



ARIZONA CHRISTIAN

EST. **UNIVERSITY** 1960

Graduate Studies Student Handbook 2025-2026

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Welcome and Purpose

Congratulations on your enrollment into Arizona Christian University's graduate program. Students receiving this handbook will be abiding by the policies and procedures for the 2025-2026 school year.

The purpose of this handbook is to provide general and program specific information that is not found in the Arizona Christian University (ACU) [Graduate Catalog](#). Students are responsible for understanding and following the policies and procedures delineated in this document and in the ACU [Graduate Catalog](#). Questions about policies should be directed to the program dean.

This handbook is designed to help graduate students become familiar with the policies, procedures, and expectations of ACU that supplement those outlined in the [Graduate Catalog](#) and to help ease the transition into new educational experiences. The transition from undergraduate to graduate education can be a challenge due to the increased rigors and demands of graduate education.

Graduate Studies Policies and Procedures

Student Conduct

General Expectations

Graduate education relies heavily on the seminar format, with students acquiring knowledge, integrating information, articulating their thoughts/position about the information, and actively participating in discussion. Students have a greater responsibility to be prepared for class by completing the readings and, based on their preparation, to participate in class discussions. As a general rule, for each 1 hour of time spent in the classroom, students will spend at least 4 hours of time outside the classroom each week. For example, a 3-credit hour course typically meets for 3 hours of class each week, and therefore, a student can expect to spend at least 12 hours of preparation time outside of class on readings and assignments.

Social Networking Policy

As social media has become a popular form of communication and networking, the ACU advises students to monitor their posts, comments, and engagement while using social media outlets, including Facebook, YouTube, Instagram, TikTok, Twitter, and Reddit. Students should keep in mind that site supervisors, faculty, peers, students, and clients may have access to view photos, posts, and comments that they make. While communicating on these platforms, students should consider that they are representing ACU and the profession that they are pursuing.

If ACU is made aware of inappropriate or unprofessional posts, the program director may contact the student to review his or her engagement and social media behavior. If the Student Code of Conduct is violated, students may be dismissed from the program.

Referral to Appropriate Agencies

ACU may include therapy as a required part of the remediation process. The encouragement to attend therapy may be an option offered by the faculty should a student be impaired by drug use, alcohol use, or emotional or mental illness.

Online Classroom Policies

Online Classroom Term Dates

An online week for graduate students is Monday through Sunday. Each module will begin on Monday and end on Sunday at midnight. ACU requires all students enrolled in an online course to participate every week. Participation is marked by activity in the online classroom.

Classroom Participation Requirements

Student participation in the online classroom is paramount to the online learning experience and accounts for a large part of the student's final grade. Participating in the weekly discussion forums and/or other course activities (quizzes, group assignments, etc.) allows students and faculty to share experiences, examine the relevant subject matter, share expertise, and study the content from new perspectives.

Course instructors may require online students to post within the online classroom weekly. If required for the course, the instructor will outline the discussion forum expectations through the course syllabus.

Late Policy

All weekly assignments are due on Sunday by 11:59 PM, Arizona time. See syllabus for late work requirements. Students experiencing hardships should contact their graduate advisor and the course instructor to decide on the next appropriate steps. If students know they will be unable to fulfill course requirements, they should communicate in advance with their professor.

No assignment can be accepted for grading after midnight on the final day of class unless prior arrangements for the grade of an Incomplete have been granted due to extenuating circumstances. The student must contact his or her instructor through email to maintain accurate records for assignment extensions.

Grading System

The graduate studies grading system can be found by referencing ACU's [Graduate Catalog](#) and the course syllabus.

1. Students can expect a seven-day grading turnaround time frame from when assignments are due. If a student submits an assignment before the due date and wishes to receive quicker feedback, the student should reach out to the instructor with his or her request, as faculty are only required to return assignment feedback and grades within the seven-day timeframe of when an assignment is due.
2. Faculty are required to provide constructive feedback for all weekly assignments. The feedback for the assignments will be in addition to the rubric included in the classroom (if an assignment has a rubric).
3. ACU policy requires adjunct faculty to respond to student inquiries within 24-48 hours.

If a student experiences difficulty receiving communication or feedback within the turnaround times described above, he or she should reach out to the program dean for assistance.

Plagiarism

Plagiarism is the act of claiming credit for another's work, accomplishments, or ideas without appropriate acknowledgment of the source by including in-text citations and references. Whether this happens deliberately or inadvertently, whenever plagiarism has occurred, it is a Code of Conduct violation.

Plagiarism includes:

1. Representing the ideas, expressions, or materials of another without due credit.
2. Submitting the same work for more than one course, or for the same course, without the instructor's permission.
3. Paraphrasing or condensing ideas from another person's work without proper citation and referencing.
4. Failing to document direct quotations without proper citation and referencing. If using an AI tool to assist in developing an assignment, the graduate student is expected to paraphrase, cite specific references, and add the references to a references page at the end of the

assignment. Students submitting an assignment generated by AI will not receive credit for that assignment.

5. Collaborating without permission in preparing assignments.

Depending on the amount, severity, and frequency of the plagiarism committed, students may receive in-class penalties that range from coaching (for a minor omission) to zero credit for a specific assignment. In addition, university-level penalties may also occur, including suspension or even expulsion from the university. ACU uses Turnitin as its plagiarism-checking software.

Turnitin

Turnitin (TII) is hosted in Canvas and is the licensed plagiarism monitor by ACU. Turnitin provides instructors and students with originality reports of submitted, text-based work. Only assignments that are “Online/Digital” submission types and have “Text Entry” and/or “File Uploads” entry options selected can use Turnitin.

Each paper and presentation will automatically be placed into the TurnItIn (TII) dropbox upon submission in the online classroom (unless the instructor disables this feature). Students should allow themselves sufficient time for the TII scoring and submission due dates to avoid losing credit.

If students are uncertain about what constitutes plagiarism, they should access the Student Tool Box (also known as “Orientation”). Student orientation also highlights ACU’s academic integrity policies and standards.

Student Code of Conduct

In accordance with ACU’s policy as stated in the [Graduate Catalog](#) and this handbook, it is the expectation that all communication that takes place in the classroom will be presented professionally, using appropriate language and a collaborative tone, while demonstrating respect for the viewpoints and values of all class members, even if they do not coincide with one’s views and values.

