assignments in graduate courses. They are designed to strengthen research skills while the individuals extend and deepen their knowledge on a specific topic related to the course.
- Literature reviews have characteristics that enhance critical thinking skills and writing clarity. APA formatting is required.
- **Comprehensive Final Course Project:** a project requires that you collect information regarding a topic, analyze the information, apply the course content, and design a plan that you can use in your classroom. Projects allow you to demonstrate a high level of skill in applying the concepts of a course. Several projects are included in the courses.
- For doctoral students, a Comprehensive Exam is mandatory in order to enroll in course number BMB715D, Dissertation 1, the research course leading to the dissertation.

Rubrics

Each assignment has a specific rubric. The rubrics are set up to provide a detailed explanation of all expectations. All Professors use this tool to objectively score all assignments. Rubrics are found on the home page as well as each course page. Reviewing and using these rubrics while completing each assignment will help to ensure optimum points are earned.

Proctoring Requirements

The proctored exams are required to assure that the graduate student has personally fulfilled the degree requirements. A student's achievement will be assessed by an appropriate number of proctored examinations spaced throughout the program of study. All proctors are professors or administrators from Acacia University. These experts are responsible for devising effective strategies to conduct oral exams and assignments, for providing online presentation opportunities via an online platform, or for providing guidelines for students to submit recorded videos as required in the respective courses.

With their expertise and support, proctors play a crucial role in helping the University uphold its academic standards in confirming students' identity. To evaluate the student's performance, a combination of oral examinations and assignments is administered and specialized software is utilized to monitor the proctored assignments, ensuring academic integrity and fairness. Specialized software includes online tools for detecting AI and plagiarism as well as having students submit recordings and videos of their presentation and/or presenting via an online platform during the required professor/group meeting throughout the course of study.

Degree Programs Offered

The Acacia University School of Business offers two-degree programs:

1. Master of Business Administration (MBA)
2. Doctor of Business Administration (DBA)

Admission Eligibility and Requirements

Master of Business Administration

1. **Successful completion of a baccalaureate degree from an accredited college or university** - The degree must be verified on original transcripts sent by the undergraduate institution directly to Acacia University.
2. Updated and Detailed **CV or Resume**
3. **Proof of Identity** – valid passport or government issued ID
4. **English language competency** - English language competency - Applicants whose first language is not English and do not have a 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:
 - a. 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT)
 - b. 6.5 on the International English Language Test (IELTS)
 - c. 50 on the Pearson Test of English Academic Score Report
 - d. 100 on the Duolingo English Test
 - e. 55 on the 4-skill Michigan English Test (MET)
 - f. 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE)
 - g. 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE)
5. **Ongoing access to computer technology** – All Acacia University courses are presented online so each applicant must have a computer and internet access to participate.

Doctor of Business Administration

1. **Master's 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.
2. There is no minimum GPA required for admission to Doctoral study, but superior academic performance in courses related to the intended field of study is highly desirable. Demonstrated improvement in academic performance over time is also desirable. The degree must be verified on an original transcript duly signed and certified by the Registrar or other responsible officer of the Master's institution.
3. Applicants must currently hold or have held a professional position or be otherwise actively engaged in work that relates to the intended field of study.
4. Updated and Detailed **CV or Resume**
5. **Proof of Identity** – valid passport or government issued ID
6. **Essay** – A personal statement, not to exceed five hundred (500) words that discusses: your reasons for pursuing the doctorate; your career goals; how the doctorate would help you meet career goals; and prior experiences which relate to your interest in, and aptitude for this program.
7. Applicants whose first language is not English and who do not have a master'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:
 - a. 65 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 80 on the Internet Based Test (iBT)
 - b. 6.5 on the International English Language Test (IELTS)
 - c. 58 on the Pearson Test of English Academic Score Report
 - d. 105 on the Duolingo English Test

- e. 55 on the 4-skill Michigan English Test (MET)
- f. 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE)
- g. 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE)
- 8. **An online interview** – Not mandatory and will only be scheduled if considered necessary by the doctoral committee as part of the admissions process and requirements.

Provisional Admission

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

1. Transcripts for previous coursework were not received by Acacia University by the application deadline but otherwise meet the admission requirements
2. Language proficiency exam scores were not received by Acacia University by the application deadline, but otherwise meet 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.

The Application Process

1. Complete the online application form
2. Provide transcripts for a completed undergraduate degree from an accredited university
3. If applicable, submit the score received on the language proficiency exam

By email (preferred): admissions@acacia.edu

By mail: Acacia University MBA Admissions Committee

2801 E. Camelback Road

Phoenix, AZ 85016

Master of Business Administration (MBA)

The MBA is a 36-credit program designed for graduate-level students seeking the knowledge and skills to improve their careers. The MBA will provide opportunities for students to learn and develop skills and strategies in the areas of Operations Management, Human Resources, Marketing, Finance, Business Sustainability, and Business Analytics. Electives allow students to gain knowledge and skills in areas of their own preference.

The goal of the program is to develop talented business leaders who will learn and practice advanced skills and research-based strategies to provide active, positive, and effective leadership in their work environment.

Program Prerequisites

The prerequisites for the **MBA Degree** include the following qualifications or their equivalent:

- **Bachelor's Degree:** From an accredited institution in any field.
- **Work Experience:** Typically, 2-5 years of full-time professional experience, though some programs accept less.
- **Interview:** optional interviews may be conducted to assess fitness and motivation.

Specific requirements vary, so reviewing the admissions criteria for each program of interest is best.

Program Overview

The MBA program at Acacia University equips graduates with the essential skills and insights needed to excel in leadership roles across various professional settings. The curriculum emphasizes strategic planning, organizational effectiveness, and applied research, preparing graduates to make informed decisions that positively impact on their organizations and the broader business environment.

Upon completing the program, MBA graduates can communicate business management strategies clearly and persuasively, highlighting their relevance and implications in an ever-changing global market. They will be skilled in applying established leadership and management theories, frameworks, and models to various business contexts, enabling them to approach complex challenges with a strategic and analytical mindset.

Graduates will also demonstrate a strong ability to evaluate and navigate significant areas within business management, such as finance, marketing, operations, and human resources. This ensures that their understanding of theory and practice informs them of their decisions.

In an increasingly data-driven world, graduates will be adept at leveraging technology and data analytics to assess and solve complex problems, crafting innovative and practical solutions. They will also be proficient in using research methods to explore global business strategies and solutions, allowing them to contribute valuable insights to cross-cultural and international business environments. This emphasis on applied learning and problem-solving prepares graduates to drive positive changes and succeed in leadership roles across various industries and sectors.

Program of Study

Course Code	Course Name	Course Type	Credits	Duration
BMA500	International Marketing Management	Core	3	8 weeks
BMA501	International Human Resource Management	Core	3	8 weeks
BMA502	Sustainability and Business	Core	3	8 weeks
BMA503	Operations and Project Management	Core	3	8 weeks
BMA504	Finance for Business Leaders	Core	3	8 weeks
BMA505	Essentials of Business Analytics	Elective	3	8 weeks
BMA506	Strategic Management and Leadership	Core	3	8 weeks
BMA507	Supply Chain and Logistics Management	Core	3	8 weeks
BMA508	Accounting for Next-Generation Leaders	Elective	3	8 weeks
BMA509	Socio-Economic and Legal Environment	Core	3	8 weeks
BMA510	Strategic Leadership and HR Practices in Organizations	Elective	3	8 weeks
BMA511	Data Analytics in Business Processes	Elective	3	8 weeks
BMA512	Research Methods	Capstone	2	8 weeks
BMA513	Master's Thesis	Capstone	4	10 weeks

Program Learning Outcomes

The MBA prepares students to excel in taking on professional responsibility and leadership roles in their work environments. Graduates can effectively organize, plan, staff, and implement projects in diverse environments.

1. Effectively communicate business management strategies and their impact on the external environment in which businesses operate.
2. Apply leadership and management models, theories, and frameworks to the business domain.
3. Evaluate intellectually challenging and practically relevant functional areas in business management.

4. Analyze complex problems using technology, data, and strategic approaches.
5. Utilize applied research methods to explore global business approaches, strategies, and solutions.

Course Description

BMA500 International Marketing Management

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

International Marketing Management (IMM) equips students with essential knowledge and skills to navigate the complexities of global marketing. This course examines international marketing strategies and practices, focusing on the challenges and opportunities that organizations face in various markets. Key topics covered include global market research, cultural dynamics, market entry strategies, and the debate over product adaptation versus standardization. The curriculum also explores international pricing, distribution channels, and global marketing communication. Furthermore, it looks at the impact of globalization, digital transformation, and ethical considerations on the development of international marketing strategies.

By engaging with real-world case studies and addressing contemporary issues, students will enhance their critical analytical skills, enabling them to design and implement effective global marketing strategies.

BMA501 International Human Resource Management

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

This course explores the principles, practices, and challenges of managing human resources in a global context. Students will learn about the cultural, legal, and strategic aspects of international human resources management, equipping them to navigate the complexities of a diverse workforce effectively. Additionally, the course will cover topics such as immigration, expatriation, repatriation, and cross-cultural competencies.

BMA502 Sustainability and Business

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

This course explores the principles, challenges, and practices that drive sustainability in business, emphasizing strategies for achieving long-term economic, social, and environmental success. Students will examine the critical role of leadership in fostering sustainable business practices, focusing on corporate social responsibility and the United Nations Sustainable Development Goals (UN SDGs).

Topics include the foundations of sustainability, industry-specific sustainability approaches, stakeholder engagement, strategic planning, and sustainability reporting. Through case studies and applied projects, students will gain the tools to effectively integrate sustainable practices into business strategies.

BMA503 Operations and Project Management

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

This course effectively combines Operations Management and Project Management principles, providing students with essential skills to navigate business operations and project execution. Participants will

explore core concepts, strategic importance, and ethical considerations in Operations Management, focusing on process optimization, facility layout, and supply chain management to enhance efficiency.

In the Project Management section, students will learn about project lifecycles, methodologies, and the integration of projects within the operational framework. The course emphasizes aligning operations and project management objectives for a holistic approach to business excellence. Upon completion, participants will possess a versatile skill set to lead successful initiatives at the intersection of both fields.

BMA504 Finance for Business Leaders

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

This course offers a thorough overview of the role of finance in business leadership, emphasizing the responsibilities of financial management and their influence on organizational success. Key topics covered include analysis of income statements and balance sheets, cash flow management techniques, the time value of money, investment evaluation, and strategic planning. Participants will examine capital structure, the balance between debt and equity, and how to align financial strategies with long-term business objectives.

BMA505 Essentials of Business Analytics

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

This course examines the dynamic world of business analytics and provides a basic understanding of foundational concepts supporting the pivotal role of data analytics in shaping strategic decisions within organizations. Beyond these foundational elements, the curriculum addresses topics such as analytics lifecycle management, emphasizing the end-to-end process from data collection to deployment. The course also examines the role of managers in cultivating environments that embrace analytics, while exploring contemporary trends and processes in the ever-evolving landscape of analytics practices.

BMA506 Strategic Management and Leadership

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

This course will introduce the student to the various elements of strategic management and leadership, based on best-practice models of corporate leadership. The course will focus on distinguishing true leadership from management per se, highlighting the experiential and intellectual qualities that distinguish the former from the latter. The student will be introduced to a variety of roles, theories, and functions of effective leadership in leading organizations to successful outcomes. This is an applied course, and students will have opportunity to examine real-world examples of strategic leadership, both within the various levels of organizational governance as well as at the C-suite and board levels, within the local, regional, and global environments.

BMA507 Supply Chain and Logistics Management

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

This course provides students with a fundamental understanding of the concepts, principles, and strategies associated with supply chain and logistics management across industries and global markets. Students will analyze how materials, information, and finances flow within a supply chain while developing

strategies to mitigate and manage disruptions. Practical exercises will provide a comprehensive understanding of the components of the supply chain with an emphasis on technology, sustainability, performance metrics, and stakeholder relationship management.

