

ARIZONA CHRISTIAN

EST. **UNIVERSITY** 1960



Graduate Catalog 2024-2025

Version 1.0

Arizona Christian University
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ABOUT ARIZONA CHRISTIAN UNIVERSITY (ACU)

ACU is a private, accredited, nonprofit, Christian university in Glendale, Arizona, offering a wide variety of degrees to prepare students for successful careers, while remaining committed to its vision of transforming culture with truth. Students actively engage in biblically integrated academics and gain a liberal arts foundation with critical thinking skills that last a lifetime.

VISION STATEMENT

Arizona Christian University exists to educate and equip followers of Christ to transform culture with the truth.

MISSION STATEMENT

Arizona Christian University provides a biblically integrated, liberal arts education equipping graduates to serve the Lord Jesus Christ in all aspects of life, as leaders of influence and excellence.

HISTORY

Past

Founded in 1960, Arizona Christian University is an accredited, private, nonprofit Christian liberal arts university in Glendale, Arizona. Since its founding in 1960, the university has undergone a number of name changes, including Southwestern College, until its name was finally changed to Arizona Christian University in January 2011 in recognition of its growth from a small Bible college to a Christian liberal arts university. In 1972 the college first received accreditation with the Association for Biblical Higher Education (ABHE) and added accreditation through the Higher Learning Commission in 1992.

In November 2018, ACU announced its exciting growth expansion plans. After nearly six decades located on Cactus Road in north Phoenix, ACU reached an agreement with Arizona State University to exchange the 20-acre campus for the 68-acre campus that was formerly the home of the Thunderbird School of Global Management. With the move to Glendale, ACU has continued to grow the student population without sacrificing its Christian identity, mission, and purpose.

Present

Today, with the leadership of President Len Munsil (2010-present), a constitutional attorney and leader in Christian nonprofit and public policy work, ACU has embraced a renewed vision to “transform culture with truth” – taking the truth of Jesus Christ and the gospel into all the world and bringing biblical truth into every arena of influence in our culture.

LOCATION

Arizona Christian University is in the heart of Glendale, Arizona, just thirty minutes north of downtown Phoenix. The university is only a day trip away from the Grand Canyon National Park, the red rocks of Sedona, and historic downtown Flagstaff. From sunrise to sunset, Glendale offers miles of trails and acres of parks to enjoy. With professional football, hockey, spring training baseball, auto racing, NCAA Regionals, and the annual NCAA Fiesta Bowl, the Phoenix area offers year-round athletic entertainment.

Glendale offers students the unique opportunity to be in the middle of a hub of career opportunities and internships. As part of the Phoenix metropolitan area, ACU students have the opportunity to connect with a multitude of churches, organizations, and businesses.

FACILITIES

Spanning over 68 acres, Arizona Christian University offers nearly 500,000 square feet of campus buildings, including dozens of large classrooms and auditoriums, an expansive library, a campus store, a coffee shop, a large student union, and a dining hall.

With a rich campus history dating back to training pilots for action in World War II, tree-lined walkways, and ample student living and community space, Arizona Christian University is an ideal setting for equipping students to transform culture with truth through a sound biblical foundation and an excellent education.

The campus has 28 fully functioning classrooms with a total of 4,316 seats. Each classroom is equipped with a computer, camera, microphone, monitors, and projection system to allow for a variety of multimedia presentations to enhance learning. In response to the COVID pandemic of 2020, 18 classrooms were set up for synchromodal learning, allowing for students to be physically or virtually present for classroom activities, including collaborative engagement.

With the potential to accommodate nearly seven hundred residential students with the current facilities, students find a home and community that fits them perfectly. All students

who live on campus receive access to an outdoor swimming pool on campus and the Firestorm Recreation Center adjacent to campus.

Athletic facilities are under construction (football, softball, and turf soccer fields complete) and will soon include a baseball diamond and a second turf soccer field. In the planning stages are a multi-purpose arena for basketball and volleyball, as well as courts for sand volleyball. ACU also serves the community by offering conference services and retail leases.

Library

The ACU library offers a 35,000-square-foot building with plenty of natural light, an information commons that houses 28 computers for student use with a book scanner and a multifunction copier, multiple study areas zoned for individual and collaborative study with a variety of seating options, four group study rooms, a media viewing room, and one classroom that can be split into two or three rooms.

The Academic Center for Excellence, a tutoring center with a writing center, resides in the library's east wing and offers drop-in and appointment-based tutoring and academic success coaching.

At the end of 2022-2023, the library owned 55,456 titles (including physical items and electronic titles) and had access to an estimated 267,767 eBooks, 11,000 full-text electronic serials, and 64 online databases. Off-campus access to the library's electronic resources is facilitated by a proxy server using ACU Google/Gmail credentials. In addition to its physical and electronic resources, the library offers an interlibrary loan service to the university community.

For more information about the ACU library or to connect with a librarian, please visit the [ACU Library webpage](#).

Laboratories

ACU has state-of-the-art laboratories for its chemistry and biology programs. Each lab contains 24 workstations and is equipped with safety features, such as fume hoods, eye wash stations, emergency showers, fire extinguishers, and ventilation systems to ensure the well-being of researchers and students. Strict protocols for handling hazardous materials and waste disposal are also in place. The lab facilities include multimedia systems and demonstration stations to support effective teaching and learning.

Music and Communication

The Music and Communication building at ACU serves as the central hub for the school's music and communication programs. Within its walls, four project studios cater to music and video production needs. Moreover, it houses an expansive recording studio tailored

for larger-scale projects, boasting a comprehensive array of microphones, preamps, audio interfaces, and music software. The facility also features designated practice rooms, band rehearsal spaces, recording suites, a piano lab, a video recording stage, and the recently renovated Don & Mary King Performing Arts Auditorium. Together, these amenities create a dynamic and bustling environment where students engage in a variety of musical activities and receive instruction at the highest standard.

Counseling Center

ACU is pleased to offer free mental health counseling services to all students, staff, and faculty in an on-campus counseling center. This counseling center also serves as a pre-practicum and practicum site for students in relevant degree programs. Students completing practicum are supervised by licensed faculty members and utilize a closed and HIPAA compliant computer system to view sessions. For more information or to schedule a session, please visit the [Counseling Services webpage](#).

Event Center

The [Event Center](#) functions as the home court for the ACU men's and women's basketball teams, in addition to women's acrobatics and tumbling. It serves as the venue for the university's twice weekly chapel services, which include performances by praise and worship bands. Additional spaces on campus used for performances include the atrium of the administration building and the outdoor pavilion in the center of campus.

Athletic Venues

The size of ACU's new campus affords plenty of space for athletic competition venues. ACU installed a state-of-the-art artificial turf [football field](#), a [multi-purpose soccer and football field](#), and a [softball field](#) on the west side of campus during 2020/21 and is currently in the process of installing a men's baseball field and a competition soccer field.

Firestorm Recreation Center

ACU purchased an adjacent YMCA during the summer of 2021. This new facility, now called the [Firestorm Recreation Center \(FRC\)](#), has more space for athletic teams and intramurals; fitness facilities available to all students, faculty, and staff; a gymnasium; a swimming pool; and multiple coaches offices, locker rooms, and team rooms. For hours of operation and additional information about the FRC, visit the [Campus Recreation](#) webpage.

For more information about ACU's Glendale campus and its surrounding area, [visit here](#).

CAMPUS MAP



CAMPUS MAP



Firestorm Recreation Center
14711 N 59th Ave
Glendale, AZ 85306

KEY

- 1 1100 Campus Safety
- 2 1100 Athletic Training
- 3 1200 Constitution Dorm
- 4 2500 Communication/Music
- 5 2600 Library
- 6 2700 Classrooms (Snell)
- 7 2000 Administration
- 8 2100 Classrooms (JT Tai)
- 9 2200 Classrooms (Voris)
- 10 2400 Information Technology

- 11 2300 Student Success Center
- 12 Pavilion
- 13 3300 Independence Dorm
- 14 3200 Dining Commons
- 15 3000 Tower Student Union
- 16 3400 Hangar
- 17 3700 Facilities
- 18 3600 Athletics Administration & Education
- 19 4000 Freedom Dorm
- 20 Pool
- 21 4100 Liberty Dorm
- 22 4200 Classrooms (DeVos)
- 23 4300 Patriot III Dorm
- 24 4400 Patriot I Dorm
- 25 4500 Patriot II Dorm
- 26 4600 Founders Fieldhouse
- 27 Sand Volleyball Courts (*Future*)
- 28 Baseball (*Future*)
- 29 Soccer Field (*Future*)
- 30 Football Field
- 31 Multipurpose Field
- 32 Softball Field
- 33 1100 Event Center
- 34 Firestorm Recreation Center*
- 35 Parking Lot 1
- 36 Parking Lot 2
- 37 Parking Lot 3
- 38 Parking Lot 4 (*Staff Only*)
- 39 Parking Lot 5
- 40 Parking Lot 6
- 41 Parking Lot 7

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OUR CORE VALUES

Faith

The Bible is the foundation of faith and an ACU education. All students receive an extensive education in the Bible. Spiritual formation through discipleship, worship, service, prayer, and accountability will always be essential for ACU students.

Influence

ACU strives to grow in influence by graduating an increasing number of motivated and well-equipped students in an expanded group of professions. It also uses strategic partnerships and alliances to recruit a more diverse student population and promotes global thinking by attracting international students and offering missions and study abroad options.

Relationship

Classmates and professors who know your name is the traditional and relational model at the core of the ACU community. Undergraduates are taught, mentored, and inspired by faculty who love them for who they are in Christ. Students sign a community covenant signifying their willingness to be accountable, authentic, and transparent. They also participate in local service projects to enhance relationships with the surrounding community.

Excellence

ACU is committed to glorifying God by pursuing excellence in spiritual formation, academics, the performing arts, and athletics. ACU prepares well-rounded leaders who love the Lord with all their heart, soul, mind, and strength. ACU administration, faculty, staff, coaches, and volunteers bring glory to God by using their gifts and striving to do things with excellence as unto the Lord.

CORE COMMITMENTS¹

Arizona Christian University shall:

- Before all else, be committed to Jesus Christ – accomplishing his will and advancing his kingdom on earth as in heaven.
- Teach students to read, understand and trust the Bible, grounding them firmly in the truth through a biblical worldview.
- Be devoted to evangelism and to prayer without ceasing.
- Be committed to loving God with all our heart, soul, mind, and strength, by pursuing excellence in spiritual formation, academics, athletics, and extracurricular activities, doing all for the glory of God.
- Teach students to think critically, speak and write clearly and effectively, use technology effectively, develop interpersonal skills, and pursue personal and professional ethics through biblical literacy and integration.
- Provide opportunities for students to serve locally and globally, and promote a culture of lifelong commitment to servant-leadership.
- Influence, engage, and transform the culture with truth by promoting the biblically informed values that are foundational to western civilization, including:
 - † the centrality of family;
 - † traditional sexual morality and lifelong marriage between one man and one woman;
 - † the sanctity of human life;
 - † compassion for the poor;
 - † a biblical understanding of human nature;
 - † an understanding of God's purposes for limited government;
 - † personal, economic, and religious freedom;
 - † free markets, capitalism, and property rights;
 - † natural law, the original meaning of the Constitution, and judicial restraint;
 - † and international human rights and the advancement of freedom throughout the world.
- Prepare students to be leaders of influence in their community, state, nation, and world – through the church, the family, business, government, education, healthcare, media, the arts, and every area of society.
- Be a leading conservative Christian liberal arts university.

¹ President Len Munsil writes in his book, *Transforming Culture with Truth*, that ACU's Core Commitments have been modeled "with permission" on Colorado Christian University's Strategic Objectives (Len Munsil, *Transforming Culture with Truth*, 2nd ed. [Glendale, AZ: Arizona Christian University, 2020], 17).

STATEMENT OF FAITH

The university shall be positively conservative in its stand regarding the Scriptures, in their 66 canonical books, as being the only trustworthy and authoritative written revelation of God. Its fellowship and discipline shall be predicated upon the following Declaration of Faith:

1. We believe in the Scriptures of the Old and New Testaments as being verbally inspired by God and therefore inerrant in their original writings and the only authority on all issues of faith, life, and practice. Psalm 19:7; Isaiah 8:20; 2 Timothy 3:16-17; 2 Peter 1:20-21.
2. We believe in one triune God, creator of all things, infinite and unchangeable in his being, eternally existent in three persons: Father, Son, and Holy Spirit. Deuteronomy 6:4; Isaiah 45:21-22; Jeremiah 10:10; Matthew 3:16-17; Matthew 28:18-19; 1 Corinthians 8:6.
3. We believe that Jesus Christ, the second person of the Trinity, was conceived by the Holy Spirit, born of the Virgin Mary, is fully God and fully man in one person, and is the only mediator between God and man. Isaiah 7:14; Matthew 1:18-25; Luke 1:26-38; Luke 2:1-7; John 1:1-14; 1 Timothy 2:5-6.
4. We believe the Holy Spirit, the third person of the Trinity, who is from all eternity, is sent by the Father and the Son, as promised, to convict the world of sin, to glorify Jesus Christ and to transform the lives of believers into the likeness of Christ. Psalm 139:7; Matthew 28:19; John 15:26; John 16:8; 1 Corinthians 2:10-11; Ephesians 4:30.
5. We believe that God created man and woman in his image and likeness, so they are thus endowed with immeasurable dignity and worth, but they sinned and therefore all human beings are born separated from God with a sinful nature. Genesis 1:26-28; Genesis 3:1-24; Genesis 9:6; James 3:9; Romans 5:12.
6. We believe the Lord Jesus Christ died for our sins and that all who trust in him alone are justified on the grounds of his shed blood. 2 Corinthians 5:15, 21; Romans 3:23-26, 5:1; 1 Peter 1:18-19; Acts 16:30-31.
7. We believe that all who receive the Lord Jesus Christ by faith alone are born again of the Holy Spirit and are called to walk in a manner worthy of this salvation. John 1:12-13, 3:3-7, 14:16-17; Romans 12:1-2; 1 Corinthians 12:12-13; Ephesians 4:1, 4:20-24; Colossians 1:18, 24.

