American College of Music

General Catalog

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Conditionally Licensed by the
Arizona State Board for Private Postsecondary Education
http://ppse.az.gov

This Catalog Is Updated Annually

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åMessage From the President

Welcome to the American College of Music (ACM) – Education Reimagined. ACM provides a fully online curriculum tailored for busy music educators who have little time for traditional on-campus graduate programs. The courses prioritize the learner over the instructor, emphasizing a practical, hands-on approach that incorporates apprenticeship-style learning and student-focused methods. Graduates earn a diploma and can trust that their education is based on established theories, research, and faculty with extensive K-12 teaching experience.

To all prospective students, please take a moment to review this catalog to learn about the college's policies, tuition, fees, and curriculum. ACM's success depends on its students, so feel free to contact the office of the President with any comments and concerns.

Much success in your educational journey,



Ben A. Ubovich. PhD
President (Director)
American College of Music
admin@acmonline.us

Purpose, Mission, Core Values, and Vision

Purpose

The American College of Music seeks to deliver outstanding graduate programs for music educators via an online platform that emphasizes the classical virtues of *Verum, Bonum, and Pulchrum* (the True, the Good, and the Beautiful) as we strive for academic excellence.

Mission

The American College of Music is a private online graduate institution dedicated to preparing music educators for meaningful professional practice and lifelong learning. Through rigorous academic study, innovative online instruction, artistic inquiry, and learner-centered pedagogy, ACM empowers students to lead, create, and serve in an ever-changing, interconnected world. The College fosters intellectual curiosity, artistic excellence, cultural understanding, and professional growth, preparing graduates to make lasting contributions to music, education, and society.

Program Outcomes

The American College of Music strives for each student to attain the following outcomes through its teaching and learning process.

- Students will investigate the importance and implications of philosophy, history, and pedagogy in music education.
- Students will value the ineffable nature of performance by understanding and appreciating how musical aesthetics influence listening and performance.
- Students will apply learner-centered teaching, critical thinking, and problem-solving as key parts of personal growth and lifelong learning.
- Students will experience and develop a musical community that values cultural, social, and intellectual diversity.
- Students are encouraged to demonstrate civic responsibility by participating in the American democratic process, engaging in community activities, and furthering the common good through musical efforts that benefit society.

Core Values

Based on the philosophical ideals of the true, the good, and the beautiful, the college's core values in music education are timeless principles that address both the practical and aesthetic dimensions of music teaching.

1. **Intellectual, Scholastic, and Artistic Integrity (The True)**
   Focusing on authentic musical expression, technical accuracy, and fidelity to the music's cultural, historical, and emotional context. This value matches a logical, rational, and genuine approach to engaging with music's core qualities
2. **Personal and Ethical Development (The Good)** Music education promotes the development of character, sensitivity, discipline, and teamwork. It instills virtues such as perseverance, respect, and responsibility, which are reflected in musical harmony and goodness in analysis, performance, or teaching.
3. **Aesthetic Appreciation and Creativity (The Beautiful)**
   Cultivating an appreciation for music's beauty and inspiring creative expression that evokes awe, harmony, and emotional resonance. The goal is to connect students with music's transcendent power and its ability to communicate across time and space, connecting people of all cultures and backgrounds.

Our Vision

The American College of Music (ACM Online) is a completely online institution focused on graduate music studies. It primarily supports busy music educators with a flexible, engaging curriculum, including its 15-month Master of Music Education (MME) and credential options such as the Gateway to Educational Teaching (GET) emphasis. ACM Online is leading the way in changing music education by making it affordable, accessible, and easier to complete while pursuing educational and career goals. Its online platform helps educators and students at all levels build skills in music and teaching without the financial hurdles often associated with government loans.

- **Expansion of Online Accessibility and Reach (Accessibility):**
  ACM Online plans to expand digital access to attract more non-traditional learners, including high school students and homeschoolers, through programs such as Introduction to Music Theory (MU 101) and Music

Appreciation. The goal is to establish a smooth progression from pre-college to graduate studies by expanding the range of foundational and specialized courses. This approach aims to fill gaps in teacher preparation and credentialing options while promoting lifelong music learning.

- **Affordability and Economic Empowerment:**
  The institution envisions a future in which music education delivers high returns on investment, with up to 17% ROI in the first year after graduation. It aims to avoid the risks associated with high-interest federal student loans, especially as rates rise. To achieve this, the institution plans strategic growth in tuition structures, scholarships, and partnerships, including ongoing military discounts. These efforts are intended to make advanced degrees more accessible to a wide range of students, thereby increasing the number of music educators who need and want a program that works for them.
- **Innovation in Pedagogy and Technology (Achievability):**
  ACM Online designs curricula tailored for e-learners, emphasizing flexibility, collaboration, rapid feedback, and creative problem-solving. Its goal is to become a hub for innovative online teaching methods that surpass traditional lectures. Future plans include adopting advanced digital tools and interactive platforms or conducting research on e-learning effectiveness to better assist educators in K-12 and beyond. Additionally, they plan to introduce a PhD program as a terminal degree, focusing on online research in fields like music technology and Artificial Intelligence (AI) in music education.
- **Fostering the Common Good, Inquiry, and Community Impact**
  As part of its mission to promote diverse perspectives and advance musical knowledge, the vision aims to create an environment that addresses real-world challenges, such as teacher retention, online credentialing options, and the development of innovative teaching methods. This could involve developing programs that encompass all aspects of music education, promoting online education in rural areas, or launching community-driven initiatives that highlight music's impact on personal growth and community engagement.

Accreditation and Authorization

Accreditation
The American College of Music and its degree programs are not accredited by an accrediting agency recognized by the United States Department of Education.

Note: A degree from this unaccredited institution may not be recognized for some employment positions, including, but not limited to, positions with the State of California. Furthermore, this degree program may not be eligible for licensure in California or any other state. California Educational Code ((CEC (a)(16) and §94897(p))

Authorization
American College of Music is a private institution approved to operate by the Arizona Board for Private Postsecondary Education (AZPPSE). Approval to operate means compliance with state standards as set forth in Arizona Revised Statutes (A.R.S. §32-3001).

ARIZONA
PRIVATE POSTSECONDARY EDUCATION

As a prospective student, you are encouraged to review this college catalog, which includes a program of study, tuition and fees, and payment options, before signing an enrollment agreement.

Any questions a student may have regarding this catalog that the institution has not yet satisfactorily addressed may be directed to the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details. The State Board's address is 1740 W. Adams Street, Suite 3008, Phoenix, AZ 85007. Phone: 602-542-5709. http://ppse.az.gov

A student or any public member may file a complaint about this institution with the Arizona State Board for Private Postsecondary Education by calling 602-542-5709.

Non-Discrimination Policy
The American College of Music admits students of any race, color, nationality, or ethnic origin to all the rights, privileges, programs, and activities generally available to students. It does not discriminate on the basis of race, color, or national or ethnic origin in the administration of its educational, admissions, scholarship and loan, and athletic and other school-administered policies.[1]

Corporate Structure / Statement of Legal Control
The American College of Music (ACM) was incorporated by the Secretary of State of California as a 501(c)(3) non-profit organization in May 2019 (#4252929) with IRS EIN No. 83-4287861. ACM is also registered as a non-profit corporation with the Arizona Corporation Commission, Entity No. 23390433.

Except as otherwise provided in the Articles of Incorporation and Bylaws of ACM, the corporation's powers shall be exercised in its affairs managed by its Board of Trustees. The Board may delegate to such committees, councils, or other groups as it deems judicious any of its powers, while recognizing that it has the ultimate responsibility for ACM and must ensure proper accountability for the College.

The responsibilities of the Board of Trustees include defining and maintaining ACM's mission, ensuring the implementation of its goals and objectives, evaluating and monitoring all programs, developing activities that promote ACM's mission, establishing and reviewing fiscal and administrative policies, approving the annual budget, tracking finances, ensuring that ACM has adequate resources, authorizing all legal documents, and presenting a yearly report at the annual meeting.

Board of Trustees
Under the direction of the Board of Trustees and its Chairperson, the President of ACM shall be responsible for overall planning, budgeting, and the general management of ACM's day-to-day operations.

The ACM Board of Trustees is comprised of the following individuals:

Chairman of the Board/Treasurer – Justin R. Poore, MBA
President/Trustee – Ben A. Ubovich, PhD (Manager/Director)
Secretary/Trustee – Allan Kristensen, MS
Trustee - Raymond Nhan, Esq.
Trustee – Gregg Yost, BS
Trustee - Joseph Conzonire, Jr. – MBA
Trustee - Tobias Morris, MM

Degree Description
ACM's Master's in Music Education includes emphases in General/Elementary, Vocal/Choral, and Instrumental Music. The degree is 100% online for students seeking advanced music education to promote their careers in public/private school teaching, to obtain advanced qualifications to teach in community colleges, or to pursue further graduate study beyond the master's degree.