BMA508 Accounting for Next-Generation Leaders

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

This dynamic and forward-thinking course, "Accounting for Next-Generation Leaders," is designed to empower emerging leaders with the essential financial knowledge and strategic insights needed to navigate the complexities of the modern business landscape. Tailored for the next generation of decision-makers, this course goes beyond traditional accounting concepts to address the evolving challenges and opportunities in today's global business environment.

BMA509 Socio-Economic and Legal Environment

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

This course provides an in-depth exploration of the ways in which socioeconomic factors and the legal landscape shape business practices. Students will delve into the complexities of societal inequalities, examining how these disparities affect access to resources and opportunities. Additionally, the course will analyze various legal frameworks and their implications for business strategies and ethical considerations. By studying real-world examples from both developing and developed countries, participants will develop a comprehensive understanding of the challenges and advantages businesses face in diverse environments. This knowledge will equip students with the tools to make informed decisions and promote ethical practices within the global marketplace.

BMA510 Strategic Leadership and HR Practices in Organizations

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

This course provides students with the knowledge and skills to excel in the field of human resource management and strategic leadership. Students will develop a fundamental understanding of human resource practices in the twenty-first century from talent acquisition to employee engagement and performance management. The course will also address trends and technologies for leaders responsible for human resource management, strategy planning, and strategy execution. The major project will expose students to the role of strategic leadership in developing a human resource transformation plan for an organization.

BMA511 Data Analytics in Business Processes

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

This course focuses on how data analytics can improve organizational business processes by exploring its practical applications in human resources, operations, sales and marketing, and accounting and finance. Students will analyze data analytics to improve workforce management, performance evaluation, and recruitment strategies within human resources. They will examine how analytics optimize operational processes in industries that produce and sell products, enabling better efficiency and decision-making. The course also covers the application of analytics in sales and marketing, such as enhancing customer engagement, refining marketing strategies, and increasing sales performance.

Additionally, students will evaluate how data analytics supports financial and accounting activities,

including budgeting, forecasting, and risk management.

BMA512 Research Methods

Prerequisite/s: 30 credits

Credits: 2

Course Length: 8 weeks

This course introduces Business students to scientific research from a methodological and epistemological perspective. Students will learn to formulate research questions, develop theoretical frameworks, and explore key data collection methodologies and analysis techniques. The course also covers the best practices for structuring and communicating research findings, offering a clear and systematic approach to conducting research.

BMA513 Master's Thesis

Prerequisite/s: BMB512

Credits: 4

Course Length: 10 weeks

This course assists master's students in the final stages of developing their master's thesis. Building on the foundational knowledge gained in the research methods course (BMA512), it focuses on expanding and applying previously conducted research, refining the existing thesis outline, and drafting, editing, and finalizing the manuscript. Under the close supervision of their thesis advisor, students will demonstrate their mastery of original research and their ability to present research findings clearly and articulately in their master's thesis. This course is offered on a Pass/Fail basis only.

Doctor of Business Administration (DBA)

The DBA is a 60-credit program designed for graduate-level students seeking the tools to exercise transformational leadership into their organizations and into the lives whom they encounter. The DBA transcends the basic skills to master the world of business and commerce. It provides a springboard for engagement that will bring benefit to a broad circle of influence. Holders of the Acacia DBA will have emotional maturity and intellectual depth to make a profound and long-lasting contribution to the common good, whatever field they choose to enter.

The goal of the program is to foster dynamic leaders who will infuse their style and experience into their organizations, supporting learning among direct reports and all employees.

Program Prerequisites

The prerequisites for the **DBA degree** include the following or their equivalent:

- **Master's Degree:** From an accredited institution in any field.
- **Work Experience:** Typically, 2-5 years of full-time professional experience, though some programs accept less.
- **Statement of Purpose/Essays:** Detailing career goals and reasons for pursuing a DBA.
- Acacia reserves the right to ask applicants for the names of up to two references, in cases where additional information may be required in assessing an application.

Specific requirements vary, so please review the admissions criteria for each program of interest.

Program Overview

The Doctor of Business Administration (DBA) program is an advanced degree designed for experienced professionals who wish to expand their leadership skills and significantly contribute to academia and industry. The program typically lasts three years and includes rigorous coursework and a research

component, culminating in a doctoral dissertation. The program's focus on developing scholar practitioners is a unique feature that sets it apart from other postgraduate programs. The DBA program is aimed at individuals with extensive managerial or executive experience and covers core business disciplines such as strategy, leadership, and organizational behavior. Participants can also specialize in finance, marketing, or entrepreneurship.

The program is committed to developing scholar-practitioners who can engage with theoretical frameworks and apply this knowledge to design and implement innovative, research-based strategies. The academic rigor of the DBA program is unparalleled. Participants will delve into their fields' latest research, theories, and practices. They will also be able to conduct their research and contribute to the body of knowledge in their respective fields. The program fosters effective leadership in diverse professional settings, and its graduates are well-equipped to take on leadership roles in academia, industry, and beyond. In conclusion, the DBA program is a rigorous program that equips experienced professionals with the skills and knowledge they need to make significant contributions to their fields.

The program's focus on developing scholar-practitioners sets it apart from other doctoral programs, and its graduates are well-prepared to take on leadership roles and positively impact academia, industry, and beyond.

Program Learning Outcomes

The DBA program equips students with interdisciplinary skills to analyze real-world business challenges. It emphasizes leadership, strategic planning, and effective communication to navigate complex environments and drive positive impact through informed decision-making and strategic leadership.

1. Apply comprehensive, integrated knowledge of core principles of business management, marketing, finance, and technology principles to analyze current real-world business challenges.
2. Conduct ethical, innovative, academic research to evaluate practical business performance, management, and organizational issues and situations.
3. Employ integrated knowledge of leadership, strategic planning, business management, ethics, and global trends to develop approaches that innovate practice and performance in business.
4. Communicate research findings, business analyses, evaluations, strategic plans, and proposals to advance global change in the profession.

Program of Study

Course Code	Course Name	Course Type	Credits	Duration
BMB700D	Organizational Management	Concentration	3	8 weeks
BMB701D	Global Economy and Finance	Concentration	3	8 weeks
BMB702D	Technology and Innovation Management	Concentration	3	8 weeks
BMB703D	Strategic Planning and Implementation	Concentration	3	8 weeks
BMB704D	International Marketing Management	Concentration	3	8 weeks
BMB705D	Business Sustainability Management	Concentration	3	8 weeks
BMB706D	Leadership Theory and Practice	Concentration	3	8 weeks
BMB707D	Designing Economic Business Strategies	Concentration	3	8 weeks
BMB708D	Business Analytics	Concentration	3	8 weeks
BMB709D	Corporate Ethics and Leadership	Concentration	3	8 weeks
BMB710D	Critical Thinking for Doctoral Research	Concentration	3	8 weeks
BMB711D	Supply Chain and Logistics Management	Concentration	3	8 weeks
BMB712D	Strategic Change Management	Concentration	3	8 weeks
BMB713D	Operations and Project Management	Concentration	3	8 weeks
BMB714D	Business Research Methods	Concentration	5	16 weeks

Course Code	Course Name	Course Type	Credits	Duration
BMBCOMP	Comprehensive Exam	Comp. Exam	1	8 Weeks
BMB715D	Dissertation 1 (Proposal)	Capstone	6	16 weeks
BMB716D	Dissertation 2 (Defense)	Capstone	6	16 weeks

Course Description

BMB700D Organizational Management

Prerequisite/s: None

Credits: 3

Course Length: 8 Weeks

Understanding the strategies and implications of managing people, performance, and organizational processes. This course investigates the role of human resource practices and their impact on employee performance. With emphasis on the function of control, it also examines managerial strategies for creating and implementing processes designed to align with business objectives and improve efficiency and effectiveness in organizations. It also examines technology and process management in organizations experiencing restructuring.

BMB701D Global Economy and Finance

Prerequisite/s: None

Credits: 3

Course Length: 8 Weeks

Required Textbook: Fundamentals of Multinational Finance, 6e

This course provides a thorough exploration of the intricate financial dimensions inherent in the real world of international finance and business. Students will learn to examine the relationship between exchange rates and international trade, including the effects of exchange rate fluctuations on imports, exports, trade balances, and multinational firms' risk management methods. They will also utilize integrated knowledge to analyze effective risk management methods for firms functioning in volatile global marketplaces.

BMB702D Technology and Innovation Management

Prerequisite/s: None

Credits: 3

Course Length: 8 Weeks

This interdisciplinary course examines the key factors, strategies, and tools for developing, implementing, and managing technology and innovation in the dynamic business environment. Students will gain an understanding of the alignment between technology and business as well as leveraging technology for a competitive edge. The course also explores the role of leaders and technology catalysts for innovation within organizations.

BMB703D Strategic Planning and Implementation

Prerequisite/s: None

Credits: 3

Course Length: 8 Weeks

This course examines the key factors and practices involved in developing and implementing effective organizational strategic plans. Students will gain an understanding of the importance of the mission and vision statements as well as the environmental analysis. The course also explores best practices for setting goals and creating strategies. Students will examine the process for strategic planning and develop a comprehensive strategic plan with an implementation chart.

BMB704D International Marketing Management

Prerequisite/s: None

Credits: 3

Course Length: 8 Weeks

This course provides a comprehensive overview of the fundamental principles, strategies, and trends in marketing products and services internationally. It addresses the changing nature of marketing in a digital world and the dynamics of managing marketing activities across diverse cultures, regulatory environments, and economic systems. Students will explore how to expand product lines and brands in international markets. Real-world cases will provide an applied understanding of international marketing management.

BMB705D Business Sustainability Management

Prerequisite/s: None

Credits: 3

Course Length: 8 Weeks

Required Textbook: *Pathways to Success*, 1e

This course addresses building a case for sustainability and implementing practices to improve the well-being of an organization for future generations. Students will explore best practices in sustainable business practices to promote economic prosperity, social well-being, and environmental stewardship. Among the topics addressed are frameworks and models of sustainability, stakeholder engagement, corporate social responsibility, and sustainable supply chain management.

BMB706D Leadership Theory and Practice

Prerequisite/s: None

Credits: 3

Course Length: 8 Weeks

This course presents an overview of leadership history, theories, and best practices derived from the evolution of leadership/management thought (1900 to the present). It compares and contrasts varying leadership theories and how they apply to today's global environment as a contingent/context-specific process emphasizing the relationships found between leaders, followers, and the organization.

Students study the leader's role within an organization, the process of leadership, motivation, and how followers respond to effective/ineffective leadership. Students explore the reasons for organizational failure and will undergo a self-assessment through the creation of a development plan.

BMB707D Designing Economic Business Strategies

Prerequisite/s: None

Credits: 3

Course Length: 8 Weeks

This course provides an understanding of approaches, tools, and methods in theory and practice for developing sound economic business strategies. The course includes key tools for creating, refining, and optimizing strategy while considering horizontal and vertical integration and boundaries. The course addresses competition within an industry and competitive advantage. Students will learn methods and tools for economic business strategies, such as value chain analysis, and five forces analysis to apply in the profession.

BMB708D Business Analytics

Prerequisite/s: None **Credits:** 3

Course Length: 8 Weeks

Required Textbook: *Business Analytics*, 4e

This course provides an overview of basic concepts, tools, and techniques on business analytics. The focus will be on how various analytical techniques can be used to analyze and understand business issues in areas such as marketing, finance, and management, and how to use data to make decisions more strategically.

BMB709D Corporate Ethics and Leadership

Prerequisite/s: None

Credits: 3

Course Length: 8 Weeks

This course prepares students to recognize and address the wide range of ethical challenges within a corporate setting. Using real-world examples and case studies, students will develop knowledge and cultivate leadership skills for creating a culture of accountability, trust, and ethical behavior for an organization. The course also examines the role of the leader in managing corporate social responsibility and contributing to organizational success.