All procedures regarding conduct, including computer conduct, will be followed as outlined in the ACU [Graduate Catalog](#) and this handbook. Cheating, fabrication (making up information or sources), and plagiarism (copying) will be subject to strict disciplinary action. A student found cheating, fabricating, or plagiarizing may receive a 0 for that activity and may be referred to the program dean for disciplinary action; this may result in class withdrawal. Since this rule is strictly enforced, students should avoid all appearances of academic dishonesty.

Professionalism online is required. Professionalism includes reframing from behavior that others find unwelcome or offensive within the discussion threads. Students who cannot meet these expectations may be withdrawn from a course, which may cause a loss of financial aid funding.

Attendance

Students should consult the course syllabus for attendance policies for that course.

Retention of Examinations and Assignments

All coursework is retained electronically through the LMS for online courses.

Dropping a Class

Please refer to the ACU [Graduate Catalog](#) for the add/drop policy.

Tuition Refund Policy

Please refer to the ACU [Graduate Catalog](#) for the tuition refund policy.

Thesis and Research Policies

Responsible Conduct of Research

Arizona Christian University's Institutional Review Board (IRB), with oversight from the program dean, reviews all research conducted with human participants by ACU faculty, staff, and students, and research conducted by non-affiliated researchers with ACU faculty, staff, or students serving as participants. The IRB assumes primary responsibility for providing oversight of human participant research and for maintaining compliance with applicable laws, regulations, and policies. All research, including survey research, involving human participants must be reviewed and approved by the IRB prior to initiation. Any subsequent changes in the research procedures must also be approved. The IRB is also charged with providing guidance and assistance for researchers throughout the research process.

The IRB uses guidelines established by the department of Health and Human Services (HHS); Office for Human Research Protections (OHRP), published in the Federal Register, Vol. 83, No. 118, Tuesday, June 19, 2018; and other relevant professional organizations to ensure the privacy, confidentiality, safety, health, beneficence, and welfare of human research participants. For any questions regarding what constitutes research and the procedures for submitting proposals, please contact the IRB at IRBChair@arizonachristian.edu. Please note that ALL research and grant proposals seeking support from extra-university agencies must be reviewed and approved by the IRB prior to submission to an agency.

ACU requires all human participant research to be submitted to the Research Quality Review Board for approval prior to submission to the IRB. All human participant research will be reviewed by the IRB. See the following definitions of human participants and research.

Human Participants: According to the HHS (45 CFR 46), "human subject" (or "participant") means a living individual about whom an investigator (whether professional or student) conducting research: (i) Obtains information or biospecimens through intervention or interaction with the individual, and uses, studies, or analyzes the information or biospecimens; or (ii) Obtains, uses, studies, analyzes, or generates identifiable private information or identifiable biospecimens.

Research: According to the HHS (45 CFR 46), "Research means a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge. Activities that meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities. For purposes of this part, the following activities are deemed not to be research: Scholarly and journalistic activities (e.g., oral history, journalism, biography, literary criticism, legal research, and historical scholarship), including the collection and use of information, that focus directly on the specific individuals about whom the information is collected."

Thesis Committee Requirements:

- There must be at least three members.
- The first member must be a current program faculty member.
- The second member must be a current or former ACU faculty with a terminal degree.
- The third member may be another program faculty member or a faculty member from another institution. Students may petition for an exception for the third member requirements.
- All thesis committee members must have voting rights.

Course Evaluations

ACU's Curriculum Committee reviews each course prior to course delivery and acceptance into the program and the [Graduate Catalog](#). Subsequently, courses are reviewed on a 3-year rotating basis. Review criteria include adherence to support of program goals, adherence with meeting Carnegie hour requirements, quality, clarity, accessibility, and variety of assignments, appropriate rigor for the course level, appropriate assessment strategies, best pedagogical practices, and adherence to current ACU graduate syllabus policies.

Informal Procedures

Students may also have ideas about how to improve the program. In addition to the formal mechanism for feedback offered through exit surveys and course evaluations, students are also encouraged to provide feedback directly to the program director. In the case where there are several students with ideas for improvement, the program director will hold a meeting at a time convenient for the students in order to take the feedback and provide it back to the faculty as assessment data.

Student Resources

Disability Services

Arizona Christian University is committed to offering equal access to people with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Amendments Act of 2008, the university does not exclude otherwise qualified persons from participating in university programs and activities. The university is committed to nondiscrimination for all persons in employment, access to facilities, student programs, activities, and services.

In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Amendments Act of 2008, and university policy, all members of the university community are responsible for ensuring that students are not discriminated against because of a disability. To accomplish this goal, reasonable and appropriate accommodation(s) may be necessary for physical and/or programmatic access. ACU is committed to providing an equal opportunity educational experience for ACU students, and reasonable access accommodation(s) will be granted to students who qualify.

Students who believe they require accommodation(s), even on a temporary basis, are required to self-identify and make their requests in writing using the [Accommodations Request and Documentation Form](#) to document their disability in accordance with ACU policies and procedures. Accommodation(s) are not retroactive. Please allow adequate time for evaluating documentation and arranging approved accommodation(s).

Requirements for documentation at ACU are based on the Association on Higher Education and Disability (AHEAD) best practices. Documentation of the disability should be current (not older than 1 year) and provided by a qualified healthcare professional such as a diagnosing or current physician, psychiatrist, or psychologist. It must comply with the requirements for documentation outlined on the [Accommodations Request and Documentation Form](#).

For further information about Disability Services, please see the ACU [Graduate Catalog](#).

Library Services

The ACU Library provides a variety of study spaces, resources, and services to support graduate students. First, the bright, 35,000-sq.-ft. library building offers comfortable places to study alone or with others. Second, the library website (www.arizonachristian.edu/library/) has excellent research tools for finding books, eBooks, journal articles, and more. If a resource is not accessible through the ACU Library, it can often be provided to students via interlibrary loan; email requests can be sent to ill@arizonachristian.edu. Furthermore, library staff can scan limited portions of books and email them to students in accordance with copyright law, thus allowing off-campus students access to books. ACU librarians offer research assistance in person and by phone, email, and video conference. They can help with finding high-quality, relevant sources and developing research skills. They can also help with formatting citations, following academic writing styles (APA, MLA, Chicago/Turabian, and others), and identifying appropriate places to publish scholarly or creative works. Finally, ACU librarians provide asynchronous help services through a curated list of online

citation and style guides, Pathfinders (research guides), and video tutorials. Visit the [library website](#) for these and for more information about the ACU Library.

