Grand Canyon University
University Policy Handbook
2021-2022

Summer 2022

University Policy Handbook Version Record

The following is a record of the major changes made to the Grand Canyon University Policy Handbook. This is not a comprehensive itemization of all of the changes made in this revision cycle, but rather an overview of the more significant updates incorporated into the current version of the handbook.

Version	Updated	Changes Made
1	1/3/22	• Initial Update to Spring 2022
2	1/17/22	• Updated Community Standards for Ground Campus • Updated Master Programmatic Progression Requirements
3	2/7/22	• Updated Admission Policies and Application Procedures
4	2/21/22	• Updated International Student Admission
5	2/28/22	• Updated Doctoral Programmatic Progression Requirements • Updated Master Degree and Graduate Certificate Programmatic Admission Requirements • Updated Doctoral Programmatic Admission Requirements • Updated Baccalaureate Programmatic Progression Requirements
6	3/14/22	• Updated Campus Policies and Other Information
7	4/11/22	• Updated Doctoral Programmatic Progression Requirements • Updated Doctoral Programmatic Admission Requirements • Updated Dissertation Milestone Table
8	4/25/22	• Update to College of Arts and Media • Updated Baccalaureate Programmatic Progression Requirements

Right to Change Requirements

The University reserves the right to make changes of any nature to the calendar, admission requirements, degree requirements, fees, regulations, course offerings, programs, or academic schedules whenever they are deemed necessary or desirable, including changes or modification of course content, class scheduling, offering patterns, canceling of scheduled classes, or other academic activities.

The Grand Canyon University Policy Handbook does not establish a contractual relationship; rather, it sets forth academic and other requirements that students must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. While advisors and other Grand Canyon University personnel are available to guide students with respect to the requirements, students ultimately bear the responsibility of following the requirements.

Students should view the Academic Catalog for college and program specific information.

Statement of Non-Discrimination:

Grand Canyon University does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, sexual orientation, gender identity or any legally protected status. Title IX regulations require non-discrimination on the basis of sex or gender, which includes unlawful discrimination based on pregnancy and/or disability discrimination based upon complications related to pregnancy. As a religious institution, Grand Canyon University expressly reserves its rights, its understandings of, and its commitments to Christian principles, and reserves the legal right to hire and employ individuals who support the values of the University.

Inquiries concerning the application of Title IX discrimination or the application of Title IX harassment policies may be submitted to the Title IX coordinator and/or to the Office of Civil Rights for the United States Department of Education:

Title IX Coordinator
Shanna Milonas
Assistant Vice President, Academic Affairs
3300 W Camelback Rd
Phoenix, AZ 85017
(602) 639-6389
TitleIX@gcu.edu

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson, Department of Education Building

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400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 800-877-8339
OCR@ed.gov

European Union (EU) – General Data Protection Regulation (GDPR)

The GDPR is a privacy regulation that provides certain rights and protections to EU natural persons surrounding their personal data and how this organization processes the data.

Processing personal data is necessary for all individuals applying to the university. The rights outlined in this policy apply exclusively to EU natural persons.

GCU may use your personal data to respond to your questions, provide you specific courses, services, projects, programs and/or services you select to satisfy our contractual obligation to you. Your rights include:

The right to be informed of how your EU Personal Data are being used – this information is set forth in these EU Privacy Provisions and any documents linked to these EU Privacy Provisions

- The right of access to your EU Personal Data
- The right to have your inaccurate EU Personal Data rectified
- The right to have your EU Personal Data erased
- The right to restrict the Processing of your EU Personal Data pending its verification or correction
- The right to object to the Processing of your EU Personal Data
- The right to receive copies of your EU Personal Data
- The right to file a complaint with an EU supervisory authority
- The right to object to using your EU Personal Data for direct marketing, data mining, or research purposes where the research is not in the public interest

Some of these rights are not automatic, and we reserve the right to discuss with you why we might not comply with a request from you to exercise them. If you wish to exercise any of your rights regarding your EU Personal Data, please email gdpr@gcu.edu. You may also file a complaint concerning your EU Personal Data Processing with the applicable EU Supervisory Authority.

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Contact Information

General Contact Information

Web Site

http://www.gcu.edu/

Main Switchboard

Phone: 1-602-639-7500
Toll-free: 1-800-800-9776

Main Campus Mailing Address

Grand Canyon University
PO Box 11097
Phoenix, AZ 85061-1097

Main Campus Street Address

Grand Canyon University – Main Campus
3300 West Camelback Road
Phoenix, AZ 85017-3030

GCU Facilities

GCU's Campus Map is a great way to find your way around the GCU campus. The map shows all buildings on campus. As construction continues across the campus, the online map provides students access to the most current information. Utilize the link below to access the GCU main campus map: https://www.gcumedia.com/mediaElement/interactive-campus-map/v3.1 For information about additional locations, utilize the following link: visit https://www.gcu.edu/about-gcu/locations.php.

Additional Locations

GCU Boswell
10484 W. Thunderbird, Suite 102
Sun City, Arizona 85351

GCU Tucson
3500 North Campbell Avenue
Tucson, Arizona 85719

Kyrene School District Office
8700 S. Kyrene Rd.
Tempe, Arizona 85284

Mesa Community College
1833 W. Southern Avenue
Mesa, Arizona 85202

Mesa Unified School District – Dobson High School
1501 W Guadalupe Rd
Mesa, Arizona 85202

Pima-Salt River High School
4827 N Country Club Dr
Scottsdale, Arizona 85256

Student Contacts

Academic & Career Excellence (ACE) Center

Responsibility: Provides learning resources and career development assistance through one-on-one and small group sessions, along with academic workshops, career readiness workshops, and career events.

Phone: 602-639-8901
E-mail: ace@gcu.edu
Website: https://students.gcu.edu/student-resources/student-success/ace-centers.php

Admissions Representatives

Responsibility: Assists students with their initial enrollment into a program of study.

Phone: 1-800-800-9776

Campus Operations

Responsibility: Provide parking passes for campus students, faculty and staff along with issue campus ID cards

Phone: 602-639-7739

Canyon Health and Wellness Clinic

Responsibility: Assists campus students with health needs.

Phone: 602-639-6215
Fax: 602-639-7830
Website: http://www.gcu.edu/Campus-Resources/Health-and-Wellness-Center.php

First Year Experience (FYE)

Responsibility: Provides support and resources for students entering their first year at Grand Canyon University. Manages outreach to high priority students based on Early Alerts submitted by faculty.
Email: FYF@gcu.edu

Website: https://students.gcu.edu/student-resources/student-success/ace-centers/first-year-experience.php

GCU Bookstore

Responsibility: Carries materials required in GCU courses along with University-branded apparel and gifts.

Phone: 1-800-866-8917

GCU Library

Responsibility: The GCU Library supports the University's mission, vision, and values by providing quality resources and innovative services to support and enrich academic success, scholarship, and lifelong learning.

Phone: 602-639-6641 or 1-800-800-9776 ext. 639-6641
Website: http://library.gcu.edu
Ask A Librarian: http://library.gcu.edu/AskALibrarian
Webinars: http://libguides.gcu.edu/Webinars
Tutorials: http://libguides.gcu.edu/Tutorials

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GCU Today

Responsibility: Provides the news and events source for Grand Canyon University students, updated daily.

Phone: 602-639-8011
Email: doug.carroll@gcu.edu
Website: http://news.gcu.edu/
http://www.gcu.edu/News.php

International Students Office

Responsibility: Assists university students and staff in support of F-1 students during their stay in the United States

Phone: 602-639-8105
Fax: 602-343-3771
E-mail: ISO@gcu.edu

Mail and Copy Center

Responsibility: Provide many services to the traditional campus students and staff, which includes mailing out letter and packages along with photocopying services

Phone: 602-639-7905

Office of Academic Records

Responsibility: Tracks student progress to degree completion, evaluates transcripts, and admits students to the University.

Phone: 1-800-800-9776
E-mail: academicrecords@gcu.edu

Office of Residence Life

Responsibility: Assists students with campus housing

Phone: 602-639-6244
Email: residencelife@gcu.edu
Website: http://www.gcu.edu/Housing/Residence-Life-Information.php

Office of Spiritual Life

Responsibility: Provides spiritual needs of the campus, coordinates Chapel programming and outreach ministry

Phone: 602-639-6750
Email: spirituallife@gcu.edu
Website: https://www.gcu.edu/about-gcu/christian-identity-and-heritage.php

Office of Student Engagement

Responsibility: Assists students with campus clubs, intramurals, Associated Students of GCU, and campus programming.

Phone: 602-639-7250
Email: Student.Engagement@gcu.edu
Website: http://www.gcu.edu/Events-and-Activities.php

Public Safety

Responsibility: Assists students, faculty and staff with issues relating to campus and public safety.

Phone: 602-639-8100
Website: http://www.gcu.edu/Campus-Resources/Public-Safety.php

Student Disability Services

Responsibility: Assists students with obtaining reasonable accommodations, based on student self-disclosure of disability.

Phone: 602-639-6342 or 1-800-800-9776 ext. 639-6342

Email: disabilityoffice@gcu.edu

Student Services Counselors

Responsibility: Assists students with planning financial resources needed to fund their education along with planning and maintaining their program of study.

Phone: 1-800-800-9776

Technical Support

Responsibility: Assists students with technical issues regarding the University systems.

Phone: 1-877-428-8447
Email: techsupport@gcu.edu
Website: https://support.gcu.edu/hc/en-us

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Accreditation and Authorizations

Accreditation

Grand Canyon University holds many accreditations, some college-specific and others program-specific. Accreditation is desirable as it speaks to the quality of the college or university, acknowledged by peer institutions. In choosing a university, parents and students should ensure their university of choice is regionally accredited.

Regional accreditation in higher education originated almost a century ago as an American process conferred by a nongovernmental agency. It provides quality assurance and ensures institutional program improvement. The agency's expert and trained peers have visited and reviewed Grand Canyon University. During the visit, Grand Canyon University is reviewed from a variety of facets, including: educational activities, administration, financial stability, admissions and student personnel services, resources, student academic achievement, organizational effectiveness, and relationships with outside constituencies.

Six regional agencies provide institutional accreditation on a geographical basis — Middle States, New England, North Central, Northwest, Southern, and Western. While independent of one another, the six regional associations cooperate extensively and recognize one another's accreditation.

The Higher Learning Commission and its predecessor have accredited Grand Canyon University continually since 1968, obtaining its most recent ten-year reaccreditation in 2017. The Arizona State Board for Private Postsecondary Education licenses GCU in Arizona.

Higher Learning Commission

The Higher Learning Commission accredits Grand Canyon University.

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
Phone: 312-263-0456
Toll-free: 800-621-7440
http://www.ncahlc.org/

Arizona State Private Post-Secondary Education

Grand Canyon University is licensed in Arizona by the Arizona State Board for Private Postsecondary Education.

Arizona State Board for Private Postsecondary Education
1740 W. Adams St., Suite 3008
Phoenix, AZ 85007
Phone: 602-542-5709
http://azppse.state.az.us

Veteran's Administration

Grand Canyon University is approved for the education and training of veterans under the provisions of Title 10 and 38, United States Code. We accept Chapter 30, 31, 33, 35, and 1606 recipients. Veterans are approved for benefits for numerous programs. For more information regarding using your VA benefits at Grand Canyon University, email VaBenefits@gcu.eduail.

Student Exchange Visitor Program (SEVP)

Grand Canyon University has applied for and received certification to enroll F nonimmigrant students per the Student Exchange Visitor Program (SEVP) under 8 CFR 214.3. The International Students Office has access to SEVIS and may issue Forms I-20, Certificate of Eligibility for Student Status, to prospective students. For more information see the International Students Office website.

Other Accreditations/Approvals

In addition, the University has obtained the following specialized accreditations and approvals for our core program offerings: Association of Collegiate Business Schools and Programs, Arizona State Board of Education, Commission on Collegiate Nursing Education, and Commission on Accreditation of Athletic Training Education.

Colangelo College of Business

The Accreditation Council for Business Schools and Programs (ACBSP), 7007 College Boulevard, Suite 420, Overland Park, KS 66211, 913-339-9356, accredits the following programs of the Colangelo College of Business: Bachelor of Science in Accounting, Bachelor of Science in Applied Management, Bachelor of Science in Business Administration, Bachelor of Science in Business Administration with an Emphasis in Business Intelligence, Bachelor of Science in Business Management, Bachelor of Science in Entrepreneurial Studies, Bachelor of Science in Finance and Economics, Bachelor of Science in Marketing, Bachelor of Science in Sports Management, Master of Science in Accounting, Master of Business Administration, Master of Business Administration with an Emphasis in Accounting, Master of Business Administration with an Emphasis in Finance, Master of Business Administration with an Emphasis in Health Systems Management, Master of Business Administration with an Emphasis in Leadership, Master of Business Administration with an Emphasis in Marketing, Master of Business Administration with an Emphasis in Project Management, Master of Business Administration with an Emphasis in Strategic Human Resource Management, and Doctor of Business Administration with an Emphasis in Management. The ACBSP requires each school to

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submit a periodic Quality Assurance Report that summarizes recent activity regarding compliance with ACBSP standards. View our most recent ACBSP Quality Assurance Report. View the results of the Undergraduate Business Field Test.

Grand Canyon University's Colangelo College of Business is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of Bachelor of Science in Business for Secondary Education.

College of Education

Grand Canyon University's College of Education is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of early childhood, elementary, secondary and special education teachers, as well as administrators.

Association for Advancing Quality in Educator Preparation (AAQEP)

Grand Canyon University is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. The programs listed below have been awarded full accreditation by AAQEP through June 30, 2026. Full accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to maintain quality.