BMB710D Critical Thinking for Doctoral Research

Prerequisite/s: None

Credits: 3

Course Length: 8 Weeks

Required Textbook: *Designing and Conducting Mixed Methods Research*, 3e

This course provides an overview of the research process and basic statistical analysis with a focus on critical thinking and how to use it to enhance the effectiveness of the design of research studies, the selection of appropriate data analysis techniques, and the interpretation of the results of various data analyses. Students will analyze and critique different types of research studies and develop a comprehensive plan for a research study in their area of interest.

BMB711D Supply Chain and Logistics Management

Prerequisite/s: None

Credits: 3

Course Length: 8 Weeks

This course presents an overview of the supply chain, logistics, and key sub-system interaction in the processes. The course examines the challenges of working on global and digitally enabled processes. Students study supply chain roles within an enterprise, the required coordination between processes and IT systems, the organization, the governance, and the KPIs required for effective management.

BMB712D Strategic Change Management

Prerequisite/s: None

Credits: 3

Course Length: 8 Weeks

This course provides a comprehensive understanding of the key factors, frameworks, processes, and best practices to effectively navigate and lead organizational transformation. The course examines the concepts, theories, and processes for strategically examining, implementing, and managing change within organizations. Students will learn how to analyze the need for change, establish goals, develop and implement strategic change initiatives, manage resistance, and monitor the process. A focus on fostering an adaptive culture and adjusting to dynamic environments is emphasized.

BMB713D Operations and Project Management

Prerequisite/s: None

Credits: 3

Course Length: 8 Weeks

Operations managers are accountable for the effective implementation of strategies as well as for the tactical execution of the business activities of the organization, leading to the achievement of financial, operational, and environmental goals, as well as for overall customer satisfaction.

BMB714D Business Research Methods

Prerequisite/s: None

Credits: 5

Course Length: 16 Weeks

Required Textbook: *Designing and Conducting Mixed Methods Research*, 3e

Business Research Methods is designed to provide students with a comprehensive understanding of the research methodologies and techniques used in the field of business. It aims to equip students with the necessary skills to conduct effective research and make informed decisions in a business context.

BMBCOMP Comprehensive Exam

Prerequisite/s: None

Credits: 1

Course Length: 8 Weeks

DBA students are required to pass a written and oral comprehensive exam after the completion of 48 course credits to include the Business Research Methods BMB714D. Passing the comprehensive exam is a graduation requirement. A Doctoral Examination Committee of three professor's reviews and evaluates the written component, administers the oral exam, and conducts the final evaluation.

The comprehensive examination has two components. The first component is a written portfolio which includes 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 two-page essay may be substituted for a past course assignment. The next component is the oral exam. This part of the exam is conducted via video/audio communication system during a two-hour session. Questions are related to previous completed doctoral courses and written portfolio content. The oral exam also assesses effective communication. Questions related to written submissions may also be included.

Once concluded, the Doctoral Examination Committee determines the status of the doctoral student. The student is notified via email 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, and the student can progress to the next course as a doctoral candidate.

BMB715D Dissertation 1 (Proposal)

Prerequisite/s: BMB714D, Comprehensive Examination

Credits: 6

Course Length: 16 Weeks

Dissertation 1 is designed to guide students in the Doctor of Business Administration program through the initial phases of the dissertation journey. The course focuses on the development of the defense and equips students with the essential skills and knowledge to formulate a rigorous research proposal and defend it before a committee. Students will engage in a systematic process to explore relevant literature and design a research project relevant to their selected dissertation topic.

BMB716D Dissertation 2 (Defense)

Prerequisite/s: BMB715D

Credits: 6

Course Length: 16 Weeks

This course guides the doctoral candidate through the final stages of the dissertation process. Building on the foundational knowledge acquired in the Dissertation 1 class, this course addresses obtaining Institutional Review Board (IRB) approval, completing the manuscript, preparing for and delivering a successful oral defense presentation, and understanding the copyright application process.

Final Thoughts on Business

This School of Business Program Guide is an essential resource for understanding your program of study, your responsibilities, and the support available to you at Acacia University. Please be aware that laws, regulations, and policies may change, potentially impacting some of the information presented in this handbook. The details in this document are accurate as of the publication date. Maintaining regular communication with your professors and Program Advisors will enhance your success in completing your degree. The Acacia Team is excited to accompany you on your journey and to provide the support and encouragement you may need along the way.

School of Education Program Guide

Welcome from Dean, Dr. Lisa Oliphant

Welcome to the School of Education at Acacia University! On behalf of our faculty, staff, and entire learning community, I am delighted to welcome you to a place where passion for teaching, leadership, and lifelong learning come together to create a truly transformative experience. Whether you are just beginning your graduate journey or continuing your professional development, you are now part of a vibrant, global community committed to educational excellence and innovation. At Acacia, we take great pride in offering high-caliber, accessible, and affordable graduate programs that are deeply rooted in a legacy of quality that dates back to our founding in the 1990s.

This section of the University Catalog will be your guide throughout your time in the School of Education. Below, you will find a wealth of information about degree requirements and detailed course descriptions that will help you navigate your academic path and achieve your goals. Our five Master's degree programs and the Doctor of Education in Educational Leadership are designed to challenge, inspire, and empower you to make a lasting impact in your educational community. We are honored to support you on this important journey and welcome you wholeheartedly to the Acacia family.

Warm regards,

Lisa Oliphant, Ed.D.

Dean of the School of Education

About the School of Education

Since 2006, the School of Education at Acacia University has provided high-quality, affordable graduate degrees in a range of education specialties. Acacia combines exceptional value with academic excellence, offering the lowest tuition for a fully online program while upholding rigorous academic standards. All courses are taught by distinguished, highly credentialed faculty who bring deep expertise and practical insight to the curriculum. With six admission cycles each year, the School of Education offers flexible entry points that accommodate a variety of professional and personal schedules, supporting continued advancement in the field of education.

School of Education Leadership

Dr. Santarvis Brown, President

Dr. Cynthia Lopez, Provost

Dr. Lisa Oliphant, Dean of the School of Education

Dr. Shahina Qureshi, Dean of Student Success

Ms. Ronda Zerbe, Registrar

Faculty Roles

Professors

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

Learning Coaches

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

Program Advisors

While the student is responsible for his/her academic decisions and education, Acacia provides support and advising assistance throughout the program.

Program Advisors are assigned to students upon enrollment based on his/her chosen degree program. Program advisors communicate to plan, provide assistance, address any course or program concerns, and provide mentorship throughout the program.

Doctoral Intern

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

Doctoral Candidate

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

guidance and oversight of the professor.

School of Education Faculty

Dr. Ryan Buck, Ph.D. Public Policy, The New School

Subject Matter Expertise:

Educational Leadership

Dr. Alik Constantinou, Ed.D. Educational Leadership, Acacia University

Subject Matter Expertise:

Educational Leadership, Secondary Education

Dr. Mary Donohue, Ed.D. Educational Leadership, Acacia University

Subject Matter Expertise:

Educational Leadership, Elementary Education, English as a Second Language

Dr. Pamela Felder-Small, Ph.D. Higher Education, University of Pennsylvania

Subject Matter Expertise:

Educational Leadership

Dr. Khadija Gaber, Ed.D. Educational Leadership, Acacia University

Subject Matter Expertise:

Secondary Education

Dr. Cynthia Lopez, Ed.D. Educational Leadership, University of Texas

Subject Matter Expertise:

Educational Leadership, Educational Administration, Secondary Education

Dr. Essra Mahmoud, Ed.D. Educational Leadership, Acacia University

Subject Matter Expertise:

Educational Leadership, Educational Administration, Elementary Education, Secondary Education, English as a Second Language

Dr. Toby McChesney, Ed.D. Higher Education Leadership, Nova Southeastern University

Subject Matter Expertise:

Educational Leadership

Dr. Lisa Oliphant, Ed.D. Educational Leadership, Acacia University

Subject Matter Expertise:

Educational Leadership, Educational Administration, Elementary Education, Secondary Education, Special Education

Dr. Kelly Sullivan Wells, Ed.D. Doctor of Education, Nova Southeastern University

Subject Matter Expertise:

Special Education, Educational Leadership

Dr. Farah Zannad, Ed.D. Educational Leadership, Acacia University Subject Matter Expertise:

Educational Leadership, Secondary Education

Learning Coaches

Adriana Kerr, M.A. Special Education, University of New Mexico

Subject Matter Expertise:

Special Education, Elementary Education, Secondary Education, English as a Second Language, Educational Administration

Program Advisors

Dr. Cynthia Lopez – Educational Administration, Doctoral Program

Dr. Mary Donohue – English as a Second Language

Dr. Lisa Oliphant – Special Education

Dr. Aliko Constantinou – Secondary Education

Dr. Essra Mahmoud – Elementary Education

Textbooks

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

Current prices at the time of this Catalog and Student Handbook publication are listed below but are subject to change. Prices listed are from the publisher, however, students may purchase from any source. Since courses are updated to meet changing standards, legislation, state requirements, etc., textbooks may change during the course of the program.

Master of Arts in Elementary Education

Course Code	Author/s	Title/Edition	Print ISBN/Cost	E-Text ISBN/Cost
EDC610-1 EDC610-2	Johnson	A Short Guide to Action Research, A, 4e	9780132685863 \$90.66	9780133072310 \$89.99 (rental)
EDC610-2	Creswell & Guetterman	Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 7e	9780138161194 \$146.86	9780138173784 \$89.94 (rental)

Master of Arts in Secondary Education

Course Code	Author/s	Title/Edition	Print ISBN/Cost	E-Text ISBN/Cost
EDC610-1 EDC610-2	Johnson	A Short Guide to Action Research, A, 4e	9780132685863 \$90.66	9780133072310 \$89.99 (rental)
EDC610-2	Creswell & Guetterman	Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 7e	9780138161194 \$146.86	9780138173784 \$89.94 (rental)

Master of Education in English as a Second Language

Course Code	Author/s	Title/Edition	Print ISBN/Cost	E-Text ISBN/Cost
EDC572	Díaz-Rico	A Course for Teaching English Learners, A, 3e	9780134878249 \$74.66	9780137413270 \$89.94
EDC610-1 EDC610-2	Johnson	A Short Guide to Action Research, A4e	9780132685863 \$90.66	9780133072310 \$89.99 (rental)
EDC610-2	Creswell & Guetterman	Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 7e	9780138161194 \$146.86	9780138173784 \$89.94 (rental)

Master of Education in Special Education

Course Code	Author/s	Title/Edition	Print ISBN/Cost	E-Text ISBN/Cost
Required Throughout the Program	Kauffman, Hallahan, & Cullen Pullen	Handbook of Special Education, 3e	9781032287362 \$112.00	9781003302766 \$112.00
EDC610-1 EDC610-2	Johnson	A Short Guide to Action Research, A, 4e	9780132685863 \$90.66	9780133072310 \$89.99 (rental)
EDC610-2	Creswell & Guetterman	Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 7e	9780138161194 \$146.86	9780138173784 \$89.94 (rental)

Attention: Students in the Master of Education in Special Education program must maintain membership in the Council for Exceptional Children (CEC) organization at the Basic Membership level. This membership grants access to the online articles, the “Exceptional Children” journal, and other resource materials.

For current membership pricing visit <https://www.cec.sped.org/>

Master of Education in Educational Administration

Course Code	Author/s	Title/Edition	Print ISBN/Cost	E-Text ISBN/Cost
EDA549	Ubben, Hughes, & Norris	The Principal: Creative Leadership for Excellence in Schools, 8e	9780134606989 \$191.99	9780137561834 \$89.94 (rental)
EDA569	Brimley, Verstegen, & Knoepfel	Financing Education in a Climate of Change, 13e	9780135180068 \$143.99	9780137524990 \$89.94 (rental)
EDC619	Creswell & Guetterman	Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 7e	9780138161194 \$146.86	9780138173784 \$89.94 (rental)

Attention: Students in the Master of Education in Educational Administration program are required to maintain membership in the Association for Supervision and Curriculum Development (ASCD) at the **Digital + Print Select** level which grants access to online articles, online books, and resource materials.

For current membership pricing, visit <https://www.ascd.org/memberships>.