Student Orientation

All new campus students will be required to participate in a half-day orientation. Through participation in the orientation, students will:

- Learn about the mission, vision, and values of the university and the program in which they are enrolled.
- Become familiar with the university campus.
- Connect with students, staff, and faculty.
- Become familiar with the technology needed to complete their program.
- Connect with their academic advisor and their faculty mentor.
- Review the program goals and expectations.
- Learn about campus resources.

Graduation

Conferral of Degrees

The Office of the Registrar will confer degrees at the end of the fall, spring, and summer semesters. Conferrals will take place once grades have been posted for all classes for that semester. The conferral date will be set to the last day of the semester in which all requirements were met. Conferrals outside of these dates will be at the discretion of the University Registrar.

Conferral of a degree may be delayed by the following:

1. Failure to meet the Graduation Requirements stated in the [Undergraduate Academic Catalog](#).
2. Carrying a balance owed with the ACU Business Office for tuition, fees, fines, or other charges applied to the student's account.

For students whose conferral was delayed for any reason, the conferral will be processed at the end of the semester in which the requirements were satisfied. Exceptions to this will be at the discretion of the University Registrar.

For additional information related to graduation and the commencement ceremony, see the [Undergraduate Academic Catalog](#).

Receipt of Diploma

Students who have completed their degree or are candidates for completion must order their diploma through this link: www.arizonachristian.edu/diploma-order/. Diplomas will be printed and delivered according to the instructions provided by the student at this link. Diplomas will be released to the student once all graduation requirements are met, the degree is conferred, and all balances with the business office have been cleared.

Programs

Master of Arts in Christian Leadership (MACL) Program

INTRODUCTION TO THE MACL PROGRAM

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. The mission of the Master of Arts in Christian Leadership program is to equip students with organizational and personal leadership roles in a wide variety of contexts from a biblical worldview.

The MACL program at ACU strives to assure that graduates are competently trained and equipped in the art and science of leadership. They are given the wisdom and understanding to lead teams for God's kingdom.

PROGRAM INFORMATION

[Master of Arts in Christian Leadership](#)

Contact Information

john.delhousaye@arizonachristian.edu

Program Main Office

Office Location: Administration Building

Program Director

Dr. John DelHousaye

Office: Administration Building, Office 8

Email: john.delhousaye@arizonachristian.edu

Program Learning Goals

Students who complete the Master of Arts in Christian Leadership will be able to:

1. Explain leadership principles according to a biblical worldview.
2. Demonstrate abilities in financial management and conflict resolution.
3. Synthesize wisdom, understanding, and skill for a specific leadership role.

Faculty Qualifications

All full-time faculty members must:

- Agree with ACU's Statement of Faith and Core Commitments.
- Be recognized for leadership in the community.
- Have teaching experience.
- Have a doctorate, terminal degree, or specialized certification in a leadership discipline.

Transfer Credit Request Form

Students are only allowed to transfer a total of 9 credits into the MACL degree. The official transcript is to be submitted to the registrar eight weeks prior to the start of the semester that the student plans to enroll in the program. Additionally, the transfer credit request form is to be submitted to the program director eight weeks prior to the start of the semester that the student plans to enroll in the program. Completion of the form does not guarantee transfer of the credits. The program director and the program dean will review the form and make a decision regarding the transfer credits.

Key Areas of Training

The MACL degree is designed with two purposes:

- To equip students who possess a bachelor's degree in another field to transition to careers requiring leadership and management of persons.
- To advance students with education degrees in their careers in the specific content areas of Bible or instructional coaching.

Students are required to create a Rule of Life (ROL) that integrates their leadership philosophy with a biblical worldview and prayerful life. Elements of the ROL will be completed in various courses. The ROL can be used as a reference and guide in postgraduate practice.

Students also participate in a practicum that offers space to observe and implement leadership principles.

SAMPLE PLAN OF STUDY

Master of Arts in Christian Leadership

Year 1

Fall	Spring	Summer
MCT 500 Introduction to Biblical Worldview	MCT 600 Advanced Worldviews	BIB 680 Practicum I
BIB 512 Cultural Apologetics	BIB 610 Leadership in Ministry	BIB 681 Practicum II
MGT 540 Management Theory and Practice	BIB 502 Old Testament Survey	BIB 504 New Testament Survey

Year 2

Fall	Spring	Summer
MCT 670 Worldviews in Vocations		
LDP 610 Leadership and Discipleship		
MGT 642 Management of Nonprofit Organizations		

STUDENT DEMEANOR AND CONDUCT POLICY

Professional behavior is always required of students. This is especially true for students in practicum courses because these students are, for all intents and purposes, functioning as professionals despite their status as students. In view of this, student conduct in these settings is of the utmost significance. It is during these experiences that students and faculty alike will have the best opportunity to evaluate any areas of concern regarding a given student's appropriateness and preparedness for the professional role. Student readiness for practicums will be assessed by the faculty. Students are expected to be open, receptive, and responsive to feedback from faculty and peers. Students are expected to be respectful of faculty, staff, and fellow students at all times. This includes interactions both in the classroom and outside of it.

Ethical Standards

In the event that a student's conduct is anything less than professional, the faculty has the obligation to the student, to the profession, and to the public to take whatever steps are necessary to rectify the situation, and it could result in recommendation for separation from the program.

Grounds for dismissal may include, but are not limited to:

- Violation of the Student Code of Conduct
- Disagreement with ACU's Statement of Faith
- Failure to maintain a GPA of 3.0
- Routinely demonstrating a lack of understanding of the Program Learning Goals
- Failure to complete all master's degree requirements within 6 years

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.

PRACTICUM

The practicum is designed to provide students with practical experience through participation in professional experiences within businesses, nonprofits, churches, or the community. A minimum of 45 and a maximum of 60 hours of practical experience (minimum of 17 hours per week) is required for each hour of credit per semester. Approval of the supervising instructor, department chair, and internship site (see current Internship Site Agreement) are required prerequisites.

ACU has a standing relationship with several organizations in Arizona. Students may also request a practicum in their context that can be worked out with the MACL program director.