Description of Educational Program
Master in Music Education (MME)

Administrative and Academic Office
2325 East Camelback Rd, Suite 400
Phoenix, AZ 85016

Contact Information
(888) 319-1776 (voice and Fax)
info@acmonline.us
Web: acmonline.us

[1] IRS Publication 557, p.25

Admissions Requirements

1. BA or BM in Music Education from an accredited US Department of Education institution.
2. Candidates with a bachelor's degree outside music education may still qualify for conditional acceptance into the Gateway to Educational Teaching Plan (GET). Upon acceptance into the Master of Music in Education (MME) program, a faculty advisor will help you create a personalized course of study based on your undergraduate transcripts that covers all required subjects/topics to help you pass the CA or AZ single-subject exam in music education. **Please note:** ACM is not affiliated with any state-approved licensing/credentialing board and is currently an unaccredited degree-granting institution approved by the **Arizona State Board of Private Postsecondary Education**.
3. 3.0 cumulative GPA in undergraduate study (and 3.0 GPA in undergraduate music theory, ear training, and music history courses). Students with a GPA below 3.0 can still be provisionally admitted on a case-by-case basis.
4. At least two years of professional music teaching experience or equivalent (see Prior Experiential Learning Credit).
5. Other Criteria
    a. Admission does not require a GRE score.
    b. ACM does not accept Ability-to-Learn Students.
    c. All applicants must demonstrate U.S. citizenship or permanent residency and must live in the U.S.
    d. ACM neither admits international students nor offers visa assistance.

Submittals

1. Online Graduate Admission Application
2. Official transcripts from all colleges/universities attended

Submittals should also include the following:

1. Three letters of recommendation
2. Philosophy of Music Education (500 words or fewer)
3. Updated Resume/CV
4. Biography with photo
5. $45 Application Fee

Additional Submittals (Academic Portfolio)

The academic portfolio includes a minimum 4–5-page scholarly writing sample and other materials that provide evidence of the applicant's knowledge and skill as a music educator.

Writing samples may include (choose one of the following):

- A music-related undergraduate assignment
- A statement of your philosophy regarding music education (can substitute for no. 3 above)
- A reflective narrative on some aspects of music education
- A published article on a music-related topic

Supplementary materials may include any of the following:

- Video recordings of rehearsals or classes
- Video recordings of ensemble performances prepared and conducted by the applicant, lesson or unit plans.
- Sample assessments used with students
- Original compositions or arrangements created for students
- Student work samples
- Other items that the applicant feels adequately display their knowledge and skill

Test of English as a Foreign Language (TOEFL):

ACM requires all degree-seeking applicants whose first language is not English to demonstrate adequate English competency as part of the application process. The College requires a minimum score of 61 or higher to enroll in credit-bearing courses at ACM. The College does not provide English language services, including ESL instruction.

Registration of Classes
The deadline to register for classes each quarter is two weeks before the start of class instruction. All class registrations must be done on the online registration portal. A $25.00 late fee will be assessed if payment is not received by the due date.

Open Enrollment
ACM offers an open enrollment policy to accommodate working educators' schedules and career goals. Open enrollment depends on available course offerings, class size, and instructor availability.

Educational Methodology
ACM's Master's in Music Education is fully online, allowing students to choose their preferred location. They access courses through a web-based learning management system (LMS) and regularly engage with faculty and peers via a virtual portal. This includes asynchronous activities like email and Discussions, as well as live sessions such as Zoom classes and office visits. The virtual coursework covers the same content, skills, and competencies as traditional courses. Faculty use a consistent range of teaching methods, including lectures, research projects, group work, exams, chats, and online video meetings. The platform fosters a student-centered learning environment and promotes collaboration among students and faculty. To enhance interaction, instructors hold weekly live chat and Zoom sessions for remote participants. Classes run Monday through Friday, excluding weekends and official holidays listed in the ACM catalog.

Student Online Learning Assessment
Before admission, each student may take a web-based orientation/skills and competency assessment to determine their ability to succeed online.

Moodle Website Training and Tech Support
Course materials will be accessible on the Moodle course website starting the first day of class. You are required to check this site daily to participate in discussions, complete assignments, and take exams. All interactions, collaborations, and communication between students and faculty will occur solely within Moodle.
For student training, orientation, or troubleshooting support related to Moodle, please contact your instructor or visit: https://supportus.moodle.com/support/home. Students can also call the ACM Techline at (888-319-1776, op. 3 for help.

Access, Hardware, and Software Requirements
To participate in ACM's remote learning courses, students need access to a computer, laptop, or mobile device with Internet connectivity. Below are the recommended hardware and software requirements from ACM:
Hardware
- Windows 10 or Mac OS 10. x or above
- Internet access with a minimum modem speed of 8 MB/s. ACM highly recommends a high-speed connection such as DSL or a cable modem.
- 3.0 GHz or greater Intel processor
- 2 GB of RAM (memory)
- Speakers or headphones (earbuds will work)
- Desktop/Laptop Computer or handheld device connected to the Internet
- Printer/Scanner

Software
- Latest Internet Browser: Firefox, Internet Explorer, Safari, or Chrome
- Microsoft Office (Word, Excel, and PowerPoint) or equivalent
- PDF Reader/Writer or equivalent
- Music Notation Software (not required but recommended)

Online Access Guidelines
ACM offers a distance education program with asynchronous and synchronous instruction. Approximately seven (7) days will elapse between the institution's receipt of student lessons, projects, or Thesis and the institution's electronic mailing of its response or evaluation back to the student.

Acceptable Use Policy
All enrolled students must sign an acceptable use policy agreement before accessing the College's email servers, LMS, and digital libraries/databases.

Student Services

Digital Library
ACM's graduate students can access all resources and research information from an online digital library via a username and password. This access is for ACM students and faculty only. ACM's digital library provides access to over 2 million digitized sources, including academic journals in the fine arts and humanities, e-books, the Oxford Music Online database, and the Journal of Research in Music Education.

Job Placement Assistance, Teaching Practicum, or Externships
ACM does not offer job placement assistance, teaching practicum, or externships as part of its graduate education program.

Housing Information
American College of Music is an online institution. It does not have dormitories or housing facilities and is not responsible for locating or helping students with housing.

Graduate Policies and Procedures

Advisement Guidelines
After admission, a faculty member or administrative advisor will contact the newly enrolled graduate student. Advisors in the graduate program mentor students and guide them through their degree pathways. All degree candidates must have an approved master's program on record, established in collaboration with the program advisor and the student, based on their major emphasis. Students are expected to follow their approved program, and the program advisor and the registrar's office must approve any changes.
Every program must include at least 45 quarter units of 500- and 600-level courses, with a minimum of 21 units from the **Major Area of Study**, 16 units from **Other Studies in Music**, and 8 units from **Music Electives**. All coursework concludes with earning the Master's in Music Education, passing the comprehensive exam, and completing the final project or thesis. The advisor submits the completed program to the registrar's office, and it becomes official once the College of Music President approves it. For more details, see Course of Study, pp. 20-21.

Completion of Degree
The online Master's in Music Education (MME), designed for working educators, offers a pathway to earn a graduate degree in music education in five quarters (approximately 15 months, including a summer term). However, students can take longer if needed. Course scheduling or prerequisite requirements might extend the program beyond five quarters. Students must complete their coursework within seven years of initial enrollment, as courses expire afterward. College policies require students to retake, replace, or validate expired courses. According to ACM policies, students can validate up to 14 quarter units—about a third of the program. Once students exceed this limit, they need to complete additional coursework to graduate. Other graduation requirements include passing the Comprehensive Exam, completing the Capstone/Thesis, and settling all fees and loans.

Degree Completion Requirements:

1. `Complete all coursework with a minimum of a 3.0 GPA. 2. Successfully pass the MME Comprehension Exam. 3. Complete the MME Capstone Project or Master's Thesis.

Graduate Theory Placement Examination
Before beginning their first quarter of graduate studies, students might need to take a placement exam in music theory, based on their undergraduate transcript grades. The exam's goal is to assess students' music theory knowledge to ensure they are prepared for their graduate courses. Passing the placement exam demonstrates sufficient understanding of undergraduate music theory necessary for MU 501 (Analytical Techniques), a core course in the ACM's Master of Music Education. A score of at least 75% is required to meet any knowledge gaps

and to qualify for MU 501. Students who do not pass must enroll in MU 499 (Graduate Theory Review) before taking MU 501.

MU 499

MU 499 is the Graduate Theory Review class, a ten-week course offered every quarter throughout the academic year. This course aims to refresh theory skills and revisit content that incoming graduate students should have covered in undergraduate music theory. It is an online, self-paced class not intended for students with significant deficiencies in basic theory skills. Once completed, the graduate student can enroll in MUS 501, a required core subject.

The following is a list of skills expected at each level of undergraduate theory and musicianship, which may be covered on the placement exam. Writing exercises, composition, form, and analysis, including figured bass and Roman numerals, will be expected at all levels of study.

1. Key signatures, major and minor keys, intervals, triads, seventh chords, basic voice-leading and part-writing, non-chord tones, basic chromatic alterations, and simple and compound meters. Basic sight-singing with "movable do" solfege; simple, diatonic melodic and harmonic dictation; singing and identifying basic musicianship such as intervals, triads, and seventh chords.
2. The introduction of chromatic harmony mainly focuses on secondary dominants and leading-tone chords, as well as modulations to closely related keys. Neapolitan chords and augmented 6th chords are introduced in this class as well.
3. Continuation of chromatic harmony, focusing on augmented 6th chords, modulations to distantly related keys, and formal construction of periods and small binary and ternary forms.
4. Continuation of chromatic harmony through non-functional harmony and including analysis of late-Romantic music. Introduction to the music of Impressionists, 20th-century, and contemporary techniques in theory and composition. Musicianship skills include polyrhythm, non-tonal harmony and melody, as well as modal and synthetic scales. Recommended textbooks to assist students who wish to review before taking the theory placement examination:
   Kostka and Payne, *Tonal Harmony*, McGraw-Hill
   Kostka, *Materials and Techniques of 20th-Century Music*, Prentice Hall
   Ottman, Music for Sight Singing, Prentice Hall

Grade Point Average

A minimum grade point average of 3.0 is required for graduation. Students who fail to maintain a 3.0 average in any quarter will be placed on academic probation by the College. Continued failure to rectify the grade-point deficiency will result in expulsion from the program. Students who are removed from the program may not return to complete a graduate degree in the department.