Doctor of Education in Educational Leadership

Course Code	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 \$191.99	9780137561834 \$89.94 (rental)
EDA569D	Brimley, Verstegen, & Knoepfel	Financing Education in a Climate of Change, 13e	9780135180068 \$143.99	9780137524990 \$89.94 (rental)
EDA679D	Webb & Metha	Foundations of American Education, 8e	9780134027661 \$133.32	9780137524990 \$89.94 (rental)
EDA718D	Creswell &	Educational Research:	9780138161194	9780138173784

Course Code	Author/s	Title/Edition	Print ISBN/Cost	E-Text ISBN/Cost
	Guetterman	Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 7e	\$146.86	\$89.94 (rental)

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

Academic Resources and Practice

Online Library

Acacia offers students the use of ProQuest at no cost. ProQuest is a collection of cross-searchable databases that include multidisciplinary content containing theses and dissertations, eBooks, scholarly journals, government documents, historical, video, and cultural archives, and newspaper archives.

Access to ProQuest is located on the Acacia courses home page.

Quizzes and Exams

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

Assignments

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

- **Lesson Assessments:** Lesson Assessments are short essay-type questions. These assignments require one to three written paragraphs with careful professional thought including insight and classroom application.
- **Virtual Learning Community Activities:** Virtual Learning Community (VLC) activities are interactive forum-based assignments. These assignments represent interactive discussions among participants. Students must answer a question based on the lesson topic. Each student is then required to respond to two of their classmates' original posts, offering insightful feedback, comments, suggestions, etc. Grades are given for the student's answer as well as their responses to classmates.
- **Strategy Plans:** As part of the coursework in the three Power Strategies® courses, you will be asked to complete several strategy plans. These plans will demonstrate how you are integrating the Power Strategies® into your daily instruction.
- **Literature Reviews:** Literature reviews are common assignments in graduate courses. They are designed to strengthen research skills while the individuals extend and deepen their knowledge on a specific topic related to the course. Literature reviews have characteristics that enhance critical thinking skills and writing clarity. APA formatting is required.
- **Projects:** a project requires that you collect information regarding a topic, analyze the information, apply the course content, and design a plan that you can use in your classroom. Projects allow you to demonstrate a high level of skill in the application of the concepts of a course. There are several projects that are included in the courses.

Rubrics

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

completing each assignment will help to ensure optimum points are earned.

Proctoring Requirements

Proctored exams are required to ensure that the degree candidate has personally fulfilled the degree requirements. A student's achievement will be assessed by an appropriate number of proctored examinations spaced throughout the program of study. All proctoring is performed by an administrator of the school where the student is employed or has verifiable permission to access classrooms. Should the student being proctored not be employed in a school, the student must present a photo ID for the proctor to verify identity and authorize assessment activities.

Proctors shall use valid government-issued photo identification to confirm the student's identity. This information must be sent to the professor/Learning Coach.

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

- EDC510/EDC511 and EDC520/EDC521 require that each student have a proctor visit his/her classroom and verify evidence of using the course strategies. The proctor completes a survey and verification form and submits it directly to the professor/Learning Coach.
- EDC610-1/EDA619 requires an authorization form signed by an administrator since surveying, observations, and use of school data may be required.
- EDC620/EDC621/EDA609 Mentored Practicum requires a verification of mentoring form signed by an administrator. The verification authorizes the student to conduct mentoring at the school. The mentor, mentee, and administrator sign a second form showing agreement regarding the mentoring activities to be conducted during the six weeks of onsite mentoring. A classroom observation and/or discussion with the student regarding the use of strategies is documented on a form that is signed by the proctor and returned to the professor/Learning Coach. A written and oral summary of the mentoring process is presented to the proctor following the activity. Acacia receives a copy of the summary and verification from the proctor regarding the presentation.

Proctor requirements include the following:

- The proctor is a verified supervisor of the student
- The identity of the student has been verified by the proctor
- Signed authorization and verification forms are submitted to the professor/Learning Coach before and after each proctored assessment
- Depending on the graduate program, proctoring occurs in a minimum of 4 courses

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

Advanced Education Certificate Programs

The Advanced Education Certificate programs offer specialized education courses that are relatively short-term and low in cost.

- Key benefits include the potential for increased marketability, enhanced skill sets, and personalized flexibility for the working adult.
- Courses are all transferable to education graduate degree programs at Acacia University.
- Certificates can be stacked to transfer into an Acacia master's degree 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.

Program Goal

Develop or strengthen specific career skills for current or potential educators.

Program Prerequisites and Requirements

Eligible participants must be graduate-level teachers (instructional specialists, administrators, or any other school staff member assigned teaching duties or with access to educational facilities and programs) with current access to classrooms and a school (from grades preK-12, any content area).

Participants must have regular access to a computer with reliable internet connection.

English Language Learners Certificate (9 credits)

Certificate ELL courses will 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. 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.

Program of Study

Course Code	Course Name	Course Type	Credits	Duration
EDC572	Foundation of ESL	Core	3	8 weeks
EDC577	English Language Learners/Linguistics	Core	3	8 weeks
EDC535	Reading and Writing	Core	3	8 weeks

Program Learning Outcomes

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

1. Teach English as a Second Language (ESL) learners the ability to communicate information, ideas, and concepts necessary for academic success in all content areas such as language arts, mathematics, science, and social studies
2. Incorporate the four language domains (Listening, Speaking, Reading, and Writing) in their curriculum, instruction, and assessment focusing on each of the five language proficiency levels Stages I-V
3. Demonstrate knowledge and skills to create and maintain a positive learning environment that will support and increase ESL students' academic and language achievement
4. Design and implement developmentally appropriate strategies that foster, nurture, and develop ESL skills in students that are within, and outside of, the normal range of child development
5. Design and implement strategies to meet the special education needs of ESL students

Special Needs Certificate (9 credits)

The program is entirely customized with examples, strategies, and assignments for any teacher to gain and sharpen instructional skills for special education students. The courses that make up the program curriculum are designed to prepare and strengthen the teacher by providing the most current research-based and proven educational strategies and knowledge for meeting special education needs. The curriculum encompasses learning theory, educational foundations, brain theory, best practices, curriculum development, standards, and assessment.

Program of Study

Course Code	Course Name	Course Type	Credits	Duration
EDC550	Child and Adolescent Development	Core	3	8 weeks
EDC570	Special Needs Students	Core	3	8 weeks
EDC578	English Language Learners with Special Needs	Core	3	8 weeks

Program Learning Outcomes

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

1. Develop and implement an Individualized Education Plan (IEP)
2. Develop meaningful accommodations to maximize access to the curriculum
3. Understand and apply modifications to content, methods, and pacing of curriculum
4. Design and implement developmentally appropriate strategies that foster, nurture, and develop skills in students that are within, and outside of, the normal range of child development
5. Design and implement strategies to meet the special educational needs of students in the resource classroom

Power Strategies for Teaching for Learning Certificate (9 credits)

These courses are designed to prepare and strengthen the classroom teacher by providing the most current research-based and proven educational strategies and knowledge. Students will complete several strategy plans that will demonstrate the integration of Power Strategies® in daily instruction. Effective strategies include methods of teaching and learning through reflection, note-taking, summarizing, graphic organizers, word walls, and partnering to increase comprehension in all subject areas as well as rubrics and editing for classroom assessment.

Courses

Course Code	Course Name	Course Type	Credits	Duration
EDC500	Power Strategies for Effective Teaching	Core	3	8 weeks
EDC510	Power Strategies for Classroom Assessment	Core	3	8 weeks
EDC520	Power Strategies for Improving Comprehension	Core	3	8 weeks

Program Learning Outcomes

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

1. Consistently integrate the Power Strategies with other research-based strategies into their instruction
2. Model instructional and classroom strategies that promote global citizenship, acceptance and tolerance of others, and lifelong learning
3. Design and implement strategies to meet the individual needs of students in the classroom
4. Implement a coherent and effective elementary classroom utilizing appropriate curriculum, instruction, and assessment practices
5. Provide mentoring to other teachers as they implement effective strategies in the classroom

School Administration Certificate (9 credits)

The goal of the certificate 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 areas of supervision, teacher evaluation, financial management, and professional development. The courses provide opportunities for students to apply critical thinking to identify current educational dilemmas and propose appropriate work-based solutions.

Program of Study

Course Code	Course Name	Course Type	Credits	Duration
EDC549	Principles of School Leadership and Management	Core	3	8 weeks
EDC569	Education Finance	Core	3	8 weeks
EDC589	Personnel Management and Supervision	Core	3	8 weeks

Program Learning Outcomes

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

1. Create a team leadership Supervisory Platform that implements your vision for education leadership in terms of duties and responsibilities
2. Determine appropriate approaches to developmental supervision and professional development
3. Create a supervisory plan that implements both clinical supervision and differentiated supervision
4. Explain the role of the principal in managing school facilities and fiscal management
5. Explore the expanded supervisory scope of responsibilities that include personnel management, school staffing, school effectiveness, Danielson Framework, coaching, mentoring, and professional development

Instructional Supervision Certificate (9 credits)

For supervisors and administrators, these courses provide experience and practice in understanding effective strategies and how to recognize “good” teaching practices when supervising teachers. Emphasizing visual representations, engaging students, assessing learning, and teaching comprehension are essential for learning any content, expressing ideas, and for the transference of knowledge. Students will also learn strategies for developing content assessments and how to relate the curriculum and assessments to state, provincial, or country standards and adjust for diverse populations.

Program of Study

Course Code	Course Name	Course Type	Credits	Duration
EDC509	Essential Instructional Strategies	Core	3	8 weeks
EDC540	Classroom Management	Core	3	8 weeks
EDC560	Curriculum, Instruction, and Assessment	Core	3	8 weeks

Program Learning Outcomes

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

1. Explain appropriate research-based effective teaching strategies for special education, ESL, and struggling students
2. Consistently integrate the essential instructional strategies with other research-based strategies into their instruction
3. Demonstrate comprehensive understanding and knowledge of the process and principles of curriculum design and assessment so they can plan effective instructional and assessment strategies
4. Analyze the current trends, requirements, and practices that are required and design instruction and instructional strategies that will enable students to meet the learning goals and standards
5. Explore effective classroom management strategies as powerful tools that will engage students, enhance appropriate behavior, and improve the learning environment

Foundations of Education Certificate (9 credits)

The foundations course features 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 relation to the issues and challenges of the 21st century. Knowing the foundations prepares the students the 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.

Program of Study

Course Code	Course Name	Course Type	Credits	Duration
EDC559	Education Law	Core	3	8 weeks
EDC585	Principles of Elementary Education	Elective	3	8 weeks
EDC595	Principles of Secondary Education	Elective	3	8 weeks
EDC599	Principles of Continuous Improvement	Core	3	8 weeks

Program Learning Outcomes

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

1. Interpret the U.S. judicial and legislative systems and the formation of laws relating to public education
2. Analyze current school practices from the standpoint of potential legal controversies
3. Examine the foundation of education in the US and how it has changed throughout the 21st Century
4. Explore school leaders' challenging roles and impact on teacher and school effectiveness
5. Examine the components of a School Improvement Plan

Customized Teaching Preparation (9 credits)

This teacher preparation program provides options for students to choose their own courses which may be needed to meet certification and/or licensing requirements in the respective home state.

All courses are stackable and upon completion may be transferred to one of the master's degrees programs at Acacia University as per the university credit transfer policy.

This 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. Therefore, students should review their state requirements and reciprocity agreements before selecting courses to satisfy their state certification requirements. Acacia University cannot guarantee licensure, endorsement, certification, authorization, other professional credential or salary advancement.

State regulations and professional credential standards vary. It is the learners' responsibility to understand and comply with the requirements for their state and professional associations. Every state has different licensing requirements. The best starting place is the state Board or Department of Education website. All information on the website should be reviewed, including the application for licensure, but the state statutes, regulations, or rules are what outline the license requirements. It is important to compare license requirements with Acacia's degree program. Review the course learning outcomes for the selected course in the School of Education Course Descriptions to determine which courses meet your state's certification and/or licensing requirements.