8. We believe in the resurrection of the crucified body of our Lord and Savior Jesus Christ and that he ascended into heaven where he is seated at the right hand of God the Father to rule and intercede for us. Romans 1:4, 6:1-11; 1 Corinthians 15:12-19; Acts 1:9; Hebrews 7:25; Romans 8:31-34.
9. We believe in “that Blessed Hope” of Christ’s second coming, which is the personal return of our Lord and Savior Jesus Christ. Psalm 110:1; Acts 1:11; Acts 2:34-35; 1 Corinthians 15:22-28, 50-55; Titus 2:13; Revelation 7:10.
10. We believe the Church is made up of believers in Christ, which manifests itself in local assemblies, gifted by the Holy Spirit for the building up of one another in love and for engagement, service, and influence in the world. Romans 12:4-8; 1 Corinthians 12:4-13; Ephesians 4:4-13; Philippians 1:1; Colossians 1:8.
11. We believe in the bodily resurrection of the just and unjust, the everlasting blessedness of the saved, and the everlasting conscious punishment of the lost along with Satan and other fallen angels. Matthew 25:34, 41, 46; Revelation 20:10-15; 2 Thessalonians 1:9.
12. We believe God wonderfully and immutably creates each person as either male or female. These two distinct, complementary sexes together reflect the image and nature of God. We believe rejection of one’s biological sex is a rejection of the image of God within that person and is sinful and offensive to God. Genesis 1:26-27.
13. We believe the term “marriage” has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture. We believe God intends sexual intimacy to occur only between a man and a woman who are married to each other. We believe God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman. We believe any form of sexual immorality (including adultery, fornication, homosexual conduct, bestiality, incest, or use of pornography) is sinful and offensive to God. Genesis 2:18-25; 1 Corinthians 6:18; 7:2-5; Hebrews 13:4; Matthew 15:18-20; 1 Corinthians 6:9-10.
14. We believe that in order to preserve the function and integrity of Arizona Christian University and to provide a biblical role model to students and the community, all persons employed by ACU in any capacity, or who serve as volunteers, affirm, agree to, and abide by all elements of this Statement of Faith, including those relating to gender identity, marriage, and sexuality. Matthew 5:16; Philippians 2:14-16; 1 Thessalonians 5:22.

COMMUNITY COVENANT

Arizona Christian University embraces a Community Covenant based on our core values, which spell out the acronym FIRE (Faith, Influence, Relationship, and Excellence). As members of the ACU Firestorm, we covenant together to spread this same vision.

Faith

We covenant together to love the Lord our God with all our heart, mind, soul, and strength. We love God by following the life and teachings of Jesus as revealed to us through God's Word by the work of the Spirit. Our response to receiving God's love is recognizing our privilege to worship and serve. Together, we seek to learn the wisdom and ways of God. Our faith compels us to seek to understand, within the scope of orthodox, evangelical Christianity.

Influence

We covenant together to live a lifestyle of integrity. We desire to create a safe environment where we can express our identity in Christ and humanity with authenticity and honesty. We seek purity of thought and action, uniting our theology with the reality of our lives, and as a result, we make a difference in our world. As we grow in this identity – with confidence – we covenant together to pass on the best of ourselves to our community, our nation, and our world, leaving a legacy of commitment to the cause of Christ.

Relationship

We covenant together to love others as we love ourselves. We seek to cultivate this love as we celebrate individual strengths, encourage and challenge one another with truth and grace, and forgive one another when hurt or disappointed. As we seek wholeness and establish boundaries, we will pursue healthy relationships. Humility and respect for others are vital as we commit to seek truth together.

Excellence

We covenant together to pursue excellence in every area of our lives. We want our words and actions to represent Christ and to express gratitude to God. We are committed to the wise use of our time, money, education, and resources as good stewards of God's gifts and graces. Out of a heart of thankfulness to our Savior, we choose to live well in the strengths and talents he has granted to bring him deserved glory.

Our aim is that all faculty, staff, and students will actively participate in our community and discover a place of safety, growth, and opportunity. As we share life together, we give ourselves to the process of being transformed into the likeness of Christ Jesus, making his life in us attractive to the world.

UNIVERSITY-WIDE LEARNING GOALS

Arizona Christian University has articulated learning goals that correspond to the university's core values. All ACU students will:

- Faith - Be grounded in a biblical worldview and grow in their understanding of how to apply that worldview to every area of life.
- Influence - Develop critical thinking, communication, and creative problem-solving skills that position them to be leaders of influence in their communities and chosen professions, both locally and globally.
- Relationship - Deepen their personal relationships with God and be prepared for healthy relationships within the family, the church, and society as a result.
- Excellence - Cultivate excellence in their personal development, academic/professional pursuits, and cocurricular activities, living with integrity in a way that honors the Lord Jesus Christ in all things.

GRADUATE LEARNING GOALS

Furthermore, Arizona Christian University has articulated graduate learning goals that correspond to the university's core values. Students graduating with master's degrees will be able to:

- Faith - Evaluate how key elements of a biblical worldview intersect with their chosen discipline.
- Influence - Develop a discipline-specific professional philosophy to transform culture with truth.
- Relationship - Demonstrate leadership skills through facilitating collaboration with diverse communities that intersect with their discipline.
- Excellence - Model effective professional written and verbal communication that extends the truths of the chosen discipline via application, research, or practice.

THE FIVE PILLARS OF OUR STRATEGIC PLAN

Missional Fidelity

Steadfast adherence to the biblical principles encompassed in the university's mission, vision, and values.

Financial Stewardship

Faithful pursuit of sustainability and stewardship of financial resources and assets as expected from an exceptional and influential Christian university.

Academic Excellence

Grow ACU's elite academic programs, resources, faculty, and capabilities marked by attitudes of service and global influence.

Expanding Reach

Be recognized as a leading theologically conservative Christian university.

Cultural Influence

Active and biblical engagement with all of ACU's internal and external communities and neighbors to transform culture with truth.

ABOUT THE CATALOG

Released annually, the ACU Graduate Catalog contains graduate degree and academic program requirements, academic policies, and admission criteria, as well as a listing of all graduate courses and their descriptions.

GRADUATE PROGRAMS

Master of Arts in Christian Leadership

ACU's Master of Arts in Christian Leadership (MACL) program seeks to equip students with organizational and personal leadership roles in a wide variety of contexts from a biblical worldview. The MACL's mission is to assure that graduates are fully equipped to lead effectively in a wide variety of contexts from a biblical worldview.

Overview of Graduate Degree

The Master of Arts in Christian Leadership degree program offers a path for graduates who desire to bring Christian worldview principles and practices into positions of leadership in faith-based or non-faith-based organizations. Graduates of the program will be prepared to lead God's people with excellence according to a biblical worldview. Career opportunities include pastors, leaders of nonprofit organizations, employees of parachurch ministries, and other leadership positions in business and faith-based organizations.

Admission Requirements

The admission requirements for the Master of Arts in Christian Leadership are:

- Undergraduate bachelor's degree from an institutionally accredited organization. Non-institutionally accredited organizations and international applicants will be considered on a case-by-case basis. Three-year international degrees may be considered.
- Minimum 3.0 cumulative undergraduate GPA. Students that do not meet this minimum but are within 10% of the required GPA or who have other compelling strengths in their application may be designated by the director of admission for review by the Graduate Admission Review Committee.
- Contact information for two character references that can be reached if needed. These should be academic or professional references, not friends or family.
- Evidence in the application of agreement with ACU's statement of faith and core convictions, a deep and credible Christian faith, and a vocational fit with the program.
- Interview with a faculty member may be required.
- Incomplete applications may be considered but all documents (including official transcripts from the organization granting the bachelor's degree) must be received before enrollment in a second semester.

- Official transcripts showing a completed bachelor's degree with a GPA of 3.0 or higher.
- Statement of intentions. (Why pursue the MACL degree? What do you plan to do with the degree?)
- Statement of Christian faith.
- Three letters of recommendation.

Program-Specific Transfer Policies

Refer to the *School of Graduate Studies Student Handbook* for detailed information on program-specific course transfer policies.

Program-Specific Academic Policies

Refer to the *School of Graduate Studies Student Handbook* for detailed information on program-specific academic policies.

Program Goals

Upon completion of the Master of Arts in Christian Leadership program, students will be able to:

1. Explain leadership principles according to a biblical worldview (GLG 1 - Faith).
2. Demonstrate abilities in financial management and conflict resolution (GLG 3 - Relationship, 4 - Excellence).
3. Synthesize wisdom, understanding, and skill for a specific leadership role (GLG 2 - Influence).

Program-Specific Graduation Requirements

A candidate for graduation must fulfill the following program-specific requirements in addition to the graduation requirements listed in the Graduate Catalog:

- Complete all courses in the program with a cumulative GPA of 3.0 or higher.
- Pass all courses in the program with a minimum grade of C.
- Complete the program of study as outlined in the MACL check sheet.

Refer to the *School of Graduate Studies Student Handbook* for detailed information on program-specific graduation requirements.

Master of Arts in Education

Overview of Graduate Degree and Teacher Licensure Programs

ACU's Master of Arts in Education (MAEd) program trains students in the art and science of teaching. They are given the information and training necessary to develop into skillful educational leaders and educators.

This program is designed with two purposes: 1) to equip students without education degrees to transition to careers in education, including [certification](#) in elementary or secondary education; 2) to equip students with degrees in education to advance their careers in specific content areas or certificate specializations, equipping them to be instructional coaches, teach dual-enrollment courses, teach at a community college, or engage in other leadership opportunities.

Concentration in Instructional Leadership

The MAEd Concentration in Instructional Leadership is intended for certified teachers who plan to continue in the field of education to guide and lead other educators or students as academic coaches, teachers of dual-enrollment classes, or teachers at two- or four-year colleges.

Concentration in Teaching and Learning

The MAEd Concentration in Teaching and Learning is intended for graduate students who plan to become certified teachers who are fully equipped to challenge, motivate, and inspire their students and enable their students to reach their greatest potential.

Admission Requirements

The admission requirements for the Master of Arts in Education are:

- An undergraduate bachelor's degree from an institutionally accredited organization. Non-institutionally accredited organizations and international applicants will be considered on a case-by-case basis. Three-year international degrees may be considered.
- A minimum 3.0 cumulative undergraduate GPA. Students who do not meet this minimum but are within 10% of the required GPA or who have other compelling strengths in their application may be designated by the Director of Admission for review by the Graduate Admission Review Committee.
- Contact information for two character references that can be reached if needed. These should be academic or professional references, not friends or family.

- Evidence in the application of agreement with ACU's Statement of Faith and core convictions, a deep and credible Christian faith, and a vocational fit with the program.
- For programs leading to certification, the Content Area Exam taken or proof that it is scheduled to be taken.
- Incomplete applications may be considered, but all documents (including official transcripts from the organization granting the bachelor's degree) must be received before enrollment in a second semester.

Program-Specific Transfer Policies

Refer to the *School of Graduate Studies Student Handbook* for detailed information on transfer course policies.

Program-Specific Academic Policies

Refer to the *School of Graduate Studies Student Handbook* for detailed information on program-specific academic policies.

Program Goals

Upon completion of the Master of Arts in Education:

- The graduate student will recognize how history, culture, diversity, philosophies of education, and research impact teaching and learning to formulate a personal, Christian philosophy of education.
- The graduate student will create developmentally appropriate, engaging units to teach content to diverse students based on the Arizona State Standards and/or university curriculum.
- The graduate student will use data to evaluate the effectiveness of instruction based on student growth.
- The graduate student will demonstrate professional development including self-assessment and goal setting to continue lifelong learning.
- The graduate student will model professional and effective written and verbal communication, including the ability to collaborate effectively with professional colleagues, parents, students, and community leaders.

Program-Specific Graduation Requirements

A candidate for graduation must fulfill the following program-specific requirements in addition to the graduation requirements listed in the ACU Graduate Catalog ([pg. 25](#)):

- Complete all courses in the program with a cumulative GPA of 3.0 or higher.
- Pass all courses in the program with a minimum grade of C.

Refer to the *School of Graduate Studies Student Handbook* for detailed information on program-specific graduation requirements.

Master of Science in Marriage and Family Therapy

The mission of the Master of Science in Marriage and Family Therapy (MSMFT) program is to assure that graduates are competently trained to practice professional marriage and family therapy from a systemic and relational orientation within a biblical frame of reference. The program utilizes current best practices for training and emphasizes the centering of families' and individuals' values and goals.

Overview of Graduate Degree

A master's degree in Marriage and Family Therapy will educate students from a biblical worldview regarding the systemic treatment of individuals, couples, and families.

Completion of the degree will offer a [path for licensure](#) as a marriage and family therapist in the State of Arizona and prepare students for continued education pursuing doctoral degrees.

Career settings include private practice, residential agencies, acute inpatient treatment (hospitals), day treatment, hospice settings, foster care organizations, churches and other faith communities, and in-home treatment programs.

Admission Requirements

The admission requirements for the Master of Science in Marriage and Family Therapy are:

- Undergraduate bachelor's degree from an institutionally accredited organization. Non-institutionally accredited organizations and international applicants will be considered on a case-by-case basis. Three-year international degrees may be considered.
- Minimum 3.0 cumulative undergraduate GPA. Students that do not meet this minimum but are within 10% of the required GPA or who have other compelling strengths in their application may be designated by the Director of Admission for review by the Graduate Admission Review Committee.
- Contact information for two character references that can be reached if needed. These should be academic or professional references, not friends or family.
- Evidence in the application of agreement with ACU's Statement of Faith and core convictions, a deep and credible Christian faith, and a vocational fit with the program.
- Interview with a faculty member may be required.