AAQEP-Accredited Programs at GCU:

- Initial Programs
- Advanced Programs

Association for Advancing Quality in Educator Preparation
P.O. Box 7511
Fairfax Station, VA 22039-9998
Email: aaqep@aaqep.org
aaqep.org

College of Arts and Media

Grand Canyon University's College of Arts and Media is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of Bachelor of Arts in Dance Education, Bachelor of Arts in Music Education and Bachelor of Arts in Theatre Education.

College of Nursing and Health Care Professions

The Commission on Collegiate Nursing Education (CCNE), recognized by ED, assesses the quality and integrity of nursing programs. Grand Canyon University's Bachelor of Science in Nursing (Pre-Licensure), Bachelor of Science in Nursing (RN to BSN), Master of Science in Nursing with an Emphasis in Health Informatics, Master of Science in Nursing with an Emphasis in Nursing Education, Master of Science in Nursing with an Emphasis in Public Health Nursing, Master of Science of Nursing with an Emphasis in Nursing Leadership in Health Care Systems, Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult Gerontology, Master of Science in Nursing: Family Nurse Practitioner, Post Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult Gerontology, Post Master of Science in Nursing: Family Nurse Practitioner, Doctor of Nursing Practice, and Doctor of Nursing Practice with an Emphasis in Educational Leadership are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

Recognized by CHEA, the Commission on Accreditation of Athletic Training Education (CAATE) assess and recognizes excellence in athletic training. CAATE accredits GCU's Bachelor of Science in Athletic Training program. https://caate.net/

The Grand Canyon University Pre-Licensure Nursing Immersive Simulation has been granted Provisional Accreditation from the Society for Simulation in Healthcare (SSH). The SSH accreditation is a peer-reviewed, customized evaluation of the simulation program. With obtaining accreditation, GCU is recognized for its expertise in simulation above and beyond domain expertise. https://www.ssih.org/

College of Humanities and Social Sciences

Grand Canyon University's College of Humanities and Social Sciences is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of Bachelor of Arts in History for Secondary Education, Bachelor of Arts in English for Secondary Education and Bachelor of Science in Math for Secondary Education.

Grand Canyon University's College of Humanities and Social Sciences' Master of Social Work program is in Candidacy status with the Council on Social Work Education.

Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards, but has not yet demonstrated full compliance.

Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. Candidacy is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program

Council on Social Work Education
1701 Duke Street, Suite 200

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Alexandria, VA 22314-3457
Phone: 703-683-8080
https://www.cswe.org/

The Master of Science in Addiction Counseling program has been approved for accreditation through the National Addiction Studies Accreditation Commission (NASAC), 1001 N. Fairfax St. Suite 201, Alexandria, VA 22314. The Master of Science in Christian Counseling of Substance Use and Addictive Disorders has been approved for conditional accreditation through NASAC.

Grand Canyon University's Master of Science in Clinical Mental Health Counseling, Master of Science in Professional Counseling and Master of Science in Christian Counseling are approved by the Arizona Board of Behavioral Health Examiners as being consistent with the curriculum requirements for LAC or LPC licensure.

Grand Canyon University's Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency and Substance Abuse is approved by the Arizona Board of Behavioral Health Examiners as being consistent with the curriculum requirements for LSAT licensure.

Arizona Board of Behavioral Health Examiners
1740 West Adams St
Phoenix, AZ 85007
http://www.azbbhe.us/

Grand Canyon University has been approved as an Approved School/Program by the California Consortium of Addiction Programs and Professionals (CCAPP) for the following online programs: Master of Science in Addiction Counseling and Master of Science in Christian Counseling of Substance Use and Addictive Disorders. These programs are approved until February 28, 2022.

Grand Canyon University's Bachelor of Science in Counseling with an Emphasis in Chemical Dependency and Substance Abuse is an Approved School/Program by the California Consortium of Addiction Programs and Professional (CCAPP). This program is approved until September 30, 2023.

California Consortium of Addiction Programs and Professionals
2400 Marconi Avenue, Suite C
Sacramento, CA 95821
PO Box 214127
https://www.ccapp.us/

Grand Canyon University has been approved as an Education Provider by the Georgia Addiction Counselors Association (GACA) for the Master of Science in Addiction Counseling and Bachelor of Science in Counseling with an Emphasis in Chemical Dependency and Substance Abuse programs. These programs are approved until December 31, 2022.

Georgia Addiction Counselors Association
4015 South Cobb Drive, Suite 160
Smyrna, GA 30080
http://gaca.org/

Grand Canyon University has been approved as a pre–certification education program for substance abuse counselors by the Wisconsin Department of Safety and Professional Services for the following online programs: Master of Science in Addiction Counseling, Master of Science in Christian Counseling of Substance Use and Addictive Disorders and Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency and Substance Abuse. These programs are approved through August 2026.

Wisconsin Department of Safety and Professional Services
4822 Madison Yards Way
Madison, WI 53705
https://dsps.wi.gov/Pages/RulesStatutes/SubstanceAbuseProfessionals.aspx

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

The College of Humanities and Social Sciences' (CHSS) will seek program-specific accreditation for the Master of Science in Clinical Mental Health Counseling (CMHC), within 6 months of the first graduating class. Although program-specific accreditation is a voluntary process, Grand Canyon University (GCU) remains committed to closely follow the recognized standards set forth by local and national accreditation associations to safeguard a quality education in the counseling field of study.

College of Science, Engineering and Technology

Grand Canyon University's College of Science, Engineering and Technology is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of Bachelor of Science in Biology for Secondary Education and Bachelor of Science in Chemistry for Secondary Education.

The College of Science, Engineering and Technology's Bachelor of Science in Biomedical Engineering, Bachelor of Science in Electrical Engineering, and Bachelor of Science in Mechanical Engineering programs are accredited by the Engineering Accreditation Commission of ABET, www.abet.org.

The College of Science, Engineering and Technology's Bachelor of Science in Computer Science with an Emphasis in Business Entrepreneurship, Bachelor of Science in Computer Science with an Emphasis in Big Data Analytics, and Bachelor of Science in Computer Science with an Emphasis in Game and Simulation Development programs are accredited by the Computing Accreditation Commission of ABET, www.abet.org.

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The College of Science, Engineering and Technology's Bachelor of Science in Engineering with an Emphasis in Robotics and Bachelor of Science in Engineering programs are accredited by the Engineering Accreditation Commission of ABET, www.abet.org.

The College of Science, Engineering, and Technology's Bachelor of Science in Information Technology with an Emphasis in Cybersecurity program was awarded the National Center of Academic Excellence in Cyber Defense Education (CAE-CD) designation.* CAE-CD designation recognizes college programs that meet the standards of learning concepts and skills outlined by the National Security Agency (NSA) and Department of Defense (DoD), (https://www.nsa.gov/Academics/Centers-of-Academic-Excellence/).

Grand Canyon Theological Seminary

Grand Canyon Theological Seminary, the embedded seminary of Grand Canyon University, is included within the university's accreditation by the Higher Learning Commission. The seminary is also accredited by the Commission on Accrediting of the Association of Theological Schools.

The Commission on Accrediting of the Association of Theological Schools has approved the following degree programs:

- Master of Divinity
- Master of Arts in Christian Leadership
- Master of Arts in Christian Ministry
- Master of Arts in Youth and Family Ministry
- Master of Arts in Urban Ministry

The Commission contact information is:

The Commission on Accrediting of the ATS
10 Summit Park Drive
Pittsburgh, PA 15275
Phone: 412.788.6505
Fax: 412.788.6510
www.ats.edu

Intercollegiate Athletics

Intercollegiate athletics function under the guidelines of the National Collegiate Athletic Association (NCAA) Division I, 700 W. Washington Street, P.O. Box 6222, Indianapolis, IN 46202, regarding eligibility to participate in intercollegiate sports. In the 2013-14 season, Grand Canyon University began the process of reclassifying from Division II to Division I as a member of the Western Athletic Conference.

State Authorizations

State Authorization Reciprocity Agreements (SARA) Participant

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

California Resident Students Rights and Responsibilities Related to the Student Tuition Recovery Fund (STRF)

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 in 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.

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.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

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5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

California Board of Registered Nursing

Grand Canyon University's Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP) program is approved by the California Board of Registered Nursing. For more information, go to the following link: https://www.rn.ca.gov/education/outofstatenp.shtml

California Board of Registered Nursing
1747 N. Market Blvd., Suite 150
Sacramento, CA 95834-1924
https://www.rn.ca.gov/

Iowa

Students seeking an Iowa license are advised that successful completion of Grand Canyon University's programs of educator preparation do not qualify you for initial educator licensure by the Iowa Board of Educational Examiners. Candidates seeking licensure in the state of Iowa must first be licensed/certified as educators in Arizona. Grand Canyon University will assist you in understanding the licensure requirements of the Arizona Department of Education prior to completion of your educational preparation program. Arizona Department of Education can be contacted at 800-352-4558 or http://www.azed.gov/. Candidates seeking subsequent licensure from the Iowa Board of Educational Examiners must contact that Board (515-281-5849; http://www.boee.iowa.gov/) for licensure requirements in Iowa.

Nevada

Grand Canyon University holds a License to Operate Private Postsecondary Experiential Courses granted by the Nevada Commission on Postsecondary Education.

Nevada Commission on Postsecondary Education
8778 South Maryland Parkway Suite 115
Las Vegas, Nevada 89123
Phone: (702) 486-7330
http://cpe.nv.gov/

Pennsylvania

Teacher education programs have not been reviewed or approved by Pennsylvania. Candidates will have to apply for certification and meet requirements for certification as out-of-state candidates.

Residents of Pennsylvania should direct questions, complaints, or concerns to:
Pennsylvania Department of Education
http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#tab-1
Pennsylvania Department of Education - Postsecondary and Adult Education
333 Market Street, 12th Fl | Harrisburg, PA 17126-0333
431 Charmany Drive, Suite 102 Madison, WI 53719

Utah

Utah Division of Occupational and Professional Licensing

The following programs in the College of Nursing and Health Care Professions have satisfied the requirements for clinical placement of nursing students by programs located outside of the state of Utah: Bachelor of Science in Nursing (RN to BSN), Master of Science in Nursing with an Emphasis in Public Health, The Master of Science in Nursing with an Emphasis in Public Health Nursing, Master of Science in Nursing with an Emphasis Health Informatics, Master of Science in Nursing with an Emphasis Leadership in Health Care Systems, The Master of Business Administration & Master of Science in Nursing: Nursing Leadership in Health Care Systems, Master of Science in Nursing with an Emphasis in Nursing Education, The Master of Science in Nursing with an Emphasis in Health Care Quality & Patient Safety, Post-Master of Science in Nursing: Nursing Education Certificate, Doctor of Nursing Practice, and the Doctor of Nursing Practice with an Emphasis in Educational Leadership.

State of Utah Department of Commerce
Division of Occupational and Professional Licensing

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60 East 300 South • P.O. Box 146741 , Salt Lake City, UT 84114-6741

Washington

Washington State Nursing Care Quality Assurance Commission

Grand Canyon University is approved by the Washington State Nursing Care Quality Assurance Commission to conduct practice experiences in the state of Washington for RN-BSN, MSN/Health Informatics, MSN/Nurse Educator, MSN/Nurse Leadership in Health Care Systems, MSN/Public Health, MBA-MSN: Nursing Leadership in Health Care Systems, and Post graduate certificate in Nursing Education. For more information go to the following link: http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingPrograms.aspx

Wisconsin

Wisconsin Department of Safety and Professional Services

Grand Canyon University has been approved as a pre−certification education program for substance abuse counselors by the Wisconsin Department of Safety and Professional Services for the following online programs: Master of Science in Addiction Counseling, Master of Science in Christian Counseling of Substance Use and Addictive Disorders and Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency and Substance Abuse. These programs are approved through August 2021.

Wisconsin Department of Safety and Professional Services
4822 Madison Yards Way
Madison, WI 53705
https://dsps.wi.gov/pages/home.aspx

Location and Professional Licensure

GCU is required to determine the location of distance education students, evidenced by a student's address. If you are considering relocating, or have relocated to another state, territory, or outside of the United States during your program, whether relocation is permanent or temporary, you must contact your Student Services Counselor immediately to determine whether your Program of Study is available in the new location and whether it will lead to professional licensure in the new location. Students must do this before incurring any/additional financial obligations. The new location may have additional requirements that would need to be completed in order to be eligible for certification or licensure. Students are expected to conduct all field placements, practicum, or student teaching within the state in which they are located at the time of enrollment. Students who seek to conduct field placements, practicum, or student teaching in a state other than the state in which they are located, or who intend to seek licensure in a different state, must disclose this to their Student Services Counselor to determine whether field placement or licensure is possible in the desired location. In addition, GCU encourages students to contact their state licensure board to ensure the program will meet their needs.

Professional Licensure Outside of the United States

GCU programs are not designed nor intended to lead to licensure or certification outside of the United States. Student teaching, practicum, internship, or field experience is not permitted outside of the United States.

International Military Student Placements

Military students who are located outside of the United States who are enrolled in programs that contain field placement must complete all placements on a base or in a Department of Defense approved location. Students are advised to contact a Field Experience Counselor to determine whether field experience can be completed. Students who cannot complete field placements on a base or in a DOD-approved location may be required to take a leave of absence until they return to a location at which placements are allowed.

Professional Licensure Requirements Update Notification

Grand Canyon University periodically reviews the licensure requirements of its programs in all US states and territories. Students will be notified of relevant changes if Grand Canyon University finds a change in the requirements which would impact a student's ability to obtain licensure in the state in which the student is located.