Leave of Absence

Graduate students are granted a maximum of 3 quarters of Leave of Absence (LOA), subject to renewal. Petitions must be filed at the Office of Admissions six weeks before the end of the Quarter before the proposed leave. Approval entitles students to maintain their registration status if they return by the quarter specified in their petition. Contact the Office of Admissions for more information.

Graduate Project

All candidates for the Master's in Music Education must complete MU 608 (Curriculum Development in Music Education), culminating in a Capstone project or Master's Thesis. Consult your academic advisor for specific guidelines on preparing, approving, and submitting your project for each option listed on the ACM website. You can complete these steps while enrolled in MU 608. If a candidate hasn't finished their project by the end of MU 608, they can enroll in additional units of MU 698 to complete it.

Comprehensive Review Examination

All candidates for a Master's in Music Education (MME) degree must take the Comprehensive Review Examination (MU 696) after completing their coursework. The scope of the Comprehensive Examination includes all subjects of the core curriculum of the Master's in Music Education degree, other subjects of music, and selected elective courses. Consult your program advisor for information on the structure of the comprehensive examination topics and sample questions. Comprehensive Examinations are held on the Saturday of the 11th week during the fall and spring quarters. Students should obtain a copy of the written guidelines for the comprehensive examinations from their advisor.

2026-2027 Enrollment Tuition and Fees

Item	Tuition	Fees
	2026-2027 **$14,625** (Total Tuition) $325.00/Quarter Unit	
Enrollment Fee		$100.00 (one-time fee due at enrollment)
Registration Fee		$25.00/Quarter
Library and Technology Fee		$150.00/Quarter
Graduation Fee		$150.00 (one-time fee)
Comprehensive Review Fee		$125.00 (one-time fee)
Estimated Cost for Entire Program (Tuition + fees)	**2026 – 2027: $15,500**	

Additional ACM Institutional Fees

Inactive/Reactivation Fee	$100.00
Bank Fee	$45.00
Add/Drop class fee (Following deadline) (per class)	$40.00
Transcript Fee	$25.00
Late Fee	$25.00
AZ Student Tuition Recovery Fund	$10.00
CA Student Tuition Recovery Fund	$0.00

Master in Music Education: Estimated Total Program Fees

- Duration: 5 quarters
- Price per credit: $325.00
- Total Credits: 45 x $325.00 = $14,625.00
- Library and Technology fee: $150.00 per Quarter = $750.00 per program)
- Graduation Fee = $150.00
- Registration Fee: $25.00 per Quarter = $125.00 per program)
- Initial Enrollment Fee = $100.00 (at enrollment)
- Comprehensive Review Fee = $125.00 (2 weeks prior to the exam)

TOTAL ESTIMATED CHARGES FOR THE ENTIRE PROGRAM: $15,875.00*

***Total charges mean the sum of institutional and noninstitutional charges**

Tuition Payment and Financial Options

1. Pay in Full
   Make one payment covering the entire program cost and fees. (save $500.00 using ACH Bank Transfer)

2. Pay-As-You-Go (Pay Each Quarter)
   Students enrolled in the Pay-As-You-Go Plan must pay quarterly tuition and fees on or before the week preceding the first day of the academic term. Those who pay after the due date will incur a $25 late fee. The Financial Office will notify the student via email, with a copy sent to the College Registrar, that they will be dropped from their classes. ACM accepts bank checks, ACH transfers, and credit card payments for tuition and fees.

3. Level Pay Plan
   Pay program tuition and fees each month. ACM Online has partnered with **TFC Tuition Financing** to offer our students customized payment plans that help with their tuition and fees. TFC offers ACM students an excellent opportunity to finance tuition and fees at interest rates as low as 3%, saving them thousands of

dollars compared to government-secured loans. The Level Pay Plan is designed so that all student debt under this plan is paid in full by the end of the program or graduation.

Sample of TFC Tuition Financing

Tuition Cost, less Fees	Down Payment	Amount Borrowed	Term	Interest Rate	Monthly Payments
$14,625.00	$4,625	$10,000	18 Months	3%	$569.00
				Total Interest Paid	$239.00
				Total Payments	**$10,239.00**

Cancellation and Refund Policy

If the school does not accept an applicant for any reason, the applicant is entitled to a refund of all monies paid.

Three-Day Right to Cancel

An applicant who provides written notice of cancellation within three days (excluding Saturday, Sunday, and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. Within 30 days of receiving the cancellation notice, the school shall issue a 100% refund. R4-39-404(A)

Other Cancellations

An applicant requesting cancellation more than three days **after** signing an enrollment agreement and making an initial payment, but before the first day of instruction, is entitled to a refund of all monies paid, minus the $25.00 registration fee.

Refund after the commencement of classes

1. Procedure for withdrawal/withdrawal date:
   a. A student choosing to withdraw from school after classes have commenced must provide written notice to the school director/administrator, or their designee. The notice indicates the expected last date of attendance and must be signed and dated by the student.
   b. For a student on an authorized Leave of Absence (LOA), the withdrawal date is the date the student was scheduled to return from the Leave and failed to do so.
   c. A student will be considered withdrawn from the institution if they have not attended any classes for 25 instructional days. All refunds will be issued within 30 days of the withdrawal date being determined.
2. Tuition charges/refund
   a. Before the start of the term, you are entitled to a 100% refund of the tuition, minus the $25.00 registration fee.
   b. After the commencement of classes, a tuition refund will be issued, minus the $25.00 registration fee. will be determined as follows:

% of instructional days attempted in the quarter	Tuition refund amount:
10% or less	90%
More than 10% and less than or equal to 20%	80%
More than 20% and less than or equal to 30%	70%
More than 30% and less than or equal to 40%	60%
More than 40% and less than or equal to 50%	50%
More than 50%	No Refund is required

The percentage of instructional days attempted in the quarter is determined by dividing the total number of days elapsed from the student's start date to the student's last day of attendance by the total number of days in the quarter.

Example: 12 (number of days attempted) ÷ 50 (total instructional days) = 24% of instructional days attempted in the quarter; therefore, a 70% refund is owed to the student

Refunds will be issued within 30 days of the date of student notification or school determination (withdrawn due to absences or other criteria as specified in the school catalog) or, in the case of a student not returning from an authorized Leave of Absence (LOA), within 30 days of the date the student was scheduled to return from the LOA and did not return.
Each student is responsible for their books and supplies. ACM is not responsible for refunding any amounts incurred by individual students for books, materials, and supplies.

Government-Secured Financial Aid
ACM does not participate in any Title IV federal or state financial aid program. However, ACM offers financial options to help students complete their educational goals. Suppose a student obtains a third-party loan to pay for an academic program. In that case, the student will be required to repay the loan amount, plus interest, minus the refund amount. If the student receives federal student financial aid, they are entitled to a refund of any unspent federal aid funds. **All private, third-party loans must be paid in full before a diploma is issued.**

ACM Tuition-Free Scholarships
The American College of Music offers merit and need-based scholarships at dates and times determined by the college's Board of Trustees. The ACM's Board of Trustees' scholarship committee determines the scholarship selection criteria and award amounts. Interested parties must first be accepted into the MME program to apply for the graduate Tuition-Free scholarship. The following scholarship requirements must be met before they are awarded:

Criteria:

- Scholarships will be awarded for tuition costs only.
- Institutional fees and any review courses will not be included.
- All scholarship applications must be received before the end of the registration period.
- Applicants must use the online form to apply.
- Active-duty military and Veterans are encouraged to apply.
- Tuition-free scholarships will be awarded as credit toward tuition. No cash will be distributed.

Eligibility Requirements:

1. Applicants must apply and be accepted into the American College of Music Master of
2. Music Education program as full-time students.
3. Maintain a 3.0 grade point average throughout the program
4. Applicants must show proof of US citizenship.
5. The ACM Tuition-Free Scholarship will be awarded on or before the last day of the enrollment period.

Submittals:

- Letter of Intent
- 500-1,000-word Essay on a subject to be determined

All submitted documents must be in PDF format and can be uploaded to the Scholarship Online application form or sent to: info@acmonline.us

Student Tuition Recovery Fund (STRF)

Arizona (A.R.S. § 32-3072)
• Fund Purpose (A): The student tuition recovery fund is established and administered by the board. An individual who suffers harm due to the closure of a private postsecondary education institution may receive from the fund an amount not exceeding the actual damages incurred.
• Assessment Calculation (B): Every private postsecondary education institution that collects prepaid tuition must pay an annual assessment to the board for each newly enrolled student. The assessment is calculated as two-tenths of one percent (0.2%) of the total course cost per student, up to a maximum of $10 per

student. The total amount paid by an institution in annual assessments cannot exceed $25,000.