- Incomplete applications may be considered, but all documents (including official transcripts from the organization granting the bachelor's degree) must be received before enrollment in a second semester.

Program-Specific Transfer Policies

Refer to the *School of Graduate Studies Student Handbook* for detailed information on program-specific course transfer policies.

Program-Specific Academic Policies

Refer to the *School of Graduate Studies Student Handbook* for detailed information on program-specific academic policies.

Program Goals

Upon completion of the Master of Science in Marriage and Family Therapy, students will be able to:

1. Provide evidence of an understanding of professional marriage and family therapy principles and philosophies.
2. Demonstrate a broad range of systemically-based clinical skills.
3. Demonstrate an awareness of power dynamics in therapeutic and supervisory relationships and the need to center client and supervisee values.
4. Evaluate research for implications for ethical practice.
5. Apply biblical and ethical standards to the practice of marital and family therapy.

Program-Specific Graduation Requirements

A candidate for graduation must fulfill the following program-specific requirements in addition to the graduation requirements listed in the ACU Graduate Catalog ([pg. 25](#)):

- Complete all courses in the program with a cumulative GPA of 3.0 or higher.
- Pass all courses in the program with a minimum grade of C.

Refer to the *School of Graduate Studies Student Handbook* for detailed information on program-specific graduation requirements.

ACADEMIC POLICIES

Academic Calendar

ACU operates on the semester credit hour system. One semester credit hour represents the amount of graduate student work that reasonably approximates not less than one hour of class and four hours of out-of-class student work per week over a 16-week semester. Likewise in an 8-week online course, one semester credit hour represents the amount of graduate student work that reasonably approximates 10 hours of student work per week. Credits are awarded for successful completion of the course with a passing grade.

The Academic Calendar with specific dates for an academic year is published on the ACU website: www.arizonachristian.edu/registrar/calendar-catalog/.

Assessment

Assessment is part of the culture at Arizona Christian University. Assessment is the systematic collection, review, and use of information about educational programs carried out for the primary purpose of improving student learning and development. The purpose is to provide important feedback designed to improve instruction. It also allows the university to communicate with students and accrediting agencies regarding the quality of education received at ACU. Assessment involves:

- Setting explicit student learning goals or targets for an academic program.
- Evaluating the extent to which students are reaching those goals.
- Using the information for program development and improvement.

Advising and Registration

Upon acceptance to the graduate studies program at ACU, students are assigned an academic advisor. The advisor introduces the student to graduate policies, procedures, and programs. Students will meet with their academic advisor to review their degree audit, evaluate any previous graduate credits earned, and develop a course registration plan. It is the student's responsibility to complete the plan. Students will use these plans to register for classes through their student account on the student information system. Students are expected to review their progress with an academic advisor at the end of each semester prior to registration.

Registration

Course schedules and registration information are available through the student portal in the student information system (SIS). Tuition and fees must be paid one week prior to the start of the course. All prior financial obligations to the university must be paid in full before registration will be permitted for any new semester or session.

Catalog Requirements

Students are required to comply with the policies and degree and major requirements stated in the ACU Graduate Catalog in effect for the first semester of enrollment following their acceptance. If a student is admitted and enrolled for the first time during a summer session, then he or she should follow the catalog released for the next fall semester. Any student who must reapply for admission will be admitted under the catalog current at the time of re-admittance.

Credentialing

Students seeking external credentialing must meet the requirements for credentials in effect at the time of their application regardless of the requirements listed in the catalog at the time of their original enrollment. It is the responsibility of the student to stay informed of current credentialing requirements.

Course Information

Course Load

A full course load is defined as nine (9) graduate credit hours in a 16-week semester. Courses more than the full course load must be approved by an academic advisor. A half-time course load is defined as 5 graduate credit hours in a 16-week semester.

All credits in one semester, regardless of course delivery format or term length, are added together in determining full- or part-time status. Students enrolled in classes during 8-week terms should be aware of the intensive, condensed time frame for the academic content. Students must meet required prerequisites established by the academic departments when selecting classes.

There are occasions when a student is pursuing degree completion, but the number of enrolled credits for the term do not reflect half-time or full-time status. Students may request certification of half-time or full-time status if the following requirements are met:

- Half-time equivalency: A student is completing any combination of fieldwork, internship, practicum, research, thesis completion, and coursework requiring the equivalent of 5 credits (17 hours per week for a 16-week course).

- Full-time equivalency: A student is completing any combination of fieldwork, internship, practicum, research, thesis completion, and coursework requiring the equivalent of 9 credits (30 hours per week for a 16-week course).

Students must be registered for at least three credits to qualify for eligibility. Equivalencies do not carry credit value toward the degree.

Course Numbering System

Courses numbered 500 level and 600 level are graduate level courses.

Course Scheduling

Course Timeframe and Delivery Formats

Graduate courses at ACU are offered in multiple formats or a combination of formats. The course content and academic rigor is the same in any format the class is offered.

- 16-week classes are typically offered in an in-person classroom setting.
- 8-week classes are typically offered in an accelerated online format.
- All classes follow the dates published in the [Academic Calendar](#).

Graduate Courses for Undergraduates

With the approval of the graduate program director, graduate-level courses numbered 500-699 may be taken by undergraduate or post-baccalaureate students if the classes are applicable to their degree requirements for a maximum of 15 credit hours.

Independent Study

A course offered through independent study must be approved by the program director before a student may enroll. Independent study is limited to a maximum of nine semester hours for the entirety of the student's graduate program. Students are expected to meet regularly with the faculty member for consultation and discussion. The faculty member has the responsibility for evaluating the student's achievement.

Changes in Registration

Students are free to change their schedule through their Enrollment Management Specialist (EMS) until the add/drop day. Prior to the course drop deadline published in the [Academic Calendar](#), students may drop a class with no penalty. The class will not be listed on the student's transcript, and the student will not be charged tuition or fees for the class. After the drop deadline, the student will be charged all tuition and fees for the class even if he or she chooses to drop the class.

Prior to the withdrawal deadline, a student may withdraw from classes with a grade of “W” recorded on the student’s transcript. Students may not withdraw from class after the published withdrawal deadline.

Graduate Coursework Not Applied to a Degree

Students not seeking to earn a graduate degree from ACU may be allowed to enroll in graduate courses on either an audit or for-credit basis.

Students who are pursuing graduate coursework but are not seeking to earn a graduate degree at ACU are not considered as “accepted” to the university or any graduate program. If, at a later date, such students seek to earn a degree at ACU, they must apply for admission to a specific graduate program and meet the admission requirements in effect at that time.

Students pursuing graduate coursework must meet the following criteria:

- Provide official transcripts showing the conferral of a bachelor’s degree or higher.
- Meet with the program director for the area of study.
- Agree with the ACU Statement of Faith.
- Adhere to the student code of conduct and the ACU Student Handbook.
- Enrollment in graduate coursework may be refused to individuals denied admission as regular students or under dismissal.

Enrollment in graduate coursework is subject to the following:

- Students may enroll for a maximum of 7 credits each term.
- Students may enroll in 500 level courses. Enrollment in 600 level courses is subject to the approval of the program director.
- Students may be required to provide evidence of coursework equivalent to the course prerequisites.
- Courses taken for audit will not earn a grade, and the course will not have any credit value. No courses taken for audit will be applied to a future graduate program.
- Courses on a for-credit basis will earn a grade and credits based on the same criteria as students in the graduate program.

Tuition and fees are charged according to the ACU Schedule of Tuition and Fees, which can be found on the ACU website under [Tuition & Financial Aid](#). Tuition and fees for the M.S. in Marriage and Family Therapy can be found under [Campus Tuition](#), and tuition and fees for the M.A. in Education and the M.A. in Christian Leadership can be found under [Online Tuition](#). Students pursuing graduate coursework not leading to a degree are not eligible for any financial aid or scholarships, are not eligible for student housing, and are not eligible to participate in varsity or club sports.

Student Rights and University Policies

Academic Policies

Refer to the *School of Graduate Studies Student Handbook* for program-specific academic policies.

Academic Grade Appeal Policy

Course instructors have both the right and responsibility to render constructive and critical judgment regarding the quality of the academic work performed by students according to the grading criteria stated in the respective course syllabus. A final course grade appeal is a significant assertion by a student against a course instructor that is taken seriously by ACU. A student may appeal a grade only when the student believes that the grade is inaccurate or unfair based on the grading criteria stated in the course syllabus. In all grade appeals, the student has the burden of proof. The student's test results, work-product, and/or other grade criteria set forth in the course syllabus may be considered in the grade appeal process.

A student may appeal a final grade received in any graduate course within ten (10) business days of a final course grade being posted to the student's transcript in the student information system.

On or before the appeal deadline, the student must provide written notice to the course instructor and program director that the student is appealing the grade. The written notice of appeal must include:

- Documentation of the date, time, and location when the student discussed his or her concerns about the grade with the course instructor prior to submitting the written notice of appeal.
- Details supporting the student's position that the grade is inaccurate or unfair based on the grading criteria stated in the course syllabus and/or assignment rubric.

- A request by the student for a conference with the course instructor and the program director to discuss the grade appeal. If the course instructor is also the program director, the department chair will preside over this grade appeal process.

Following receipt of the notice of appeal, the program director shall schedule an appeal conference with the course instructor and student within ten (10) business days of receipt of the appeal. Prior to the appeal conference, the course instructor shall provide documentation supporting the grade to the program director or department chair.

The program director shall render a written decision granting or denying the grade appeal to the student and course instructor, submitting a copy to the Registrar's Office for the student's file, within five (5) business days of the appeal conference.

If the grade appeal decision is unsatisfactory to either the student or course instructor, both the student and the course instructor shall have five (5) business days from the receipt of the decision to request that the dean of the college in which the program resides review the decision. The dean shall review the collective documentation related to the grade and render a final decision regarding the grade appeal within ten (10) business days. This decision is final.

Academic Standards

Attendance

Refer to the *School of Graduate Studies Student Handbook* for program specific attendance policies.

Academic Suspension

A graduate student who fails to meet the cumulative grade point average of 2.5 (3.0 required for graduation), or earns less than a 2.0 in any class, may be suspended from the graduate program for a minimum of one semester. Some programs have additional factors that can lead to academic dismissal. Refer to the *School of Graduate Studies Student Handbook* for specific program requirements. When suspended, the student is ineligible to register for additional graduate level courses in that program. The academic suspension from the program will be noted in the student's record.

Disciplinary Dismissal

Disciplinary dismissal results in the permanent termination of a student's status with ACU. Refer to the *School of Graduate Studies Student Handbook* for specific program requirements. The dismissed student is not allowed on campus or permitted to attend

classes or participate in university activities on or off campus. Disciplinary dismissal is permanent and will be noted on the student's official transcript.

Appeal of Suspension

A student may appeal suspension from a graduate program by submitting a written statement to the program director, which documents the reasons for the student's past academic performance and a detailed plan for future success. This appeal must be submitted no later than one week prior to the last day to register for the following semester. The program director will notify the student of the decision prior to the last day to register for the following semester.

Readmission After Suspension

Students who were suspended from a graduate program may apply for readmission to the program at a future date following the one semester of absence. Readmission to a graduate program after academic suspension is not automatic. The student must contact the graduate advisor and submit a letter which documents the reasons for the student's past academic performance and a detailed plan for future success. This letter must be submitted to the graduate advisor no later than four (4) weeks prior to the beginning of the semester. An in-person interview with the program director may be required. The graduate advisor will notify the student in writing of the decision prior to the first day of class.

FERPA

Arizona Christian University, in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), will maintain all student records in accordance with the provisions of the Act as amended. The information contained in the student's permanent educational record will be made available to the student, but not to others without the student's written approval. In accordance with the Family Educational Rights and Privacy Act (FERPA), the university will not verify personal information unless given express permission to do so by the student. Education records created at Arizona Christian University, such as transcripts or diplomas, will remain the property of the university and will be released in accordance with applicable laws to the student, other institutions or third parties. Students may request official or unofficial transcripts from the Office of the Registrar at www.arizonachristian.edu/registrar/transcript/. The university can only verify documents as official that originate from Arizona Christian University.

Health and Safety Exemption Requirement

The university is permitted to disclose, without student consent, the information in a student's education record, including but not limited to personally identifiable, non-directory information in connection with a health or safety emergency. The situation must

present an imminent danger to a student or other member of the university community in order to qualify for this exemption. The Chief Operating Officer, Vice President of Campus Operations, or Chief of Security must approve such an exemption request.

Documents and Data Originating Outside the University

In order to act in accordance with U.S. laws protecting educational records and personal information, Arizona Christian University will not release documents or data that originated at a different institution. Examples include transfer credit information, transcripts, and personal information, such as visas, passports, and other Personal Identifiable Information (PII). Such documents and data may be used by the university for internal processes but may not be released to a third party as the information remains the legal property of the original institution or source. Those wishing to obtain a legal copy of a document should contact the original institution/source with their request.

Grades

Graduate Grading System

Graduate programs at Arizona Christian University are on a 4.0 academic grading system. Grade points are assigned as follows:

LETTER GRADE	PERCENT GRADE	4.0 SCALE
A+	100% to 97%	4.0
A	< 97% to 93%	4.0
A-	< 93% to 90%	3.7
B+	< 90% to 87%	3.3
B	< 87% to 83%	3.0
B-	< 83% to 80%	2.7
C+	< 80% to 77%	2.3
C	< 77% to 70%	2.0
D	< 70% to 60%	1.0
F	< 60% to 0%	0.0

Graduate Program Grade Point Average (GPA)

All graduate programs require that students have a minimum cumulative GPA of 3.0 throughout their program to be in good academic standing and to be eligible for graduation.