Master of Arts in Education (MAEd) Program

INTRODUCTION TO THE MAED PROGRAM

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. The mission of the Master of Arts in Education program at Arizona Christian University is to equip students to become highly qualified, principled Christian educators who make a positive difference in public, private, charter, missionary, and home schools, and/or parachurch organizations, businesses, and other industries by framing their instruction through a biblical worldview.

The MAEd program at ACU strives to assure that graduates are competently trained and equipped in the art and science of teaching. They are given the information and training necessary to develop into skillful educators and educational leaders.

This program is designed with two purposes:

- To equip students who possess a bachelor's degree in another field to transition to careers in education, including certification in either elementary or secondary education.
- To advance students with education degrees in their careers in specific content areas of Bible or Instructional Coaching or the certificate specialization in Special Education, Mild to Moderate Disabilities. This enables them to be instructional coaches, teach education courses at the college level, teach special education (mild to moderate), or engage in other leadership opportunities.

PROGRAM INFORMATION

[Master of Arts in Education](#)

Contact Information

lisa.bernier@arizonachristian.edu

or

linnea.lyding@arizonachristian.edu

Program Main Office

Office Location: Administration Building

Program Director

Dr. Lisa Bernier

Office: Administration Building, Office 16

Email: lisa.bernier@arizonachristian.edu

Degree Program Benchmarks

The Master of Arts in Education program has two distinct tracks. The Teaching and Learning concentration will equip students who possess a bachelor's degree in another field to transition to careers in education, including certification in either elementary or secondary education. Each student will be trained in teaching and learning through a biblical worldview. Graduates will be eligible for Arizona certification in order to teach in public, private, charter, missionary, and home schools. The Instructional Leadership concentration will help students who already possess a

bachelor's degree in education to be able to advance in their careers in specific content areas of Bible or Instructional Coaching or the certificate specialization in Special Education, Mild to Moderate Disabilities. This enables them to be instructional coaches, teach education courses at the college level, teach special education (mild to moderate), or engage in other leadership opportunities.

The Master of Arts in Education program emphasizes practicing teaching and learning in a variety of settings throughout the various programs. These clinical field experiences will align with course goals and learning targets. Furthermore, students will examine and develop their professional dispositions as they prepare to be educators and educational leaders in whatever setting they may pursue.

There are several benchmarks in the degree program. They include progression through courses, including field experiences, and completion of a Capstone Signature Assignment (CSA) electronic portfolio. In each course throughout the program, students will complete a CSA (chapter) for this electronic portfolio as a culminating assignment. The goal is to create an electronic portfolio for the program that can be used as a reference and guide in professional practice.

Program Learning Goals

Students who complete the Master of Arts in Education will:

1. Recognize how history, culture, diversity, philosophies of education, and research impact teaching and learning in order to formulate a personal, Christian philosophy of education.
2. Create a developmentally appropriate plan to meet the needs of diverse students based on Arizona State Standards and/or university curriculum.
3. Use data to evaluate the effectiveness of instruction based on student growth.
4. Demonstrate professional development including self-assessment and goal setting to continue lifelong learning.
5. Model effective, professional written and verbal communication, including the ability to collaborate effectively with professional colleagues, parents, students, and community leaders.

Faculty Qualifications

All full-time faculty members must:

- Agree with ACU's Statement of Faith and Core Commitments.
- Have extensive (7 or more years) experience teaching in a K-12 classroom.
- Have experience teaching and/or leading K-12 teachers.
- Have a doctorate, terminal degree, or specialized certification/experience in education or a closely related discipline.

Assessment of Education Outcomes

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.

The program goals for the Master of Arts in Education will be assessed using assignments that are embedded in the courses. Each goal will be assessed once every two years. See the Two-Year Program Assessment Plan - Master of Arts in Education.

Assessment Process

The program will be assessed using the Nichols and Nichols Assessment Plan. Two or three goals are assessed each academic year so that the entire program is assessed every two years.

Transfer Credit Request Form

Students are only allowed to transfer a total of 9 credits into the MAEd degree. The official transcript is to be submitted to the registrar eight weeks prior to the start of the semester that the student plans to enroll in the program. Additionally, the transfer credit request form is to be submitted to the program director eight weeks prior to the start of the semester that the student plans to enroll in the program. Completion of the form does not guarantee transfer of the credits. The program director and the program dean will review the form and make a decision regarding the transfer credits.

Key Areas of Training

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 (including special education), equipping them to be instructional coaches, teach education courses at the college level, 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, become education teachers at two- or four-year colleges, become certified in special education, or strengthen Bible knowledge.

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.

SAMPLE PLAN OF STUDY

Master of Arts in Education: Teaching and Learning

Year 1

Emphasis	Fall	Spring	Summer
Elementary Education	EDU 517 Curriculum & Instruction EDU 500 Tests & Measurements EDU 514 Introduction to the Exceptional Child	EED 514 Science & Social Studies in the Elementary School EED 617 Mathematics in the Elementary School EDU 615 Classroom Management	EED 513 Language Arts in the Elementary School EED 515 Science of Reading 1 EED 516 Science of Reading 2
Secondary Education	EDU 517 Curriculum & Instruction EDU 500 Tests & Measurements EDU 514 Introduction to the Exceptional Child	EDU 521 Teaching Diverse Student Populations SED 601 Integrated Literacy EDU 615 Classroom Management	SEI 690 Structured English Immersion EDU620 Leading with Brain-based Learning Choose an elective from this list: • MFT 551 • BIB/WVC 500 • BIB/WVC 600 (or other elective approved by graduate advisor)

Year 2

Emphasis	Fall	Spring	Summer
Elementary Education	EED 610 Directed Student Teaching		
Secondary Education	SED 610 Directed Student Teaching		