California (CCR §76215)
(a) The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss
suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled n a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF, and you are not required to pay the STRF assessment if you are not a California resident or are not enrolled in a residency program."
(b) In addition to the statement required under subdivision (a) of this section, a qualifying institution shall include the following statement in its school catalog: "It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, 916) 431-6959 or (888) 370-7589

Effective **April 1, 2024**, the Student Tuition Recovery Fund (STRF) assessment rate will change from two dollars and fifty cents ($2.50) per one thousand dollars ($1,000) of institutional charges to zero dollars ($0.00) per one thousand dollars ($1,000) of institutional charges. (5, CCR section 76120). Institutions will still be required to complete and submit all STRF Assessment Reporting Forms on a quarterly basis and maintain specified student information for STRF-eligible students.

Rules, Regulations, and Academic Policies

Attendance/Participation

Since attendance and academic success are closely linked, ACM's attendance policies are essential for students to meet enrollment requirements and maintain Satisfactory Academic Progress (SAP). The College requires students to attend classes regularly and participate actively after registration. Absences do not exempt students from learning the material, submitting assignments on time, or fulfilling other course obligations. Valid reasons, such as a family death or illness, can justify an excused absence with supporting documentation. Even then, students must make up missed work, assignments, or exams to the same standard. ACM also requires students to engage weekly with online courses by reviewing all readings and completing tasks through the school's management system. Failure to do so, including not participating in online discussions, counts as an absence for that week. More than five unexcused absences in an online course result in an 'F' grade.

Enrollment Status

Full-time enrollment each term requires at least 8 quarter units. Students who register for fewer than the minimum full-time credits are considered part-time.

American College of Music
Credit Hour Policy

American College of Music (ACM) courses adopt a quarter-credit-hour system. At ACM, one credit hour corresponds to 10 hours of academic work plus at least 20 hours of out-of-class student preparation. This aligns with the federal regulation (CFRs 600.2 and 600.4), which describes a credit hour as "the amount of work represented, intended learning outcomes, and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: One hour of student contact or online academic engagement and a minimum of two hours of out-of-class student work each week for ten weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or at least an equivalent amount of work as required by the above definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

Understanding ACM Credit Hours

A four-credit course generally requires at least **120 total hours of student effort: 40 hours of academic engagement and 80 hours of preparation outside class. This equates to about 4 hours of instructor-led or**

academic engagement and 8 hours of student work weekly for a 4-credit course. ACM Online does not count clock hours or seat time solely by classroom attendance; instead, we include activities like weekly live Zoom sessions with your professor, emails, textbook or online material reading, discussion posts and responses, creating or reviewing presentations and multimedia such as videos, score studies, or narrated slideshows, and writing and editing weekly assignments. To align with the Carnegie system, we calculated the credit-to-clock-hour ratio for each ACM course. This is essential for accreditation and ensuring our credits are recognized alongside those from other higher education institutions.

Teacher Engagement and Student Workload

Minimum, Academic Engagement vs. Student Prep Criteria

Academic Engagement (min 4 hrs/week)	**Criteria**	**Student Prep** (min 8 hrs/week)	**Criteria**
Live Zoom Meeting	1hr/week	Reading Assignment	12 pages/hr.
Multimedia (minutes)	Hr/minutes	Writing Assignment	2-4 hrs/page
Discussions	1-1.5/week	Research/Study	1-4 hrs/week
Email/Text/Online Chat	1-1.5/week	Practicum/Score Study	1-4 hrs/week

Sample Course Engagement and Student Prep Data Collection (Jazz History)

Week	**Outcomes**	**Academic Engagement**	**Hours/ Min**	**Student Prep**	**Hours/ Min**
1	Recognize how early Jazz influenced later Jazz	Live Zoom Meeting Discussion Multimedia Email/Text	1hr 1hr 23 min 1 hr **Total 3:23**	Reading Assignment Writing Assignment Writing Discussion	2 hrs 5 hrs 1hrs **Total 8:00**
2	Investigate the unique musical elements that contribute to the Jazz style	Live Zoom Meeting Discussion Multimedia Email/Text	1hr 1hr 25 min 1 hr **Total 3:25**	Reading Assignment Writing Assignment Writing Discussion	4.5 hrs 5 hrs 1 hrs **Total 11:30**
3	Critique and evaluate the contributions of important and representative Jazz artists of all the various Jazz idioms	Live Zoom Meeting Discussion Multimedia Email/Text	1hr 1hr 45 min 1 hr **Total 3:45**	Reading Assignment Writing Assignment Writing Discussion	5 hrs 5 hrs 1 hrs **Total 11:00**
4	Recognize how early Jazz influenced later Jazz	Live Zoom Meeting Discussion Multimedia Email/Text	1hr 1hr 1.0 hrs 1 hr **Total 4:00**	Reading Assignment Writing Assignment Writing Discussion	6.5 hrs 5 hrs 1 hrs **Total 12:30**
5	Compare and contrast the various and interconnected styles of Jazz (i.e., New Orleans, Big Band, etc.	Live Zoom Meeting Discussion Multimedia Email/Text	1hr 1hr 1.5 hrs 1 hr **Total 4:30**	Reading Assignment Writing Assignment Writing Discussion	4.75 hrs 5 hrs 1 hrs **Total 10:45**
6	Determine Bebop's influence on future Jazz composers and styles	Live Zoom Meeting Discussion Multimedia Email/Text	1hr 1hr 50 mins 1 hr **Total 3:50**	Reading Assignment Writing Assignment Writing Discussion	7.5 hrs 5 hrs 1 hrs **Total 13:30**

7	Demonstrate how fragmentation influenced the future of Jazz	Live Zoom Meeting Discussion Multimedia Email/Text	1hr 1hr 2 hr, 30min 1 hr **Total 5:30**	Reading Assignment Writing Assignment Writing Discussion	6.0 hrs 5 hrs 1 hrs **Total 12:00**
8	Examine how new and old styles influenced the future of Jazz	Live Zoom Meeting Discussion Multimedia Email/Text	1hr 1hr 3.5 hrs 1 hr **Total 6:30**	Reading Assignment Writing Assignment Writing Discussion	4.0 hrs 5 hrs 1 hrs **Total 12:00**
9	Evaluate how Jazz Traditionalism and Postmodernism evolved	Live Zoom Meeting Discussion Multimedia Email/Text	1hr 1hr 3.5 hrs 1 hr **Total 6:30**	Reading Assignment Writing Assignment Writing Discussion	4.0 hrs 5 hrs 1 hrs **Total 12:00**
10	Explain how Jazz historically developed in the new millennium	Live Zoom Meeting Discussion Multimedia Email/Text	1hr 1hr 3.0 hrs 1 hr **Total 5:00**	Reading Assignment Writing Assignment Writing Discussion	1.5 hrs 5 hrs 1 hrs **Total 7:30**
		Total Academic Engagement	**43 hrs**	**Total Student Prep**	**110:45**

ACM Graduate Grading System

Grade	Total Work Earned	Grade Definition	Grade Point
A	100-94%	Excellent	4.0
A-	93-90	Very Good	3.7
B+	89-87	Good	3.3
B	86-84	Average	3.0
B-	83-80	Below Average	2.7
C+	79-77	Passing	2.3
C	76-74	Minimum Passing	2.0
C-	73-70	Failing	1.7
D	69-60	Failing	1.0
F	59 -	Failing	0.0
P	Pass	Pass-no grade points assigned	0.0
I	Noted on Transcripts	Incomplete	
W/WP	Noted on Transcripts	Withdrawal from Course	
WF	Noted on Transcripts	Withdrawal Fail	
IW	Noted on Transcripts	Involuntary Withdrawal	

Grading Definition Explanations

- "P" - Pass. Indicates credit granted with no grade points assigned.
- **"I" - An incomplete (I) grade is given to students who still need to finish mandatory assignments, quizzes, or exams, as determined by the instructor. This grade is typically awarded to students who have completed at least 70% of the course but cannot continue due to unforeseen circumstances. The instructor has the final authority on whether to assign this grade. Students must resolve incompletes within one quarter of receiving the "I." If not addressed within this period, the grade automatically becomes an "F." No grade points are awarded for an "I," but an "F" affects the grade point average.**
- "W"/WP - Withdrawal from the class. A withdrawal grade occurs if a student chooses to withdraw from a course after the close of business on the seventh day of the quarter's start date. Students may

withdraw from a class through the end of the seventh week of the quarter (at the close of business). For specific withdrawal deadlines, consult the Academic Calendar. Withdrawals remain on the transcript, and no grade points are assigned. "W" is a permanent grade but does not affect the student's GPA.

Online Grading Policy
ACM offers a distance education program that provides asynchronous and synchronous instruction. Approximately seven (7) days will elapse between the institution's receipt of student lessons, projects, or Thesis and the institution's electronic mailing of its response or evaluation back to the student.

Late Work Policy

Discussion Questions
Students must submit meaningful weekly initial discussion posts or journal entries along with peer replies. To earn full credit, students must submit these by their respective deadlines. If a student cannot submit a discussion entry on time due to an exceptional reason—such as a family death, military orders, jury duty, illness, or a local disaster—they may petition the instructor for an exception to the late policy. The **petition must include supporting evidence for the circumstances. Approval of such exceptions is at the faculty member's discretion.**

Weekly Assignments
Submit all weekly assignments on time unless the student has obtained prior approval from the instructor. Submissions made late without prior notice will face a 10% deduction per week. Exceptions are only granted in serious situations such as military service, hospitalization, or disasters, provided proper documentation is submitted. Faculty members have the final say on accepting or rejecting late submissions, and their decisions cannot be appealed. Students should contact their instructor before the deadline if they anticipate missing it. All assignments should be submitted before the course concludes. Please plan ahead, as late submissions won't be accepted due to technical difficulties.