The GPA is based only upon work completed at Arizona Christian University. Grades of P, as well as grades of I, IP, N, NP, and W carry no grade point value and are not included in the computation of a student's semester or cumulative grade point average. The GPA is

calculated by multiplying the semester credits for each course by the grade points for that grade. The resulting number is then divided by the number of credits that carry A, B, C, D, and F grades. No other grades are counted in the computations.

Incomplete Grades

An incomplete may be given only upon the approval of the instructor in the event of seriously extenuating circumstances verified by signed and dated documentation. The student must have completed a majority of the coursework and have a "C" or better in the course. The instructor is not required to grant an incomplete to a student. Such decisions by an instructor are final and may not be appealed by the student. With instructor approval, an "I" is temporarily entered on the student's record. The student must complete all necessary work within six (6) weeks after the end of the term in which the "I" was received; otherwise, the grade becomes an automatic "F." No additional extension may be granted by the instructor. Only the program director may consider an extension upon receipt of a petition.

Change of Grade

If an instructor must change a student's grade, the instructor must submit a Change of Grade form to the Registrar's Office and give a rationale for the change. Only instructors are authorized to change grades. Grades may be changed by an instructor after the end of a semester only if:

- An error is discovered in the determination of the original grade assignment.
- The automatic "I" (incomplete) to "F" (failure) conversion needs to be corrected.

Grade changes cannot be made which exceed a time limit of one (1) calendar year after the original grade assignment. Grades cannot be changed in courses that are part of a student's earned degree after the degree is officially noted on the academic record. Grade changes become official when received and recorded by the Registrar's Office.

Repeated Courses

Coursework may be repeated in some programs; however, a student earning a grade of "F" in a required course cannot get credit for the course until repeating the course and earning a passing grade. A student may repeat a course only once. Courses with a grade of "B" or higher cannot be repeated unless the course is designated a repeatable course. A student who repeats a course will receive credit only once unless the nature of the course specifically provides otherwise. When a course is repeated, the credit and grade associated with the higher course grade will be the one counted in the student's cumulative grade

point average and toward graduation requirements. Both courses will be shown on the student's academic record.

Transcripts

Transcripts of a student's complete academic record at the university are obtained only upon request from the student. An official transcript (one bearing the university seal and the authorized signature of the registrar) is sent directly to a third party and/or institution specified by the student. An official transcript issued to the student is addressed to the student as the recipient. All financial obligations must be resolved before the release of a transcript will be permitted. Complete information regarding a transcript request can be found at www.arizonachristian.edu/registrar/transcript/.

Transfer Policies

Graduate credits earned at another institutionally accredited institution may be accepted in transfer under the following conditions and limitations:

- For graduate-level classes taken prior to enrollment in an ACU graduate program, an official transcript from an institutionally accredited institution must be submitted directly from the college or university attended to the Office of the Registrar.
- Prospective students are encouraged to submit syllabi for prior coursework whenever possible. It is the student's responsibility to provide information as it relates to prior schooling.
- Transfer credit must be requested prior to acceptance into the program unless otherwise approved by the program director. Upon matriculation into an ACU graduate program, students must complete all program requirements in residence at ACU. An exception may be made for elective classes if pre-approved by the program director.
- A maximum of 25% of the credit hours related to the student's program may be accepted as transfer credit, as determined by the graduate program director or designee at the time of admission. Refer to the *School of Graduate Studies Student Handbook* for program-specific limitations.
- A minimum of a 3.0 grade is required for each transfer course.
- Pass/fail grades are not accepted.
- Credit by examination is not accepted.
- Credit for "life experience" is not accepted.

- Graduate credits over seven years old will only be accepted with the approval of the respective program director.
- Grades for credits transferred from another college are not included in the calculation of the student's cumulative grade point average.
- Program-specific limitations on transfer credits may supersede these general limitations. Refer to the *School of Graduate Studies Student Handbook* for details.
- Transfer credit is not guaranteed. Each case is assessed individually and based on a combination of factors including course equivalency.

Graduation Requirements

- Demonstrate evidence of Christian character through stability and cooperation in accomplishing the goals of the university.
- Meet program-specific requirements for all coursework and GPA standards. Refer to the *School of Graduate Studies Student Handbook* for details.
- Receive approval for graduation from the Board of Trustees.

Non-Discrimination Policy

Arizona Christian University does not discriminate on the basis of gender, race, color, national or ethnic origin, mental and/or physical disability (including pregnancy), marital status, status as a covered veteran, or age in the administration of its educational policies, admission policies, financial aid programs, athletics, and other university-administered programs. As a Christ-centered institution, Arizona Christian University retains the right to make employment, admission, educational, and program decisions based on an individual's religious beliefs and conduct consistent with the ACU Statement of Faith, Core Commitments, and other university policies.

Accommodation and Special Needs

Arizona Christian University complies with the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Amendments Act of 2008. ACU is committed to providing an equal opportunity educational experience for our students. Reasonable access accommodations will be granted to students who qualify. ACU prohibits discrimination on the basis of disability.

Students who believe they require accommodations, even on a temporary basis, are required to make their requests in writing using the Accommodation Request and

Documentation form and to document their disability in accordance with ACU policies and procedures. ACU may not be able to satisfy requests that are not made in a timely manner. Generally, disclosures and requests for accommodations must be made no later than four (4) weeks prior to the anticipated need. Accommodations are not retroactive. Please allow adequate time for evaluating documentation and arranging accommodations.

Requirements for documentation at ACU are based on Association on Higher Education and Disability (AHEAD) best practices. Documentation of the disability must be current (not older than two years), be reported using adult, age-based norms, and be provided by a qualified professional, such as a diagnosing or current physician, psychiatrist, or psychologist. It must comply with the requirements for documentation outlined on the [Accommodation Request and Documentation form](#).

The student is required to provide documentation that demonstrates credible assurance of a disability issue. The documentation should directly support the student's request for accommodations. The documentation must state the specific disability and show cause for why a student's disability significantly limits his or her ability to complete the educational goals at ACU. The documentation should include a summary of the student's functional limitations in order for the university to determine the appropriate accommodations. The documentation is kept on file with the Director of Academic Services for verification purposes.

Disability documentation must include the following:

1. A specific diagnosis or description of the disability reported from a qualified professional, such as a diagnosing or current physician, psychiatrist, or psychologist. This must be current (not older than two years). A high school IEP is not considered acceptable documentation.
2. A description of all current functional limitations, due to the disability, on the student's ability to meet class requirements or participate in other ACU activities.
3. A complete description of suggested accommodations that the qualified professional feels might assist in the educational environment.

All documentation must be signed and dated on the official letterhead of the student's qualified professional. Incomplete or inadequate documentation will be returned.

ACU reserves the right to verify all professional documentation and determine reasonable accommodation for any disability, including a learning disability. Please note that all costs associated with obtaining and providing the required professional documentation are borne by the student.

The Director of Academic Services will provide the student with a written Accommodation Agreement Memorandum for the student to sign. Students who wish to appeal the decision or who have concerns about their accommodations should contact the graduate advisor. Formal complaints are reviewed in keeping with ACU policies as described in the Academic Catalog.

Athletics

INTERCOLLEGIATE ATHLETICS

Graduate students are eligible to participate in intercollegiate athletic competition if they meet the following conditions:

- Are registered at ACU for a full-time course load, as defined by their program, during the semester they intend to compete in the sport. (This can be waived for the student's final semester under the senior exemption, provided the student meets all requirements for graduation at the end of that semester.)
- Meet eligibility requirements for the conference that governs the sport. (Students should contact their coach and/or the athletics eligibility administrator for details of all eligibility requirements.)

Intercollegiate sports include the following:

Women's Sports

Basketball, Beach Volleyball, Cross Country, Dance, Golf, Soccer, Softball, STUNT, Swimming, Tennis, Track and Field, Volleyball

Men's Sports

Baseball, Basketball, Bowling, Cross Country, Football, Golf, Lacrosse, Soccer, Swimming, Tennis, Track and Field, Volleyball, Wrestling

Competitive Club Sports

Baseball, Basketball, Cheerleading, Football, Soccer, Volleyball

NATIONAL/CONFERENCE AFFILIATIONS

Arizona Christian University is a member of the National Association of Intercollegiate Athletics (NAIA), the Great Southwest Athletic Conference (GSAC), and the Pacific Collegiate Swim Conference, and is an associate member of the Frontier Conference for football and the Cascade Collegiate Conference (CCC) for wrestling. ACU also holds membership in the

United States Bowling Congress (USBC) for Bowling, the Men's Collegiate Lacrosse Association (MCLA) for Lacrosse, and USA Cheer for both STUNT and Dance.

Formal Complaints

To register a grievance, the student should write a formal letter detailing the issue to the Dean of Graduate Studies. The grievance may be difficult to resolve without enough detail to allow the university to understand and respond to the grievance adequately. A grievance may be signed or anonymous; however, if a grievance is submitted anonymously, it will not be possible to contact or work directly with the student. Therefore, students are encouraged to provide their names. Records of grievances and their resolutions are maintained by the Office of the Dean of Graduate Studies.

Institutional Grievance Procedure

1. The student submits a grievance by writing a formal letter detailing the issue.
2. The grievance is acknowledged within ten (10) business days and reviewed by the Vice President of Academic Affairs (VPAA).
3. The VPAA (or designee) will help the student in resolving the grievance.
4. Reasonable resolutions to grievances shall be decided by the appropriate university officials or department within 30 days.
5. The VPAA will communicate the resolution to the student at the time of the decision.
6. Resolutions decided by the VPAA or other university officials are considered final.

Should the institution not be able to resolve the student complaint, the student has the right to contact accrediting agencies to determine the course of action. Complaints can be filed with the following agencies:

Arizona State Board for Private Postsecondary Education
1740 W. Adams Street, Suite 3008
Phoenix, AZ 85007
Phone: 602-542-5709
Website: ppse.az.gov

Higher Learning Commission (HLC)
230 South LaSalle Street
Suite 7-500
Chicago, IL 60604

The Commission's complaint policy and procedures may be found on its website at: www.hlcommission.org/HLC-Institutions/complaints.html.

Tuition, Fees, and Payments

Tuition and Fees

The ACU Schedule of Tuition and Fees is published yearly and can be found on the ACU website at www.arizonachristian.edu/financial-aid/campus/. Tuition and fees for the M.S. in Marriage and Family Therapy can be found under [Campus Tuition](#), and tuition and fees for the M.A. in Education and the M.A. in Christian Leadership can be found under [Online Tuition](#).

Payment of Charges

All charges for tuition, fees, and room and board are due in full by the first day of classes. Students unable to pay the full amount may utilize, if eligible, financial aid and/or participate in a monthly payment plan offered through the university.

All outstanding amounts are the responsibility of the student. Any student who is negligent in making adequate and timely arrangements to pay his or her account balance or in completing arrangements for his or her financial aid, may be subject to administrative withdrawal from the university on or before the respective term's add/drop deadline. Refunds for the semester of the withdrawal will be issued according to the add/drop or withdrawal procedures specified in this catalog. Such withdrawal will not cancel any financial obligation previously incurred by the student. Failure to adhere to the terms of any financial aid and/or university payment plan until all financial obligations have been resolved may result in the student being prohibited from registering for future terms. Diplomas and transcripts will not be released until all financial obligations have been resolved.

ACU uses a variety of methods to keep students informed of amounts due, including the financial section of the student's account in the student information system, enrollment agreements, printed and/or emailed statements, and various other forms of correspondence. It is the student's responsibility to remain aware of obligations to the university and to make payment according to any agreed upon terms.

Arizona Christian University retains all legal remedies to collect unpaid tuition, fees, and other amounts due to the university. If ACU is unable to collect amounts due to the university within a reasonable time, the debt may be referred to an outside collection agency and/or attorney for collection. The student is responsible to reimburse the university for the fees of any collection agency, and all costs and expenses, including reasonable attorneys' fees, that ACU incurs in such collection efforts. The student's

application and registration to ACU includes consent for the use of the student's personal information for the purpose of collecting any debt incurred while at ACU. The university also reserves the right to report both positive and negative payment histories to credit-reporting agencies.

Failure to pay all amounts due, including collection fees, may result in various actions, including but not limited to withholding services and restricting the student's ability to register for class, participate in graduation, receive a transcript or diploma, or be considered for readmission to the university.

ACU correspondence to students is primarily through the student's ACU-provided email. Students are responsible to check their email regularly for information regarding their account. Information regarding a student's current account balance is always accessible, and account payments can be made, through the student's account in the student information system.

Veteran Affairs Benefits

Arizona Christian University complies with Title 38 United States Code, Section 3679, under which covered individuals (i.e., any individual who is entitled to educational assistance under Chapter 31, Vocational Readiness and Employment, or Chapter 33, Post 9/11 GI Bill® benefits) can attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement of educational assistance under Chapters 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website - eBenefit, or a VA form 28-1905 for Chapter 31 authorization purposes) and ending on the earlier of the following dates:

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

A student's account will not be considered delinquent due to the delayed disbursement funding from the VA under Chapter 31 or 33.

Financial Aid

Arizona Christian University is committed to encouraging all students to seek and obtain financial assistance to finance their educational journey. The Financial Aid Office prohibits discrimination based on race, color, national origin, disability, sex, or age in the

administration of scholarships, grants, and loans. Funding for the federal aid programs is available to all students who meet the eligibility requirements; however, annual limits still apply.

APPLICATION PROCEDURE

Applicants for federal financial aid must complete and submit the Free Application for Federal Student Aid (FAFSA). Students apply via the web at studentaid.gov/h/apply-for-aid/fafsa. The FAFSA may be completed as early as October 1 of the year before the student plans to attend. Students should be sure to list the ACU school code, 007113, on the FAFSA when prompted.