Choose three courses from the following program of study table.

Program of Study

Course Code	Course Name	Course Type	Credits	Duration
EDC500	Power Strategies for Effective Teaching	Electives	3	8 weeks
EDC509	Essential Instructional Strategies	Electives	3	8 weeks
EDC510	Power Strategies for Classroom Assessment	Electives	3	8 weeks
EDC520	Power Strategies for Improving Comprehension	Electives	3	8 weeks
EDC535	Reading and Writing	Electives	3	8 weeks
EDC540	Classroom Management	Electives	3	8 weeks
EDC549	Principles of School Leadership and Management	Electives	3	8 weeks
EDC550	Child and Adolescent Development	Electives	3	8 weeks
EDC559	Education Law	Electives	3	8 weeks
EDC560	Curriculum, Instruction, and Assessment	Electives	3	8 weeks
EDC569	Education Finance	Electives	3	8 weeks
EDC570	Special Needs Students	Electives	3	8 weeks
EDC572	Foundations of ESL	Electives	3	8 weeks
EDC577	English Language Learners/Linguistics	Electives	3	8 weeks
EDC585	Principles of Elementary Education	Elective	3	8 weeks
EDC595	Principles of Secondary Education	Elective	3	8 weeks
EDC589	Personnel Management and Supervision	Electives	3	8 weeks
EDC599	Principles of Continuous Improvement	Electives	3	8 weeks

Program Learning Outcomes

Program Learning Outcomes will depend upon the combination of courses chosen.

Admission and Eligibility Requirements in Education

Master's Admission Requirements

Learners seeking admission to a School of Education Master's degree program must meet certain requirements.

- Successful completion of a baccalaureate degree from an accredited college or university** - The degree must be verified on transcripts sent by the awarding institution directly to Acacia University. Mail or secure electronic delivery is accepted. **Applicants from Institutions Outside the United States:** 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.
- Updated and Detailed **CV or Resume**
- Proof of Identity** – valid passport or government issued ID
- English language competency** - Applicants whose first language is not English and do not have a 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:
 - 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT)
 - 6.5 on the International English Language Test (IELTS)
 - 50 on the Pearson Test of English Academic Score Report
 - 100 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)

- g. 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE)
- 5. **Teaching position or access to classrooms**
 - a. The Master of Arts in Elementary Education requires access to elementary classrooms.
 - b. The Master of Arts in Secondary Education requires access to secondary classrooms.
 - c. The Master of Education in Educational Administration prefers a record of two years of successful teaching experience and requires access to classrooms.
 - d. The Master of Education in Special Education requires access to Special Education classrooms for implementation of strategies and assignments.
 - e. The Master of Education in English as a Second Language requires access to classrooms with ESL students.
- 6. **Ongoing access to computer technology** – All Acacia University courses are presented online so each applicant must have a computer and internet access to participate.

The application and all required documents must be received two weeks prior to the start of the applicant's first term.

Doctoral Admission Requirements

For doctoral program requirements, please see the *Education Doctoral Program Handbook Addendum* or the *Business Doctoral Program Handbook Addendum*, respectively).

- Master's degree from an accredited university. The degree must be verified on original transcripts sent to Acacia University. **Applicants from Institutions Outside the United States:** 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.
- Verifiable work experience as a teacher or administrator in an educational setting for three or more years is preferred
- 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 who do not have a master'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)
- An online interview with the doctoral committee

Provisional Admission

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

1. Transcripts for previous course work were not received by Acacia University by the application deadline, but otherwise meets the admission requirements
2. 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.

Enrollment Agreement

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

Technology Requirements

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

We recommend the following hardware requirements:

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

We require the following software applications for PC systems:

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

We require the following software applications for Mac systems:

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

Master's Degree Program

Master of Arts in Elementary Education

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

Program Overview

The courses that make up the program curriculum are designed to prepare and strengthen the classroom teacher by providing the most current research-based and proven educational strategies and knowledge. The curriculum encompasses learning theory, educational foundations, brain theory, best practices, curriculum development, standards, and assessment. The courses in child and adolescent development, special needs and classroom management provide a framework of how teachers can provide appropriate strategies and environments for all students. Two capstone courses complete the requirements for this

degree. A mentored practicum and action research project are included to enable the student to synthesize the knowledge and skills of the program into his/her personal understanding of an effective classroom for elementary students.

Program of Study

The program is structured to foster an engaging learning environment and promote student academic success. The recommended sequence of the program is shown below. Transfer credits, course availability, or other factors may alter the sequence of your program.

Course Code	Course Name	Course Type	Credits	Duration
EDC550	Child and Adolescent Development	Core	3	8 weeks
EDC500	Power Strategies for Effective Teaching	Core	3	8 weeks
EDC570	Special Needs Students	Core	3	8 weeks
EDC510	Power Strategies for Classroom Assessment	Core	3	8 weeks
EDC560	Curriculum, Instruction, and Assessment	Core	3	8 weeks
EDC520	Power Strategies for Improving Comprehension	Core	3	8 weeks
EDC540	Classroom Management	Core	3	8 weeks
EDC577	English Language Learners/Linguistics	Core	3	8 weeks
EDC585	Principles of Elementary Education	Core	3	8 weeks
EDC620	Mentored Practicum	Capstone	4	16 weeks
EDC610-1	Research Methods	Capstone	2	8 weeks
EDC610-2	Action Research	Capstone	3	16 weeks

Program Learning Outcome

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

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

1. Create elementary education instruction informed by research-based strategies integrated with the Power Strategies
2. Design elementary 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.
3. Analyze educational research, current trends, requirements, standards, and practices required to design instructional strategies in elementary education that enable students to meet learning goals and standards
4. Develop instructional and classroom strategies that promote global citizenship, acceptance of others, and lifelong learning
5. Communicate, verbally and in writing, effectively with parents and other caregivers about the students' successes, needs and areas of improvement

Course Descriptions

EDC550 Child and Adolescent Development

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course focuses on the effective implementation of developmentally appropriate strategies in the classroom. Participants explore various domains and stages of development within the age range 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

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course features methods of teaching and learning through graphic organizers, word walls, and partnering to increase comprehension in all subject areas. Teachers learn to use visual representations to help students organize ideas and thoughts; to understand relationships among those ideas; and to remember the information.

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

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

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 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, processes, and 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 differentiated instruction for diverse populations. Many classroom examples are provided for all grade levels and special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC560 Curriculum, Instruction, and Assessment

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course builds teacher understanding of academic curriculum design, delivery and assessments. The development of the curriculum will address research-based practices, technology integration, and developing content assessments that align with the curriculum. Types of assessments are explored and strategies for developing content assessments that align with 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.

EDC520 Power Strategies for Improving Comprehension

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course features multiple ways to use the strategies of reflection, note-taking, and summarizing to increase learning. Teachers learn to design frequent opportunities for students to reflect 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, and subject areas, and for all students to enhance knowledge, clarify concepts, and relate new ideas to prior knowledge. Teachers learn to use and teach notetaking, summaries and summary frames to assist the students in organizing reflections, summarizing notes, and summarizing various types of written material. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC540 Classroom Management

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

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

EDC577 English Language Learners/Linguistics

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

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

EDC585 Principles of Elementary Education

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

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

- Historical perspective on the establishment and organization of elementary schools in the US
- Roles of staff and methods of decision-making
- Role of the parents and community in the elementary school
- Special programs and activities that are beyond the classroom
- Issues and solutions to meet the needs of the 21st century
- Analysis of the students' schools in relation to the ideas presented throughout the course

EDC620 Mentored Practicum

Prerequisite/s: 24 credits

Credits: 4

Course Length: 16 weeks

The mentored practicum is an individualized application project determined by the student, the school leader where he/she is employed, the assigned mentee at the school, and the online instructor. The course provides students with research-based and evidence-based strategies to establish and maintain mentoring relationships.

Students examine various mentoring models and learn about essential characteristics of effective mentoring. Students apply critical thinking skills to design, implement, and assess work-based mentoring experiences while reflecting on their practices and how they influence mentoring outcomes.

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 Textbooks: Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 7e; 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.

Learning Outcomes:

1. Interpret and synthesize research-based educational literature to write a comprehensive literature review
2. Investigate an educational problem that can be solved through an action research project
3. Create protocols to collect quantitative and qualitative data and analyze, report, and discuss the findings
4. Design and implement an intervention in an educational setting and use formal action research processes to examine its impact
5. Compose a final action research project sectioned in five chapters as follows:
 - Chapter I: Introduction,
 - Chapter II: Literature Review,
 - Chapter III: Methodology,
 - Chapter IV: Findings,
 - Chapter V: Discussion and Conclusions

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Master of Arts in Secondary Education

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

Program Overview

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

Program of Study

The program is structured to foster an engaging learning environment and promote student academic success. The recommended sequence of the program is shown below. Transfer credits, course availability, or other factors may alter the sequence of your program.

Course Code	Course Name	Course Type	Credits	Duration
EDC550	Child and Adolescent Development	Core	3	8 weeks
EDC500	Power Strategies for Effective Teaching	Core	3	8 weeks
EDC570	Special Needs Students	Core	3	8 weeks
EDC510	Power Strategies for Classroom Assessment	Core	3	8 weeks
EDC560	Curriculum, Instruction, and Assessment	Core	3	8 weeks
EDC520	Power Strategies for Improving Comprehension	Core	3	8 weeks
EDC540	Classroom Management	Core	3	8 weeks
EDC577	English Language Learners/Linguistics	Core	3	8 weeks
EDC595	Principles of Secondary Education	Core	3	8 weeks
EDC620	Mentored Practicum	Capstone	4	16 weeks
EDC610-1	Research Methods	Capstone	2	8 weeks
EDC610-2	Action Research	Capstone	3	16 weeks

Program Learning Outcome

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

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

1. Create secondary education instruction informed by research-based strategies integrated with the Power Strategies
2. Design secondary 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
3. Analyze educational research, current trends, requirements, standards, and practices required to design instructional strategies in elementary education that enable students to meet learning goals and standards
4. Develop instructional and classroom strategies that promote global citizenship, acceptance of others, and lifelong learning
5. Communicate, verbally and in writing, effectively with parents and other caregivers about the students' successes, needs and areas of improvement

Course Description

EDC550 Child and Adolescent Development

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course focuses on the effective implementation of developmentally appropriate strategies in the classroom. Participants explore various domains and stages of development within the age range 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

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course features methods of teaching and learning through graphic organizers, word walls, and partnering to increase comprehension in all subject areas. Teachers learn to use visual representations to help students organize ideas and thoughts; to understand relationships among those ideas; and to remember the information.

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

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

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 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, processes, and 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 differentiated instruction for diverse populations. Many classroom examples are provided for all grade levels and special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC560 Curriculum, Instruction, and Assessment

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course builds teacher understanding of academic curriculum design, delivery and assessments. The

development of the curriculum will address research-based practices, technology integration, and developing content assessments that align with the curriculum. Types of assessments are explored and strategies for developing content assessments that align with 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.

EDC520 Power Strategies for Improving Comprehension

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course features multiple ways to use the strategies of reflection, note-taking, and summarizing to increase learning. Teachers learn to design frequent opportunities for students to reflect 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, and subject areas, and for all students to enhance knowledge, clarify concepts, and relate new ideas to prior knowledge. Teachers learn to use and teach notetaking, summaries and summary frames to assist the students in organizing reflections, summarizing notes, and summarizing various types of written material. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC540 Classroom Management

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

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

EDC577 English Language Learners/Linguistics

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

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

EDC595 Principles of Secondary Education

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course focuses on the principles of secondary education as designed for the needs of the early 20th

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

- Structures and organization of the original design and additions through the 20th century
- The staff and the various methods of decision-making
- Special programs and activities that are beyond the classroom
- Current issues, trends and models of reform that have been introduced to meet the needs of the 21st century
- Analysis of the students' schools in relation to specific aspects discussed throughout the course

EDC620 Mentored Practicum

Prerequisite/s: 24 credits

Credits: 4

Course Length: 16 weeks

The mentored practicum is an individualized application project determined by the student, the school leader where he/she is employed, the assigned mentee at the school, and the online instructor. The course provides students with research-based and evidence-based strategies to establish and maintain mentoring relationships.