SAMPLE PLAN OF STUDY

Master of Arts in Education: Instructional Leadership

Year 1

Emphasis	Fall	Spring	Summer
Bible	EDU 517 Curriculum & Instruction EDU 500 Tests & Measurements BIB 502 Old Testament Survey	EDU 521 Teaching Diverse Student Populations EDU 600 Instructional Leadership BIB 504 New Testament Survey	EDU 620 Leading with Brain- Based Learning BIB/WVC 500 Introduction to Worldviews BIB/WVC 600 Defending the Biblical Worldview
Instructional Coaching	EDU 517 Curriculum & Instruction EDU 500 Tests & Measurements EDU 525 Fundamentals of Instructional Coaching	EDU 521 Teaching Diverse Student Populations EDU 600 Instructional Leadership EDU 630 Leading and Coaching for Change	EDU 620 Leading with Brain- Based Learning EED 515 Science of Reading 1 EED 516 Science of Reading 2
Special Education	EDU 517 Curriculum & Instruction EDU 500 Tests & Measurements EDU 514 Introduction to the Exceptional Child	EDU 521 Teaching Diverse Student Populations EDU 600 Instructional Leadership SPE 526 Instructional Methods and Behavior Management for Students with Disabilities	EDU 620 Leading with Brain- Based Learning SPE 527 Special Education Law, Assessment, and IEP's EED 515 Science of Reading 1

SAMPLE PLAN OF STUDY

Master of Arts in Education: Instructional Leadership (continued)

Year 2

Emphasis	Fall	Spring	Summer
Bible	MCT 670 Worldviews in Vocations BIB 512 Apologetics EDU 650 Action Research Practicum (or elective approved by graduate advisor)		
Instructional Coaching	EDU 640 Using Data to Improve Student Outcomes EDU 635 Teaching in Higher Education EDU 650 Action Research Practicum (or elective approved by graduate advisor)		
Special Education	SPE 627 Language Development and Disorders SPE 628 Mild/Moderate Disabilities Practicum EDU 650 Action Research Practicum (or elective approved by graduate advisor)		

MAED PROGRAM TIMELINE

The MAEd program is designed with a flexible timeline to meet the needs of people in all stages of life. Students are advised to take EDU 517 first whenever possible because it is a prerequisite for many courses in the program. The samples above are only examples and can be adjusted.

STUDENT DEMEANOR AND CONDUCT POLICY

Professional behavior is always required of students. This is especially true for students in practicum and internship courses because these students are, for all intents and purposes, functioning as professional educators despite their status as students. In view of this, student conduct in these settings is of the utmost significance. It is during these experiences that students and faculty alike will have the best opportunity to evaluate any areas of concern regarding a given student's appropriateness and preparedness for the professional role. Student readiness for practicums and student teaching will be assessed by the faculty. Students are expected to be open, receptive, and responsive to feedback from faculty and peers. Students are expected to be respectful of faculty, staff, and fellow students at all times. This includes interactions both in the classroom and outside of it.

Ethical Standards

In the event that a student's conduct is anything less than professional, the faculty has the obligation to the student, to the profession, and to the public to take whatever steps are necessary to rectify the situation, and it could result in recommendation for separation from the program.

Grounds for dismissal may include, but are not limited to:

- Violation of the Student Code of Conduct
- Disagreement with ACU's Statement of Faith
- Failure to maintain a GPA of 3.0
- Routinely demonstrating a lack of understanding of the Program Learning Goals
- Failure to complete all master's degree requirements within 6 years

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.

PRACTICUM AND INTERNSHIP

Practicum and Internship Requirements

Students in the MAEd Teaching and Learning concentration will spend time in a K-12 classroom throughout the program. The culmination of this program will be 12 weeks of full time student teaching in a K-12 classroom. Students in the MAEd Instructional Leadership program with the Special Education emphasis will conduct a practicum in a K-12 special education classroom setting. When MAEd students are in these classrooms, they will be expected to:

1. Abide by the rules and policies of the assigned school.
2. Be early, dependable, and enthusiastic, and go beyond the minimum requirements.
3. Maintain a professional attitude with students, families, staff, and administration.
4. Advise the ACU supervisor when a problem or potential problem is developing.
5. Be friendly, cooperative, positive, and non-argumentative with all school personnel, parents, and students. Avoid cliques.

6. Be neat/clean, and dress professionally. MAEd students are interviewing for a job every day they are on campus.
7. Not spend time on their computers or phones while they are in the classroom with students.
8. Participate in as many extra school activities as possible.
9. Be consistent in classroom management and discipline.
10. Be concerned about each student.
11. Recognize the work involved in having another person in the classroom and be appreciative to the mentor.
12. Remember that in the classroom *they are the teacher, not a student*.
13. Refrain from questionable activities at school and away from school. This means no social networking on TikTok, Instagram, SnapChat, Facebook, Twitter, or texting with the students.
14. Be sure the mentor teacher is involved in or aware of any conferences conducted with students or parents.
15. Be sure to let the mentor teacher and ACU supervisor know if they are going to be late or absent. (*This should only happen in emergency situations.*)

MAEd students are responsible for their actions when they are in the classrooms and schools. The mentor (classroom) teacher is primarily responsible for the learning and welfare of the classroom students. Student teachers are legally responsible for the students when they are placed in charge. Legal action could be brought against a student teacher if he or she behaves in any manner that is inconsistent with ACU training. MAED students will be expected to perform at a higher level than an instructional assistant, but not quite on the level of a certified teacher. They should use good common sense and become familiar with the school's and district's policies and follow them. To protect themselves, they may purchase a liability policy with an education association, such as Christian Educators Association International (CE). They should also check their health insurance policy to see if they are covered for accidents that may occur while they are at school.

Students must complete their observation, practicum, and/or student teaching hour requirements during a given course in order to pass the course.

It is the student's responsibility to know and understand the contents herein and to meet all requirements and deadlines.

Master of Science in Marriage and Family Therapy (MSMFT) Program

INTRODUCTION TO THE MSMFT PROGRAM

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. The mission of the Marriage and Family Therapy (MFT) program at ACU 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.

ACU is committed to helping students become competent marriage and family therapists that treat clients and produce scholarly material that is integrated with biblical principles. Students receive training in theory, research, practice, and ethics. Translating theory and research into practice is achieved through training in therapeutic approaches, strategies, and techniques throughout the hands-on experience of practicum and externship. Students who complete the Marriage and Family Therapy program are typically eligible to apply for licensure as a marriage and family therapist in the state of Arizona. Regulation of marriage and family therapy is directed by state licensing boards, varying from state to state, and students should consult with the licensing boards of the state(s) in which they are considering practicing.