TYPES OF FEDERAL AID FOR GRADUATE STUDENTS

Federal Direct Unsubsidized Loans

Federal Direct Unsubsidized Loans do not require financial need, but students must still submit a FAFSA. The maximum annual borrowing limit is \$20,500. The maximum aggregate direct loan limit (including any previous Subsidized Direct Student Loans) is \$138,500. Borrowers must be enrolled at least half-time for each semester.

Federal Graduate PLUS Loans

Federal Graduate Plus Loans are only available to graduate students who have already borrowed their maximum annual Federal Direct Unsubsidized Loans (\$20,500). A credit check is required, and they do not require financial need.

*Note: To borrow new loans and to remain eligible for enrollment-based payment deferments on prior loans, students must be enrolled at least half-time for each term.

INSTITUTIONAL REFUND POLICIES

Institutional Tuition Refunds

Tuition refunds to students who officially reduce their course load or withdraw from ACU will be issued according to the add/drop or withdrawal procedures specified in this catalog. The amount of the refund for a withdrawal from ACU is based on the student's effective withdrawal date. Any refund for a reduction in course load is determined by the add/drop dates on the [Academic Calendar](#) on the ACU website.

Students who withdraw on or before the add/drop dates may receive a 100% refund of tuition. No refunds will be granted after the add/drop date. Deadlines for withdrawals or course add/drop dates are published yearly in the [Academic Calendar](#) on the ACU website.

Customer payments to student accounts which result in a credit balance will be refunded ten (10) business days after a request has been received in writing. Refund requests will not be processed until a credit balance appears on the student's monthly statement.

Refund of Fees

All fees, except fees associated with courses, are non-refundable. Music fees for applied lessons are refunded based upon the number of lessons scheduled. Fees associated with courses (lab fees, independent study fees, etc.) may be refunded if the class is dropped before the add/drop deadline.

Refund of Room and Board

Resident room and board rates are based upon an entire academic year, commencing on the official move-in date and ending on the official move-out date. The student is required to fulfill his or her financial obligations as agreed to in the room and board agreement, even if the student physically moves off campus. The amount of the resident room and board refund, if any, is based upon the date listed on the resident's official checkout form, up to and including the add/drop date, and is calculated on a daily use, pro rata basis. Commuter meal plans are fully refundable during the drop/add period.

FEDERAL REFUND POLICIES

Official Withdrawal

When a student wishes to withdraw from the institution, the student must notify the institution of his or her intent to withdraw. The dates used in the Return to Title IV calculation will be the date the student notified the EMS (Enrollment Management Specialist) of his or her intent to withdraw.

Unofficial Withdrawal

Students who do not notify the institution of their intention to withdraw are considered unofficial withdrawals. The Return to Title IV calculation will be processed As defined by the U.S. Department of Education, these students must have a Return of Title IV (R2T4) calculation performed to determine the percentage of aid earned based on the amount of time the student was enrolled at the institution.

Withdrawal and Return of Title IV Funds (R2T4) Policy for Graduate Students

The Return of Title IV policy is to establish the processes for returning federal funds for students who completely withdraw from the institution and/or withdraw from all courses in a given period of enrollment. As defined by the U.S. Department of Education, these students must have a Return of Title IV (R2T4) calculation performed to determine the percentage of aid earned based on the amount of time the student was enrolled at the institution.

Federal financial aid (Title IV aid) is awarded under the assumption that a student will complete attendance for the entire period of enrollment for which aid was awarded. When a student withdraws from all courses, regardless of the reason, the student may no longer be eligible for the full amount of the federal financial aid originally awarded. Instead, the student will only be eligible to keep the “earned” portion of the federal financial aid the student received for that term (semester or payment period). Therefore, students who receive federal financial aid and who do not remain in attendance through the end of the term (semester or payment period) could be responsible for repaying a portion of the financial aid originally received.

Federal regulations require a recalculation of financial aid eligibility if a student:

- Completely withdraws from all classes.
- Stops attending classes before the term (semester or payment period) ends.
- Does not complete all parts of the term (semester or payment period) in which the student enrolled as of the start date of the period of enrollment/payment period.

Note: ACU’s institutional refund policy is separate from the federal R2T4 regulation to return unearned aid.

R2T4 Exemptions

There is an exemption enacted by the Department of Education that exempts a student from the Return of Title IV calculation process. The September 2, 2020, final rule amended the R2T4 regulations in 34 CFR §668.22 in several areas.

A student is not considered to have withdrawn if the student:

- Completed the program of study (applies to ALL students).
A student who completes all the requirements for graduation for his or her program before completing the scheduled days in the period is not considered to have withdrawn.

R2T4 Calculation

Students who receive federal financial aid must remain in their registered classes to “earn” the aid they originally received. The amount of federal aid earned is based on a prorated formula. Students who withdraw, or do not complete all classes in which they were enrolled, may be required to return some of the aid originally awarded to the student. Institutions, in accordance with 34 CFR §668.22, are required to determine the percentage of federal aid “earned” and return the “unearned” portion to the appropriate federal aid programs.

The following explains the formula used to determine the percentage of unearned aid to be returned to the federal government:

- Number of days completed up to the withdrawal date / the total number of calendar days in the term (semester/payment period). (Scheduled breaks of five (5) days or more are not included in the total days in the period of enrollment).

The calculation must be performed within 30 days of the date the institution determines that a student has completely withdrawn.

The institution must return the unearned funds within 45 days of the calculation.

When calculating the percentage the student completed in the period of enrollment, if a student attended *more than 60%* of the period of enrollment, the student is considered to have earned 100% of the Title IV funds.

Students who provide written confirmation to the Office of Financial Aid at the time of ceasing attendance in a part of the term (semester or payment period), but who plan to attend another course later in the same payment period, are not considered to have withdrawn from the term.

NOTE: Written confirmation of a later class is required; registration alone does not meet the requirement. If the student does not provide written confirmation of plans to return to the university later in the payment period or term, ACU considers the student to have withdrawn and begins the R2T4 process. However, if the student does return in the same term, even if he or she did not provide written confirmation of plans to do so, the student is not considered to have withdrawn and is eligible to receive the Title IV funds for which the student was eligible before ceasing attendance.

Order of Return to Federal Aid Programs

ACU must return Title IV funds to the financial aid programs from which the student received aid during the payment period/semester, in the following order, up to the net amount disbursed from each source:

1. Federal Direct Unsubsidized Loan *
2. Federal Direct Subsidized Loan
3. Federal Direct PLUS Loan *
4. Federal Pell Grant
5. Iraq and Afghanistan Service Grants
6. Federal Supplemental Educational Opportunity Grant (FSEOG)
7. Teacher Education Assistance for College and Higher Education (TEACH) Grant

* Aid options for graduate students at Arizona Christian University.

Loan Repayment Information

The loan grace period begins on the withdrawal date from the institution or when a student ceases to be enrolled at least half-time. If the student does not re-enroll as a half-time student within six (6) months of withdrawal, or enrolls at less than half-time, the loan(s) enters repayment. The promissory note signed by the borrower outlines the repayment obligations. The student should contact his or her loan servicer to make repayment arrangements.

Post-Withdrawal Disbursement (PWD)

A Post-Withdrawal Disbursement (PWD) may be required if the total amount of the Title IV aid earned as of the withdrawal date is more than the amount that was disbursed to the student (e.g., in the case where a student withdraws prior to the first disbursement date of the term).

To be eligible to receive a PWD, a student must have a complete financial aid file (verification completed and all tracking requirements satisfied) and meet all eligibility requirements.

- Grants from a PWD may be credited to the student's school account without obtaining student permission; however, it may only be credited for tuition, fees, and room and board (if the student contracts with the school) or disbursed directly to the student. ACU must obtain the student's authorization to credit a student's school account for charges other than current charges.
- The university must obtain confirmation from the student, or from a parent, for a Direct Parent PLUS Loan, before making any disbursement of loan funds. Also, for a Direct Loan*, the institution must have originated the loan prior to the withdrawal. All terms of repayment apply as outlined in the master promissory note.

* Aid options for graduate students at Arizona Christian University.

Official Catalog Notice and Disclaimer

The official 2024-2025 Arizona Christian University graduate catalog is provided for the reference and general guidance of the ACU community. The effective dates of this catalog are July 1, 2024 – June 30, 2025. This catalog does not constitute a contract or represent the terms and conditions of a contract between students and the faculty, institution, or Board of Trustees.

The information contained in this publication was deemed current at the time of publication. Although every effort has been made to assure the accuracy of the information in this catalog, ACU reserves the right to change and amend the information contained herein from time to time without prior written notice, and the catalog to which registered and accepted students, as well as all newly admitted students, agree to is always the then current version of that document.

APPENDIX A: DEGREE PROGRAM CHECK SHEETS

- [Master of Arts in Christian Leadership](#)
- [Master of Arts in Education - Concentration in Instructional Leadership](#)
- [Master of Arts in Education - Concentration in Teaching and Learning](#)
- [Master of Science in Marriage and Family Therapy](#)

Master of Arts in Christian Leadership

Program: Masters

CIP Code: 39.0705



Master of Arts in Christian Leadership

School of Graduate Studies

2024-2025 Degree Requirements

TOTAL MINIMUM HOURS REQUIRED: 36

Graduate students must maintain a GPA of 3.0.

Courses are listed by category, not in the order they should be taken. See Faculty Advisor for sequence.

MACL - Biblical Worldview (18 credits)			
All students must take the following 18 credits			Pre/Co-Req
BIB 502	Old Testament Survey	3	
BIB 504	New Testament Survey	3	
BIB 512	Cultural Apologetics	3	
MCT 500	Introduction to Biblical Worldview	3	
MCT 600	Advanced Worldview	3	MCT 500 (Pr)
MCT 670	Worldviews in Vocations	3	MCT 500 (Pr)

MACL - Christian Leadership (18 credits)			
All students must take the following 18 credits			Pre/Co-Req
BIB 610	Leadership in Ministry	3	BIB 502 & 504; MCT 500 & 600 (Pr)
BIB 680	Practicum I	3	BIB 502 & 504; MCT 500, 600, 670 (Pr)
BIB 681	Practicum II	3	BIB 502, 504, & 680; MCT 500, 600, 670 (Pr)
LDP 610	Leadership and Discipleship	3	MCT 500 (Pr)
MGT 540	Management Theory and Practice	3	
MGT 642	Management of Nonprofit Organizations	3	MGT 540 (Pr)

(Pr) indicates a prerequisite

(Co) indicates a co-requisite

Revised: 6/12/2024

Master of Arts in Education - Concentration in Instructional Leadership

Program: Masters

CIP Code: 25-1081



Master of Arts in Education Concentration in Instructional Leadership Emphasis: Bible, Instructional Coaching, or Special Education

School of Graduate Studies

2024-2025 Degree Requirements

TOTAL MINIMUM HOURS REQUIRED: 36

Graduate students must maintain a GPA of 3.0.

A GPA of 3.0 is required with no grades below 2.0 accepted.

Courses are listed by category, not in the order they should be taken. See Faculty Advisor for sequence.

M.A. in Education Core (6 credits)			
All students must take the following 6 credits			Pre/Co-Req
EDU 500	Tests and Measurements	3	EDU 517 (Pr or Co)
EDU 517	Curriculum and Instruction	3	IVP Card (Pr)

MAEd - Instructional Leadership Concentration (12 credits)			
Instructional Leadership Core (12 credits)			
EDU 521	Teaching Diverse Student Populations	3	
EDU 600	Instructional Leadership	3	
EDU 620	Leading with Brain-Based Learning	3	
EDU 650	Action Research Practicum	3	

Choose one of the following three emphases:

MAEd - Instructional Leadership - Bible Emphasis (18 credits)			
MCT 500	Introduction to Biblical Worldview	3	
MCT 600	Advanced Worldview	3	MCT 500 (Pr)
MCT 670	Worldviews in Vocations	3	MCT 500 (Pr)
BIB 502	Old Testament Survey	3	
BIB 504	New Testament Survey	3	
BIB 512	Cultural Apologetics	3	

MAEd - Instructional Leadership - Instructional Coaching Emphasis (18 credits)			
EED 515	Science of Reading 1	3	IVP Card (Pr), EDU 517 (Pr or Co)
EED 516	Science of Reading 2	3	IVP Card (Pr), EDU 517 (Pr or Co)
EDU 525	Fundamentals of Instructional Coaching	3	
EDU 630	Leading and Coaching for Change	3	
EDU 635	Teaching in Higher Education	3	
EDU 640	Using Data to Improve Student Outcomes	3	

MAEd - Instructional Leadership - Special Education Emphasis (18 credits)			
EDU 514	Introduction to the Exceptional Child	3	
EED 515	Science of Reading 1	3	IVP Card (Pr), EDU 517 (Pr or Co)
SPE 526	Instructional Methods and Behavior Management for Students with Disabilities	3	EDU 514 (Pr or Co)
SPE 527	Special Education Law, Assessment, and IEPs	3	EDU 514 (Pr)
SPE 627	Language Development and Disorders	3	SPE 528 (Pr)
SPE 628	Mild/Moderate Disability Practicum	3	SPE 528 (Pr)

(Pr) indicates a prerequisite

(Co) indicates a co-requisite

Revised: 6/12/2024

Master of Arts in Education - Concentration in Teaching and Learning

Program: Masters

CIP Code: 13-0101



Master of Arts in Education Concentration in Teaching and Learning Emphasis: Elementary or Secondary Education (Teacher Certification)

School of Graduate Studies

2024-2025 Degree Requirements

TOTAL MINIMUM HOURS REQUIRED: 36

Graduate students must maintain a GPA of 3.0.