Repeat Policy:
Students may choose to repeat a class or be advised to do so to improve their academic record. Graduate students may retake up to two courses, and each course is eligible for only one retake. Courses already graded with a "B" or higher are not eligible for retakes. When a course is retaken, the new grade replaces the old grade in the GPA calculation, so the previous grade is no longer included. Students must pay the regular tuition rate when repeating a course.

Computing Cumulative Grade Point Averages (GPA)
A student's cumulative grade point average is calculated only from courses for which the student is assigned grade points, using the following process: a) Multiply the number of credits for each course by the grade points associated with the grade earned; b) Total the grade points earned for all attempted courses; c) Divide the total grade points earned by the total number of credits for those classes.

Academic Probation
Students who do not meet the **Satisfactory Academic Progress** (SAP) requirements are placed on academic probation. For instance, a student enrolled in a Master's in Music Education must sustain an overall GPA of 3.0 for all graduate courses. Falling below a 3.0 GPA will place the student on academic probation.

Students are also subject to academic probation if they have three or more 'Incompletes.' An "Incomplete" for more than one quarter reverts to an "F" (failing) grade.

When a student is placed on probation due to a substandard grade point average, they must meet with an Academic Advisor. A plan is in place to improve the grade point average to 3.0 or higher. Graduate students are allowed 12 quarter units to correct their academic deficiencies (if they stay within the Maximum Time Frame). The College recommends that, if possible, any coursework in which a letter grade of "D" was earned be repeated while on academic probation. Students will be removed from probationary status when they correct their academic deficiencies within the allowable timeframe.

SAP Dismissal
Students on Academic Probation will be dismissed if they do not meet the probation terms and do not improve their academic deficiencies within the set period. They may also be dismissed for failing to make Satisfactory Academic Progress (see the course Repeat policy) or for non-payment of tuition or fees (see the dismissal policy).

Grade Appeals Policy
ACM recognizes the faculty's authority to determine student grades. Faculty members are required to clearly articulate and document their course requirements and performance standards in their course syllabi. All grades submitted to the Registrar that reflect these stated course requirements and performance standards are assumed to be accurate and final. If a student has an issue with an assigned grade, they should first consult with a faculty member. If the student believes the issue has not been resolved after this consultation and has legitimate grounds for appealing the grade, they may file a formal Grade Appeal.

A formal Grade Appeal can be filed when a student can document any of the following:

1. An error in calculating the grade has occurred, including situations in which timely and adequately submitted assignments have not been accounted for.
2. The faculty has failed to notify students of the course requirements and performance standards properly.
3. A student's grade results from any unlawful discrimination or sexual harassment, which is consistent with the college's policies regarding discrimination.

- A Grade Appeal must be submitted within one academic quarter after the grade is received. All evidence and documentation demonstrating the occurrence of one or more of the grounds for appeal listed above must be included.
- A student may file a formal Grade Appeal by submitting a Grade Appeal Form to the Chief Academic Officer. This form should detail the reason or reasons for the grade appeal, as outlined above, and include any supporting documentation. The student are responsible for proving the existence of one or more of the grounds for appeal.
- Grade Appeals will be forwarded to the faculty for a response, and the response must be submitted to the Chief Academic Officer within 10 days of receipt. The Chief Academic Officer will then decide within 30 days of receiving the faculty's response. The decision of the Chief Academic Officer is final and cannot be appealed.

Academic Integrity
Academic Misconduct: The American College administration and faculty uphold a zero-tolerance policy toward universally accepted standards of academic integrity, including instances of academic misconduct. Academic misconduct includes academic dishonesty and fraud, as outlined below. There is no justification for academic misconduct, and the College will not allow any student to benefit from such wrongdoing.
Examples of Academic misconduct include, but are not limited to:

- Plagiarism represents another author's ideas, writings, or works as one's own or uses another's ideas, papers, or works without acknowledgment (citation), e.g., "cutting and pasting."
- Work that is submitted for one class and is used for another.
- Data fabrication.
- Copying or allowing work to be copied from examinations and all written work);
- Unauthorized access to examination questions.
- Modification of examination results.
- Using unauthorized notes or communication devices that provide examination information; Individual misrepresentation (i.e., allowing someone else to take one's exam or taking someone else's exam);
- Collaborating with others in work, contrary to the stated rules of an examination or assignment.
- Assisting other students with any of these acts.

Suppose a student (or all students within a group, e.g., a team working on a group project) has been found to commit academic misconduct. In that case, they may be subject to one of the following consequences, at the discretion of the faculty member, and a lower score on the assignment or examination:

1. An oral or written reprimand (presented to the student);

2. An assignment to repeat the work, to be graded on its merits, or,
3. A filing of an Academic Misconduct Warning reporting the incident to the Chief Academic Officer:
   a. A copy of the Academic Misconduct Warning will be placed in the student's academic file.
   b. If another Academic Misconduct Warning is filed during the student's course of study, the student will be dismissed from the program.
4. Using **Artificial Intelligence (AI)**
   Students may use artificial intelligence programs, which can help with memory and idea generation. However, if a student submits AI-generated content, they must clearly indicate the passages and cite the source properly, following current APA guidelines.

Academic Misconduct Appeals Policy
A student can appeal an Academic Misconduct Warning by requesting a Determination of Academic Misconduct from the Chief Academic Officer within ten days of being notified in writing of the alleged misconduct. To do so, they must submit a letter explaining the conduct in question and why it does not qualify as academic misconduct. Simply explaining why the misconduct happened is not enough to justify an appeal.

The Chief Academic Officer will issue a ruling within 30 days of receiving the written documentation the student provides to support their request for a Determination of Academic Misconduct. The Chief Academic Officer's decision is final and cannot be appealed.
When determining whether academic misconduct occurred, the Chief Academic Officer can either support the faculty's decision and keep the misconduct warning in the student's academic record or decide that the behavior does not qualify as misconduct. If the Chief Academic Officer decides the behavior was not misconduct, the Chief Academic Officer will instruct that all written reports be removed from the student's file. In addition to overseeing the removal of misconduct reports, the Chief Academic Officer may also recommend that the faculty revisit any disciplinary responses, such as grade reductions. However, due to limitations on academic freedom, the Chief Academic Officer cannot change grades but can only recommend such changes. If a course grade was lowered and the Chief Academic Officer has forgiven the student in a recommendation for a grade change, but the faculty declines to follow it, the Chief Academic Officer will document the findings in writing for the student's record.
If this is the second incident of Academic Misconduct, the Chief Academic Officer will notify the student of their dismissal. The student may appeal the second incident of misconduct. If it is determined that Academic Misconduct has not occurred, the discharge will be rescinded, and all other policy terms concerning the release will apply.

Student Responsibility
A student taking an ACM online course through the LMS must follow the College's academic honesty policy. Cheating and plagiarism—using others' ideas, writing, or materials without proper acknowledgment or permission—can result in penalties, including grade reductions on exams, papers, projects, or assignments, or even course failure. The instructor may also suspend the student immediately if misconduct is found. For more information, please consult your instructor or refer to the ACM General Catalog.

Administrative Policies and Procedures

Student Code of Conduct - Rights and Responsibilities

Students at the American College of Music must conduct themselves in a manner that reflects the institution's role as an educational establishment and aligns with the academic community's standards. As such, they are expected to act responsibly, professionally, considerately, and respectfully toward others' rights and interests. ACM strives to foster an optimal learning environment for all. The administration emphasizes that cooperation and mutual respect among students, faculty, and staff are essential to promoting a positive, productive atmosphere.

Administrative Dismissal
a. Students are administratively removed from classes due to unpaid tuition or fees. A hold is placed on their enrollment, preventing them from registering again until they settle the owed payments. Failure to pay tuition or fees may also result in dismissal from **Satisfactory Academic Progress (SAP)** if it causes the student to fall short of SAP requirements due to inadequate enrollment. Students may be administratively dismissed from a program or class due to disruptive or unacceptable behavior.

b. Administratively dismissed students are required to pay for the courses they have passed, but are not required to pay drop fees. If administrative dismissal occurs after the quarter's withdrawal deadline, the student will receive a refund in accordance with the ACM's refund policy (see page 11).
c. A student may be dismissed from ACM for failure to communicate with the College for 1 year.

Students have the right to appeal decisions made by the College administration. The regulations governing hearings, appeals, rights, and procedures are meant to safeguard both the individual student and ACM. To challenge an Administrative Dismissal, students need to submit a Request for Administrative Determination to the administration within 15 days of receiving their dismissal notice. This request must be put in writing and include all relevant evidence and documentation related to the grounds for dismissal, any events or circumstances that directly impacted this decision, and the specific reason for the appeal, especially if certain factors were not given adequate consideration. These reasons may involve, for example:

1. Legitimate mitigating circumstances (i.e., death in the family, student sickness, etc.)
2. An inconsistent or inappropriately harsh penalty
3. Incorrect use of the disciplinary procedure.