PROGRAM INFORMATION

[Master of Science in Marriage and Family Therapy](#)

Contact Information

Brie.Turns@arizonachristian.edu

Program Main Office

Office location: Administration Building
Phone: 602-489-5300

Program Director

Brie Turns
Office: Administration Building, Office 19
Email: Brie.Turns@arizonachristian.edu

Graduate Faculty

Faculty must hold graduate faculty status to be involved in graduate education at ACU. For up-to-date information regarding graduate faculty, visit the [ACU website](#).

Degree Program Benchmarks

The Marriage and Family Therapy master's degree program provides the essential coursework preparing candidates for licensure as a Marriage and Family Therapist (MFT) in Arizona. MFTs work with individuals, couples, families, and groups on mental health, behavioral, personal and/or relational concerns. MFTs are employed in a wide range of settings, including public and private,

profit and non-profit agencies, hospitals, and social service agencies, and they may practice privately when licensed.

The Marriage and Family Therapy program emphasizes putting theory into practice. This includes opportunities for students to work in real situations under supervision, with different client populations, in a variety of settings. Students are required to become competent clinicians and informed consumers of therapy literature and research. Because personal qualities play a vital part in the determination of success as a therapist, opportunities are provided for the development of self-awareness, as well as an understanding of the effect one has upon others in interpersonal interactions and relationships.

There are several benchmarks in the degree program. They include progression through the practicum, progression through the internship, and completion of the culminating experience. In the practicum and internship, if a grade of B or better is not received, the student will not progress to the next stage. In the case of the practicum, the student will need to repeat the practicum. In the case of the internship, the student will not be permitted to graduate. In any event where there is evidence that the student is not matriculating successfully in meeting the goals of the practicum and internship, the student may be dismissed from the program.

One final benchmark is the completion of 300 clinical hours, of which 100 hours must be relational (couple/family hours) and 100 must be relational supervision hours. Direct client contact hours must occur over a minimum of twelve months. Students who do not complete this by the time they graduate will not be permitted to graduate and will have to enroll another semester.

Program Learning Goals

Students who complete the Master of Science in Marriage and Family Therapy will:

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

Faculty Qualifications

All full-time faculty members must:

- Agree with ACU's Statement of Faith and Core Commitments.
- Obtain and maintain a valid Arizona Marriage and Family Therapist license or other mental health license with demonstrated marriage and family training and experience.
- Obtain and maintain the AAMFT Approved Supervisor designation.
- Augment students' learning by advising and providing mentorship.
- Maintain continuous membership in AAMFT.

Faculty Mentor

Upon acceptance into the program, each student will be assigned a faculty mentor to provide guidance, advice, feedback, and support throughout the student's time in the program. If there is a faculty member whose research interests or clinical modalities are more congruent with a student's interests, the student may change his or her advisor upon request.

Consultation with an advisor is required for the following steps toward successful completion of the MFT master's degree:

- Deciding whether to complete a thesis or capstone (and appointing or modifying a graduate advisory committee if doing a thesis). Typically, this is decided by the end of the student's second semester.
- Filing an application for internship.
- Completing the Capstone Experience and preparing for the oral presentation.

There may be other occasions when advisor consultation is required or desired. If students have any issues or concerns regarding their program of study or the progress towards their degree, they should consult their advisor. In addition, students are responsible for ensuring that they have met all prerequisite requirements for all the courses in which they attempt to enroll.

TRANSFER CREDIT REQUEST FORM

Students are only allowed to transfer a total of 9 credits into the MSMFT degree. The official transcript is to be submitted to the registrar eight weeks prior to the start of the semester that the student plans to enroll in the program. Additionally, the transfer credit request form is to be submitted to the program director eight weeks prior to the start of the semester that the student plans to enroll in the program. Completion of the form does not guarantee transfer of the credits. The program director and the program dean will review the form and make a decision regarding the transfer credits.

Due to the Arizona Board of Behavioral Health Examiners (AZBBHE) regulations and curriculum requirements, credits that are transferred into ACU's graduate program are not guaranteed to be accepted by the AZBBHE. The only courses that ACU can guarantee will be approved by the AZBBHE are the courses offered by ACU's MSMFT program. Courses that are not pre-approved by the AZBBHE and appear on the student's transcript post-graduation may result in the student experiencing challenges when applying for an associate license.

KEY AREAS OF TRAINING

The ACU MFT program has been designed to provide a comprehensive education in several key areas. The courses offered meet the requirements as established by the AZBBHE in the State of Arizona. Each of the courses focuses on and integrates the key elements of the course (marriage and family studies, marriage and family therapy, human development, traditional and contemporary marriage and family therapy theories, professional ethics, research, biblical worldview, and cultural context). Students are expected to produce assignments that rely on the inclusion of up-to-date research in their coursework. The curriculum meets and exceeds the required number of courses for each content area as specified in AZBBHE and COAMFTE accreditation standards.

SAMPLE PLAN OF STUDY

Master of Science in Marriage and Family Therapy

Year 1

Fall	Spring	Summer
MFT 530 Introduction to Marriage and Family Therapy	MFT 532 Family Systems & Development	MFT 580 Pre-Practicum
MCT 500 Introduction to Biblical Worldviews	MFT 540 Advanced Marriage and Family Therapy Theory	MFT 551* Introduction to Disability and Families
MFT 550 Human Development	MFT 560 Professional Ethics and Marriage and Family Therapy Law	MFT 553* Disability and Family Therapy

Year 2

Fall	Spring	Summer
MFT 534 Cultural, Ethnic, & Gender Issues in Marriage and Family Therapy	MFT 544 Marital Therapy - Theory and Practice	MFT 591 Internship II
MFT 542 Applied Marriage and Family Therapy - Assessment & Treatment	MFT 552 Systemic Assessment and Treatment of Psychopathology	MFT 555* Disability, Counseling, and the Church
MFT 581 Practicum	MFT 590 Internship I	
MCT 600 Worldviews in Professions		

Year 3

Fall	
MFT 554 Systemic Assessment and Treatment	NOTE: Students are expected to follow this sequence. If not, graduation may be delayed. * Courses are optional. Completion of all three courses will result in Certification in Families and Disability.
MFT 562 Biblical Worldview and Ethical Practice	
MFT 570 Research in Marriage and Family Therapy	
MFT 592 Internship III	

MSMFT PROGRAM TIMELINE

The MSMFT program has a very specific timeline for advancing through the graduate program in the proper sequence. Using the above timeline will help ensure that the student meets the necessary requirements for graduation. To complete the program in less than three years, students must go full-time, meaning between nine and twelve credit hours per semester.