A GPA of 3.0 is required with no grades below 2.0 accepted.

Courses are listed by category, not in the order they should be taken. See Faculty Advisor for sequence.

M.A. in Education Core (6 credits)			
All students must take the following 6 credits			Pre/Co-Req
EDU 500	Tests and Measurements	3	EDU 517 (Pr or Co)
EDU 517	Curriculum and Instruction	3	IVP Card (Pr)

MAEd - Teaching and Learning Concentration (6 credits)			
All students must take the following 6 credits			Pre/Co-Req
EDU 514	Introduction to the Exceptional Child	3	
EDU 615	Classroom Management	3	IVP Card, EDU 517 (Pr or Co)

Choose one of the following two emphases:

MAEd - Teaching and Learning - Elementary Education Emphasis (24 credits)			
Teaching and Learning - El Ed Emphasis Core (24 credits)			
EED 513	Language Arts in the Elementary School	3	IVP Card (Pr), EDU 517 (Pr or Co)
EED 514	Science and Social Studies in the Elementary School	3	IVP Card (Pr), EDU 517 (Pr or Co)
EED 515	Science of Reading 1	3	IVP Card (Pr), EDU 517 (Pr or Co)
EED 516	Science of Reading 2	3	IVP Card (Pr), EDU 517 (Pr or Co)
EED 617	Mathematics in the Elementary School	3	IVP Card (Pr), EDU 517 (Pr or Co)
EED 610	Directed Student Teaching: Elementary Education/Capstone	9	IVP Card, Advisor Appr (Pr)
Teaching and Learning - El Ed Emphasis Optional Courses (6 credits)			
HIS 212	US and Arizona Government *	3	
SEI 490/690	Structured English Immersion	3	IVP Card (Pr), EDU 517/517 (Pr or Co)

*Note: HIS 212 or the equivalent exam is required for licensure.

(Pr) indicates a prerequisite

(Co) indicates a co-requisite

MAEd - Teaching and Learning - Secondary Education Emphasis (24 credits)			
Teaching and Learning - Sec Ed Emphasis Core (21 credits)			
EDU 521	Teaching Diverse Student Populations	3	
SED 601	Integrated Literacy	3	IVP Card, EDU 517 (Pr)
EDU 620	Leading with Brain-Based Learning	3	
SED 610	Directed Student Teaching: Secondary Education/Capstone	9	IVP Card, Advisor Appr (Pr)
SEI 690	Structured English Immersion	3	IVP Card (Pr), EDU 517 (Pr or Co)
Teaching and Learning - Sec Ed Emphasis Electives ** (Choose 3 credits)			
MFT 551	Introduction to Disability and Families	3	
MCT 500	Introduction to Biblical Worldview	3	
MCT 600	Advanced Worldview	3	MCT 500 (Pr)
Teaching and Learning - Sec Ed Emphasis Optional Course (3 credits)			
HIS 212	US and Arizona Government *	3	

*Note: HIS 212 or the equivalent exam is required for licensure.

** Other courses approved by graduate advisors

Revised: 6/12/2024

Master of Science in Marriage and Family Therapy

Program: Graduate

CIP Code: 51.1505



Master of Science in Marriage and Family Therapy

School of Graduate Studies

2024-2025 Degree Requirements

TOTAL MINIMUM HOURS REQUIRED: 57

Graduate students must maintain a GPA of 3.0.

Courses are listed by category, not in the order they should be taken. See Faculty Advisor for sequence.

Marriage and Family Studies (9 credits)			
All students must take the following 9 credits			Pre/Co-Req
MFT 530	Introduction to Marriage and Family Therapy	3	
MFT 532	Family Systems and Development	3	MFT 530 (Pr)
MFT 534	Cultural, Ethnic, and Gender Issues in Marriage and Family Therapy	3	MFT 530 (Pr)

Marriage and Family Practicum and Internship (15 credits)			
All students must take the following 15 credits			Pre/Co-Req
MFT 580	Pre-Practicum (20 contact hours)	3	MFT 530 (Pr)
MFT 581	Practicum (100 contact hours)	3	MFT 580 (Pr)
MFT 590	Internship I	3	MFT 581 (Pr)
MFT 591	Internship II	3	MFT 590 (Pr)
MFT 592	Internship III	3	MFT 591 (Pr)

Marriage and Family Therapy (9 credits)			
All students must take the following 9 credits			Pre/Co-Req
MFT 540	Advanced Marriage and Family Therapy Theory	3	MFT 530 (Pr)
MFT 542	Applied Marriage and Family Therapy - Assessment and Treatment	3	MFT 530 (Pr)
MFT 544	Marital Therapy - Theory and Practice	3	MFT 532, MFT 540 (Pr)

Optional Concentration (9 credits)

Optional Concentration in Families with Disabilities (9 credits)			
MFT 551	Introduction to Disability and Families	3	
MFT 553	Disability and Family Therapy	3	
MFT 555	Disability, Counseling, and the Church	3	

(Pr) indicates a prerequisite

(Co) indicates a co-requisite

Human Development and Family Systems (9 credits)			
All students must take the following 9 credits			Pre/Co-Req
MFT 550	Human Development	3	
MFT 552	Systemic Assessment and Treatment of Psychopathology	3	MFT 542 (Pr)
MFT 554	Systemic Assessment and Treatment of Sexual Issues	3	MFT 542 (Pr)

Professional Ethics and Law (6 credits)			
All students must take the following 6 credits			Pre/Co-Req
MFT 560	Professional Ethics and Marriage and Family Therapy Law	3	
MFT 562	Biblical Worldview and Ethical Practice	3	

Biblical Worldview (6 credits)			
All students must take the following 6 credits			Pre/Co-Req
MCT 500	Introduction to Biblical Worldview	3	
MCT 670	Worldviews in Vocations	3	MCT 500 (Pr)

Marriage and Family Research (3 credits)			
All students must take the following 3 credits			Pre/Co-Req
MFT 570	Research in Marriage and Family Therapy	3	

Revised: 6/12/2024

APPENDIX B:

COURSE DESCRIPTIONS

BIB 502 Old Testament Survey (3 credits)

This course surveys the thirty-nine books of the Old Testament. Each book is located within its historical and cultural context and within the biblical metanarrative of God's progressively revealed plan for creation and redemption. The survey will include each book's authorship, audience, purpose, and major themes. Attention is given to practical principles within each book for contemporary Christian living and cultural transformation.

BIB 504 New Testament Survey (3 credits)

This course surveys the twenty-seven books of the New Testament, including each book's authorship, audience, purpose, and major themes. Issues of interpretation are addressed with respect to each book's historical, cultural, literary, and theological context. Attention is given to practical principles within each book for contemporary Christian living and cultural transformation.

BIB 512 Cultural Apologetics (3 credits)

This course surveys the basic issues in apologetics such as apologetic method, the biblical basis for apologetics, and the relationship between faith and reason. It also focuses on various apologetic issues, including the inerrancy of the Bible, the divinity of Jesus Christ, and the existence of God, among other issues. In addition, this course examines contemporary cultural issues related to sexuality, race, government, and ethics.

BIB 610 Leadership in Ministry (3 credits)

This course surveys the leadership approaches of Abraham, Moses, Deborah, and David, and how they are perfected in Jesus Christ. Special attention is given to character development, vision, and conflict resolution.

(Prerequisites: BIB 502, BIB 504, MCT 500, MCT 600)

BIB 680 Practicum I (3 credits)

This course provides practical experience for leaders. Practicum opportunities will allow students to observe and assist a leader in a ministry setting (church, parachurch, nonprofit/501c3) related to their career goals. Special attention will be given to finances. Coursework requires weekly application assignments, as well as interaction with the professor and fellow students in online discussions.

(Prerequisites: BIB 502, BIB 504, MCT 500, MCT 600, MCT 670)

BIB 681 Practicum II (3 credits)

This course provides practical experience for leaders. Practicum opportunities will allow students to observe and assist a leader in a ministry setting (church, parachurch, nonprofit/501c3) related to their career goals. Special attention will be given to relational conflict. Coursework requires weekly application assignments, as well as interaction with the professor and fellow students in online discussions.

(Prerequisites: BIB 502, BIB 504, BIB 680, MCT 500, MCT 600, MCT 670)

EDU 500 Tests and Measurements (3 credits)

An examination of the terminology used in testing and the use and interpretation of academic tests as they are used in schools. Culminating task: Design unit tests and/or a written synthesis of learning for a master portfolio, or design of course instructor. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).

(Prerequisite or Corequisite: EDU 517)

EDU 514 Introduction to the Exceptional Child (3 credits)

A study of the physical, social, intellectual, emotional, and spiritual growth and development of the individual from conception into adulthood. Culminating task: Develop a case study of an exceptional child and/or a written synthesis of learning for a Master Portfolio, or design of course instructor. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).

EDU 517 Curriculum and Instruction (3 credits)

A study of curriculum designs which includes the historical and philosophic review of the curriculum, persistent curricular problems, and characteristics of current programs. There is also an emphasis on methods of instruction, including the writing of behavioral objectives and assessment of their effectiveness. Culminating task: Analyze a curricular unit for characteristics, possible problems and strengths, writing learning and behavioral objectives; and/or a written synthesis of learning for a master portfolio, or design of course instructor. Classroom observations and a practicum are required. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).

EDU 521 Teaching Diverse Student Populations (3 credits)

This course provides timely, culturally relevant instruction that responds to current needs in education. These will include how to teach students who have gone through trauma as well as students in poverty. In this course, master's students will complete a chapter in an eBook identifying specific methods and strategies to meet the needs of the students. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).

EDU 525 Fundamentals of Instructional Coaching (3 credits)

This course provides learners with foundational understandings of issues related to coaching and leading adults in a professional learning environment. Topics related to organizational development, personal growth, professional development, feedback, observational processes, and adaptability will be addressed. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).

EDU 600 Instructional Leadership (3 credits)

This course includes mentoring, leading professional development, evaluating curriculum, and instructional assessment. In this course, a chapter in an eBook detailing these skills would be written. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).

EDU 615 Classroom Management (3 credits)

A study of behavior management strategies with an emphasis on effective discipline. Classroom organization and lesson planning skills are also taught. Culminating task: A written synthesis of learning for a Master Portfolio, or design of course instructor. Classroom observations and a practicum are required. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).

EDU 620 Leading with Brain-Based Learning (3 credits)

This course provides application of current research on the brain and learning. With specific applications to classroom practice, this course will equip students with research-based methods that improve student learning. It also includes topics related to leadership, adult learning, and behavior. In this course, a chapter in an eBook explaining brain-based learning will be written. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).

EDU 630 Leading and Coaching for Change (3 credits)

Relying on research focused on change theory, conflict resolution, and school improvement, this course utilizes case studies, current newsworthy events, and real-life scenarios to help students develop the skills to help individuals and groups towards change and improvement. Culminating task: Each student will create a plan of improvement, using specific data and observational information, for a fictional teacher and will present that improvement plan during a hypothetical coaching session. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).

EDU 635 Teaching in Higher Education (3 credits)

Relying on research focused on adult learning theory, students will consider how to create effective learning environments that meet the needs of the adult learner. Topics related to the use of technology, how to create online learning environments, how to give and get feedback, and how design lessons will be addressed. Culminating task: Each student will create a unit of study focused on a specific content area, utilizing information learned about adult learners, that demonstrates an understanding of how to relate theory to practice. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).

EDU 640 Using Data to Improve Student Outcomes (3 credits)

Utilizing case studies, real-life student and school data, research related to curriculum design, and the analysis of effect size research, students will learn how to use data in the service of student learning. Culminating task: Given a set of data for a fictional school, each student will analyze that data and create a school-wide improvement plan. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).

EDU 650 Action Research Practicum (3 credits)

This course is the capstone of the program. Based on new knowledge learned in the program, the graduate student will research and design an action research plan. The results of the action research will be the final chapter in the eBook. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).

EED 513 Language Arts in the Elementary School (3 credits)

A study of the factors affecting growth in reading, spelling, functional writing, creative writing, handwriting, speaking, listening, and grammar. Implications of recent research for teaching in these areas are studied. There is an emphasis on methods and materials including pertinent observation, classroom experience, and mini teaching. Culminating task: Develop a unit of instruction, a written synthesis of learning for a master portfolio, or design of course instructor. Classroom observations and a practicum are required. In this course, master's students will complete a chapter in an eBook identifying specific methods and strategies to meet the needs of the students. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).

(Prerequisite or Corequisite: EDU 517, IVP fingerprint card required)

EED 514 Science and Social Studies in the Elementary School (3 credits)

A study and appraisal of content and methods used in various areas of the elementary school science curriculum. A study of the different approaches to the teaching of science and social studies is made including the construction of units, pertinent observation, classroom experience, and mini teaching. Culminating task: Develop a unit of instruction,

a written synthesis of learning for a master portfolio, or design of course instructor. Observation in an elementary classroom is required. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).
(Prerequisite or Corequisite: EDU 517, IVP fingerprint card required)

EED 515 The Science of Reading - 1 (3 credits)

This course is a study of the foundations and development of the literacy skills in the Science of Reading. This course touches on all elements of the Science of Reading and goes in-depth in assessing and teaching oral language, phonemic awareness, phonological awareness, phonics, syllable types and how they impact decoding, as well as encoding for spelling. The course also provides specific instruction on research informed interventions and working with students with dyslexia. Vocabulary instruction is addressed through a study of morphology, including word origins, affixes, and root words. Students will apply what they learn by assessing and tutoring individual students or working with faculty. This class is taught with a biblical worldview. Culminating task: Develop a unit of instruction, a written synthesis of learning for a master portfolio, or design of course instructor. Practicum is required. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).
(Prerequisite or Corequisite: EDU 517, IVP fingerprint card required)

EED 516 The Science of Reading - 2 (3 credits)

This course provides the content and research-informed methods used in teaching and assessing reading comprehension. Reading is more than just learning how to decode the written language. It also involves teaching students how to extract and analyze meaning from all types of texts including informational, persuasive, functional, and more graphic texts like advertisements. Utilizing evidence from the Science of Reading, this course provides research-informed methods, assessments, and interventions for all students, including students with dyslexia, to assist with the development of reading comprehension skills. This required methods course includes a practicum where assessment data is evaluated, and interventions are designed. This class is taught from a biblical worldview. Culminating task: Develop a unit of instruction, a written synthesis of learning for a master portfolio, or design of course instructor. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).
(Prerequisite or Corequisite: EDU 517, IVP fingerprint card required)

EED 610 Directed Student Teaching: Elementary School/Capstone (9 credits)

The student teaching experience will integrate theory with practical experience. Each student teacher will complete a minimum of fifteen (15) weeks of student teaching for the required nine (9) semester hours of credit. Each student teacher will be expected to be at his or her school the same amount of time as his or her mentor teacher. The total number of hours spent in student teaching is to be a minimum of four hundred five (405) clock

hours. Forty-five (45) clock hours must be fulfilled for each student teaching credit hour. Students will start at the beginning of the semester for the district where they are student teaching. *The end date will be the last day of the regular class schedule for ACU. Reflections, group interactions and other assignments may be incorporated into the student teaching experience for the Capstone experience.