Students examine various mentoring models and learn about essential characteristics of effective mentoring. Students apply critical thinking skills to design, implement, and assess work-based mentoring experiences while reflecting on their practices and how they influence mentoring outcomes.

EDC610-1 Research Methods

Prerequisite/s: 24 Credits

Credits: 2

Course Length: 8 weeks

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

This course is designed to give an overview of action research, particularly research that is conducted within educational settings. Emphasis is placed upon gaining an understanding of the action research process and the difference between qualitative and quantitative research designs. Participants will identify a research problem and purpose, provide a theoretical foundation, and conduct a mini literature review, which are the main components of the action research project proposal. This course, which is focused on the project proposal, is the first course in a sequence of two courses. The proposal will be implemented in the second course - Action Research.

EDC610-2 Action Research

Prerequisite/s: EDC610-1

Credits: 3

Course Length: 16 weeks

Required Textbooks: Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 7e; 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.

Learning Outcomes:

1. Interpret and synthesize research-based educational literature to write a comprehensive

literature review

2. Investigate an educational problem that can be solved through an action research project
3. Create protocols to collect quantitative and qualitative data and analyze, report, and discuss the findings
4. Design and implement an intervention in an educational setting and use formal action research processes to examine its impact
5. Compose a final action research project sectioned in five chapters as follows:
 - Chapter I: Introduction,
 - Chapter II: Literature Review,
 - Chapter III: Methodology,
 - Chapter IV: Findings,
 - Chapter V: Discussion and Conclusions

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Master of Education in Educational Administration

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

Program Overview

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 standards. In addition, students will:

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

The Professional Standards for Educational Leaders (PSEL) are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. The National Educational Leadership Preparation (NELP) Program Building Standards, which are aligned to the PSEL, provide specificity around performance expectations for beginning-level building leaders. The NELP standards, formerly known as the Educational Leadership Constituent Council (ELCC standards), specify what novice leaders and program graduates should know and be able to do as a result of completing high quality educational leadership programs. The NELP program standards include

seven content standards and an eighth internship standard.

Based on research and effective leadership practices, the NELP standards provide a guide for preparing, supporting, and evaluating educational leaders so all students may reach their fullest potential.

Program of Study

The program is structured to foster an engaging learning environment and promote student academic success. The recommended sequence of the program is shown below. Transfer credits, course availability, or other factors may alter the sequence of your program.

Course Code	Course Name	Course Type	Credits	Duration
EDC550	Child and Adolescent Development	Core	3	8 weeks
EDA509	Essential Instructional Strategies	Core	3	8 weeks
EDC570	Special Needs Students	Core	3	8 weeks
EDA599	Principles of Continuous Improvement	Core	3	8 weeks
EDC560	Curriculum, Instruction, and Assessment	Core	3	8 weeks
EDA559	Education Law	Core	3	8 weeks
EDA549	Principles of School Leadership and Management	Core	3	8 weeks
EDA569	Education Finance	Core	3	8 weeks
EDC585	Principles of Elementary Education	Elective	3	8 weeks
EDC595	Principles of Secondary Education	Elective	3	8 weeks
EDA589	Personnel Management and Supervision	Core	3	8 weeks
EDA609	Mentored Practicum/Internship	Capstone	3	21 weeks
EDA619	Portfolio Project	Capstone	3	21 weeks

Program Learning Outcome

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.

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

Program Learning Outcome	NELP Standards	PSEL Standards
Promoting the current and future success and well-being of each student and adult		
Lead and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities	Standard 1 Standard 2	Standard 1 Standard 2
Develop and implement coherent curriculum systems, instruction, support, and assessment within an inclusive school culture of family, community, and school personnel.	Standard 3 Standard 4	Standard 4 Standard 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	Standard 5 Standard 7	Standard 6 Standard 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	Standard 6	Standard 9
Demonstrate knowledge and skills of the program in a mentored practicum (internship) in an administrative setting	Standard 8	Demonstrating All Standards

Course Description

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 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 relationships 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

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.

EDC570 Special Needs Students

Prerequisite/s: none

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.

EDA599 Principles of Continuous Improvement

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course covers 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.

EDC560 Curriculum, Instruction, and Assessment

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

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

and adjust for diverse populations.

EDA559 Education Law

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

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

EDA549 Principles of School Leadership and Management

Prerequisite/s: none

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.

EDA569 Education Finance

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

Required Textbook: *Financing Education in a Climate of Change*, 13e

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

EDC585 Principles of Elementary Education

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

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

- Historical perspective on the establishment and organization of elementary schools in the US
- Roles of staff and methods of decision-making
- Role of the parents and community in the elementary school
- Special programs and activities that are beyond the classroom
- Issues and solutions to meet the needs of the 21st century
- Analysis of the students' schools in relation to the ideas presented throughout the course

EDC595 Principles of Secondary Education

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

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

- Structures and organization of the original design and additions through the 20th century
- The staff and the various methods of decision-making
- Special programs and activities that are beyond the classroom
- Current issues, trends and models of reform that have been introduced to meet the needs of the 21st century
- Analysis of the students' schools in relation to specific aspects discussed throughout the course

EDA589 Personnel Management and Supervision

Prerequisite/s: none

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.

EDA609 Mentored Practicum/Internship

Prerequisite/s: 24 credits

Credits: 3

Course Length: 21 weeks

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

EDA619 Portfolio Project

Prerequisite/s: 24 credits

Credits: 3

Course Length: 21 weeks

Required Textbook: Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 7e

The goal of this capstone course is to have the experience of designing, conducting, analyzing, and presenting a project that demonstrates some aspects 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.

Learning Outcomes:

1. Compose a final action research project sectioned in five chapters as follows:
 - a. Chapter I: Introduction
 - b. Chapter II: Literature Review
 - c. Chapter III: Methodology
 - d. Chapter IV: Findings,

- e. Chapter V: Discussion and Conclusions
2. Design, implement, and examine the impact of an intervention in an educational setting
3. Discuss, collect, analyze, and report quantitative and qualitative data by drawing conclusions solidly rooted in the data, and conveying those in a formal written report
4. Implement effective research procedures to conduct action research
5. Reflect on the learning process, learning progress, and learning content

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Master of Education in English as a Second Language

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

Program Overview

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

Program of Study

The program is structured to foster an engaging learning environment and promote student academic success. The recommended sequence of the program is shown below. Transfer credits, course availability, or other factors may alter the sequence of your program.

Course Code	Course Name	Course Type	Credits	Duration
EDC550	Child and Adolescent Development	Core	3	8 weeks

Course Code	Course Name	Course Type	Credits	Duration
EDC500	Power Strategies for Effective Teaching	Core	3	8 weeks
EDC570	Special Needs Students	Core	3	8 weeks
EDC510	Power Strategies for Classroom Assessment	Core	3	8 weeks
EDC560	Curriculum, Instruction, and Assessment	Core	3	8 weeks
EDC520	Power Strategies for Improving Comprehension	Core	3	8 weeks
EDC540	Classroom Management	Core	3	8 weeks
EDC535	Reading and Writing in the ESL Classroom	Core	3	8 weeks
EDC572	Foundations of ESL	Core	3	8 weeks
EDC577	English Language Learners/Linguistics	Core	3	8 weeks
EDC620	Mentored Practicum	Capstone	4	16 weeks
EDC610-1	Portfolio Project - Research Methods	Capstone	2	8 weeks
EDC610-2	Portfolio Project - Action Research	Capstone	3	16 weeks

Program Learning Outcome

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

1. Create ESL education instruction informed by research-based strategies integrated with the Power Strategies
2. 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
3. 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
4. Develop instructional and classroom strategies that promote global citizenship, acceptance of others, and lifelong learning
5. Communicate, verbally and in writing, effectively with multicultural parents and other caregivers about the students' successes, needs and areas of improvement

Course Description

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 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

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course features methods of teaching and learning through graphic organizers, word walls, and

partnering to increase comprehension in all subject areas. Teachers learn to use visual representations to help students organize ideas and thoughts; to understand relationships among those ideas; and to remember the information.

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

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

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 rubric 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.

EDC560 Curriculum, Instruction, and Assessment

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

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

EDC520 Power Strategies for Improving Comprehension

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

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

EDC540 Classroom Management

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

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

EDC535 Reading and Writing in the ESL Classroom

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

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

EDC572 Foundations of ESL

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

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

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

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

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

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

EDC577 English Language Learners/Linguistics

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

The mentored practicum is an individualized application project determined by the student, the school leader where he/she is employed, the assigned mentee at the school, and the online instructor. The course provides students with research-based and evidence-based strategies to establish and maintain mentoring relationships.

Students examine various mentoring models and learn about essential characteristics of effective mentoring. Students apply critical thinking skills to design, implement, and assess work-based mentoring experiences while reflecting on their practices and how they influence mentoring outcomes.

EDC610-1 Portfolio Project - Research Methods

Prerequisite/s: 24 credits

Credits: 2

Course Length: 8 weeks

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

This course is designed to give an overview of action research, particularly research that is conducted within educational settings. Emphasis is placed upon gaining an understanding of the action research process and the difference between qualitative and quantitative research designs. Participants will identify a research problem and purpose, provide a theoretical foundation, and conduct a mini literature review, which are the main components of the action research project proposal. This course, which is focused on the project proposal, is the first course in a sequence of two courses. The proposal will be implemented in the second course - Action Research.

EDC610-2 Portfolio Project - Action Research

Prerequisite/s: EDC610-1

Credits: 3

Course Length: 16 weeks

Required Textbooks: *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 7e; 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.

Learning Outcomes:

1. Interpret and synthesize research-based educational literature to write a comprehensive literature review
2. Investigate an educational problem that can be solved through an action research project
3. Create protocols to collect quantitative and qualitative data and analyze, report, and discuss the findings
4. Design and implement an intervention in an educational setting and use formal action research processes to examine its impact
5. Compose a final action research project sectioned into five chapters as follows:
 - Chapter I: Introduction
 - Chapter II: Literature Review
 - Chapter III: Methodology
 - Chapter IV: Findings
 - Chapter V: Discussion and Conclusions

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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.

Master of Education in Special Education

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

Program Overview

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

the program into his/her personal understanding of an effective resource classroom for special education students. Two capstone courses complete the requirements for this degree:

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

Acacia Special Education Teaching Standards for Mild/Moderate Students

Teaching Standard 1	The teacher accurately demonstrates knowledge of the content area and approved curriculum.
Teaching Standard 2	The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
Teaching Standard 3	The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
Teaching Standard 4	The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
Teaching Standard 5	The teacher effectively utilizes student assessment techniques and procedures.
Teaching Standard 6	The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
Teaching Standard 7	The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
Teaching Standard 8	The teacher demonstrates a willingness to examine and implement change, as appropriate.
Teaching Standard 9	The teacher works productively with colleagues, parents, and community members.

Program of Study

The program is structured to foster an engaging learning environment and promote student academic success. The recommended sequence of the program is shown below. Transfer credits, course availability, or other factors may alter the sequence of your program.