STUDENT DEMEANOR AND CONDUCT POLICY

Professional behavior is always required of students. This is especially true for students during their practicum and internships because these students are, for all intents and purposes, functioning as professional therapists despite their status as students. In view of this, student conduct in these settings is of the utmost significance. It is during these experiences that students and faculty alike will have the best opportunity to evaluate any areas of concern regarding a given student's appropriateness and preparedness for the professional role. Student readiness for practicum, internship, and graduation will be assessed by the faculty, including the following personal characteristics that have been identified as being critical to therapist success: 1) being empathic; 2) being genuine; 3) being accepting; 4) being open-minded and non-dogmatic; 5) being self-reflective and having an internal locus of control; 6) being mentally healthy; 7) being capable of building alliances; 8) being competent in knowledge and skills (Neukrug, 1999).¹ In addition to these personal characteristics, students are expected to be open, receptive, and responsive to feedback from faculty and peers. Students are expected to be respectful of faculty, staff, and fellow students at all times. This includes interactions both in the classroom and outside of it.

Grounds for dismissal may include, but are not limited to:

- Violation of the Student Code of Conduct
- Disagreement with ACU's Statement of Faith
- Violating AZBBHE statutes and regulations
- Violating the AAMFT Code of Ethics
- Routinely demonstrating a lack of understanding of the program learning goals
- Failure to complete all master's degree requirements within 6 years

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.

Ethical Standards

The MSMFT program adheres to the American Association for Marriage and Family (AAMFT) Code of Ethics. Copies of this code are readily available in a variety of places, including many texts used in therapy classes and on the [AAMFT website](#).

Important areas of ethical concern for students are confidentiality and multiple relationships. The former requires that a student not discuss clients, cases, or confidential information about other students outside of a professional setting. The latter refers to any relationship simultaneously developed with a client beyond the therapy room. Any violation is gravely serious and will be treated as such. Ethical breaches are grounds for separation from the program and for reporting the violation to the professional organizations of which the student is a member, and although not a

¹ Neukrug, Edward, S. (1999). *The world of the counselor*. Brook/Cole.

certainty, such action is a very real possibility. Not reporting an event to Child Protective Services (CPS) in a timely way may be an ethical breach. In the event that a student is unsure about whether to report a clinical event, he or she should immediately contact the clinic director, immediate site or program supervisor, or program director by phone.

In the event that a student's conduct is anything less than professional, the faculty has the obligation to the student, to the profession, and to the public to take whatever steps are necessary to rectify the situation.

Violations of professional ethics codes, insubordination to supervisors, mistreatment of colleagues, support staff or clients, demonstrations of gross clinical misjudgment, or other actions inconsistent with professional standards of behavior are evidence of unprofessional conduct. These will not be tolerated and could result in recommendation for separation from the program.

Students who are involved in unethical behavior will be reported to licensing and credentialing bodies and professional organizations in the interest of protecting the profession, the public, and not least, the student.

PRACTICUM AND INTERNSHIP

Practicum and Internship Requirements

The practicum is the culminating training experience in becoming a competent marriage and family therapist. The curriculum has been designed to prepare students for their clinical work and their role as a professional in the field. Student readiness for practicum will be assessed by the faculty. The student's clinical training is the primary focus during his or her second year, and the expectation is that the student will plan his or her schedule to be maximally available to see clients in the evening hours.

Pre-practicum and practicum courses will take place at ACU's Counseling Center. Internship I, II, and III will be completed at program approved internship sites within the community. Students will be required to secure an internship by December 15th for MFT 590 Internship I to begin during the following spring semester. If students are unable to secure an internship site by this time, they may be at risk of not completing the 80 direct client contact hours required to pass the course.

Because the program requires 300 direct clinical hours, the expectation is that students will accumulate a minimum of 80 contact hours per practicum/internship experience. A minimum of 100 of the 300 clinical hours must be relational (couple and/or family). It is the student's responsibility to track their ratio of individual to relational hours using Tevera. Students are required to use appropriate documentation for logging clinical and supervisory hours. Students are expected to maintain their client caseloads, even if they meet the 80 contact hours in any given practicum/internship. If students complete the 80 hours before the semester ends, they are still required to meet with clients in order to maintain ethical client care.

Students not completing their clinical hour requirements during a given practicum/internship will be assigned a grade of "I". Upon completion of clinical hour requirements, students should contact the program director and make arrangements for a grade change.

Once students begin their practicum experience, the program will become much more demanding of their time. In order to complete the requisite number of hours, it is essential that students be available to see clients four nights per week. Students may not have clients for four nights, but the

expectation is that students will be available when there is space in the clinic and clients are available.

- Students may conduct co-therapy under the direction of the practicum supervisor, depending on client flow and client need.
- Students are expected to maintain flexibility in their schedule to accommodate client needs and various clinical experiences (e.g., co-therapy, live supervision, reflecting teams, group work, etc.).
- Student therapists will see a variety of clients (individuals, couples, or families) throughout each semester in the Counseling Center (a minimum of 80 direct client hours per practicum experience).
- Group supervision is scheduled for a minimum of 1 hour per week.
- All therapy sessions occurring during pre-practicum and practicum experience must be recorded; recordings should be reviewed during supervision sessions.
- Students are required to obtain and maintain liability insurance.
- Students are expected to maintain a caseload of 3 - 4 cases during their pre-practicum semester in the clinic and provide services to clients over the entirety of the semester, regardless of how many hours they have accrued. During subsequent semesters, students are expected to maintain a caseload of 8-12 cases.

Clinical Requirements

Students MUST meet and carefully DOCUMENT the following:

- 300 total hours of client contact hours are required (practicum + internship) in the ACU Counseling Center or at a program approved internship site.
- At least 100 clinical hours will be with couples and/or families.
- Students must receive at least 100 hours of face-to-face supervision.
- Students receive a ratio of 1 supervision hour to every 5 clinical hours.
- Supervision must occur weekly when students have direct clinical contact.
- Individual supervision must occur at least every other week when seeing clients.
- Group supervision shall not exceed 10 students per group.
- Individual supervision shall not exceed 2 students per session.
- The types of supervision students receive will include case reports, direct observation, video, or audiotape. At least 25 hours of supervision will be based on direct observation, video, or audiotape.