Notification of Change in Licensure or Certification Status/State Disciplinary Action

If at any time while enrolled in an education, counseling, nursing, athletic training, social work, or other clinical program a licensing agency issues a change in licensure, change in certification status, or enters into an agreement / settlement with a student, the student is obligated to inform Grand Canyon University. Students are required to notify their student service counselor within one week of an incident or written notification by a licensing, state, or federal agency of any of the following:

All licensure programs:

- The license holder is voluntarily surrendering their license or certificate in any state
- The license or certification is under investigation by any state board/agency
- Any state board/agency determines that a license or certificate is no longer in good standing
- The license holder is subject to participation in a diversion program (whether voluntary or involuntary) or other state mandated activity regardless of student's location
- The license holder is subject to any reportable incident, complaint, or investigation that could result in applicable sanctions, disciplinary action, consent order, or settlement agreement
- The license holder receives a Letter of Censure issued by any state board
- The license holder is subject to denial, revocation, limitation, or suspension of a license or credential by any state board/agency
- The license holder is charged or convicted of any misdemeanor or felony

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At the time of notification, the Student Services Counselor will assist the student with filing an appeal, as outlined in the University Appeal Procedures. Students will be required to provide the University with documentation pertaining to the change in licensure or certification status, disciplinary action, or participation in a diversion program (whether voluntary or involuntary). Once filed, the University will review the documentation provided by the student to determine if:

1. The student is permitted to remain in the program but is not be permitted to enroll in a course with clinical requirements until completion of the written terms identified by the state board /agency, or
2. The student is dismissed from the program with the option to re-apply / re-enter upon
3. completion of the requirements and written terms identified by the state board / agency, or
4. The student is permitted to transfer into another program at the University

A change in enrollment status may result in a change in anticipated time for completion of program-specific requirements.

Failure to notify the University of any reportable incident and/or change in licensure or certification status, state disciplinary action, or participation in a diversion program (whether voluntary or involuntary) is a violation of the discipline-specific Professional Practice guidelines. Infractions will be submitted to the GCU Code of Conduct Committee for potential University sanctions, including but not limited to, suspension, expulsion, and / or written notification to the appropriate state licensing board / agency.

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About Grand Canyon University

Vision

Grand Canyon University is a premier Christian University educating people to lead and serve.

Mission Statement

Grand Canyon University prepares learners to become global citizens, critical thinkers, effective communicators, and responsible leaders by providing an academically challenging, values-based curriculum from the context of our Christian heritage.

Mission Based Student Learning Competencies

Tied to the mission statement of GCU are mission-based competencies that faculty and administration believe are imperative for students to learn. GCU strives to ensure students who progress through their program at different times exit the program with the same foundational knowledge and demonstrable skills, and that graduates bring commensurate knowledge and practical skills to the workforce. Consistent competencies and objectives, regardless of the modality, are the foundation of every program design. All GCU courses provide foundational knowledge and then apply or synthesize the learning. Thus, all graduates of the same program will have developed comparable skill sets.

Mission-based Bachelor's Competencies

Domains	Competencies
Leadership Graduates of Grand Canyon University's bachelor's program will be able to demonstrate an understanding of the reality of the world, examine the consequences of choice, and provide unselfishly to help others meet their highest potential.	• Graduates of the bachelor's program will be able to apply leadership models and demonstrate the capacity for leadership. • Graduates of the bachelor's program will be able to develop a clear vision that informs, inspires, and motivates others to achieve goals. • Graduates of the bachelor's program will be able to determine various leadership styles and rationale for differences.
Communication Graduates of Grand Canyon University's bachelor's program will be able to develop and apply intrapersonal and professional communication behaviors essential to servant leadership and rooted in Christian ethical belief.	• Graduates of the bachelor's program will be able to recognize the power, ethical ramifications, and consequences of communication style as it relates to personal and professional success in a diverse society. • Graduates of the bachelor's program will be able to design and disseminate compelling messages that create understanding and desired results using a variety of traditional and innovative modalities.
Global Citizenship Graduates of Grand Canyon University's bachelor's program will be able to apply empathy, identify ethnocentrism, and defend the reality that people are different with different perspectives on history, religion, value-systems, and many other aspects of life and living.	• Graduates of the bachelor's program will be able to develop long-term relationships across cultures through effective communication. • Graduates of the bachelor's program will be able to perform service initiatives from a tradition of servant leadership in an effort to foster positive interpersonal relationships and a dynamic global community. • Graduates of the bachelor's program will be able to apply the necessary skills to work effectively with individuals from diverse cultural backgrounds.
Critical Thinking Graduates of Grand Canyon University's bachelor's program will be able to show clarity and logic in thought by asking questions and pursuing knowledge to avoid delusion and blind acceptance of ideas, to reduce vulnerability, and to work to find solutions rather than dwell on problems.	• Graduates of the bachelor's program will be able to use personal skill sets of critical thinking, risk assessment, decision-making, analytical skills, and creativity that promote effective judgment and actions. • Graduates of the bachelor's program will be able to apply social judgment skills and knowledge gained through gathering, sorting, analyzing, applying, and evaluating information to solve problems in applied learning settings. • Graduates of the bachelor's program will be able to make informed decisions based on historical, current, reliable, and valid information.

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Domains	Competencies
Christian Heritage Graduates of Grand Canyon University's bachelor's program will be able to identify and express aspects of a Christian heritage which affect their relationships with others and the community, as well as their decision-making processes.	• Graduates of the bachelor's program will be able to articulate an awareness of a Christian heritage and its effects on Western society. • Graduates of the bachelor's program will be able to identify and comprehend the moral and ethical foundations of Judeo-Christian thought, and analyze situations and problems from this basis. • Graduates of the bachelor's program will be able to demonstrate the ability to make values-based decisions from the perspective of a Christian heritage.
Technology Graduates of Grand Canyon University's bachelor's program will be able to demonstrate efficient and effective use of technological tools.	• Graduates of the bachelor's program will be able to retrieve, organize, assess, process, and safely secure information. • Graduates of the bachelor's program will be able to demonstrate proficiency and adaptability in commonly accepted applications and devices. • Graduates of the bachelor's program will be able to demonstrate competence in mediated communication, connect globally to present an "e-self" that is sensitive to audience and context, and analyze and interpret visual rhetoric.

Mission-based Master's Competencies

Domains	Competencies
Leadership Graduates of Grand Canyon University's master's program will be able to establish effective leadership by being grounded in the reality of the world, accepting the consequences of choice, and striving unselfishly to help others meet their highest potential.	• Graduates of the master's program will be able to utilize responsible leadership through the application of leadership models. • Graduates of the master's program will be able to integrate leadership skills that inform, inspire, and motivate others to achieve their goals. • Graduates of the master's program will be able to select effective leadership styles appropriate to the situation. • Graduates of the master's program will be able to improve their leadership by applying initiative, political sensitivity, self-discipline, and perseverance.
Communication Graduates of Grand Canyon University's master's program will be able to identify and cultivate interpersonal and professional communication behaviors essential to servant leadership and rooted in Christian ethical belief.	• Graduates of the master's program will be able to operate in a pluralistic society developing authentic relationships and contributing to their discipline, while serving and promoting community. • Graduates of the master's program will be able to formulate clear and compelling arguments, rationally constructed, prefaced by critical analysis, and composed with a conscious awareness of the power, ethical ramifications, and consequences of communication style. • Graduates of the master's program will be able to design and execute clear communication, which creates understanding and achieves desired results through a variety of communication modalities.
Global Citizenship Graduates of Grand Canyon University's master's program will be able to propose empathy, refute ethnocentrism, and champion the reality that people are different with different perspectives on history, religion, value-systems, and many other aspects of life and living.	• Graduates of the master's program will be able to guide and manage global organizations, applying business knowledge within cross-cultural contexts. • Graduates of the master's program will be able to support a global mindset that is sensitive to cultural differences and tolerant of differing perspectives, practices, and values. • Graduates of the master's program will be able to value cultural diversity in order to build more innovative and competitive organizations. • Graduates of the master's program will be able to construct responsible plans and decisions that balance the creation of economic wealth with the promotion of human welfare worldwide.

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Domains	Competencies
Critical Thinking Graduates of Grand Canyon University's master's program will be able to champion clarity and logic in thought by asking questions and pursuing knowledge to avoid delusion and blind acceptance of ideas, to reduce vulnerability, and to work to find solutions rather than dwell on problems.	• Graduates of the master's program will be able to evaluate and synthesize personal skill sets of critical thinking, risk assessment, decision-making, analytical skills, and creativity to promote effective judgment and actions. • Graduates of the master's program will be able to utilize social judgment skills and research through gathering, sorting, analyzing, applying, and evaluating information to solve problems. • Graduates of the master's program will be able to evaluate information based on historical, current, reliable, and valid information and to utilize applications of research to impact decision-making.
Values & Ethics Graduates of Grand Canyon University's master's program will be able to model and communicate the values and ethics formulated within the context of a global perspective by critically integrating them into their decision-making.	• Graduates of the master's program will be able to demonstrate cultural competence by synthesizing a variety of views and perspectives on values and ethics. • Graduates of the master's program will be able to integrate course work, professional life, life experience, and educational experience into a coherent values-based worldview. • Graduates of the master's program will be able to investigate the historical foundations of critical thought through the context of values and ethics to find meaning, construct knowledge, and deconstruct faulty thinking. • Graduates of the master's program will be able to demonstrate the ability to communicate and model a holistic ethical system.
Technology Graduates of Grand Canyon University's master's program will demonstrate the use of technological tools as well as efficient and effective use of the tools themselves, including retrieving, organizing, and assessing information; securing information; and analyzing information as the basis for evidence-driven action.	• Graduates of the master's program will be able to judge the quality of information to determine how it can be best used for problem solving, through development and application of data models, both quantitative and qualitative, to identify and project patterns and trends. • Graduates of the master's program will be able to develop proficiency in practices that assure the confidentiality, quality, and continuing existence of information. • Graduates of the master's program will be able to demonstrate efficiency in strategies, which will ensure efficient and effective analysis and use of information.

Mission-based Doctoral Competencies

Domains	Competencies
Leadership Graduates of Grand Canyon University's doctoral program will be able to achieve effective leadership in their organization and discipline by making discoveries, contributing knowledge founded and rooted in proven theory through research, and making effective use of leadership to manage change.	• Graduates of the doctoral program will be able to act as leaders in their discipline through the active application of knowledge in an intelligent and effective way to lead and construct an inventive, original, and creative vision. • Graduates of the doctoral program will be able to employ meta-thinking and self-evaluation to assess their current leadership style and leadership potential in order to develop clarity of vision, purpose, and action in the leading of self and others. • Graduates of the doctoral program will be able to utilize compelling leadership styles and models to manage change, exercise influence, empower others, create interest, motivate followers, and have a greater impact in their field of study.
Communication Graduates of Grand Canyon University's doctoral program will be able to communicate effectively the results of their research in an academic environment, demonstrate a strong link between behaviors, beliefs and ethical values, and be good stewards of their words.	• Graduates of the doctoral program will be able to combine effective oral and written communication to disseminate clear and compelling research to the academic community though multiple modalities in a way that promotes excellence in their discipline. • Graduates of the doctoral program will be able to design and execute succinct synthesis of ideas and data while guiding followers through skilled use of verbal imagery, active listening skill, and audience assessment.

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Domains	Competencies
Global Citizenship Graduates of Grand Canyon University's doctoral program will be able to build practices and a culture which honor diversity, demonstrate cultural sensitivity, engage in globally focused leadership, and value international perspectives.	• Graduates of the doctoral program will be able to apply and analyze cultural implications rooted in diverse ethical and global systems to transcend geographical and cultural paradigms, allowing them to think in interconnected and important ways that expand beyond the organization's boundaries and into the global community. • Graduates of the doctoral program will be able to become participants in the global academic community, view their scholarly area from a global perspective, approach scholarly activity from a global mindset, and pursue research beyond the academic traditions of a single culture.
Critical Thinking Graduates of Grand Canyon University's doctoral program will be able to understand the history of ideas, employ empirical examples in order to provide relevance and validity to ideas, and judge their capacity to act based upon various scales of intelligence to create change.	• Graduates of the doctoral program will be able to use critical thinking skills to sustain research and analysis for the purpose of attaining new cognitive processes, critique opinions and assumptions using intellectual reasoning free of egocentrism, and research patterns and relationships in order to promote change. • Graduates of the doctoral program will be able to create new knowledge through critical thinking by combining and integrating different opinions to further understanding in their field.
Values & Ethics Graduates of Grand Canyon University's doctoral program will be able to model and communicate at the organizational level the values and ethics formulated within the context of a global perspective by critically integrating into their decision-making and other professional actions as leaders those values and ethics.	• Graduates of the doctoral program will be able to integrate a multiplicity of views and perspectives to develop cultural competence through values and ethics, while having the capacity to understand and synthesize other worldviews into their actions. • Graduates of the doctoral program will be able to formulate leadership strategies through the context of the highest ethical standards to inform behavior. • Graduates of the doctoral program will be able to effect change and align belief systems in their respective organizations relative to the highest values and ethical standards. • Graduates of the doctoral program will be able to investigate the historical foundations of critical thought through the context of values and ethics to find meaning, construct knowledge, and deconstruct faulty thinking.
Technology Graduates of Grand Canyon University's doctoral program will demonstrate the leadership practices that guide the use of technological tools as well as efficient and effective use of the tools themselves, including retrieving, organizing, and assessing information; securing information; and analyzing information as the basis for evidence-driven action.	• Graduates of the doctoral program will be able to direct the formulation of policies and implementation strategies for efficient and effective retrieval and organization of information. • Graduates of the doctoral program will be able to judge the quality of information to determine how it can be best used for organizational problem solving, through development and application of data models, both quantitative and qualitative, to identify and project patterns and trends. • Graduates of the doctoral program will be able to develop and implement at the organizational level practices that assure the confidentiality, quality, and continuing existence of information. • Graduates of the doctoral program will be able to demonstrate leadership dedicated to evidence-driven action by formulating policies and implement strategies at the organizational level which will ensure efficient and effective analysis and use of information.

Historical Sketch

Grand Canyon College was chartered on August 1, 1949, with 16 faculty and approximately 100 students, many of them veterans. In 1951 the College put up its first permanent buildings on a 90-acre tract in west Phoenix. Grand Canyon College was fully accredited in 1968 by the Commission on Institutions of Higher Education, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 312-263-0456, 800-621-7440.