Course Code	Course Name	Course Type	Credits	Duration
EDC550	Child and Adolescent Development	Core	3	8 weeks
EDC500	Power Strategies for Effective Teaching	Core	3	8 weeks
EDC570	Special Needs Students	Core	3	8 weeks
EDC510	Power Strategies for Classroom Assessment	Core	3	8 weeks
EDC560	Curriculum, Instruction, and Assessment	Core	3	8 weeks
EDC520	Strategies for Improving Comprehension	Core	3	8 weeks

Course Code	Course Name	Course Type	Credits	Duration
EDC540	Classroom Management	Core	3	8 weeks
EDC577	English Language Learners/Linguistics	Core	3	8 weeks
EDC581	Diagnosis and Assessment in Special Education	Core	3	8 weeks
EDC621	Special Education Internship – US student	Capstone	4	21 weeks
EDC620	Mentored Practicum – International Students	Capstone	4	16 weeks
EDC610-1	Portfolio Project – Research Methods	Capstone	2	8 weeks
EDC610-2	Portfolio Project – Action Research	Capstone	3	16 weeks

Program Learning Outcome

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

Program Outcomes	Acacia's Standards
Create special education instruction informed by research- based strategies integrated with the Power Strategies	2, 4, 8
Design developmentally appropriate individualized education plans (IEPs), curriculum, resources, and assessments to create a positive learning environment that supports and increases student achievement and develops skills in students according to their individual needs by making meaningful accommodations to promote accessibility for special education students.	1, 2, 8
Analyze educational research, current trends, requirements, standards, and practices required to design instructional strategies in special education that enable students to meet learning goals and standards	1, 2, 3, 5
Develop instructional and classroom strategies that promote global citizenship, acceptance of others, and lifelong learning	6, 7
Communicate, verbally and in writing, effectively with parents and other caregivers of special education learners about the students' successes, needs, and areas of improvement	8, 9

Course Description

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

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 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

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

This course features current methods of teaching and learning through various types of visuals, specifically graphic organizers, word walls, and partnering. Using visual representations in all subjects and grade levels helps the special needs students organize and express ideas and thoughts, improve comprehension, and remember information. Strategies are provided for teachers to use word walls in classrooms so that students build vocabulary and their understanding of major concepts. Graphic organizers, word walls, and partnering are effective for all students, including special education students and English language learners. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

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

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

EDC560 Curriculum, Instruction, and Assessment

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

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

in learning and implementing effective curriculum and assessment strategies in the classroom.

EDC520 Power Strategies for Improving Comprehension

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course features multiple ways to use the strategies of reflection, note taking, and summarizing to increase learning. Teachers learn to design frequent opportunities for special needs students to reflect 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, with differing ability levels, to enhance knowledge, clarify concepts, and relate new ideas to prior knowledge. Teachers learn to use and teach note taking, use summaries and summary frames to assist the students in organizing reflections, summarizing notes, and summarizing various types of written material. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.

EDC540 Classroom Management

Prerequisite/s: None

Credits: 3

Course Length: 8 weeks

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

EDC577 English Language Learners/Linguistics

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

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

EDC581 Diagnosis and Assessment in Special Education

Prerequisite/s: EDC570

Credits: 3

Course Length: 16 weeks

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

EDC621 Special Education Internship (US students)

Prerequisite/s: 24 credits

Credits: 4

Course Length: 21 weeks

The internship involves an onsite special education internship of 21 weeks. The internship is arranged by Acacia University in cooperation with a school administrator where the internship will occur. It begins on the first Sunday of either August or January and ends on the last Saturday of either December or May. It focuses on two individualized applied projects determined by the graduate student, the cooperating teacher, and the online professor. The total internship includes a full semester of onsite field experience at a school for 270 hours. Each project experience will encompass classroom observations, demonstrations, modeling, feedback, and practice applying prior learned skills. Application of the overall Acacia Special Education Teaching Standards for Mild/Moderate Students is required. The experience also includes research, analysis, surveys, interviews, discussions with others, and the maintenance of a log and journal with weekly notes.

The onsite experience will involve school and/or classroom-related activities and tasks planned jointly with the cooperating teacher and the online professor. Regularly scheduled online video conferences with the professor and/or Learning Coach will be scheduled at mutually agreed upon times. Experience gained in the onsite internship, as recorded in the internship log and journal, evaluation forms, and other relevant activities will be summarized and presented in a final report.

EDC620 Mentored Practicum (International students)

Prerequisite/s: 24 credits

Credits: 4

Course Length: 16 weeks

The mentored practicum is an individualized application project determined by the student, the school leader where he/she is employed, the assigned mentee at the school, and the online instructor. The course provides students with research-based and evidence-based strategies to establish and maintain mentoring relationships.

Students examine various mentoring models and learn about essential characteristics of effective mentoring. Students apply critical thinking skills to design, implement, and assess work-based mentoring experiences while reflecting on their practices and how they influence mentoring outcomes.

EDC610-1 Portfolio Project - 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 aspects 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 Portfolio Project - Action Research

Prerequisite/s: EDC610-1

Credits: 3

Course Length: 16 weeks

Required Textbooks: Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 7e; 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.

Learning Outcomes:

1. To demonstrate understanding of effective and successful action research methods
2. To follow all research methods to develop and implement authentic action research in school and/or classroom
3. To select an appropriate topic and write a review of literature pertaining to the topic
4. To reflect, analyze, summarize, and make conclusions based on school and/or student data
5. To demonstrate written and oral communication skills (via video conferencing during scheduled meetings) in scheduled assignments and/or meetings
6. To strengthen understanding of effective instruction and differentiation techniques to support diverse learners and the dynamics of teaching
7. To develop, maintain, and assess a portfolio and log of research activities
8. Present a final project report demonstrating use of effective action research methods using APA format

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Doctoral Degree Program

Doctor of Education in Educational Leadership

Program Admission Requirement

1. Updated and Detailed **CV or Resume**
2. **Proof of Identity** – valid passport or government issued ID
3. **Master's degree from an accredited university.** The degree must be verified on original transcripts sent to Acacia University. Applicants from Institutions Outside the United States: 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.
4. Verifiable **work experience** as a teacher or administrator in an educational setting for three or more years is preferred.
5. **Essay - A personal statement**, not to exceed five hundred (500) words that discusses:
 - Your reasons for pursuing the Ed.D.,
 - Your career goals,
 - How our Ed.D. in Educational Leadership

- How it would help you meet career goals, and prior experiences which relate to your interest in, and aptitude for this program.
6. **English language competency** - Applicants whose first language is not English and who do not have a master'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:
 - Test of English as a Foreign Language paper based (TOEFL PBT) – 65 overall
 - Test of English as a Foreign Language Internet Based Test (iBT) – 80 overall
 - International English Language Test (IELTS) – 6.5 overall
 - Pearson Test of English Academic (PTE Academic) – 58 overall
 - Duolingo English Test (DET) – 105 overall
 - 4-skill Michigan English Test (MET) - 55
 - Michigan Examination for the Certificate of Competency in English (ECCE) - 650/LP
 - Michigan Examination for the Certificate of Proficiency in English (ECPE) - 650/LP
 7. An online interview with the doctoral committee
 8. 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 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 the Professional Standards for Educational Leaders (PSEL) and National Educational Leadership Preparation (NELP) standards.

Program of Study

The program is thoughtfully structured to provide an engaging and supportive learning experience that promotes academic success. Coursework is organized into clearly defined categories that guide students from foundational knowledge and leadership development to applied research and capstone requirements. However, transfer credits, course availability, or other academic considerations may result in adjustments to an individual student's progression.

Courses Category	Course Code	Course Title	Course Type	Credit	Duration
Category A Technical Courses	EDA509D	Essential Instructional Skills for Administrators	Elective	3	8 weeks
	EDC550D	Understanding Child and Adolescent Development	Elective	3	8 weeks
	EDC560D	Curriculum Design and Assessment Development	Elective	3	8 weeks
	EDC570D	Introduction to Special Needs	Elective	3	8 weeks
	EDA589D	Human Resources Issues in Education	Elective	3	8 weeks
	EDA599D	Principles of Continuous Improvement	Elective	3	8 weeks

Total Category (A) Credits				9	
Category B General Courses	EDA549D	Principles of School Leadership and Management	Core	3	8 weeks
	EDA559D	Legal Issues in Education	Core	3	8 weeks
	EDA569D	Understanding Education Finance	Core	3	8 weeks
	EDA600D	International Virtual Leadership Residency	Core	1	One Week
	EDA601D	Virtual Residency #1	Core	.25	One Day
	EDA602D	Virtual Residency #2	Core	.25	One Day
	EDA603D	Virtual Residency #3	Core	.25	One Day
	EDA604D	Virtual Residency #4	Core	.25	One Day
	EDA649D	Advanced Leadership and Effective Decision-Making	Core	6	16 weeks
	EDA679D	Foundations of American Education	Core	6	16 weeks
Total Category (B) Credits				23	
Category C Applied General Education	EDA709D	Online Internship for Educational Leaders	Capstone	6	16 weeks
	EDA710D	Onsite Internship for Educational Leaders	Capstone	6	21 weeks
	EDA718D	Advanced Research Methods	Capstone	6	16 weeks
	EDA605D	Comprehensive Exam – Proctored	Capstone	1	16 weeks
	EDA719D	Action Research Proposal	Capstone	6	16 weeks
	EDA720D	Action Research Dissertation	Capstone	6	16 weeks
Total Category (C) Credits				28	
Total Program Credits (A+B+C)				60	
* As needed until course requirements are completed	EDA6051D	Comprehensive Exam Extension*	-	.5*	8 weeks
	EDA7091D	Online Internship for Educational Leaders Continuation*	-	.5*	8 weeks
	EDA7101D	Onsite Internship for Educational Leaders Continuation*	-	1*	8 weeks
	EDA7191D	Action Research Proposal Continuation*	-	1*	8 weeks
	EDA7201D	Action Research Dissertation Continuation*	-	1*	8 weeks

Program Learning Outcome

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 NELP standards in educational leadership practices.

The Professional Standards for Educational Leaders (PSEL) are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. The National Educational Leadership Preparation (NELP) Program Building Standards, which are aligned to the PSEL, provide specificity around performance expectations for beginning-level building leaders.

The NELP standards, formerly known as the Educational Leadership Constituent Council (ELCC standards), specify what novice leaders and program graduates should know and be able to do as a result of completing high-quality educational leadership programs. The NELP program standards include seven content standards and an eighth internship standard.

Based on research and effective leadership practices, the NELP standards provide a guide for preparing, supporting, and evaluating educational leaders so all students may reach their fullest potential.

The Ed.D. in Educational Leadership will prepare graduates to:

Program Learning Outcome Promoting the current and future success and well-being of each student and adult	NELP Standards	PSEL Standards
Articulate and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities and models the guiding principles of the profession	Standard 1 Standard 2	Standard 1 Standard 2
Generate and use research data to inform decisions to ensure coherent curriculum systems, instruction, support, and assessment within an inclusive school culture of family, community, and school personnel	Standard 3 Standard 4	Standard 4 Standard 8
Develop and refine educational leadership skills and responsibilities that engage staff in the development of a collaborative professional culture and improve systems of staff supervision, evaluation, support, and professional learning	Standard 5 Standard 7	Standard 6 Standard 7
Apply skills to initiate and implement sound educational policy, data-based school improvement plans, and operation systems that include fiscal management as well as implementing laws, rights, policies, and regulations	Standard 6	Standard 9
Demonstrate educational leadership knowledge and skills in an administrative internship within the school and online educational environments that afford opportunities to interact with stakeholders	Standard 8	Demonstrating All Standards
Write, present, and defend a clear and coherent action research dissertation that contributes to understanding and solving problems of practice in education	Demonstrating All Standards	Demonstrating All Standards

Course Descriptions

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 12th 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.

EDC550D: 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 relationships 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.

EDC560D: Curriculum Design and Assessment Development

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course builds teachers 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.

EDC570D: Introduction to Special Needs

Prerequisite/s: none

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.

EDA549D: Principles of School Leadership and Management

Prerequisite/s: none

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.

EDA559D: Legal Issues in Education

Prerequisite/s: none

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 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 discussions take place in online meetings or in online VLC discussions. Class time will be spent discussing analysis and critiques of the readings and applying the assigned readings to individual settings.

EDA569D: Understanding Education Finance

Prerequisite/s: none

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. Students 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.

EDA589D: Human Resources Issues in Education

Prerequisite/s: none

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.

EDA599D: Principles of Continuous Improvement

Prerequisite/s: none

Credits: 3

Course Length: 8 weeks

This course covers 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.

EDA600D: International Virtual Leadership Residency

Prerequisite/s: All 500D-level courses

Credits: 2

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.