Tracking of Clinical Hours

Students are required to submit reports for documentation of their client contact and supervision hours using the Client Contact and Supervision Hours Reporting form in TEVERA. This form is to document students' hours once per month and are for the time period beginning on the first day of the month and ending on the last day of a month. The forms are to be signed by the student's practicum supervisor monthly and turned into the program office NO LATER THAN the 15th of the month immediately following the completed hours. The maximum face-to-face client contact hours allowable in any given week are 20. Students are ultimately responsible for all documentation. In short, if it isn't DOCUMENTED, it DIDN'T happen. Students should also keep a copy of all of their clinical hours in the event that the form is lost or misplaced or there is a glitch in technology.

Student Therapist Evaluations

During each semester in which a student is enrolled in an internship course (I, II, and III), internship site supervisors are required to complete the ACU MFT Internship Evaluation form. If a student has an unsatisfactory evaluation, the program director will meet with the student to discuss the feedback and develop an action plan to improve the deficit.

Field Supervisor Criteria

Supervisors of marriage and family therapy students must:

- Be an AAMFT Approved Supervisor, or
- Be an AAMFT Approved Supervisor Candidate, or
- Meet the CFT program's AAMFT Approved Supervisor equivalency requirements and AAMFT Approved Supervisor equivalency criteria.

In order for a supervisor to be considered equivalent to an AAMFT Approved Supervisor, the supervisor must meet the following criteria:

- Licensed Marriage and Family Therapist or other mental health professional in the State of Arizona, with a minimum of 3 years post-licensure experience
- Have a graduate degree in marriage and family therapy, or
- Documented graduate training in marriage and family therapy, with a minimum of 15 credit hours in MFT coursework which includes:
 - Family Systems Theory
 - Couples and Family
 - Therapy Theory Couples and Family Therapy clinical practice
- Documented AAMFT Approved Supervisor course or course in marriage and family therapy supervision
- Experience in supervision of marriage and family therapy

Internship Site Criteria

- The internship site must provide a wide range of experiences that allow the student to become familiar with both direct client contact and other professional activities consistent with the role of a professional in the organization.
- The mission of the internship site should be consistent with the MFT program's philosophy.
- Clients served at the site should be appropriate for MFT students.
- The site must be able to provide adequate regular supervision (supervisor on site and a minimum of one hour of individual supervision each week).
- The site must provide the opportunity for students to earn the necessary hours of direct client contact to fulfill the remainder of the 300 direct clinical hours required in the program.
- The internship site must be willing to allow students to record their work at the site via either video or audiotape.

Evaluation of Supervisors and Sites

Internship sites and supervisors will be evaluated by the MSMFT program once each year. Students will have an opportunity to evaluate internship supervisors by using the *MFT Student Evaluation of Internship Form* ([Appendix A](#)). Continuation as an approved site and supervisor depends upon continued compliance with the program's requirements for internship, including continued ethical and professional conduct, continued support to the professional philosophy of the program, and favorable student evaluations.

Following the full evaluation, the program may reassess the approved status of sites and supervisors. Students who have a concern about their internship site must follow this process:

The MSMFT program faculty understand that sometimes issues arise at an internship site. If students have concerns about *any issue* related to their internship or site, the first thing they should do is complete the *MFT Student Evaluation of Internship Form* ([Appendix A](#)), submit it to the program director, and request a meeting with the internship coordinator. Students should include dates and times that they are available for this meeting, and the program director will do his or her best to accommodate the student's preferences and contact him or her by email within 72 hours of receiving this form. During this meeting, the student can present the issues occurring at the internship site to the program director, and the director will advise the student of the next steps he or she will take. The program director reserves the right to include the program dean during these meetings. After that meeting, the program director may consult with the program dean, the internship site supervisor, or other individuals who may be involved in the issue. If the student feels that it is necessary for him or her to leave the current site and obtain a new internship site, he or she can discuss this with the program director as well. In these situations, the MFT program faculty want to be mindful of professionalism and client care. In the event that a student needs to change sites, the program director will advise him or her and help facilitate the process with minimal disruption to client care.

The goal of this process is to resolve the issues occurring at the site with minimal disruption to the student's internship progress or client care. Any relevant documentation can be attached to the *MFT Student Evaluation of Internship Form* ([Appendix A](#)).

It is the student's responsibility to know and understand the contents herein and to meet all requirements and deadlines.

SIGNATURE PAGE

My signature below indicates that I have read and understand the program policies and procedures as they relate to client referrals and my responsibilities as a therapist-in-training, which is consistent with the program's commitment to ethical and effective care.

Printed Student Name

Student Signature

Date

Program Director Signature

Date

APPENDIX A: INTERNSHIP EVALUATION

ARIZONA CHRISTIAN UNIVERSITY MFT STUDENT EVALUATION OF INTERNSHIP

Name of Student: _____ Term (circle one): Fall Spring Summer

Internship Site: _____ Semester as Intern (circle one): 1 2 3

Please evaluate your experience of the internship site by checking the response category that best describes your perception.

Does your internship site supervisor:

ITEM	Excellent	Very Good	Average	Below Average	Unacceptable	N/A
Provide supervision from a systemic perspective						
Demonstrate knowledge of the marriage and family therapy theories/models						
Consistently connect theory to practice, justifying supervision recommendations with MFT theories						
Practice according to the AAMFT Code of Ethical Conduct						
Practice according to the AZ state laws pertaining to the practice of MFT						
Understand your professional limits and scope of practice						
Review your case notes and treatment plans on a weekly basis						
Demonstrate the knowledge and skills to implement effective strategies among individuals with diverse characteristics (e.g., ethnic, religious, SES)						
Establish effective supervisory relationships						
Discuss the DSM-V criteria during case conceptualization						

ITEM	Excellent	Very Good	Average	Below Average	Unacceptable	N/A
Available for red flag or mandated reporting situations						
Discuss how to ethically and properly terminate therapy						
Attend supervision sessions as scheduled						
Work collaboratively with you as the student intern						

Please add any additional comments you would like to make about this internship site.

Intern Signature_____

Date_____

Site Supervisor Signature_____ License #_____ Date_____

ACU Faculty Signature _____ License #_____ Date_____