Established as a Baptist-affiliated institution with a strong emphasis on religious studies, the school initially focused on offering bachelor's degree programs in education. Over the years, the school expanded its curricula to include programs in the sciences, nursing, business, music, and arts, and developed a strong reputation for producing some of the most effective teachers, nurses, health care professionals and fine-arts students in the Southwest.

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During planning for the change in institutional organization and status from Grand Canyon College to Grand Canyon University, the institution identified several landmark events that had been and would be pivotal during this transition. These included, but were not limited to, the organization of programs and departments into multiple colleges, the offering of graduate degree programs, the formation of the Grand Canyon University Foundation, and the generosity of several individuals who pledged or gave unrestricted gifts valued at one million dollars or more to launch the University into the next decade and century. In May of 1984, the College trustees voted to prepare for transition to University status on the school's 40th anniversary in 1989. Another landmark event occurred at the turn of the century that moved the University away from being owned and operated by the Arizona Southern Baptist Convention to being self-owned by the Board of Trustees.

By the early 2000's, though, GCU was struggling with maintaining its operations in light of dwindling financial support. In September 2003, the University was at a critical juncture, teetering on the verge of insolvency and facing the prospect of bankruptcy with a limited student body. In early 2004, a small group of investors acquired the University and undertook a mission to salvage GCU by focusing primarily on offering online programs to working adults. With an improving financial structure, but a languishing student body and campus, the University recruited a new leadership team in 2008 to envision a future for GCU that centered around a hybrid campus strategy that combined a thriving, traditional student body with a growing nontraditional student body focused primarily on working adults studying at the graduate level. To generate the additional capital necessary to improve its online campus infrastructure and begin the expansion of its ground, traditional campus, the University completed an initial public offering in 2008.

The University began to implement its vision in earnest by making significant investments in its campus. The University began to see a transformation in the quality and growth of its traditional student body which grew from less than 1,000 students attending its campus in 2009 to approximately 19,000 students in fall 2017, with an incoming GPA of approximately 3.5. GCU's nontraditional student body also made tremendous strides during this time as well, growing from approximately 22,000 students at the beginning of 2009 to approximately 70,000 students at the end of 2017, with greater than 50% studying in graduate programs. Almost 70% of the University's traditional students are studying in rigorous science, technology, engineering, math and business programs and the University expects to see its overall traditional student body expand to approximately 25,000 students by 2025.

In total, since 2009, the University has invested over one billion dollars in facilities and technology infrastructure. The University continues to invest in full-time faculty teaching both traditional and nontraditional students, improved technology infrastructure and programmatic expansion in high-growth, high-demand areas such as engineering, computer science, and information technology. Importantly, the University has been able to self-fund these investments with only nominal increases in tuition for nontraditional students while freezing tuition for traditional students for 10 straight years.

GCU's unique history and recent transformation are distinctive in higher education today as no other university in the country has seen such dramatic change. This is further evidenced in 2018 when GCU transitioned back to a non-profit institution. This decision provided faculty and students equitable opportunities to participate in academic and co-curricular opportunities with peer-institutions, to operate a philanthropic foundation and provide grant writing and research opportunities for faculty and students, to invest in educational infrastructure allowing the University to continue offering tuition at levels that make private higher education affordable to all socio-economic classes of Americans, to provide employment and career growth opportunities for faculty and staff, and continue to invest in the communities the University serves. This transition also allowed student-athletes to participate in governance opportunities afforded by the NCAA.

Board of Trustees

Will Gonzalez, Chairman
City of Phoenix Prosecutor's Office
M.S, Grand Canyon University; J.D., Thurgood Marshall School of Law

Don Andorfer
Previous Grand Canyon University Interim President, Spring 2006
B.S., M.A., Ball State University

Peggy J. Chase
President and CEO, Terros Health
B.S.W., Arizona State University

Dr. Lupita Ley Hightower
Superintendent, Tolleson Elementary School District No. 17
B.S., University of Arizona; MEd, EdD, Arizona State University

Marion Kelly
Director Community Affairs, Mayo Clinic
B.A., Kentucky State University; B.A., University of Kentucky

Dr. Fred Miller
Medical Director, Bridgeway Health Solutions
M.S., PhD, Howard University; CMD, University of Medicine & Dentistry

Dr. Jim Rice
Retired Superintendent of the Alhambra Elementary School District
B.S., Grand Canyon University; MEd, EdD, Arizona State University

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Contributors

- Dave Brazell Stadium: David and Mildred Brazell
- The Cooke Health Center: Alumni Association
- Ethington Memorial Theatre: Peter and Anna Ethington
- Fleming Classroom Building and Library: Mr. and Mrs. William Fleming
- College of Nursing and Health Care Professions: Samaritan Foundation
- Tim Salmon Baseball Clubhouse: Tim and Marci Salmon
- Smith Arts Complex: C. J. and Thelma Smith
- Smithey-Parker Building: Jerry and Sarah Smithey along with Bill and Joyce Parker
- Tell Science Building: Mr. and Mrs. Andrew P. Tell
- Williams Building: Dr. Bill and Shirley Williams
- Hegel Hall: Dr. Joni Hegel

University Seal

When the Grand Canyon College seal was adopted in 1950, two of its major components were the cross and the cactus. The saguaro cactus rises from its desert setting to signify the intellectual opportunity for Grand Canyon University students, counteracting the arid mental state of uneducated man. The cross stands prominently on the horizon as a guide for spiritual enlightenment. Between the outer circle representing the earth and the inner circle representing the wheel of progress, the name of the University and its location are inscribed. The use of the seal is permitted only with approval of the Chief Executive Officer of the University.

University Mascot and Colors

The University mascot is the antelope. Antelope are native to the region surrounding Prescott, Arizona, near the college's first campus. The mascot reminds us of our heritage and humble beginnings. School colors are purple, black, and white. Students, employees, or contractors of the University shall not use the Grand Canyon University name, logo, or mascot in connection with any commercial venture without written approval of the Chief Executive Officer.

Statement of Principle

The words of the Alma Mater summarize the attitude and spirit of Grand Canyon University:

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University Calendar

Traditional Campus Students

Summer: 5/9/2022 – 8/21/2022

Instruction/Grade Calendars (15-Week Classes)

Instruction Begins ..... May 9, 2022
Move in Date ..... May 13, 2022
Memorial Day ..... May 30, 2022
*Session A ..... May 9, 2022 - June 26, 2022
Independence Day ..... July 4, 2022
*Final Drop Date ..... July 24, 2022
Summer Residents Move to Fall Housing ..... August 5, 2022
*Session B ..... June 27, 2022 - August 14, 2022
Face-to-face Instruction Ends ..... August 19, 2022
Move out Date for Non-Fall Residents .....
Non-Graduates ..... 12 p.m., August 20, 2022
Graduates ..... 12 p.m., August 20, 2022
End of Term ..... August 21, 2022
Final Course Grades Due ..... August 28, 2022
Fall Break ..... August 22, 2022 - September 5, 2022

See Policy Handbook Refund Policy ..... Variable Dates

Fall: 8/29/2022 – 12/18/2022

Instruction/Grade Calendars (15-Week Classes)

Move in Date ..... August 29, 2022 - September 2, 2022
Labor Day ..... September 5, 2022
Instruction begins ..... September 6, 2022
Veteran's Day ..... November 11, 2022
Final Drop Date ..... November 20, 2022
Thanksgiving ..... November 24, 2022
Instruction Moves to Online for Thanksgiving Break ... November 21-25, 2022
Face-to-Face Instruction Ends ..... December 16, 2022
End of Term ..... December 18, 2022
Living Areas Closed ..... 10 a.m., December 18, 2022
Final Course Grades Due ..... December 25, 2022
Christmas Eve/Day ..... December 24-25, 2022
Christmas Break ..... December 19, 2022 - January 8, 2023

See Policy Handbook Refund Policy ..... Variable Dates

Spring: 1/9/2023 – 4/30/2023

Instruction/Grade Calendars (15-Week Classes)

Summer Break ..... TBD
Move out Date - Non-Graduates .....
Non-Graduates ..... TBD
Graduates ..... TBD
Move out Date - Graduates .....
Non-Graduates ..... TBD
Graduates ..... TBD
Move in Date ..... January 7, 2023
Martin Luther King, Jr. Day ..... January 16, 2023
Presidents Day ..... February 20, 2023
Spring Break ..... March 13-19, 2023
*Final Drop Date ..... April 2, 2023
Good Friday ..... April 7, 2023
Face-to-Face Instruction Begins ..... April 26, 2023
Face-to-Face Instruction Ends ..... April 26, 2023
End of Term ..... April 30, 2023
Final Course Grades Due ..... May 7, 2023

See Policy Handbook Refund Policy ..... Variable Dates

Nontraditional Campus Students (Online, Evening-Satellite, and Evening-Campus)

Please note that online, onsite and offsite cohort students have classes that begin frequently. Therefore, students are encouraged to contact their University Counselor or Student Services Counselor for more information on class starts.

*For courses shorter than 15 weeks, please refer to the course drop policy in the Policy Handbook ..... Variable Dates

Dates and times of commencement ceremonies may be subject to change.

2022 Online Christmas Break Schedule

Undergraduates ..... TBD
Graduates ..... TBD

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Holiday Schedule

Holiday	Campus Offices Closed	Evening Classes ***do not*** Meet	Online Classes Meet	Traditional students on campus ***do not*** meet
New Year's Day 1/1/23	X	X	X	X
Martin Luther King Day 1/16/23	X	X	X	X
President's Day 2/20/23	X	X	X	X
Good Friday 4/15/22	X	X	X	X
Memorial Day 5/30/22	X	X	X	X
Independence Day 7/4/22	X	X	X	X
Labor Day 9/5/22	X	X	X	X
Veteran's Day Observed 11/11/22		X	X	X
Thanksgiving *and the following Friday* 11/24-11/25/21	X	X	X	X
Christmas Day 12/25/22	X	X	X	X

Online Note: Online students are encouraged to submit work early if an assignment due date falls directly on a holiday. Students are still responsible for timely submission of work.

Evening Classes Note: Classes with scheduled meeting days of the listed holidays will not meet in-person the week of the holiday. During that week, faculty members and students will participate in the online classroom, following the online participation requirements including posting substantively throughout the week.

Evening Classes and Traditional Students Note: In observation of holidays that fall on weekend days, classes do not meet on the Friday before a Saturday holiday, or the Monday after a Sunday holiday.

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Degrees Offered

The University offers curricula leading to the degrees of Doctor of Business Administration, Doctor of Education, Doctor of Nursing Practice, Doctor of Philosophy, Master of Arts, Master of Business Administration, Master of Divinity, Master of Education, Master of Public Administration, Master of Public Health, Master of Science, Bachelor of Arts, and Bachelor of Science, as well as offering graduate and undergraduate certificates. Please refer to the university website (www.gcu.edu) for the locations/modalities in for each program. Students should be advised that some degree programs at GCU have competitive admissions or require college-specific admission requirements beyond the University level admission requirements. If a program is offered on campus and online, the courses within the program are the same regardless of modality.

Doctoral Programs

Doctor of Business Administration

The Doctor of Business Administration (D.B.A.) is designed for those who desire a deeper understanding of business theory and its application to their area of professional interest. Grand Canyon University offers the following emphases for this degree:

- Data Analytics Qualitative
- Data Analytics Quantitative
- Management Qualitative
- Management Quantitative
- Marketing Qualitative
- Marketing Quantitative

Doctor of Education in Organizational Leadership

The Doctor of Education (Ed.D.) in Organizational Leadership program is delivered through a combination of online courses and face-to-face residencies. Aspects of the program's curriculum and instruction are shared by the College of Education, College of Humanities and Social Sciences, College of Nursing and Health Care Professions, College of Theology and the Colangelo College of Business, meeting the needs of master's-prepared professionals seeking a terminal degree in leadership. Grand Canyon University offers the following emphases for this degree:

- Behavioral Health Qualitative
- Behavioral Health Quantitative
- Christian Ministry Qualitative
- Christian Ministry Quantitative
- Health Care Administration Qualitative
- Health Care Administration Quantitative
- Higher Education Leadership Qualitative
- Higher Education Leadership Quantitative
- K-12 Leadership Qualitative
- K-12 Leadership Quantitative
- Organizational Development Qualitative
- Organizational Development Quantitative
- Special Education Qualitative
- Special Education Quantitative

Doctor of Education in Teaching and Learning with an Emphasis in Adult Learning

The Doctor of Education in Teaching and Learning program develops educators capable of generating new knowledge and responsibly applying knowledge to achieve educational outcomes as well as mentoring, coaching, and collaborating from the perspective of the Christian worldview. Students will study the major bodies of literature in educational theory and philosophy, will reflect critically on existing theory, will identify appropriate applications of theory, and will conceptualize philosophy from its theoretic foundation. Students will develop academic and research expertise through the study of research methodology. The program of study is consistent with Grand Canyon University's mission to develop students who are global citizens, critical thinkers, effective communicators, and responsible leaders. Grand Canyon University offers the following emphases for this degree:

- Adult Learning Qualitative
- Adult Learning Quantitative

Doctor of Health Administration

The doctorate in health administration is a terminal research degree that allows for the development of theoretical knowledge in the healthcare industry and application of that knowledge to the improvement of practice. The program will prepare established professionals to design innovative operational approaches to leadership within healthcare organizations through addressing technology, efficiency, quality, safety, and outcomes. The program will prepare students for careers in health system management, healthcare operations, healthcare research, and health policy. Credits: 60+. Grand Canyon University offers the following emphases for this degree:

- Operational Leadership Qualitative
- Operational Leadership Quantitative

Doctor of Nursing Practice

The Doctor Nursing Practice Degree (DNP) encompasses a mixture of didactic courses and mentored practicum experiences. Each course allows for the demonstration and achievement of programmatic competencies and objectives through real-world health care systems application. The curriculum and instruction meet the needs of master's-prepared nurses seeking a terminal-practice degree. Grand Canyon University offers the following emphasis for this degree:

- Educational Leadership

Doctor of Philosophy in Counselor Education and Supervision

The doctoral degree in Counselor Education and Supervision is intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The standards for this program are intended to accommodate the unique strengths of students seeking to enhance their leadership and counseling skills. Grand Canyon University offers the following emphases for this degree:

- Qualitative
- Quantitative

Doctor of Philosophy in General Psychology

The Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human actions in the past and present. Grand Canyon University offers the following emphases for this degree:

- Cognition and Instruction Qualitative
- Cognition and Instruction Quantitative

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- Industrial and Organizational Psychology Qualitative
- Industrial and Organizational Psychology Quantitative
- Integrating Technology, Learning, and Psychology Qualitative
- Integrating Technology, Learning, and Psychology Quantitative
- Performance Psychology Qualitative
- Performance Psychology Quantitative

Education Specialist

The Education Specialist (Ed.S.) in K-12 Leadership program develops and enhances the learner's ability to grasp, process, and apply doctoral-level constructs that positions them for organizational governance, capacity building, and vision casting.