A ruling on the appeal will be issued within 15 days of receiving the written documentation. The Chancellor's decision is final and cannot be appealed.

Leave of Absence (LOA)

A student who needs to interrupt their program at ACM for the current Quarter may apply to the Office of the Registrar by completing a Request for Leave of Absence Form by the add/drop deadline. The leave-of-absence form allows students to take a one-quarter break, subject to approval.

You are eligible to file a Leave of Absence Petition if you:

a. A graduate student who has completed at least one-quarter of graduate work at ACM.
b. Are in good academic standing (leave of absence cannot be granted if you are on probation or or have been disqualified); and
c. You are eligible to register (leave of absence cannot be given if you have a registration hold, such as an outstanding loan balance, cashier's hold, library hold, etc.).

Withdrawal from a Course

To withdraw from a course, students must obtain a Withdrawal Form and submit it to the Registrar's Office. The withdrawal becomes official only after the Registrar's Office receives the completed Withdrawal Form.

Withdrawal from the College

A student must submit a Withdrawal Form to the Registrar's Office to officially withdraw from a degree program. The withdrawal is only finalized once the completed form is received. If a withdrawal occurs during an academic quarter, students must complete the same form to indicate their intent to withdraw from current classes and confirm their agreement to pay all applicable fees. For details on potential refunds, see the Payments and Refunds section of this catalog. After missing an academic term, students may reapply for readmission through the regular process.

Readmission

A student who is dismissed from ACM may not apply for readmission for one calendar year after the date of dismissal. Readmission depends on the quality of the candidate's academic and non-academic experiences since dismissal. A readmission interview with the appropriate college president or their designee is required. If a readmitted candidate is dismissed a second time, they are permanently ineligible for readmission.

Transfer Units from Another Institution

Coursework taken at another accredited college will be considered if an equivalent course at the American College of Music (ACM) is required for the Master's in Music Education (MME). The grade for a course already completed elsewhere must be at least "B- (80%)." Students must request a transfer credit evaluation from the Office of the Registrar before or during the First Quarter of attendance at ACM. No more than six (6) graduate semester units or nine (9) quarter units awarded by another institution may be transferred for credit toward the Master's in Music Education. The American College of Music (ACM) accepts transfer credits only from institutions of higher education accredited by agencies recognized by the US Department of Education. ACM may accept undergraduate college credit through the College Level Examination Placement (CLEP) exam or the Defense Activity for Non-

Traditional Education Support (DANTES) exam. Official transcripts from these exams must be forwarded to the Admissions Office before acceptance to the College is granted.

Prior Experiential Learning Credit

After being admitted to ACM, you may be able to receive credit for experiential learning. You will be asked to demonstrate your experience and skill level through written, oral, performance, or combination examinations that may include a portfolio.

Policy for Granting Experiential Learning Credit

a. The prior learning is equivalent to a college or university level of education.
b. The learning experience demonstrates a balance between theory and practice and;
c. The credit awarded for the prior learning experience directly relates to the student's degree program and is applied satisfactorily to some degree requirements.
d. At most, six (6) semester credits or nine (9) quarter units may be awarded for prior experiential learning.

Process for Granting Experiential Learning Credit

1. You must be admitted to ACM to apply for credit for prior experiential learning.
2. You must complete the "Prior Experiential Learning Credit Request" form.
3. You must schedule the appropriate amount of time with the examiner and complete the assessment as stipulated for the course(s) for which credit is sought. A tuition fee of $318.00/credit hour is charged for each class. The fee is paid to the Business Office upon successful completion of the examination and before credit is posted to the transcript.
4. Credit is indicated on the transcript as prior experiential learning credit, the equivalent course, and the number of quarter hours accepted. An "N" grade is assigned to PEL credits.
5. Grades and honor points are not given; therefore, credit for prior experiential learning does not affect the grade point average. An "N" grade will be assigned to Prior Experiential learning credits.
6. Prior Experiential Learning Credit is accepted at ACM but may not be transferable to other institutions. If you intend to transfer to another college or university, you should discuss the ramifications of such credit with an ACM academic or faculty advisor.
7. Suppose the College does not accept the Prior Experiential Learning Credit. In that case, the student may appeal by submitting a Grade Appeal Form to the Office of the Registrar, detailing the reason or reasons for the appeal, within 30 days of receiving the non-acceptance letter.

NOTICE CONCERNING THE TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION:

The transferability of credits you earn at the American College of Music (ACM) is at the discretion of the institution to which you may seek to transfer. Acceptance of the degree you earn in the Master in Music Education (MME) program is also at the discretion of the institution to which you may seek to transfer. If the credits you earn at this institution are not accepted at the institution you seek to transfer to, you may be required to repeat some or all your coursework at that institution. For this reason, ensuring that attendance at that institution will meet your educational goals is essential. This may include contacting an institution you plan to transfer to after attending ACM to determine whether your credits will transfer. **ACM *has not entered into an articulation or transfer agreement with any other college or university.***

Student Rights and Privacy

Current ACM students and alumni may request access to or release their educational records maintained by the College. Such requests should be submitted in writing using forms provided by the College and directed to the Office of the Registrar. They must specify the purpose of the request, the records the student wishes to access or release, and to whom the records should be released. The College will respond to these requests within ten (10) business days from the date of receipt.

Education records are any records maintained by the College that directly relate to a student's education, with certain exceptions. This includes all information held in any medium directly related to students and from which students can be personally identified.

Each student may request changes to their records. Each student can also request a determination about changes to their records. Such requests must be submitted in writing and directed to the college registrar. They must include

the reasons for seeking this determination. Upon receiving the request, the Registrar will begin a review, consulting with the Dean of Admissions or the Chief of Academic Affairs as needed. A decision regarding the request will be made within 30 days unless additional relevant information or verification from an outside agency or individual is required. In that case, the decision will be made within 30 days after receiving the necessary information. A change or correction will be implemented if a significant error in the record is confirmed or if an update is justified.

Student Grievance Policies and Procedures

ACM provides a fair and reasonable college governance system and is committed to ensuring that all institutional parties have access to the information they need regarding the college's policies and procedures. Please note that grades are not subject to grievanc*e* under this policy (see Grade Appeals in this Catalog). ACM follows the Student Grievance Procedure outlined below:

1. The student shall first attempt to resolve the grievance informally with the instructor or applicable staff member. If unsuccessful, the student shall proceed to the written grievance procedure.
2. The student may submit a grievance to the President of ACM or their designee. The President or designee shall have five (5) business days to investigate and address the grievance.
3. Should the Administrator or designee fail to or unacceptably address the grievance, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details**.**

Note: A grievance must be submitted within 30 days of the date of occurrence.

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

1740 W. Adams Street, Suite 3008
Phoenix, Arizona 85007
602-542-5709
Website: http://ppse.az.gov

Student Records, Transcripts, Privacy, and Accommodations

Custodian of Records

Education records are any records, with certain exceptions, maintained and organized by the College's Chief Academic Officer (CAO) in the Office of Academic Affairs. These items include all information in any medium directly related to students and from which students can be personally identified. Each student may request changes to their records. Each student may request a determination regarding changes to their records. Such requests must be in writing, addressed to:

Dr. Ben A. Ubovich
President
American College of Music
2325 East Camelback Rd, Suite 400
Phoenix, AZ 85016
admin@acmonline.us
Phone: 888-319-1776

Requests must specify the reasons for the determination. Once received, the Registrar will review the request and, if needed, consult with a designated College official or send the request to that official. A decision will be made within 30 days, unless additional information or verification from an external source is required; in that case, the decision will be made within 30 days of receiving that information. If a significant error in the record is found or an update is needed, a correction or change will be implemented. Access to Student Education Records/ Retention of Records

Student files, including admission documents and academic records, are maintained by the College indefinitely (AAC: R4-39-401). Transcript records and the necessary information are retained permanently. Per the Family Educational Rights and Privacy Act (FERPA), personally identifiable information in education records may not be released without the student's prior written consent. Some examples of information that WILL NOT BE RELEASED without the prior written permission of the student are:

• birth date	• grade point average (GPA)
• citizenship	• marital status
• disciplinary status	• SSN/student ID.
• ethnicity	• Grades/exam scores
• gender	• Test scores
• High School Diploma or its equivalent	• Student transcripts

ACM will not release personally identifiable information from a student's education records without prior written consent. Notwithstanding this policy, authorized officials of state or federal agencies may be granted access when necessary to audit or evaluate educational programs that such agencies support.

Policy on Online Student Verification

Under the US Higher Education Opportunity Act of 2008, the American College of Music is required to confirm that the student registered on its Learning Management System (LMS) is the same person completing all course assessments. Students must access the LMS through a secure online portal that demands a unique username and password during admission. Instructors can then verify student identity by examining LMS activity logs, which include data such as IP address, login and access times, and the duration spent on activities like exams, quizzes, and discussions. This online verification incurs no extra fees.

Identity Protection

Upon admission, students will be assigned a student ID number to access the LMS. Students must provide the College with their full name and email address, which will be used to create a student account on the LMS. A student's name will be visible to other students enrolled in a course on the LMS; however, email addresses will not be shared. A student in the LMS can make their email address available to other participants in a class by adjusting their profile settings. There are no additional charges for this online identity protection setting.