(Prerequisite: Advisor approval, IVP fingerprint card required)

EED 617 Mathematics in the Elementary School (3 credits)

This course provides the content and methods used in various areas of elementary school mathematics curriculum. Emphasis is placed on the different approaches to the teaching of mathematics in the elementary school classroom, from conceptual to practical. In other words, this is a methods course for elementary school teachers. It is not intended to teach elementary school mathematics, which students already know. Arizona math standards will be used for lesson preparation. Culminating task: Develop a unit of instruction, a written synthesis of learning for a master portfolio, or design of course instructor. Practicum is required. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).

(Prerequisite or Corequisite: EDU 517, IVP fingerprint card required)

LDP 610 Leadership and Discipleship (3 credits)

In this course, students will study the foundational elements and principles of Christian leadership and discipleship. Students will navigate the dynamic interplay of both concepts - leading others effectively while cultivating an environment of spiritual growth. A variety of principles in leadership, discipleship, and organizational culture will be discussed. Various instances and contexts of leadership will be examined through the lens of a biblical worldview.

(Prerequisite: MCT 500)

MCT 500 Introduction to Biblical Worldview (3 credits)

In this course, students will learn to define a worldview, as well as the essential elements of a Christian biblical worldview.

MCT 600 Advanced Worldviews (3 credits)

Students will learn the basic tenets of various philosophies and worldviews that run counter to a traditional Christian worldview. Emphasis will be placed on detecting latent worldviews in public discourse and other cultural forms.

(Prerequisite: MCT 500)

MCT 670 Worldviews in Vocations (3 credits)

Students will examine their own vocational fields, identifying dominant worldview issues inherent in them.

(Prerequisite: MCT 500)

MFT 530 Introduction to Marriage and Family Therapy (3 credits)

This course reviews the theoretical foundations of marriage and family therapy approaches. Students will evaluate the theories using research, biblical worldview foundations, and cultural considerations. Students will learn the historical development of the MFT relational/systemic philosophy and contemporary models of MFT. This course is designed as an introduction to the field of marriage and family therapy.

MFT 532 Family Systems and Development (3 credits)

This course explores the family life cycle, its impact on individual development, and the influences of gender, religion, SES, and culture on family development. This course will also cover family subsystems, including marital and sibling, and how these systems impact the family life cycle. Students will use case scenarios to consider challenges and responses to families.

(Prerequisite: MFT 530)

MFT 534 Cultural, Ethnic, and Gender Issues in Marriage and Family Therapy (3 credits)

This course explores how marriages, families, and family therapy practice are influenced by culture, including ethnicity, region, social class, religion, and gender. Students will begin the course examining their personal cultural influences and consider how these will impact their relationships with families that they will be helping. Current cultural and political issues will be considered as they impact families and the therapeutic relationship. The experience of gender in relationship to Christian marriages and marital therapy is a major topic of the course.

(Prerequisite: MFT 530)

MFT 540 Advanced Marriage and Family Therapy Theory (3 credits)

This course provides the historical creation of structural, developmental, narrative, contextual, and brief models of family therapy. Each model of therapy includes treating clients with various cultural backgrounds, spiritual beliefs, and diverse backgrounds. This course provides the opportunity to compare and contrast foundational theoretical assumptions of marriage and family theories. This essential course develops congruent practice as students demonstrate the ability to support practice principles with theory. Biblical worldview principles and research will inform the evaluation process.

(Prerequisite: MFT 530)

MFT 542 Applied Marriage and Family Therapy – Assessment and Treatment (3 credits)

This course integrates assessment and treatment for application of theory to practice. Students will explore and use assessment and treatment practices across classic and postmodern marriage and family approaches. Special emphasis will be given to systemic assessments, such as assessing for intimate partner violence, child abuse, and suicidal thoughts and behaviors. Students will identify how to use result assessments to develop a treatment plan and use systemic MFT models. Students will review issues related to test construction, administration, interpretation, and statistical concepts related to test worthiness. Theological and cultural influences on practice will be emphasized.

(Prerequisite: MFT 530)

MFT 544 Marital Therapy – Theory and Practice (3 credits)

This course surveys systemic, postmodern, and experiential approaches to assessment and treatment of marital issues. Students will review the literature to discover evidence for best practices and will begin to apply knowledge to case scenarios. Sexuality issues, qualities of healthy marriages, factors associated with divorce, and cultural and theological influences are significant components of the course.

(Prerequisite: MFT 532 and MFT 540)

MFT 550 Human Development (3 credits)

This course approaches human development across the lifespan from a distinctly biblical worldview of human nature. The relationship of the Trinity is proposed as the ideal model for all relationships and healthy reciprocating relationships are featured as key to healthy individual development. Development of the full range of intrapersonal systems, including spiritual, social, cultural, physical, and psychological are explored.

MFT 551 Introduction to Disability and Families (3 credits)

This course reviews the diagnosis criteria for physical, developmental, and intellectual disabilities. The challenges, growth areas, and strengths of individuals living with a disability will be reviewed. Students will learn the impact a disability can have on individuals and how each member within the family is uniquely impacted by the diagnosis. How families with a disability are impacted by society, culture, and their community will also be reviewed. Finally, this course will review how marriage and family therapists can support the mental health treatment of the individual and family facing a disability.

MFT 552 Systemic Assessment and Treatment of Psychopathology (3 credits)

This course provides systems thinkers with the ability to understand presenting problems from the perspective of the DSM-5. Students will develop an in-depth knowledge of the DSM-5 and practice interview techniques for assigning DSM-5 diagnoses while considering systemic epistemological hypotheses and treatment strategies. Additionally, students will

deepen their knowledge of cultural, religious, and spiritual meaning-making of psychological issues and develop strategies for working with diverse family narratives. (Prerequisite: MFT 542)

MFT 553 Disability and Family Therapy (3 credits)

This course provides students with the skills and ability to therapeutically treat individuals and families living with a physical, developmental, and intellectual disability. The systemic models that will be highlighted in this course include Narrative Therapy, Solution-Focused Brief Therapy, Play Therapy, and Structural Family Therapy. Students will also learn how to create a therapeutic environment for treating individuals facing disabilities.

MFT 554 Systemic Assessment and Treatment of Sexual Issues (3 credits)

This course focuses on specific systemic practice strategies for addressing sexual issues within professional and biblical frames. The course begins by contrasting a biblical worldview with other worldviews of sexuality followed by a presentation of principles associated with biblical sexuality. The remainder of the course applies systemic treatment to presenting issues including sexual abuse trauma, physiological challenges, sexual addictions, sexual attraction issues, gender dysphoria, and treating sexual perpetrators. The impact of gender dysphoria and transgender practices on marriage and family will be explored.

(Prerequisite: MFT 542)

MFT 555 Disability, Counseling, and the Church (3 credits)

Students will understand how individuals and families experience their faith and church community while facing a disability. This course will also focus on adaptive and maladaptive forms of religious coping commonly used by individuals and families. The final aspect of this course will describe how MFTs can collaborate with churches to support and empower families.

MFT 560 Professional Ethics and Marriage and Family Therapy Law (3 credits)

This course uses case studies to address ethical and legal practice. Students will review the AAMFT code of ethics, Arizona Revised Statutes, and legal guidelines for MFT practice with special attention for working with systems. Topics include informed consent and assent, confidentiality, record keeping, financial practices, multiple relationships, practice limitations, licensing and supervision requirements in the State of Arizona, and expectations for continuing education. This course will also focus on the ethical treatment of minors.

MFT 562 Biblical Worldview and Ethical Practice (3 credits)

This course considers challenges to practice for the Christian therapist with a focus on methods for centering client values, self-determination, and autonomy. Issues under

consideration will include sexuality, infertility and bioethics, multiple relationships, therapy with minors, domestic violence, cultural diversity, professional organization policies and guidelines, and working in church-based and college counseling centers. The course focuses on the integration of legal, professional, and biblical ethical practice and provides opportunities for students to clarify and apply ethical, biblical principles to case studies. Students will create plans for continuing professional and personal development as marriage and family therapists.

MFT 570 Research in Marriage and Family Therapy (3 credits)

This course provides an overview of marriage and family therapy research design. Students will evaluate various methods of research design, critique current marriage and family research, and become effective consumers of research. In particular, students will be able to identify embedded biases and discern differences between political and scientifically supported methods and interpretations of results. Students will be introduced to the methods and goals of evaluation research, in both its qualitative and quantitative applications. Students will conduct qualitative analyses with the use of SPSS.

MFT 580 Pre-Practicum (3 credits; 20 contact hours)

The Pre-Practicum course combines observation of live sessions on-site at ACU's counseling center with in-class practice of marriage and family clinical skills and biblical integration. The emphasis will be on systems and postmodern approaches. Students will practice assessment, treatment planning, case management, and case presentations. This course is an integral component of marriage and family therapy education in preparing students for practicum and internship courses as students combine theoretically grounded practice with essential counseling skills.

(Prerequisite: MFT 530)

MFT 581 Practicum (3 credits; 80 contact hours)

The practicum course is a one semester course including 80 hours of clinical contact hours with individuals, couples, and families on-site at ACU's counseling center. This course allows students to work under the direct observation of State and/or AAMFT approved supervisors and provides opportunities for co-therapy with other students. The emphasis will be on assessment and treatment planning from biblically integrated systems and postmodern perspectives. Students will receive weekly group and individual supervision during the course. This course contributes to the required minimum of 300 hours of clinical contact by the State of Arizona Board of Behavioral Health Examiners and COAMFTE Accreditation.

(Prerequisite: MFT 580)

MFT 590 Internship I (3 credits; 80 contact hours)

The Internship I course is a one semester course including at least 80 hours of clinical contact hours with individuals, couples, and families off site in a community clinical setting. The focus will be on ethical practice, case management, and other professional competencies. Students will be expected to fulfill responsibilities expected in a clinical setting. Supervision will focus on application of knowledge and skills needed in a community-based agency. Students will participate in group and individual supervision with an AAMFT and/or State approved supervisor throughout the course. This course contributes to the required minimum of 300 hours of clinical contact by the State of Arizona Board of Behavioral Health Examiners and COAMFTE accreditation.

(Prerequisite: MFT 581)

MFT 591 Internship II (3 credits; 80 contact hours)

The Internship II course is a one semester course that emphasizes students' ability to assess and treat from systems and postmodern perspectives. Students will begin to synthesize their personal style with mainstream theories. Supervision is approached using a consultation style with students leading under the direction of the credentialed supervisor. Students will participate in group and individual supervision with an AAMFT and/or State approved supervisor throughout the course. This course contributes to the required minimum of 300 hours of clinical contact by the State of Arizona Board of Behavioral Health Examiners.

(Prerequisite: MFT 590)

MFT 592 Internship III (3 credits; 80 contact hours)

The Internship III course is a one semester course that emphasizes students' ability to assess and treat from systems and postmodern perspectives. Students will begin to synthesize their personal style with mainstream theories. Supervision is approached using a consultation style with students leading under the direction of the credentialed supervisor. Students will participate in group and individual supervision with an AAMFT and/or State approved supervisor throughout the course. This course contributes to the required minimum of 300 hours of clinical contact by the State of Arizona Board of Behavioral Health Examiners.

(Prerequisite: MFT 591)

MGT 540 Management Theory and Practice (3 credits)

This course is a comprehensive survey of academic models and theoretical frameworks used in the contemporary marketplace to forecast and evaluate business practices. Students will learn fundamental principles and concepts of management, as both an art and a science, and will apply them practically, utilizing best practices as demonstrated in authentic organizational case studies.

MGT 642 Management of Nonprofit Organizations (3 credits)

This course describes nonprofit business models and presents an overview of their history, structure, and operations, particularly focusing on faith-based and mission-oriented organizations. Students will complete a comprehensive survey of influential nonprofit organizational leadership theories and practices. They will examine and analyze critical managerial issues faced by leaders in a variety of nonprofit organizations.

(Prerequisite: MGT 540)

SED 601 Integrated Literacy (3 credits)

This course addresses the changes that the College and Career Readiness Standards are bringing to education in Arizona. With these standards, students are expected to “read and comprehend complex...informational texts independently and proficiently.” In various subject areas, they are to “make logical inferences from it [the text]: cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.” All teachers, including teachers of science, math, and social studies, are expected to teach these standards to their students. Integrated Literacy will provide the knowledge and strategies students need to do this in a classroom setting. Culminating task: Develop a unit of instruction, a written synthesis of learning for a master portfolio, or design of course instructor.