Professional Programs

Post-Master of Arts in Theology: Introductory Biblical Languages Certificate

The Post-Master of Arts in Theology Certificate provides experienced professionals with fundamental understandings and skills that prepare them to properly interpret and communicate the biblical text for the sake of ministry within a local church. Grand Canyon University offers the following emphasis for this degree:

- Introductory Biblical Languages

Post-Master of Science in Counseling

- Addiction Counseling
- Childhood and Adolescence Disorders
- Marriage and Family Therapy
- Trauma

Post-Master of Science in Nursing Certificates

The Post-Master of Science in Nursing Certificates prepare experienced registered nurses to provide competent advanced practice nursing care through an evidence-based program of study. Grand Canyon University offers the following emphases for this degree:

- Acute Care Nurse Practitioner Certificate with an Emphasis in Adult Gerontology
- Family Nurse Practitioner Cert
- Nursing Education Certificate

Master Programs

Bridge to Doctor of Philosophy

- Counselor Education and Supervision

Master of Arts

The Master of Arts is granted to those students who have completed a bachelor's degree at an accredited, GCU-approved institution and are seeking a Master of Arts degree.

- Autism Spectrum Disorders
- Christian Leadership
- Christian Ministry
- Christian Studies
- Communication
  - Emphasis in Education
- Curriculum and Instruction
- English
  - Emphasis in Education
- Higher Education Student Affairs
- History
  - Emphasis in Education
- Reading
  - Emphasis in Elementary Education
  - Emphasis in Secondary Education
- Teaching English to Speakers of Other Languages
- Urban Ministry
- Youth and Family Ministry

Master of Business Administration

The Master of Business Administration is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

- Emphases in:
  - Accounting
  - Cybersecurity
  - Finance
  - Health Systems Management
  - Leadership
  - Marketing
  - Project Management
  - Sports Business
  - Strategic Human Resource Management

Master of Business Administration and Master of Science in Leadership

The Master of Business Administration and Master of Science in Leadership is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

Master of Business Administration and Master of Science in Nursing

The Master of Business Administration and Master of Science in Nursing is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

Master of Divinity

The Master of Divinity is the standard degree for professional ministry preparation and is designed for students who intend to serve in local churches, Christian organizations, and other ministerial roles. The Master of Divinity program offers comprehensive biblical and theological knowledge while developing skills necessary for effective Christian ministry. This degree features a foundational, pastorally oriented program of study that emphasizes the centrality of the gospel, the significance of the church, and the pressing need to advance the Kingdom of God through missions.

Master of Education

The Master of Education degree is designed for students who have previously completed a bachelor's degree at an accredited, GCU-approved institution and may be seeking certification at the elementary or secondary level. An advanced Program of Study is included in that preparation or can be obtained after certification requirements are completed. This degree is available in the following specialized areas:

- Early Childhood Education

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- Early Childhood Education and Early Childhood Special Education
- Educational Administration
- Educational Leadership
- Elementary Education
- Elementary Education and Special Education
- School Counseling
- Secondary Education
  - Emphasis in Humanities*
  - Emphasis in Humanities¢
  - Emphasis in Science Technology Engineering and Mathematics*
  - Emphasis in Science Technology Engineering and Mathematics¢
- Secondary Humanities Education
- Secondary STEM Education
- Special Education
- Special Education: Moderate to Severe

* Initial Program – Leads to Initial Teacher Licensure
¢ Initial Program – Does Not Lead to Initial Teacher Licensure

Master of Public Administration

The Master of Public Administration is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

- Emphases in:
  - Government and Policy
  - Health Care Management
  - Non-Profit Management

Master of Public Health

The Master of Public Health is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

Master of Science

The Master of Science is granted to those students who have completed a bachelor's degree at an accredited, GCU-approved institution and are seeking a Master of Science degree.

- Accounting
- Addiction Counseling
- Biology
  - Emphasis in Education
- Business Analytics
- Chemistry
  - Emphasis in Education
- Christian Counseling
  - Emphasis in Substance Use and Addiction Disorders
- Clinical Mental Health Counseling
  - Emphasis in Childhood and Adolescence Disorders
  - Emphasis in Christian Counseling
  - Emphasis in Marriage and Family Therapy
  - Emphasis in Trauma
- Computer Science
- Criminal Justice
  - Emphasis in Law Enforcement
  - Emphasis in Legal Studies
- Cybersecurity
- Data Science
- Forensic Science
- Health Informatics
- Information Assurance and Cybersecurity
- Information Technology
- Information Technology Management
- Instructional Design
- Instructional Technology
- Leadership
  - Emphasis in Disaster Preparedness and Executive Fire Leadership
  - Emphasis in Homeland Security and Emergency Management
- Mathematics
  - Emphasis in Education
- Mental Health and Wellness
  - Emphasis in Christian Ministry
  - Emphasis in Community Mental Health Administration
  - Emphasis in Family Dynamics
  - Emphasis in Grief and Bereavement
  - Emphasis in Integrated Health
  - Emphasis in Prevention
- Nursing
  - Emphasis in Acute Care Nurse Practitioner with an Emphasis in Adult Gerontology
  - Emphasis in Family Nurse Practitioner
  - Emphasis in Health Care Quality and Patient Safety
  - Emphasis in Health Informatics
  - Emphasis in Leadership in Health Care Systems
  - Emphasis in Nursing Education
  - Emphasis in Public Health Nursing
- Professional Counseling
- Psychology
  - Emphasis in Forensic Psychology
  - Emphasis in General Psychology
  - Emphasis in GeroPsychology
  - Emphasis in Health Psychology
  - Emphasis in Human Factors Psychology
  - Emphasis in Industrial and Organizational Psychology
  - Emphasis in Life Coaching
- Sociology
  - Emphasis in Education
- Software Development
- Software Engineering

Master of Science in Health Administration

- Emphasis in:
  - Health Care Quality and Patient Safety

Master of Social Work

- Emphasis in:
  - Advanced Standing

Graduate Certificates of Completion

Graduate certificates of completion are designed for working professionals who hold a bachelor's and/or master's degree. These programs provide the opportunity for students to gain credits in master's-level coursework without having to enroll in and complete a graduate program of study. Coursework is designed to give students advanced knowledge and skills in a particular area of study that is pertinent to their career and life goals.

- Canyon L.E.A.P. to Teach Pathway, Elementary Education
- Canyon L.E.A.P. to Teach Pathway, Secondary Education

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- Biblical Foundations
- Christian Counseling
- Christian Theology
- Communication
- Distance Learning
- English
- Forensic Psychology
- GeroPsychology
- Health Care Quality and Patient Safety
- Health Psychology
- History
- Human Factors Psychology
- Industrial and Organizational Psychology
- Life Coaching
- Mathematics
- Mental Health and Wellness
  - Community Mental Health Administration
  - Christian Ministry
  - Family Dynamics
  - Grief and Bereavement
  - Integrated Health
- Ministry Education
- Project Management
- Sociology
- Teaching English to Speakers of Other Languages

Baccalaureate Programs

Bachelor of Arts

The Bachelor of Arts degree is granted to majors who complete all requirements in one the following areas:

- Advertising and Graphic Design
- Christian Ministry
- Christian Studies
  - Emphasis in Biblical Studies
  - Emphasis in Global Ministry
  - Emphasis in Philosophy
  - Emphasis in Worship Leadership
  - Emphasis in Youth Ministry
- Communication
  - Emphasis in Broadcasting and New Media
  - Emphasis in Interpersonal Communication and Human Relationships
  - Emphasis in Political Campaigns
- Dance
- Dance Secondary Education
- Digital Design
  - Emphasis in Animation
  - Emphasis in Web Design
- Digital Film
  - Emphasis in Production
  - Emphasis in Screenwriting
- English
- English for Secondary Education
- Government
  - Emphasis in Legal Studies
  - Emphasis in State and Local Public Policy
- History
- History for Secondary Education
- Music
  - Emphasis in Instrumental Performance
  - Emphasis in Piano Performance
  - Emphasis in Voice Performance
- Music Education
  - Emphasis in Choral: Voice*
  - Emphasis in Instrumental: Brass, Woodwind, Percussion, or Strings*
- Professional Writing for New Media
- Social Media
- Spanish
- Theatre
  - Emphasis in Theatre and Drama
- Theatre Secondary Education
- Worship Arts
  - Emphasis in Media and Production Ministry
  - Emphasis in Worship Ministry

* Initial Program – Leads to Initial Teacher Licensure

Bachelor of Science

The Bachelor of Science degree is granted to majors who complete all requirements in one the following areas:

- Accounting
  - Emphasis in Public Accounting
- Applied Business Analytics
- Applied Business Information Systems
- Applied Entrepreneurship
- Applied Human Resources Management
- Applied Management
- Applied Marketing and Advertising
- Applied Technology
- Athletic Training
- Behavioral Health Science
  - Emphasis in Childhood and Adolescence Disorders
  - Emphasis in Family Dynamics
  - Emphasis in Infancy and Early Childhood Studies
  - Emphasis in Substance Use Disorders
  - Emphasis in Trauma
- Biochemistry and Molecular Biology
- Biological Sciences
- Biology
  - Emphasis in Pre-Medicine
  - Emphasis in Pre-Pharmacy
  - Emphasis in Pre-Physical Therapy
  - Emphasis in Pre-Physician Assistant
- Biology for Secondary Education
- Biomedical Engineering
- Business Administration
- Business Analytics
- Business for Secondary Education
- Business Information Systems
- Business Management
- Chemistry
- Chemistry for Secondary Education
- Computer Science
  - Emphasis in Big Data Analytics
  - Emphasis in Business Entrepreneurship
  - Emphasis in Game and Simulation Development
- Counseling
  - Emphasis in Addiction, Chemical Dependency, and Substance Abuse
- Cybersecurity
- Early Childhood Education

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- Early Childhood Education and Early Childhood Special Education
- Educational Studies
- Electrical Engineering
- Electrical Engineering Technology
- Elementary Education
  - Emphasis in Christian Education
  - Emphasis in English as a Second Language*
  - Emphasis in Science Technology Engineering and Mathematics
  - Emphasis in Teaching Reading*
- Elementary Education and Special Education
- Engineering
  - Emphasis in Robotics
- Entrepreneurial Studies
- Environmental Science
  - Emphasis in Environmental Chemistry
- Exercise Science
  - Emphasis in Sports Performance
- Finance
- Finance and Economics
- Forensic Science
- Health Care Administration
- Health Information Management
- Health Science
- Health Sciences
- Homeland Security and Emergency Management
- Hospitality Management
- Information Technology
  - Emphasis in Cybersecurity
- Justice Studies
- Marketing and Advertising
- Mathematics for Secondary Education
- Mechanical Engineering
- Mechanical Engineering Technology
- Molecular and Cellular Biology
- Nursing
  - Emphasis in Pre-Licensure
  - Emphasis in Pre-Licensure
  - Emphasis in RN to BSN
- Nutritional Sciences
- Physical Education
- Psychology
  - Emphasis in Forensic Psychology
  - Emphasis in Performance and Sport Psychology
- Public Health
- Risk Management
- Sociology
- Software Development
- Software Engineering
- Sports and Entertainment Management
- Supply Chain and Logistics Management

* Initial Program – Leads to Initial Teacher Licensure

¢ Initial Program – Does Not Lead to Initial Teacher Licensure

Bachelor of Social Work

Undergraduate Diploma/Certificate - Undergraduate

- C#.NET Programming
- Cybersecurity Foundations
- Java Programming

Minors

- Accounting
- Athletic Coaching
- Advertising and Graphic Design
- Air Force (ROTC)
- Army (ROTC)
- Athletic Coaching
- Behavioral Health Sciences
- Biblical Studies
- Biological Sciences
- Business Analytics
- Business Management
- Chemistry for Chemical Structural Analysis
- Chemistry for Life Sciences
- Chemistry for Physical Science and Engineering
- Christian Studies
- Communication
- Counseling
- Criminal Justice
- Cybersecurity
- Dance
- Dance Education
- Database-Driven Web-Based Applications Development
- Digital Design
- Digital Film
- E-Business Applications Development
- Enterprise Applications Development
- Entrepreneurial Studies
- Finance and Economics
- Forensic Psychology
- Forensic Science
- General Business
- Hospitality Management
- Human Services Case Management
- Literature
- Marketing
- Mathematics
- Music – Instrumental
- Music – Piano
- Music – Vocal
- Networking Technology
- Nutrition
- Performance and Sports Psychology
- Philosophy
- Pre-Law
- Pre-Medicine
- Professional Writing
- Public Administration
- Social Work
- Sports Management
- Spanish
- Theatre
- Worship Arts

Note: Students should contact a University Counselor or Student Services Counselor for more information about program availability.