Reasonable Accommodations / Disability

If you are interested in attending ACM and require reasonable accommodations, please schedule an appointment with the Office of Admissions. At this meeting, we will discuss the nature of the reported disability and its impact on learning. We will also discuss the process of receiving reasonable accommodations at the College and the types of accommodations available.

Documentation must be provided by a medical provider within the last three years and include:

- A diagnosis of the disability.
- How the diagnosis was determined (what tests were given and the results); and
- A clinical summary involves assessing how the disability will impact the individual in a college environment and recommending suitable accommodations.

Following the initial meeting, a formal written accommodation request must be submitted to the school. This meeting, the legal request, and the school's response should all take place before pre-enrollment.

Course of Study
Master's in Music Education (MME)

The Master's in Music Education is a fully online program that aims to broaden students' knowledge through practical learning, critical thinking, and problem-solving. Each course targets specific key outcomes related to cognitive growth and increased effectiveness in the field. ACM seeks to support each student's potential for a successful career as a music educator and lifelong learner. All instructions will be in English.

ACM's curriculum is divided into four sections:

1. Major Area of Study – 21 units (core classes), which include a final project or Thesis
2. Music Theory - 4 Units + (4 Units - Graduate Theory Review must be taken if music theory proficiency test is not passed)
3. Other Studies in Music – 16 units (is required)
4. Music Electives – 48 units (student chooses 8 units)

Minimum units to complete the degree = 45 quarter credits

MME Curriculum Map

Major Area of Study (Core Classes)

Course No.	Required Courses	Units
601	Philosophy and History of Music Ed	4
501	Analytical Techniques	4
510	Research in Music Ed	4
608	Curriculum Development in Music Ed *	4
612, 613 or 614	Advanced Pedagogy in Music Ed (Wind/Band, String or Choral Methods)	4
699	MME Capstone Project (paper) and Presentation/Lecture*	1
	Total Units	**21**

***Must be taken in quarter 5**

Other Studies in Music

Course No.	**Required Courses** (16 Units)	Units
512	Technology in Music Ed	4
520	Jazz History	4
522	World Music and Cultures	4
609 or 615	Wind/Band Literature or Choral Literature/Methods	4
	Total Units	**16**

Music Theory (Required)

501	Analytical Techniques	4
499	Graduate Theory Review*	4

*Must be taken if the music theory proficiency test is not passed

Music Electives

Course No.	**Choose 2 Courses** (8 units)	Units
502	Intro to Musical Notation	4
515	Orchestration	4
525	Jazz Ensemble Pedagogy	4
526	Jazz Swing/Show Choir	4
605	Critical Thinking in Music Ed	4
606	Musical Aesthetics	4
610	Advanced Instrumental Conducting	4
611	Contemporary Issues in Music Ed	4
616	Advanced Choral Conducting	4
617	Elementary Music Teaching Methods	4
620	Graduate History Review	4
625	Advanced Research Methods	4
	Total Units	**48**

Sample Program

Course No.	Quarter 1	Units	Course No.	Quarter 2	Units
601	Philosophy and History of Music Ed	4	510	Research in Music Ed	4
501	Analytical Techniques	4	520	Jazz History	4
		8			**8**
	Quarter 3			**Quarter 4**	
612	Advanced Wind/Band Pedagogy	4	609	Wind/Band Literature	4
512	Technology in Music Ed	4	525	Jazz Ensemble Pedagogy	4
		8	522	World Music and Cultures	4
					12

Quarter 5		
608	Curriculum Development in Music Ed	4
699	MME Project and Presentation	1
502	Advanced Conducting	4
		9

Key
Core Class
Other Studies in Music
Elective

Course Descriptions

Course Number **Course Title** **Credit Hours**

MU 499 Graduate Theory Review 4
This course assumes students have proficiency in music theory, as demonstrated by their undergraduate transcripts. It covers fundamental music theory and analysis through the study of chord progressions, voice-leading principles, figured bass, four-part chorale writing, and formal analysis. Students explore the course materials through listening, writing, and analytical activities. T**his review course does not offer graduate credit and must be completed before enrolling in MU 501.**

MU 501 Analytical Techniques 4
This course will examine the principal forms and structural elements of the music of selected masterworks from the tonal repertoire. The curriculum will introduce students to various approaches and philosophies of musical analysis through listening and analysis of musical repertoire.

MU 502 Introduction to Musical Notation 4
The Introduction to musical notation uses Sibelius software for music composition and covers essential musical fundamentals. In each class session, students will learn to navigate the program's interface to create weekly assignments and a final project that is heuristic and student-centered. Prerequisite: MU 501 and 601

MU 510 Research in Music Education 4
This course introduces research methodologies used in music and music education. It provides a broad foundation in research design, including quantitative, qualitative, and non-experimental models. Students will also become familiar with basic statistical concepts, library resources, standard reference tools, and electronic research methods. Prerequisites: MU 501, 510, and 601.

MU 512 Technology in Music Education 4
This course examines the use, implementation, and effectiveness of technology in music education. Students will analyze theoretical frameworks for integrating technology into music teaching and identify the unique challenges and barriers they face when incorporating technology into their music curriculum. Additionally, they will develop a

technology-based music study unit and apply it in a real-world setting, utilizing their classroom or studio as the environment.
Prerequisites: MU 501, 510, and 601

MU 515 Orchestration 4
This orchestration course will teach students compositional techniques for scoring modern wind, brass, string, and mixed ensembles, as well as full orchestral works. Topics include chord spacing, melodic projection, layering and delineation of material, and extended instrumental techniques. Students will engage with the material through reading, listening, writing, and analysis. Access to a music notation program such as Finale or Sibelius is required to complete assignments.
Prerequisite: MU 501, 502, 510, and 601

MU 520 Jazz History 4
This course examines the evolution of jazz from its origins to the present, highlighting key genres and notable musicians and ensembles: blues, ragtime, early New Orleans and Chicago schools, swing, big band, bop, cool jazz, hard bop, avant-garde, "free" jazz, and jazz-rock fusion, all within the context of musical, cultural, social, and political developments.
Prerequisite: MU 501, 510 and 601

MU 522 World Music and Cultures 4
This course will establish the conceptual foundations for exploring and integrating music from around the world into the K-12 music curriculum. Through case studies, critical writing, audio and video examples, and individual research, students will investigate, experience, and synthesize the significance of music in various cultures, customs, religions, and histories. They will also learn how music connects to the everyday activities of different societies. Prerequisite: MU 501, 510 and 601

MU 525 Jazz Ensemble Pedagogy 4
This course provides students with practical experience in jazz education and administration, with an emphasis on developing and maintaining a high school jazz program. It covers topics such as jazz history, improvisation, coaching small ensembles, and conducting large bands. Students will deliver lectures on improvisation and jazz history and lead ensembles in both small combo and big-band settings. The curriculum also includes jazz styles, repertoire selection, rehearsal techniques, conducting skills, concert planning, and performance preparation. Prerequisite: MU 501, 510, 520, and 601.

MU 526 Jazz Swing/Show Choir Pedagogy 4
MU 526 provides students with practical experience in choral jazz education and administration, emphasizing the development and maintenance of a high school/middle school choral jazz program. It covers topics such as jazz history, improvisation, coaching small ensembles, and conducting large ensembles. Students will deliver lectures on improvisation and jazz history and lead ensembles in both small combo and ‘big band’ settings. The curriculum also includes jazz styles, repertoire selection, rehearsal techniques, conducting skills, concert planning, and performance preparation. Prerequisite: MU 501, 510, 520, and 601.

MU 601 Philosophy and History of Music Education 4
MU 601 provides a comprehensive overview of the philosophical and historical roots of music education in the United States, spanning the colonial era to the present. The course examines evolving trends in music education and their impact on current practices. It also explores different philosophical movements that have shaped music education, linking historical and philosophical ideas to contemporary developments.

MU 605 Critical Thinking in Music Education 4
This course will examine the historical, philosophical, and educational aspects of critical thinking. Students will understand the importance of critical thinking and its relationship to metacognition, knowledge acquisition, and problem-solving in the context of music teaching and learning, with the prerequisite of MU 501, 510, and 601.

MU 606 Musical Aesthetics 4

This course provides an overview of aesthetic valuing throughout Western musical history, focusing on the philosophical relationship between musical meaning and performance. Contemporary topics will include the effects of aesthetics on culture, society, and technology. The course will also address how aesthetics can enhance music education.
Prerequisite: MU 501, 510, and 601

MU 608 Curriculum Development in Music Education 4
This is the final requirement for the Master of Music in Music Education program. Students will create a site-specific music curriculum project that incorporates philosophical, psychological, and sociological foundations, as well as plans for implementation and assessment. This project will form the basis for their MU 699 Capstone Project and Presentation. The course will also feature a guided review of all previous coursework to help prepare students for the Comprehensive Review Examination.

MU 609 Wind/Band Literature 4
This course offers a thorough exploration of the modern wind band from historical, philosophical, and analytical perspectives. It covers the evolution of the wind band from antiquity to its current role in education. Students will examine historical concepts associated with the genre, emphasizing literature from ancient times through the 20th and 21st centuries, and analyze the modern wind band. The course aims to improve students' ability to select suitable concert band pieces for contests and performances. It also develops skills in planning, conducting, and rehearsing instrumental ensembles at different levels. Prerequisite: MU 501, 510, and 601

MU 610 Advanced Instrumental Conducting 4
This course covers score study, rehearsal preparation, and podium conducting techniques. The class functions as an ensemble, providing students with numerous opportunities to conduct works from band and orchestra literature. Students must have access to a live performing group and record their rehearsals and performances for class evaluation. Prerequisite: MU 501, 510, and 610

MU 611 Contemporary Issues in Music Education 4
This course will examine current issues affecting music education in K-12 schools. MU 611 will also focus on interpreting, implementing, and developing current administrative policies and their implications for music education. Topics include public policy, politics, advocacy, diversity, evaluation, and curriculum.
Prerequisite: MU 501, 510, and 601.