EDA601D: One-Day Virtual Residency #1

Prerequisite/s: None

Credits: .25

Course Length: 1 day

The One-Day Virtual Residency #1 is designed to ensure that all doctoral students complete the Human Research Protection Training offered by the Health and Human Services (HHS) Office for Human Research Protections (OHRP). This training is required by federal law and must be completed by all doctoral students conducting human research. The five sessions constitute foundational information on research that includes human subjects, and the processes and procedures involved in attaining approval for such research. Other residency topics include principal leadership and professional learning communities. Pre-Residency Activities/Assignments are emailed one week before the residency.

EDA602D: One-Day Virtual Residency #2

Prerequisite/s: none

Credits: .25

Course Length: 1 day

The One-Day Virtual Residency #2 focuses on data analysis and continuous improvement. Activities include reading vetted articles and a case study about the processes of data analysis, data usage, and continuous improvement. The historical evolution of continuous improvement is contrasted with current practices of improvement in different settings. Videos based on the continuous improvement cycle and definition are presented in terms of how leaders navigate the process.

Deliverables include writing reflective summaries and online discussions. Pre-Residency Activities/Assignments are emailed one week before residency.

EDA603D: One-Day Virtual Residency #3

Prerequisite/s: none

Credits: .25

Course Length: 1 day

The One-Day Virtual Residency #3 focuses on advanced research statistics. Doctoral students will learn common statistical terminology, develop understandings of statistical measures, and begin the important journey of selecting their research interest by defining the topic and determining the “action” of action research. After the presentations on possible research topics, doctoral students will review the important aspects of writing good research questions and write three research questions about their proposed topic. Pre-Residency Activities/Assignments are emailed one week before the residency.

EDA604D: One-Day Virtual Residency #4

Prerequisite/s: Passed EDA605D: Comprehensive Exam and Enrollment in EDA719D: Action Research Proposal or EDA720D: Action Research Dissertation

Credits: .25

Course Length: 1 day

The topic for One-Day Virtual Residency #4 is Using Data for School Improvement. This is the last of the one-day residencies and must be completed before graduation. Doctoral candidates will have opportunities to build their understanding and skills in determining how to revise improvement plans into statistically relevant data to support new programs, teacher training, student engagement, or other initiatives supported by the data. This one-day residency will clarify how collected data is used to justify school improvement and action research studies. Pre-Residency Activities/Assignments are emailed one week before the residency.

EDA605D: Comprehensive Exam

Prerequisite/s: All 500D level electives, 600D Required General Courses, EDA709D, EDA710D, EDA718D, and Virtual Residencies 1-3

Credits: 1 (Requirement for Doctoral Candidacy)

Course Length: 16 weeks

This course is designed for students to complete their dissertation journey's written and oral exam phases. This is a requirement for students who have completed 48 or more credits and the first three virtual residencies. The goal of this proctored exam process is for doctoral students to demonstrate their mastery of leadership concepts, essential academic knowledge, and methods of inquiry necessary to proceed to dissertation writing. In this course, doctoral students work individually with the course professor to complete both exam components. All written exam content and oral exam questions stem from the Doctor of Education in Educational Leadership program learning outcomes which are aligned to the NELP and PSEL standards.

Students must maintain continuous enrollment on this course until they have passed both the oral and exam

components. A grade of P for Passing is recorded for students who pass both components. If the components are not completed and passed at the end of the 16-week session, the student must enroll in the 8-week continuation term until both components are assessed as passing. An incomplete (INC) grade will be given to those enrolled in the continuation course which is one credit at the doctoral tuition grade.

EDA6051D: Comprehensive Exam Extension

Prerequisite/s: EDA605D

Credits: .5

Course Length: 8 weeks

This course is designed for students to complete their dissertation journey's written and oral exam phases. This is a requirement for students who have completed 48 or more credits and the first three virtual residencies. The goal of this proctored exam process is for doctoral students to demonstrate their mastery of leadership concepts, essential academic knowledge, and methods of inquiry necessary to proceed to dissertation writing. In this course, doctoral students work individually with the course professor to complete both exam components. All written exam content and oral exam questions stem from the Doctor of Education in Educational Leadership program learning outcomes which are aligned to the NELP standards.

Students must maintain continuous enrollment in this course until they have passed both the oral and exam components. A grade of P for Passing is recorded for students who pass both components. If the components are not completed and passed at the end of the 16-week session, the student must enroll in the 8-week extension term until both components are assessed as passing. An incomplete (INC) grade will be given to those enrolled in the extension course which is .5 credit at the doctoral tuition grade.

EDA649D: Advanced Leadership and Effective Decision Making

Prerequisite/s: All 500D-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 a 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.

Students 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.

EDA679D: Foundations of American Education

Prerequisite/s: All 500D-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.

EDA709D: Online Internship for Educational Leaders

Prerequisite/s: All 500D-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 NELP standards is required. The experience also includes research, analysis, surveys, interviews, discussions with others, and the maintenance of an e-folio. 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-folio, will be summarized and presented in a final report.

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 500D-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 NELP standards is required. The experience also includes research, analysis, surveys, interviews, discussions with others, and the maintenance of an e-folio. 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.

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 500D-level courses

Credits: 6

Course Length: 16 weeks

Required Textbook: Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 7e

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.

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.

This course refreshes doctoral candidates on the basic concepts of action research, focusing on conducting literature reviews, understanding theory, defining research problems and methods, collecting and analyzing data, communicating findings, and applying research to solving educational problems. In addition, students should be able to understand the purposes, assumptions, and logic inherent in research methodologies.

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.

The outcome of this course is the completion of a dissertation that contributes to educational knowledge. The doctoral candidate will select a topic of interest based on an educational issue or problem and critically analyze and evaluate existing knowledge. Action research will be conducted to examine the problem. Conclusions based on findings should include implications for better educational practice.

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 allow 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 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 outcomes 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 with 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.

International Virtual Leadership Residency (IVLR)

The International Virtual Leadership Residency is an online residency that lasts one week. Biannual sessions are held in January and July. This three-credit course takes place 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 doctoral students must schedule time off work to ensure full attention to residency requirements. To earn full credit for the course, students are required to attend each daily session and participate in all activities.

IVLR Procedures for Participation

- Authorization/approval by the Program Advisor is obtained by the student prior to IVLR course registration. Approval is based on the number of 500 level courses completed and grade point average,
- Enroll in EDA600D: International Virtual Leadership Residency (3 credits),
- 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 outcomes 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 Program Advisor is obtained by the student prior to registration.
- Assignments and topical materials to read/study are sent to each student two weeks prior to VR.
- The students 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 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.

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 Outcomes

- 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.
- Demonstrate 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 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 contribute 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.

Institutional Review Board (IRB)

Institutional Review Boards review research studies to ensure that they comply with applicable regulations, meet ethical standards, follow institutional policies, and protect research participants. Acacia's Institutional Review Board reviews each study conducted by Acacia doctoral candidates to determine if the anticipated benefits of the study outweigh risks associated with participation in it.

IRB Training Requirement

Institutional Review Board (IRB) training is a requirement for all students beginning with the 2023 cohort and thereafter. The Five-lesson training satisfies the National Institutes of Health (NIH) educational requirement for training on human research protections for investigators and key personnel. The Office for Human Research

Protections (OHRP) offers comprehensive training on human research protections based on the requirements of the revised Common Rule (or 2018 Requirements). Lesson topics follow:

1. When HHS Regulations Apply
2. What is Human Subjects Research
3. What are IRBs
4. IRB Review of Research
5. Institutional Oversight of Human Research

The IRB - Human Research Protection Foundational Five-Lesson Training has been integrated into Virtual Residency #1.

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 experience 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.

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) inspires 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 providing 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 is also required as the first entry in the Table of Contents. The essay should 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 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 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 to complete 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)
 - d) References listed in APA format and as the last entry in the Table of Contents

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 contact 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 include 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

Collaborate 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 reviewers 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:

Steps	Items to be Completed	Milestone Date
Premise	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 in week 4 of EDA719D
Prospectus	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 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.	Due prior to completion of EDA719D
Proposal	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
Proposal Conference and Approval	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, with the approval of the Dean of Education, will submit the proposal and completed IRB form to the IRB Committee and Provost for approval.	Due prior to enrollment in EDA720D
IRB Approval	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
Completion of Doctoral Study	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. The final step before submission to the committee includes the following: • Ensure that all references have been cited and are in APA format • Ensure the dissertation is free of plagiarism as documented by the accompanying report or document from a verifiable plagiarism checker software • Ensure all edits from committee members have been corrected or addressed	Due upon completion of EDA720D

Steps	Items to be Completed	Milestone Date
	Ensure all sections, including level headings, follow APA format	
Dissertation Review	Once the chair and committee members are satisfied that the dissertation meets all requirements in terms of content, APA format, and style, the chair will submit the complete document to the dissertation committee and Dean, School of Education for their review.	Due upon completion of EDA720D
Dissertation Oral Defense	Following chair approval, the candidate will present the complete research project to the Dean of Education and 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
Final Review	After completing the oral defense and committee approval of any corrections or additions to the final dissertation, the chair forwards the document to the University Provost. The Provost conducts a final review to reaffirm that all methodological, content, and writing issues have been addressed. Upon the Provost's approval, the dissertation is officially completed.	Due upon completion of EDA720D
Dissertation Publication	Student can use university	

Doctoral Dissertation Learning Outcome

EDA720D Action Research Dissertation		
Program Learning Outcome (PLO)	Course Learning Outcome (CLO)	Course Assessments
PLO1: Articulate and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities and models the guiding principles of the profession	CLO1: Conduct action research that focuses on solving an educational problem, improves practice, and helps to make decisions at current educational sites	All dissertation chapter content that addresses the gap in research as stated in the background of the problem
PLO2: Generate and use research data to inform decisions to ensure coherent systems of curriculum, instruction, support, and assessment within an inclusive school culture of family, community, and school personnel	CLO2: Use research findings to inform decisions or propose solutions in the presentation of conclusions, implications, and recommendations	Chapter V: Conclusions, Implications, and Recommendations
PLO3: Develop and refine educational leadership skills and	CLO3: Implement action research intervention or training	Data gathered from the implementation of the research

EDA720D Action Research Dissertation		
responsibilities that engage staff in the development of a collaborative professional culture and improve systems of staff supervision, evaluation, support, and professional learning	presented in the proposal and gather data for continuous improvement	study as described in Chapter III: Design, Methodology, and Procedures
PLO4: Apply skills to initiate and implement sound educational policy, data-based school improvement plans, and operation systems that include fiscal management as well as implementing laws, rights, policies, and regulations	CLO4: Apply research methodology skills using quantitative, qualitative, and mixed methods procedures for data collection and analysis	Implementation of action research study, and collection and analysis of data presented in Chapter IV: Findings and Presentation of Data
PLO5: Demonstrate educational leadership knowledge and skills in an administrative internship within the school and online educational environments that afford opportunities to interact with stakeholders	CLO5: Demonstrate written and oral communication skills via video conferencing during scheduled meetings and the final oral defense	Oral Dissertation Defense Presentation and Slides Scholarly responses based on action research during questioning by committee members
PLO6: Write, present, and defend a clear and coherent action research dissertation that contributes to understanding and solving problems of practice in education	CLO6: Write and defend the dissertation before a selected committee and ensure that the dissertation is finalized and copyrighted	After-Defense Committee Approval pending any recommendations Copyrighted Dissertation

Dissertation Guide

Refer to the Dissertation Guide for detailed information and instructions for the dissertation process, expectations, and requirements.

Disclosure: *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.

Final Thoughts on Education

This University Catalog and the School of Education Program Guide that it contains serve as a valuable resource to better understand your program of study, student responsibilities, and the support that is

offered through Acacia University. Please note that laws, rules, and policies can change which may affect some of the information shared in this handbook. The information in this document contains accurate information as of the publication date.

Regular online communication with your professor/Learning Coach and program advisors will increase your success in completing your degree. The Acacia Team looks forward to sharing your quest for higher education and providing support and encouragement you may need along the way.