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Admission Policies and Application Procedures

Overview

Applications for admission to Grand Canyon University are considered primarily in light of the applicants' academic qualifications. Qualified applicants willing to uphold the University's vision and mission, and open to the possibility of spiritual as well as intellectual development are encouraged to apply. Although the University seeks to integrate Christian faith and practice into all aspects of campus life, no statement of faith or religious affiliation is required of prospective students with the exception of majors and minors in the College of Theology. Theology majors and minors are required to affirm the University's Doctrinal and Ethical Positions Statements, the College's Covenant, and the Dispositional and Behavioral Standards. Grand Canyon University does not discriminate on the basis of age, race, color, national origin, gender, disability, or any other classification protected by law in its programs and activities. In order to be eligible for admittance into a degree program with Grand Canyon University, individuals must be sixteen (16) years of age or older when they begin their program of study

Baccalaureate Admission Requirements

All students must submit either acceptable high school or college transcripts to be considered for full admission into the University. If students cannot meet the GPA requirements with their transcripts, but have test scores or a college-GPA that meets admissions requirements, students may be eligible for full admission. If both the degree-bearing transcript and the test scores do not meet admission requirements, students may be Accepted with Specifications.

1. Degree-bearing, secondary (high school) transcript:
   - An unweighted GPA of 3.00 or above
     - Home school transcripts from a state that recognizes home schooling as a valid secondary school option.
     - Students who reside in a state without home schooling as a valid secondary school option will be Accepted with Specifications.
2. General Education Development (GED) and transcripts of all credit-bearing course work:
   - 2014 Series and later: Cumulative score of 680 or above
   - 2002-2013 Series: Cumulative score of 3000 or above
   - 2002 Series and prior: Cumulative score of 258 or above
3. High School Equivalency Test (HiSET):
   - Traditional and Nontraditional campus: Cumulative score of 80 or above; and transcripts of all credit-bearing course work
4. State Equivalency Diploma:
   - Traditional and Nontraditional campus: Students will be Accepted with Specifications.
5. Self-Certification (Nontraditional campus only):
   - Per HEA Sec. 484(d), 34 CFR 668.32(e), students are allowed to self-certify that they received a high school diploma or high school equivalency certificate. If students self-certify, they will not be required to submit a copy of their high school diploma/transcripts to Grand Canyon University, unless specifically required to do so. Students who self-certify will be Accepted with Specifications.

Acceptance

If students cannot meet the GPA requirements with their transcripts, but have test scores or a college-GPA that meets admissions requirements, students will be eligible for full admission. Otherwise students will be Accepted with Specifications.

1. Test Scores:
   - An unweighted GPA of 2.5 or higher and composite score of 19 or above on the ACT. GCU ACT code is 0092
   - An unweighted GPA of 2.5 or higher and composite score from one of the tests listed below on the Scholastic Aptitude Test (SAT). GCU SAT code is 4331.

Effective Dates	Point Scale	Composite Score
Prior to 2005	1600 point scale	920 or above
January 1, 2005-February 29, 2016	2400 point scale	1380 or above
March 1, 2016 and forward	1600 point scale	1000 or above

2. College GPA:
   - Post-secondary (college) transcript(s) showing 6 to 24 transferable credits with an unweighted GPA of 2.75 or above
   - Post-secondary (college) transcript(s) showing 25 to 90 transferable credits with an unweighted GPA of 2.25 or above.
   - Post-secondary (college) transcript(s) indicating an earned bachelor degree with an unweighted GPA of 2.00 or above.

Applicants who do not meet one of the above criteria may be Accepted with Specifications.

Placement Exams for Mathematics

Traditional Campus Students

All incoming, traditional freshmen must complete either the GCU Algebra Placement Exam or the GCU College Mathematics Placement Exam before enrolling in a math course higher than MAT-110. Additionally, if a transfer student wants to place higher than MAT-110, the student is required to take the appropriate math placement exam unless they have transferred in a grade of C or better for an approved prerequisite, from a regionally accredited or GCU approved institution. The appropriate placement exam is dependent on the math requirement of each program of study. In order to take ESG-162/L, students must score a minimum of 70. All engineering students must take ESG-162/L. Engineering students must place in MAT-154 or higher. Please be advised the minimum MAT-154 requirement is not applicable to Engineering Technology program majors. Students need to work with their advisor to determine the correct exam to complete.

Students who complete the GCU College Mathematics Placement Exam will be placed according to the following guidelines:

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Score	Course
100 – 50	Placement into MAT-144
49 – 0	Placement into MAT-110

Students who complete the GCU Algebra Placement Exam will be placed according to the following guidelines:

Score	Course
100 – 90	Placement into MAT-252/MAT-262/MAT-351
89 – 70	Placement into MAT-261
69 – 40	Placement into MAT-154
39 – 0	Placement into MAT-110

Placement Exams for English

Traditional Campus Students

Traditional campus students who have not met the appropriate competencies for English are required to take UNV-100. Students wishing to waive this prerequisite course can select one of the following options which will allow them to register directly into ENG-105.

Course	Prerequisite Requirement Options
ENG-105 Prerequisites	1. Passing grade in AP English Coursework on the student's HS transcript. 2. Passing grade for UNV-100. 3. Receive a score of 550 or higher on the critical reading section of the College Board SAT™ Reasoning Test taken March 2005 to June 2011. 4. Receive a score of 500 or higher on the critical reading section of the College Board SAT™ Reasoning Test effective Summer/Fall 2011. 5. Receive a score of 680 or higher on the writing section of the SAT Reasoning Test taken March 2005 or later. 6. Receive a score of 550 or higher on the verbal section of the College Board SAT I: Reasoning Test taken between April 1995 and January 2005. 7. Receive a score of 680 or higher on the College Board SAT II: Writing Test taken between May 1998 and January 2005. 8. Receive a score of 22 or higher on the enhanced ACT® English Test taken October 1989 or later. 9. Receive a score of 70% on the GCU English Placement Exam.

Baccalaureate Degree and Undergraduate Certificate Programmatic Admission Requirements

Grand Canyon University recommends a certain level of academic preparation to provide a solid foundation for undergraduate success. To promote success, admission to the University does not necessarily guarantee admission to some programs of study for which the standards are more rigorous. Students desiring to be admitted into these programs should review the additional program requirements listed below.

College of Arts and Media

Bachelor of Arts in Music
Bachelor of Arts in Music Education

Prospective students seeking admission to Grand Canyon University as music majors should have a background in reading and performing music. To gain admission into the program, a student must meet the general admission requirement of the university along with the requirements below.

1. The successful completion of a music theory assessment exam, which can be completed at the traditional campus or online.
2. An audition in the primary area of study (keyboard, voice or instrumental), which can be completed at the traditional campus or by recorded audition.

The candidate must demonstrate musical performance strength and skills that can be developed to enable the student to successfully complete the degree requirements of music major as stated in the curriculum. The student must demonstrate musical ability that can be developed through his/her undergraduate music studies to successfully serve as a professional in his major area of emphasis. Any student interested in auditioning must contact the office of the Assistant Dean of Music or designee in order to arrange an audition.

College of Humanities and Social Sciences

Bachelor of Social Work (BSW)

Initial BSW Admission: Applicants/students admitted to GCU who wish to obtain initial BSW admittance must have a cumulative GPA of 2.5 (high school or college).

Secondary BSW Admission: Applicants/students must complete and submit four short answer questions regarding personal qualities, interests, and experience related to social work. Secondary admission occurs upon acceptance of responses by the Social Work Admissions Committee through a scoring rubric. Applicants may resubmit responses one additional time if initially denied admittance.

College of Nursing and Health Care Professions

Bachelor of Science in Athletic Training

Students can enroll into the Bachelor of Science in Athletic Training. However, admission into the clinical portion of the Athletic Training Education program is competitive. Not all applicants will be admitted and able to progress forward in the program. Students need to review the Bachelor of Science in Athletic Training Clinical Requirements and understand the application deadlines to participate in the clinical portion of the program. Students can also view the clinical requirements on http://www.gcu.edu/College-of-Nursing-and-Health-Care-Professions/Athletic-Training-Program.php.

Acceptance is determined by the Athletic Training Education Clinical Requirements and availability of clinical spaces.

Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care

Applicants to the program must meet one of the following criteria:

1. Possess an Associate degree from an accredited, GCU-approved college, university, or program that prepares students to acquire the necessary state, local, or national credentials

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required of allied health professionals involved in direct patient care.

2. Submit a state, local, or national credential/certificate/license issued by a sanctioned licensure/credentialing body, certifying that they are approved to practice as one of the following allied health professionals involved in patient health assessment or treatment:
   - Medical Technician/Patient Care Technician
   - Diagnostic Technician (Sonography, Radiology, Nuclear)
   - Lab / Phlebotomy Technician
   - Physical Therapy Assistant/Technician
   - Occupational Therapy Assistant/Technician
   - Cardiovascular Technician
   - Respiratory Technician
   - Surgical (OR) Assistant
   - Emergency Technician
   - Pharmacy Technician
   - Nursing Assistant (CNA)
   - Licensed Practical Nurse (LPN)
   - Licensed Vocational Nurse (LVN)
3. Health care work experience in which applicants have demonstrated requisite knowledge and skills required of allied health professional to provide direct patient care. Competencies for allied health care providers are listed below:
   - Performing basic diagnostic and therapeutic health care services
   - Preparing patients for procedures
   - Assisting nursing and medical personnel with examinations
   - Carrying out Pre-operative and post-operative duties
   - Collecting and processing laboratory specimens
   - Preparing and maintaining medical records
   - Scheduling and receiving patients
   - Maintaining asepsis and infection control
   - Maintaining medical equipment and supplies
   - Providing therapeutic care related to nutrition, ambulation, rehabilitation and activities of daily living
   - Performing first aid and CPR

OR

4. Submit military documentation demonstrating satisfactory completion of Medical Military Occupational Specialty Training.

Bachelor of Science in Nursing (RN to BSN)

Degree-Bearing Candidates:

- Possess an associate's degree in nursing from an accredited, GCU-approved college, university, or program.
- Submit official transcripts bearing evidence of a cumulative GPA of 2.8.
- Possess a current unencumbered, unrestricted license as a registered nurse (RN).
  - Canadian providence (excluding Quebec) candidates must also possess a current unencumbered, unrestricted license as a registered nurse (RN) where they are employed as a RN.
    - Complete the RN-BSN Canadian Nurse Verification Form.
    - Meet the International Student Application Procedures.

Non Degree-Bearing/Nursing Diploma Candidates:

- Submit proof of successful completion of a state board approved nursing program.
- Submit official transcripts bearing evidence of a cumulative GPA of 2.8.
- Possess a current unencumbered, unrestricted license as a registered nurse (RN).
  - Canadian providence (excluding Quebec) candidates must also possess a current unencumbered, unrestricted license as a registered nurse (RN) where they are employed as a RN.
    - Complete the RN-BSN Canadian Nurse Verification Form.
    - Meet the International Student Application Procedures.
- Be prepared to transfer or complete the following general education competencies that are not integrated into the program core with a minimum grade of "C" (2.00).
  - 6 credits in Effective Communication (Recommended GCU course: ENG 105: English Composition I)
  - 5 credits of Critical Thinking (Recommended GCU course: MAT 144:College Mathematics)

Non Degree-Bearing/Vocational Nursing Candidates:

- Submit documentation of official evaluation of vocational nurse training by University-approved transcript evaluation service.
- Submit official transcripts bearing evidence of a cumulative GPA of 2.8.
- Possess a current unencumbered, unrestricted license as a registered nurse (RN).
- Vocational nurse training with RN licensure will be awarded 30 block credits.
- Complete the coursework listed below. Coursework can be fulfilled by transfer courses if the content is comparable.
  - 40 credits of General Education coursework
  - AND
  - ENG-135: Life Learning Assessment
  - UNV-104: Century Skills: Critical Thinking and Problem Solving
  - HLT-205: Health Care Systems and Transcultural Healthcare
  - MAT-144: College Mathematics
- Healthcare preparatory coursework is required however; transfer will be accepted for exact course match.

Coursework	Credits
Vocational Nursing Block Credit	30
General Education	40
Healthcare Preparatory	14
RN-BSN Program	36
Total program requirements	120

College of Science, Engineering, and Technology

Bachelor of Science in Biomedical Engineering
Bachelor of Science in Electrical Engineering
Bachelor of Science in Engineering
Bachelor of Science in Mechanical Engineering

Students must place into MAT-154, Applications of College Algebra, by meeting the minimum score requirement on the Placement Exam or fulfilling the course prerequisites.

Undergraduate Certificate of Completion in Cybersecurity Foundations *Immersive Campus*

Admission to the Immersive Campus program is competitive, and dependent upon space and stack ranking scores. In addition to meeting the University admissions requirements, students interested in the immersive version of Certificate of Completion in Cybersecurity Foundations must also successfully meet the following admissions requirements:

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- **Academic Essay**: Candidates must complete a 250-500 word essay on an assigned topic and must achieve a minimum essay score based on academic writing skills and coverage of the topic.
- **Foundational Networking Quiz or Demonstration of Comparable Knowledge**: Students must demonstrate basic networking understanding by one of the following:
  - A timed, in-person networking quiz (minimum passing score of "68%" required)
  - A current certification in Network+ or CCNA
  - The completion of TWO 100-level college networking classes with a "B" or greater, and approval from a faculty member.
- **Interview**: Candidates must meet with staff and or faculty for a personal interview and must achieve a minimum interview score.