MU 612 Advanced Wind/Band Pedagogy 4
Advanced Instrumental Methods offers hands-on instruction in woodwinds, brass, and percussion. The course covers specific techniques for teaching band instruments, along with their care and repair. Students must have access to all instruments included in the course. Prerequisite: MU 501, 510, and 601.

MU 613 Beginning String Pedagogy 4
Using heuristic pedagogical methods as a basis, students will strengthen their teaching skills and content knowledge in string instruction. They will develop practical teaching strategies for classroom use through collaborative research and class discussions on these topics.
Prerequisite: MU 501, 510, and 601

MU 614 Advanced Choral Techniques 4
A study of choral literature and rehearsal techniques appropriate for secondary school choral ensembles, including resource materials, techniques for choral sound production, and effective teaching strategies. Prerequisite: MU 501, 510, and 601

MU 615 Choral Literature/Methods 4
This course explores the development of modern choral music in education from ancient times to the present day. Students will examine how the choral genre has evolved, focusing on works from the Medieval, Renaissance, Baroque, Classical, Romantic, and Impressionistic periods, as well as contemporary compositions. The goal is to enhance students' ability to select suitable choral pieces for competitions and performances. The course also

emphasizes building key skills for planning, conducting, and rehearsing choral ensembles across different levels. Prerequisites include MU 501, 510, and 601.

MU 616 Advanced Choral Conducting 4
This course covers score study, rehearsal preparation, and podium conducting techniques. The class functions as an ensemble, providing students with numerous opportunities to conduct works from choral literature. Students must have access to a live performing group and record their rehearsals and performances for class evaluation. Prerequisite: MU 501, 510, and 610

MU 617 Elementary Music Teaching Methods 4
This course for K-6 music education teachers focuses on principles, procedures, and curriculum development at the elementary level. Students will research and discuss effective teaching methodologies and strategies for the general music classroom. It is designed for aspiring school music teachers. Prerequisite: MU 501, 510, and 601.

MU 620 Graduate History Review 4
This course will cover key historical topics typically covered in an undergraduate music history course. It will trace a timeline from antiquity to the 20th century within Western Civilization, highlighting events, composers, genres, and notable works. Additionally, the course will explore special topics like performance practice, techniques, and score analysis. MU 501, 510, 601, 609 or 615.

MU 625 Advanced Research Design 4
This course explores advanced research methods used in music education. It prepares students pursuing a terminal degree in music education, which requires a dissertation. Students will develop a sample research problem, purpose statement, hypothesis, and bibliography to lay the groundwork for future research. They will also work with the instructor to refine their MME thesis. **This class is mandatory for the Master's Thesis option and has MU 510 as a** prerequisite.

MU 696 Comprehensive Review Exam 0
The Comprehensive Examination covers all core subjects for the Master of Music Education degree. Please check with your program advisor about the exam structure and sample questions. These exams are held on Saturdays in the 11th week of the fall and spring quarters. Students must obtain a copy of the written guidelines/contract from their advisor.

Capstone/Thesis Independent Study/ 2
MU 698: MME Capstone Project/Master's Thesis (Independent Study) involves working with a faculty advisor to complete the Capstone Project or master's thesis. Students may take the course multiple times. Graduation is contingent upon approval of the capstone project/thesis by three faculty members and the College President or their designee. Prerequisites include MU 510 and MU 608.

MU 699: MME in Music Education Final Thesis or Capstone Presentation/Lecture 1
MU 699 is the final step in the Master's in Music Education program, leading to the completion of the degree. Based on their written work, the MME candidate will deliver a 20- to 30-minute presentation summarizing their project or thesis to a select group of faculty and ACM Board of Trustees members. Following the presentation, a ten-minute question-and-answer session will be held, during which the student will defend their data or thesis. The presentation will occur the week after the candidate's final term. A pass/fail grade will be assigned.
Prerequisite: MU 510, 608.

Faculty

The American College of Music is fortunate to have a highly accomplished, experienced, and dedicated faculty. The faculty is fully qualified and meets the standards of the Arizona State Board for Private Post-Secondary Education (AZPPSE) and the Higher Learning Commission.

Dr. Lynn M. Brinckmeyer
(Music Education, Choral Studies, Conducting)

PhD – University of Kansas
MME - Eastern New Mexico University
BA - Eastern New Mexico University
Single Subject Teaching Credential- Music
12 years K-12 teaching experience
33 years in Higher Education

Dr. Ingrid M. Kovacs
(Music Education and Research)
DMA – Boston University
MA - University of Southern California
BA - University of Southern California
California Public School Teacher Credential
Single Subject Teaching Credential- Music

Dr. Norman Ludwin
(Music Theory and Composition)
DMA - Claremont Graduate University
MA - California State University at Northridge
BFA - California Institute of the Arts
(over 30 yrs. of composition and film scoring)

Dr. Ben A. Ubovich
(Music Education, History and Technology)
PhD - American Conservatory of Music
MM – California State University, Los Angeles
MA – California State University, Los Angeles
BA – San Diego State University
California Public School Teacher Credential
Single Subject Teaching Credential-Music

Dr. Victor W. Vallo, Jr.
(Music Education, Jazz Studies, Conducting)
PhD - University of Florida, Gainesville
MM - George Washington University
BA - Syracuse University
Georgia Public School Teacher Credential

Academic Calendar 2026 – 2028

Fall 2026

Admission (application) and Tuition Deadline	September 18 2026
Registration Deadline:	September 25, 2026
First Day of Classes (all new and current students)	September 28, 2026
Last Day to Add/Drop Classes (drop for 100% Refund)	October 5, 2026.
Holidays (no classes): Columbus Day	**October 12, 2026**
Holidays (no classes): Veterans Day	**November 11, 2026**
Last Day to Withdraw (partial tuition and W grade)	November 13, 2026
Last Day to Apply for Graduation	**November 20, 2026**
Thanksgiving Holiday:	**November 26–29, 2026**
Last Day of Classes	December 6, 2026
Final Exams	December 7-13, 2026
Comprehensive Review Exam	December 12, 2026

MU 699 Presentations	December 17, 2026
Graduation	December 19, 2026
Winter Break	**December 21 – January 3, 2027**

Winter 2027

Admission (application) and Tuition Deadline	December 18, 2026
Registration Deadline:	December 28, 2026
First Day of Classes (all new and current students)	January 4, 2027
Last Day to Add/Drop Classes (drop for 100% Refund)	January 11, 2027
Holidays (no classes): Martin Luther King	**January 18, 2027**
Holidays (no classes): President's Day	**February 15, 2027**
Last Day to Withdraw (partial tuition and W grade)	February 19, 2027
Last Day of Classes	March 14, 2027
Final Exams	March 15 – 21, 2027

Spring 2027

Admission (application) and Tuition Deadline	March 26, 2027
Registration Deadline	April 2, 2027
First Day of Classes (all new and current students)	April 5, 2027
Last Day to Add/Drop Classes (drop for 100% Refund)	April 12, 2027
Last Day to Withdraw (partial tuition and W grade)	April 23, 2027
Last Day to Apply for Graduation	May 28, 2027
Holiday -Memorial Day (No Classes)	May 31, 2026
Last Day of Classes	June 13, 2027
Final Exams	June 14 – 20, 2027
Comprehensive Review Exam	June 19, 2027
MU 699 Presentations	June 23, 2027
Graduation	June 26, 2027

Summer 2027

Admission (application) and Tuition Deadline	June 18, 2027
Registration Deadline	June 25, 2027
First Day of Classes (all new and current students)	June 28, 2027
Holidays (no classes): Independence Day (observed)	**July 5, 2027**
Last Day to Add/Drop Classes (drop for 100% Refund)	July 6, 2027
Last Day to Withdraw (partial tuition and W grade)	August 14, 2026
Last Day of Classes	September 5, 2026
Holidays (no classes): Labor Day	**September 6, 2027**
Final Exams	September 7 – 12, 2027

Fall 2027

Admission (application) and Tuition Deadline	September 17, 2027
Registration Deadline:	September 24, 2027

First Day of Classes (all new and current students)	September 27, 2027
Last Day to Add/Drop Classes (drop for 100% Refund)	October 4, 2027
Holiday (no classes): Columbus Day	**October 11, 2027**
Last Day to Withdraw (partial tuition and W grade)	November 8, 2027
Holidays (no classes): Veterans Day	**November 11, 2027**
Last Day to Apply for Gradation	November 29, 2027
Thanksgiving Holiday	**November 25 – 28, 2027**
Last Day of Classes	December 5, 2027
Final Exams	December 6 - 12, 2027
Comprehensive Review Exams	December 11, 2027
MU 699 Presentations	December 15, 2027
Graduation	December 18, 2027
Winter Break	**December 20 – January 2, 2028**
First Day of Winter Quarter	**January 3, 2028**