(Prerequisite: EDU 517, IVP fingerprint card)

SED 610 Directed Student Teaching: Secondary School/Capstone (9 credits)

The student teaching experience will integrate theory with practical experience. Each student teacher will complete a minimum of fifteen (15) weeks of student teaching for the required nine (9) semester hours of credit. Each student teacher will be expected to be at his or her school the same amount of time as his or her mentor teacher. The total number of hours spent in student teaching is to be a minimum of four hundred five (405) clock hours. Forty-five (45) clock hours must be fulfilled for each student teaching credit hour. Students will start at the beginning of the semester for the district where they are student teaching. *The end date will be the last day of the regular class schedule for ACU. Reflections, group interactions and other assignments may be incorporated into the student teaching experience for the Capstone experience.

(Prerequisite: Advisor approval, IVP fingerprint card)

SEI 690 Structured English Immersion (3 credits)

This course provides advanced methodologies in the field of Structured English Immersion. This course is required for the Arizona Structured English Immersion (SEI) endorsement within the Arizona State Department of Education. HIS 512 US and AZ Government. Culminating task: A written synthesis of learning for a master portfolio, or design of course instructor.

SPE 526 Instructional Methods and Behavior Management for Students with Disabilities (3 credits)

This course covers research informed strategies for students with disabilities. It includes a heavy emphasis on specific methods of instruction and behavior management as well as appropriate engagement strategies that allow for social, behavioral, and cognitive needs for students with mild/moderate disabilities. It also includes teaching strategies to use when teaching in an inclusion classroom. An emphasis is placed on the collaboration and communication with parents, faculty, and administrators to maximize student success. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).

(Prerequisite or Corequisite: EDU 514)

SPE 527 Special Education Law, Assessment, and IEPs (3 credits)

This course trains graduate students how to conduct, review, and apply assessments for students with disabilities. The data is used to design and write IEPs as well as create appropriate curriculum for students with disabilities. It also includes a study of the history of the law surrounding services for students with disabilities and the application of current laws. Graduate students will review various program service models and supports through the lens of the current laws. Professional responsibility and ethics are an integral part of the course.

(Prerequisite: EDU 514)

SPE 627 Language Development and Disorders (3 credits)

This course is designed to review the etiology and impact of language development and disorders for children with disabilities. A heavy emphasis will be placed on appropriate and research informed strategies for teaching students with dyslexia as well as students with learning disabilities in the area of language. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).

(Prerequisite: SPE 528)

SPE 628 Mild/Moderate Disability Practicum (3 credits)

Graduate students will complete forty-five university supervised clock hours of practicum in a mild/moderate special education classroom. These verified and supervised hours may be earned throughout the program. Course goals and proficiency to be measured by the completion of the Capstone Signature Assignment (CSA).

(Prerequisite: SPE 528)

APPENDIX C:

ACCREDITATIONS AND AFFILIATIONS

Accreditation, Approval, and Licensing

- The Higher Learning Commission - www.hlcommission.org - 312.263.0456
- The Arizona State Board for Private Postsecondary Education (AZPPSE) - ppse.az.gov - 602.542.5709
- The Arizona State Board of Education (for teacher training in elementary and secondary education in preparation for state certification) - azsbe.az.gov - 602.542.5057
- The Arizona State Board of Behavioral Health Examiners - www.azbbhe.us - 602.542.1882
- The National Council on Family Relations (NCFR) - www.ncfr.org - 888.781.9331
- The Arizona State Approving Agency, a division of the Arizona Department of Veterans' Services - dvs.az.gov/services/education/state-approving-agency-saa - 602.255.3373
- The Student and Exchange Visitor Program (SEVP), Department of Homeland Security - www.ice.gov/sevis - 703.603.3400

Affiliations

- Council for Christian Colleges and Universities (CCCU) - www.cccu.org - 202.546.8713
- International Alliance for Christian Education (IACE) - iace.education - iace@iace.education

Post-Graduate Affiliations

- [Cedarville University Graduate School](#)
- [Dallas Theological Seminary](#) (DTS)
- [Edward Via College of Osteopathic Medicine](#) (VCOM)
- [Lake Erie College of Osteopathic Medicine](#) (LECOM)
- [Midwestern University](#)
- [Phoenix Seminary](#)

Memberships

- The American Association of Collegiate Registrars and Admissions Officers (AACRAO) - www.aacrao.org - 202.293.9161
- The Association for Institutional Research - www.airweb.org - 850.385.4155

- The Arizona Association of Student Financial Aid Administrators (AASFAA) - www.aasfaa.org - contact@aasfaa.org
- The Western Association of Student Financial Aid Administrators (WASFAA) - wasfaa.org - support@wasfaa.org
- The National Association of Student Financial Aid Administrators (NASFAA) - www.nasfaa.org - 202.785.0453
- The Association of Christian Schools International (ACSI) - www.acsi.org - 800.367.0798
- The Association of Independent Colleges and Universities of Arizona (ICUA) - www.icuaz.com
- North American Coalition for Christian Admissions Professionals (NACCAP) - www.naccap.org - 888.423.2477
- Council for Higher Education Accreditation (CHEA) - www.chea.org - 202.955.6126
- Association of Business Administrators of Christian Colleges (ABACC) - www.myabacc.org - 877.303.8666
- Evangelical Council for Financial Accountability (ECFA) - www.ecfa.org - 800.323.9473
- Association of International Educators (NAFSA) - www.nafsa.org - 202.737.3699
- National Association of Intercollegiate Athletics (NAIA) - www.naia.org - 816.595.8000
- Great Southwest Athletic Conference (GSAC) - gsacsports.org
- Pacific Collegiate Swim Conference - www.pacificswimanddive.org - pacificswimanddive@gmail.com
- Sooner Athletic Conference (SAC) (Football only) - soonerathletic.org - 405.317.3765
- CollegeSource - collegesource.com - 800.854.2670
- Department of Defense (DoD) Tuition Reimbursement - www.dantes.mil/mil-ta/
- Air Force Tuition Reimbursement - www.afpc.af.mil/Career-Management/Military-Tuition-Assistance-Program/ - 800.525.0102
- CollegeBoard - www.collegeboard.org - 866.630.9305

State Authorization Reciprocity Agreements (SARA) Participant

Arizona Christian University is an institutional participant in the State Authorization Reciprocity Agreement (SARA) initiative. SARA is an agreement among member states, districts, and territories that establish comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a national council and administered by four regional education compacts. For more information and a list of member states, please visit nc-sara.org.

Program-Specific Accreditation, Certification, and Licensure

Some of ACU's degree programs have program-specific accreditations, certifications, or licensures. These are represented in the table below. Programs not included in the table below do not have additional accreditation, certifications, or licensures.

ACU Program Name	Accreditation, Certification, or Licensure
<i>Graduate Programs</i>	
Master of Science in Marriage & Family Therapy	<p>ACU's Master of Science in Marriage & Family Therapy program is approved by the Arizona Board of Behavioral Health Examiners for meeting the requirement of LAMFT and LMFT licenses in the state of Arizona.</p> <p><i>To review this documentation, visit</i> https://www.azbbhe.us/node/553</p>
Master of Arts in Education Concentration in Instructional Leadership	<p>ACU's Master of Arts in Education: Instructional Leadership Programs are accredited by ACSI (Association of Christian Schools International).</p> <p>States vary in their certification requirements. ACU has made reasonable, good faith efforts to determine if its certified education programs meet the applicable education requirement for professional licensure or certification in all fifty states and several U.S. territories. This information can be accessed on the <i>Professional Licensure General Notifications</i> document linked in the Consumer Information web page.</p> <p>The Instructional Leadership concentration has three specific areas of emphasis: Instructional Coaching, Special Education, and Bible. Instructional Coaching qualifies you to come alongside teachers to help improve instruction at your school. The Special Education Emphasis may lead to Arizona Certification in Mild-Moderate Disabilities (Endorsement). The Bible Emphasis strengthens biblical knowledge and can lead to ACSI (Association of Christian School International) Certification. See the Education website for additional Education Program Benefits.</p>

	<p><i>Students can contact the program director for program-specific accreditation, approval, or licensure documentation.</i></p>
<p>Master of Arts in Education Concentration in Teaching and Learning</p>	<p>ACU's Master of Arts in Education: Teaching and Learning Programs are ADE (Arizona Department of Education) approved and accredited by ACSI (Association of Christian Schools International).</p> <p>States vary in their certification requirements. ACU has made reasonable, good faith efforts to determine if its certified education programs meet the applicable education requirement for professional licensure or certification in all fifty states and several U.S. territories. This information can be accessed on the <i>Professional Licensure General Notifications</i> document linked in the Consumer Information web page.</p> <p>Students enrolled in the MAEd in Teaching and Learning can become Arizona certified teachers. They may choose from emphases in Elementary and Secondary Education. Upon completion of their degree requirements, and with the required GPA met, students will be issued an Institutional Recommendation (IR), as well as a document that can be redeemed for ACSI certification. See the Education website for additional Education Program Benefits.</p> <p><i>Students can contact the program director for program-specific accreditation, approval, or licensure documentation.</i></p>

APPENDIX D: GOVERNING BOARD, ADMINISTRATION, AND FACULTY

Board of Trustees

Mr. Thomas Okarma, Chair – Non-Profit Board and Leadership Coach

Dr. Larry Anderson, Vice Chair – Pastor

Mr. Don King, Secretary – Retired Manufacturing Manager

Mr. Wayne Mihailov, Treasurer – CEO, Airline MRO Parts (AMP)

Mr. Len Munsil, Ex Officio – University President

Mr. Mike Bailey – General Counsel, Arizona Chamber of Commerce; Partner, Tully Bailey LLP

Dr. Jim Baugh – Pastor, International Christian Leadership Development

Mr. Rick Blankenship – Retired Sales Professional, High-Tech Industry

Mr. Michael Farris – General Counsel, National Religious Broadcasters, CEO (Retired) Alliance Defending Freedom, Founder HSLDA

Dr. Mark Fuller – Pastor of Leadership Development, Church of the Nazarene (Ohio)

Mr. Jeff Gunn – Executive Pastor, Amazing Love Lutheran Church (Illinois)

Mr. Peter Maculan – CAPT, CEC, USN

Sen. Mike Morrell – California State Senate (Retired)

Mr. David Pruitt – Realtor and Director of the Property Management Division of West USA Realty, Inc.

Dr. Shelly Roden – Retired ACU/Southwestern College Faculty Member and Administrator; ACU's Shelly Roden School of Education is named in her honor.

Mr. Patrick Smith – Chief Financial Officer for Charter Home Alliance

Mr. Andrew Unkefer – Entrepreneur and Business Consultant

Mr. Brent Veach – Owner/CEO, Desert Taco, LLC

Administration

Len Munsil, J.D. – President

James Tito, B.A. – Executive Vice President and Chief Operating Officer

Jeffrey Green, Ph.D. – Vice President of Academic Affairs

James Griffiths, J.D. – Vice President of Administration and General Counsel

Peter Dryer, Ph.D. – Athletic Director and Dean of Students

Michael Werner, M.A. – Vice President of Finance

Anthony Allen, Ph.D. – Vice President of Advancement

Angela Poia, B.S. – Vice President of Enrollment Management and Marketing

Jeff Rutter, B.A. – Vice President of Athletic Enrollment and Club Sports

Graduate Faculty

Lisa Bernier, *Associate Professor, Chair, Department of Education and Mathematics*
B.S. Elementary Education, Grand Canyon University
M.Ed. Administration and Supervision, University of Phoenix
Ed.D. Organizational Leadership: Innovative Schools, Grand Canyon University

John DelHousaye, *Professor, Department of Biblical and Theological Studies, Director, M.A. Christian Leadership*
B.A. English, Arizona State University
M.Div. Biblical Communication, Phoenix Seminary
Th.M. New Testament Theology, Fuller Theological Seminary
Ph.D. New Testament Theology, Fuller Theological Seminary

Kyle DiRoberts, *Associate Professor, Chair, Department of Biblical and Theological Studies*
B.A. Biblical Studies, Arizona Christian University
M.Div. Biblical Communication, Phoenix Seminary
Th.M. Systematic Theology, Talbot School of Theology
Ph.D. Theological Studies, Dallas Theological Seminary

Mark Duplissis, *Associate Professor, Department of Education and Mathematics, Executive Director of Adult Education*
B.A. History, Arizona State University
M.Ed. Education Administration, Arizona State University
Ed.D. Educational Leadership and Policy Studies, Arizona State University

Bryan Harris, *Associate Professor, Department of Education and Mathematics*
B.S. Education, Northern Arizona University
M.Ed. Educational Leadership, Northern Arizona University
Ed.D. Educational Administration, Bethel University

Linnea Lyding, *Associate Professor, Department of Education and Mathematics, Dean, Shelly Roden School of Education*
B.S. Early Childhood/Special Education, Northern Arizona University
M.Ed. Elementary Education, Northern Arizona University
Ed.D. Leadership and Innovation in Education, Arizona State University

Carolyn Pela, *Professor, Department of Family Studies and Child Development*
B.S. Psychology and Sociology, Grand Canyon University
M.S. Marriage and Family Therapy, University of Wisconsin-Stout
Ph.D. Psychology, Capella University

Steven Rutt, *Associate Professor, Department of Biblical and Theological Studies*
B.Th. Theology, Sweetwater Bible College
M.A. Theology, Fuller Theological Seminary
Ph.D. Religious Studies, Lancaster University (UK)

Brie Turns-Coe, *Associate Professor, Director, M.S. Marriage and Family Therapy*
B.S. Human Services Counseling, University of Nevada – Las Vegas
M.S. Child Development and Family Studies, Purdue University
Ph.D. Marriage and Family Therapy, Texas Tech University