Process:

1. Students have 7 days from midnight on the application date to complete and submit the academic essay of 250-500 words. Candidates unsuccessful in meeting the submission deadline or the minimum score may make one additional attempt. Unsuccessful students will be notified the missed minimum score and may resubmit the essay but will not be provided specific information on the failing components.
2. The second attempt may be made for the same application period provided there is time to receive and score the essay as well as schedule the quiz and interview prior to class deadlines.
3. Students who pass the essay may be scheduled for the required in-person quiz. Students who fail to meet the minimum quiz score or arrive 15 or more minutes late for their quiz may be denied admission for that application period. Students may retake the quiz one additional time provided there is time to receive and score the quiz as well as schedule the interview prior to class deadlines.
4. Students who pass the essay and the quiz may be scheduled for the required interview. Students who fail to meet the minimum interview score or arrive 15 or more minutes late for their interview may be denied admission for that application period. Students may interview only once per admission period.
5. Scores from all three components will be stack-ranked, and students will be accepted based on space available. In a tie, the interview score will determine final admission decisions.

All admissions steps must be repeated each application period. If a candidate has not been accepted after two application periods, the student may not re-apply for one year from the last unsuccessful attempt.

Undergraduate Certificate of Completion in Java Programming *Immersive Campus*

Admission to the Immersive Campus program is competitive, dependent upon space, and stack ranking scores. In addition to the meeting the University admissions requirements, students interested in the immersive version of Certificate of Completion in Java Programming must also successfully meet the following admissions requirements:

- **Coding Challenge**: Students must demonstrate the aptitude for coding and meet minimum scores on a Coding Challenge (minimum score of "2" on a scale of 1-5, with 5 representing the highest score)
- **Logic Challenge**: Students must demonstrate logic ability and complete a 12-question Logic Challenge (minimum score of "6" required)
- **Interview**: Candidates must meet with staff and or faculty for a personal interview and must achieve a minimum interview score.

Process:

1. Students have 7 days from midnight on the application date to complete and submit both Challenges. Candidates unsuccessful in meeting the submission deadline or the minimum score of either or both Challenges may make one additional attempt. Unsuccessful students will be notified as to which Challenge(s) missed the minimum score and may retake one or both Challenges, but will not be provided specific information on the failing components.
2. The second attempt may be made for the same application period provided there is time to receive and score the challenge(s), as well as schedule the interview prior to class deadlines.
3. Students who pass the Coding and Logic Challenge may be scheduled for the required interview. Students who fail to meet the minimum interview score or arrive 15 or more minutes late for their interview will be denied admission for that application period. Students may interview only once per admission period.
4. Scores from all three components will be stack-ranked and students will be accepted based on space available. Upon a tie, the interview score will determine final admissions decisions.

Each application period, all admissions steps must be repeated. If a candidate has not been accepted after two application periods, the student may not re-apply for one year from their last unsuccessful attempt.

College of Theology

All Programs

Theology majors and minors are required to affirm the University's Doctrinal Statement and the College's Covenant. Students must complete this by signing the Enrollment Agreement for their program of study. Doctrinal and Ethical Positions Statements, the College's Covenant, and the College's Dispositional and Behavioral Standards. These documents serve to clarify and underscore the College's commitment to the essential doctrines of the Christian faith and its concern to exemplify these doctrines in life and ministry. Together, these documents outline the Covenantal Standards of the theological community at GCU.

Students must complete this requirement by signing these documents within the application for their program of study. Students may be denied admission or removed from the program based on the following:

- Failure to affirm and align with the College's Covenantal Standards as outlined in the Doctrinal and Ethical Positions Statements, the College's Covenant, and/or the College's Dispositional and Behavioral Standards.
- Display of dispositions and/or behavior that do not align with the College's Covenantal Standards during the course of the admissions process or during the course of their time at the institution.
- A history of behavior that is contrary to the Covenantal Standards and unbecoming of a gospel minister.

Accelerated Undergraduate Degree to Master of Divinity

Traditional campus students in the Bachelor of Arts in Christian Studies program who want to participate in the Accelerated Bachelor of Arts to Master of Divinity option, may complete graduate level courses as part of their undergraduate degree.

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The Accelerated Undergraduate Degree to Master of Divinity is designed to prepare students on the ground campus for ministry in a local church or Christian organization. This program requires completion of a specified Bachelor of Arts and a Master of Divinity Program following a year-round program of study (Fall, Spring, Summer semesters). Students may apply for consideration to the accelerated pathway while applying to the university. OR apply to transfer into the accelerated pathway prior to surpassing 40 credit hours toward their current degree program. Specified Bachelor of Arts programs include the following:

- BA in Christian Ministry
- BA in Christian Studies
- BA in Christian Studies with Emphasis in Biblical Studies
- BA in Christian Studies with Emphasis in Philosophy
- BA in Christian Studies with Emphasis in Global Ministry
- BA in Christian Studies with Emphasis in Youth Ministry
- BA in Christian Studies with Emphasis in Worship Leadership

Students who have completed more than 40 credit hours prior to transfer into an accelerated program may do so provided that 1) they have not exceeded 60 credit hours of college credit and 2) they may only transfer into the BA in Christian Ministry program or the BA in Christian Studies program (without emphasis). Students who have completed more than 60 credit hours should complete their current undergraduate degree program and then apply for admission to the Master of Divinity program if they intend to continue to the graduate level. In the event this pathway would not accelerate the time to completion, students will be instructed to complete their existing standard degree pathway before enrolling into the Master of Divinity.

The Accelerated Undergraduate to Master of Divinity pathway is rigorous, both academically and spiritually, with a strong emphasis on vocational preparation for ministry. Students who choose to apply for this program should understand the additional policies students must adhere to in order to be admitted, progress, and graduate from the program. Students who cannot meet the academic rigor of the courses and prioritize time-demanding aspects of the program will have a difficult time meeting the requirements of the program.

Students acknowledge their intent to enroll in this pathway upon initial application to the university. They must also complete the Accelerated Undergraduate Degree to Master of Divinity Request Form after the completion of 72 degree applicable credits. In order to complete this form, students must meet the following:

- Be enrolled in the Bachelor of Arts in Christian Studies program
- Possess a 3.25 enrollment cumulative GPA
- Complete the Accelerated Undergraduate Degree to Master of Divinity Request Form

Once approved, students must complete the graduate level coursework with a passing grade. Grades earned will be calculated into the graduate GPA.

Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry

Prospective students seeking admission into the Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry should possess a measure of musical skill as well as an aptitude for musical performance. To gain admission into the program, a student must meet the general admission requirement of the University along with an audition in the primary area of study (voice or instrumental), which can be completed by submitting a recorded audition.

The candidate must demonstrate musical performance strength and skills that can be developed to enable the student to successfully complete the degree requirements of the Worship Ministry emphasis as stated in the curriculum. The student must demonstrate musical ability that can be developed through his/her undergraduate studies to successfully serve as a worship leader in his or her field. In order to demonstrate this ability, students must submit a recorded audition to the office of the Worship Arts Coordinator or a designee before admission to the program may be approved.

Honors College

Admission into the Honors College is competitive and determined by the criteria listed below and availability of spaces.

Incoming freshman students are eligible for acceptance into the Honors College if they meet the following criteria:

1. Be admitted into the University
2. Possess 23 college level credits or fewer AND
   - Possess a minimum weighted or unweighted, cumulative high school GPA of 3.9

   OR
   - ACT composite score of 31 or above

   OR
   - SAT score (combined critical reading and math) of 1410 or above
3. Students must formally accept their seat through the Student Checklist housed in the GCU Student Portal, or by emailing GCUHonors@gcu.edu

All other students must apply. To be eligible for acceptance into the Honors College, students must meet all of the following:

1. Be admitted into the University
2. Complete the Honors College application
3. Complete a written essay demonstrating passion for community service and leadership
4. Submit at least two (2) professional letters of recommendation (i.e., faculty/teacher or employer, non-family members)
5. Submit copy of current resume to include both employment and community service

In addition, students must meet one of the following:

1. Incoming freshman student
   - Possess 23 college level credits or fewer AND
   - Possess a minimum weighted or unweighted, cumulative high school GPA of 3.7

   OR
   - ACT composite score of 27 or above

   OR
   - SAT score (combined critical reading and math) of 1295 or above
2. External Transfer student
   - Possess 24 college level credits or more AND
   - Possess a minimum unweighted cumulative college GPA of 3.5
3. Internal Transfer student
   - Possess less than 36 completed college credits, AND
   - Possess a minimum unweighted, cumulative GCU GPA of 3.5

All applications are subject to review and consideration by the Honors College Department.

Upon acceptance into the Honors College, students must review and sign the Honors College Memorandum of Understanding (MOU) and complete the Honors Enrollment Agreement.

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Bridge Admission Requirements

Bridge program candidates must meet the Master Admission Requirements and provide evidence of a bachelor's degree from an accredited, GCU-approved college, university or program.

Master Degree and Graduate Certificate Admission Requirements

All students must submit baccalaureate bearing college transcripts to meet the admission requirements of the University. Additionally, if students cannot meet the GPA requirements with their transcripts, but have a test score that meets admissions requirements, students will be eligible for full admission. If both the degree-bearing transcript and the test scores do not meet admissions requirements, students may be eligible to be admitted based on the Standards for Admission with Specification.

Transcripts (Required):

- Undergraduate degree from an accredited, GCU-approved college, university, or program with a grade point average of 2.8 or better on the degree-bearing transcript
- Graduate degree from an accredited, GCU-approved college, university, or program

Test Scores (Optional):

Graduate Management Admissions Test (GMAT):

- Score of 500.

Graduate Record Examination (GRE):

- Prior to 8/1/11: Combined score of 1,000 for the verbal and quantitative sections.
- After 8/1/11: Combined score of 300 for the verbal and quantitative sections.

Bridge Programmatic Admission Requirements

Colangelo College of Business

Bridge to the Master of Science in Accounting

All entering students must have an Undergraduate degree AND must have completed twenty (20) business-related credits (courses may include business, marketing, finance, management, entrepreneurship, analytics, applied management, economics, but cannot include accounting).

Students who have taken courses with equivalent content may be able to waive one or more of these Master of Science in Accounting (MSA) fundamental courses into from the Bridge to Master of Science in Accounting program of study (i.e. ACC-250 Financial Accounting; ACC-260 Management Accounting; ACC-360 Cost Accounting; ACC-370 Intermediate Accounting I; ACC-371 Intermediate Accounting II; ACC-460 Taxation; ACC-485 Advanced Accounting; and ACC-491 Auditing) upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of C or better.

College of Nursing and Health Care Professions

Bridge to Master of Science in Nursing

1. All MSN bridge program candidates must meet the Master Admission Requirements and provide evidence of a bachelor's degree from an accredited, GCU-approved college, university or program reflecting a cumulative grade point average of 3.0 or above.
2. Candidates must provide evidence of a current, unencumbered license in the:
   - State of residence upon admission to the program and for the duration of their study or
   - Canadian province (excluding Quebec) where they are employed as an RN.
   - Complete the MSN Canadian Nurse Verification Form.
   - Meet the International Student Application Procedures.

Master Degree and Graduate Certificate Programmatic Admission Requirements

Some programs of study at Grand Canyon University require a higher GPA and/or other criteria to qualify for admission. Students who do not meet outlined Programmatic Admission Requirements must file a University appeal in order for alternative coursework to be reviewed by the applicable College.

Colangelo College of Business

Master of Science in Accounting

All entering students must have completed the following:

- GCU's Bridge to Master of Science in Accounting or completed the fundamental courses: Financial Accounting, Management Accounting, Cost Accounting, Intermediate Accounting I, Intermediate Accounting II, Taxation, Advanced Accounting, and Auditing
  AND
  Completed 20 business-related credits (courses may include business, marketing, finance, management, entrepreneurship, analytics, applied management).

Students who have taken courses with equivalent content may be able to waive one or more of these MSA fundamental courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of C or better will be accepted to waive the MSA fundamental courses.

Master of Science in Information Technology Management

All entering students must have completed one of the following:

- Undergraduate or graduate degree in a technology related field
- GCU's Bridge to Master of Science in Information Technology Management

Master of Business Administration & Master of Science in Leadership

Master of Business Administration

Master of Science in Organizational Leadership and Entrepreneurship

The programs listed above begin with fundamental courses that prepare students for the curricular content that they will encounter within their programs of study. All students undergo transcript evaluations. If they have earned grades of C or better in equivalent course content, students with non-business

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undergraduate degrees may have the option to waive one or more of the following fundamental courses associated with their programs of study: ACC-502, FIN-504, and SYM-506. Upon evaluation of their transcripts, students with business-oriented undergraduate degrees may waive all MBA fundamental courses. In those cases when students have been registered for the 600-level courses before their transcript evaluations have been completed, the University reserves the right to retroactively enroll students in the 500-level fundamental courses as needed.

Master of Business Administration & Master of Science in Nursing with an Emphasis in Nursing Leadership

The programs listed above contain fundamental courses that prepare students for the curricular content that they will encounter within their programs of study. All students undergo transcript evaluations. If they have earned grades of C or better in equivalent course content, students with non-business undergraduate degrees may have the option to waive one or both of the following fundamental courses associated with their programs of study: ACC-502 and FIN-504. Upon evaluation of their transcripts, students with a business discipline undergraduate degrees may waive both MBA fundamental courses. In those cases when students have been registered for the 600-level courses before their transcript evaluations have been completed, the University reserves the right to retroactively enroll students in the 500-level fundamental courses as needed.

Master of Science in Business Analytics

Upon evaluation of their official transcripts, students who have taken courses with equivalent content at the undergraduate level may be able to waive SYM-506. Only courses with equivalent content and earned grades of C or better will be allowed to waive SYM-506.

College of Education

Master of Science in Instructional Technology

1. A copy of a current K-12 teaching certificate
   OR
2. One year of verified, full-time teaching (teacher of record) experience (Teacher Verification Form)
   OR
3. Earned degree from a GCU licensure program.

Master of Education in Educational Administration

Program applicants for this program are required to provide documentation for at least two years of verified, full-time teaching (teacher of record) experience. Program applicants must also have access to an accredited PK-12 school (public or private settings) with an on-site licensed administrator/principal available to mentor during practicum and internship experiences. Program applicants who complete the program requirements for this program are eligible to apply for a principal's license.

Master of Education in Educational Leadership

Program applicants for this program are required to provide either a copy of a current PK-12 teaching certificate, or provide documentation of verified, full-time teaching (teacher of record) experience and have access to an accredited PK-12 school (public or private settings) with an on-site administrator available to mentor during practicum experiences. Program applicants who complete the Master of Education in Educational Leadership academic program are not eligible for an Intuitional Recommendation (IR) to obtain Principal certification as the program does not contain the required internship component necessary to meet licensure requirements..

Master of Arts in Curriculum and Instruction

Master of Arts in Reading

Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

Graduate Certificate of Completion in Teaching English to Speakers of Other Languages (TESOL)

In addition to University Master Level degree admission requirements, students enrolling in MA programs must provide:

1. A copy of a current K-12 teaching certificate
   OR
2. One year of verified, full-time teaching (teacher of record) experience (Teacher Verification Form)
   OR
3. Earned degree from a GCU licensure program.

Master of Arts in Autism Spectrum Disorders

1. A copy of a current special education teaching certificate.

OR

2. Documentation of 1 year of full-time, special education teaching (teacher of record) experience (Teacher Verification Form).

OR

3. Completed a Special Education licensure program from Grand Canyon University.

Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Elementary Education

Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Secondary Education

1. Undergraduate or Graduate degree from an accredited, GCU-approved college, university, or program with a grade point average of 2.8 or better on the degree-bearing transcript. If degree bearing transcript has a GPA below 2.8, students will adhere to the University Accepted with Specifications admission policy.
2. Letter of intent to hire or teaching contract
3. Documentation of passing content area exam scores for the National Evaluation Series (NES) exam or the Arizona Educator Proficiency Assessment (AEPA) appropriate for candidates planned student population.
4. A current Arizona IVP Fingerprint Clearance Card.

College of Humanities and Social Sciences

Bridge to Doctor of Philosophy in Counselor Education and Supervision

Students not having a CACREP approved Master's Degree will be able to fulfill no more than 4 of the entry-level core curricular standards and one professional practice standards through the PhD CES Bridge program offered in conjunction with the College of Humanities and Social Sciences: The student may choose from:

- Human Growth and Development
- Assessment and Testing
- Research and Program Evaluation
- Career Development
- Professional Counseling Orientation and Ethical Practice
- Social and Cultural Diversity
- Counseling and Helping Relationships
- Group Counseling and group Work
- Practicum

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Master of Education in School Counseling

Master of Science in Clinical Mental Health Counseling

1. GPA of 3.0 or higher (students accepted w/ specification will follow the current university policy)
2. Complete two short answer questions concerning career goals, and a respect for diversity.
3. Provide two professional recommendation letters from previous/current volunteer or employment supervisor or instructor.
4. Provide signed counseling dispositions document.

Final acceptance into the program will be determined by the College of Humanities and Social Sciences Admissions Committee. An offer of admission will be valid for 12 months from the start date of the program. Applicants denied admission may reapply after 180 days.

*Please refer to Programmatic evaluation of Transfer Credit section program specific courses that are not transferrable.

Master of Science in Mathematics with an Emphasis in Education

1. A Bachelor's degree in Mathematics
OR
2. At least 24 UG credits in math with a level of Calculus 2
OR
3. At least 9 GR credits in math

Master of Social Work

1. Students must hold a Bachelor degree from a regionally accredited undergraduate institution. Students cannot hold a Bachelor of Social Work degree as it would be a repeat of coursework and students entering the Master of Social Work program are not to repeat what has been achieved in their baccalaureate social work programs.
2. A grade-point average of a minimum of 3.0 (on a 4.0 scale). Anything below 3.0 will be accepted with specification as it stands in the current GCU policy.
3. Complete four short answer questions to be reviewed by the Social Work Admissions Committee.

Master of Social Work (Advanced Standing)

1. Students must hold a Bachelor of Social Work degree from a CSWE accredited program.
2. A grade-point average of a minimum of 3.0 (on a 4.0 scale). Anything below 3.0 will be accepted with specification as it stands in the current GCU policy.
3. Complete four short answer questions to be reviewed by the Social Work Admissions Committee.

Post-Master of Science in Counseling: Addiction Counseling Certificate

Post- Master of Science in Counseling: Childhood and Adolescence Disorders Certificate

Post-Master of Science in Counseling: Marriage and Family Therapy Certificate

Post-Master of Science in Counseling: Trauma Certificate

Students must possess a master's or doctorate degree in counseling, substance abuse counseling, clinical or counseling psychology, marriage and family therapy, behavioral health, mental health, social work, nursing, and/or psychiatry medicine.

College of Nursing and Health Care Professions

Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP)

Master of Science in Nursing: Family Nurse Practitioner (FNP)

1. Students must hold a Bachelor of Science in Nursing (BSN) degree from a CCNE/NLNAC or ACEN accredited program reflecting a cumulative grade point average of 3.0 or above (on a 4.0 scale) on a degree bearing transcript.
   OR
   Candidates who possess a bachelor's degree in a related field may apply if they have completed the bridge to MSN (excluding Nursing Concurrent Enrollment Program [NCEP] students).
2. Possess a current unencumbered, unrestricted license as a registered nurse (RN) or APRN certification in states where the APRN is an upgrade of the RN license resulting in only one license that is both an RN and an APRN license.
3. Students must submit a recent curriculum vitae (CV) listing all professional experience showing a minimum of two years full-time work experience as a Registered Nurse (RN) within the last two years, related to the area of specialization.
4. Students must submit a Letter of Intent

Final acceptance into the program will be determined by the College of Nursing and Health Care Professions Admissions Committee. An offer of admission will be valid for 12 months from the start date of the program. Applicants denied admission may reapply after 180 days.

The Advanced Practice Programs in the College of Nursing and Health Care Professions are designed for clinicians that have experience in direct patient care, defined as nursing care provided to individuals or families intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long term care, home health, community-based settings, and educational settings (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007). Please note that nurses who work in indirect patient care are not eligible for these programs. Indirect patient care refers to nursing decisions, actions, or interventions that are provided through or on behalf of individuals, families, or groups and while they may be responsible for nurses providing direct care, they do not provide direct care themselves, making them ineligible for the program (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007). Based on the purpose of these programs, students must be currently employed full-time in a health role or health outcomes role, and have documentation demonstrating experience serving in that role for the two years prior to application to the program.

- Students applying to the Family Nurse Practitioner program, must be currently employed full-time in direct patient care settings as mentioned above
- Students applying to the Acute Care Nurse Practitioner Program must be currently employed full-time in a hospital with at least one year of ICU, Adult ER, Progressive Care and/or Post-Operative experience.

Students must submit a recent curriculum vitae (CV) listing all professional experience. Students must remain employed full time until program start date.

Although it is possible for students to work full-time and remain in the program, based on the rigor and clinical requirements The College of Nursing and Health Care Professions strongly recommends that students reduce work hours in order to focus on the academic and clinical components of the program. Students who cannot meet the academic rigor of the courses, as well as prioritize time-demanding program requirements above all else, will likely have a difficult time meeting the requirements of the program.

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- A Post-Master applicant who holds a current, active, unencumbered license as a nurse practitioner (NP) who have been approved for transfer credit will be required to take the 3P exam at the time they apply for the APRN program. Exception: GCU Alumni who have graduated from an APRN program and passed the 3P exam within the last 5 years from the date of degree conference.
- A score of 67% or greater,results in progression to clinical with no other requirements.
- A score of less than 67%, will require enrollment in the NRC-634 remediation course, re-take of the 3P exam, and a passing score of 67% or greater before proceeding to the first clinical course.
- If the 2nd attempt in NRC-634 is a successful pass of 67% or higher, progression to clinical will occur with no other requirements.
- If the student fails the 2nd attempt, they will take a 16 week survey course as a non-degree student of NUR-631 (Advanced Pathophysiology) NUR-635 (Advanced Pharmacology), and NUR-634 (Advanced Physical Assessment) content.
- The 3rd attempt of the 3P exam will occur at the end of the survey course.
- Students who do not successfully pass the required 3P exam after three attempts will no longer be allowed to progress into any of the APRN programs. Students can transfer to a non-APRN program.

Addendum: APRN applicants are required to be fully accepted. APRN students cannot be accepted with specifications.

* Please refer to Programmatic Evaluation of Transfer Credit section program specific courses that are not transferrable

Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems

Master of Science in Nursing with an Emphasis in Public Health

Master of Business Administration and Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems

Master of Science in Nursing with an Emphasis in Health Care Informatics

Master of Science in Nursing with an Emphasis in Nursing Education

1. Students must hold a Bachelor of Science in Nursing (BSN) degree from a CCNE/NLNAC or ACEN accredited program reflecting a cumulative grade point average of 3.0 or above (on a 4.0 scale) on a degree bearing transcript.
   OR
   Candidates who possess a bachelor's degree in a related field may apply if they have completed the bridge to MSN (including Nursing Concurrent Enrollment Program [NCEP] students).
2. Possess a current unencumbered, unrestricted license as a registered nurse (RN) or ARNP certification in states where the ARNP is an upgrade of the RN license resulting in only one license that is both an RN and an ARNP license. .
   - Canadian province (excluding Quebec) where they are employed as an RN or NP.
     - Complete the MSN Canadian Nurse Verification Form
     - Meet the International Student Application Procedures

Master of Science in Health Care Administration

Upon evaluation of their official transcripts, students who have taken courses with equivalent content at the undergraduate level may waive one or more of the following MSHCA Foundational courses in the program of study: HCA-515, HLT-520, and HCA-530. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MSHCA Foundational courses.

Master of Science in Health Informatics

Upon evaluation of the official transcripts, students who have taken courses with equivalent content at the undergraduate level may be able to waive SYM-506. Only courses with equivalent content and earned grades of C or better will be allowed to waive SYM-506.

Master of Science in Health Care Informatics

Upon evaluation of their official transcripts, students who have taken courses with equivalent content at the undergraduate level may waive one or more of the following MHCI foundational courses in their program of study: HLT-520, HCA-515, and HCA-530. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MHCI foundational courses.

Post-Master of Science in Nursing with an Emphasis in Nursing Education Certificate

1. Students must hold a Master of Science in Nursing (MSN) degree from a CCNE/NLNAC or ACEN accredited program reflecting a cumulative grade point average of 3.0 or above (on a 4.0 scale) on a degree bearing transcript.
2. Possess a current unencumbered, unrestricted license as a registered nurse (RN) or ARNP certification in states where the ARNP is an upgrade of the RN license resulting in only one license that is both an RN and an ARNP license. .
   - Canadian province (excluding Quebec) where they are employed as an RN.
     - Complete the MSN Canadian Nurse Verification Form
     - Meet the International Student Application Procedures

Post-Master of Science in Nursing: Family Nurse Practitioner Certificate

Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate

1. Students must hold a Master of Science in Nursing (MSN) degree from a CCNE/NLNAC or ACEN accredited program reflecting a cumulative grade point average of 3.0 or above (on a 4.0 scale) on a degree bearing transcript.
2. Possess a current unencumbered, unrestricted license as a registered nurse (RN).
3. Students must submit a recent curriculum vitae (CV) listing all professional experience showing a minimum of two years full-time work experience as a Registered Nurse (RN) within the last two years, related to the area of specialization.
4. Students must submit a Letter of Intent.

Final acceptance into the program will be determined by the College of Nursing and Health Care Professions Admissions Committee. An offer of admission will be valid for 12 months from the start date of the program. Applicants denied admission may reapply after 180 days.

The Advanced Practice Programs in the College of Nursing and Health Care Professions are designed for clinicians that have experience in direct patient care, defined as nursing care provided to individuals or families intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long term care, home health, community-based settings, and educational settings (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007). Please note that nurses who

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work in indirect patient care are not eligible for these programs. Indirect patient care refers to nursing decisions, actions, or interventions that are provided through or on behalf of individuals, families, or groups and while they may be responsible for nurses providing direct care, they do not provide direct care themselves, making them ineligible for the program (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007). Based on the purpose of these programs, students must be currently employed full-time in a health role or health outcomes role, and have documentation demonstrating experience serving in that role for the two years prior to application to the program.

- Students applying to the Family Nurse Practitioner program, must be currently employed full-time in direct patient care settings as mentioned above
- Students applying to the Acute Care Nurse Practitioner Program must be currently employed full-time in a hospital with at least one year of ICU, Adult ER, Progressive Care and/or Post-Operative experience.

Students must submit a recent curriculum vitae (CV) listing all professional experience. Students must remain employed full time until program start date.

Although it is possible for students to work full-time and remain in the program, based on the rigor and clinical requirements The College of Nursing and Health Care Professions strongly recommends that students reduce work hours in order to focus on the academic and clinical components of the program. Students who cannot meet the academic rigor of the courses, as well as prioritize time-demanding program requirements above all else, will likely have a difficult time meeting the requirements of the program

College of Science, Engineering, and Technology

Master of Science in Biology with an Emphasis in Education

1. Undergraduate degree in Biology, Microbiology Physiology, Biochemistry, Cellular/Molecular Biology, or Genetics
   OR
   Undergraduate degree in Secondary Education with a specialization or emphasis in Biology
   OR
   Undergraduate degree and completion of 1 year of undergraduate General Biology.

Master of Science in Computer Science

Undergraduate or Graduate degree in Computer Science, Software Engineering, Computer Engineering, or Electrical Engineering
OR
Undergraduate or graduate degree in a non-technology field and GCU's Bridge to Master of Science in Computer Science

Master of Science in Chemistry with an Emphasis in Education

1. Undergraduate degree in Chemistry
   OR
   Undergraduate degree in Secondary Education with a specialization or emphasis in Chemistry
   OR
   Undergraduate degree and completion of 1 year of undergraduate Organic Chemistry and a course in Biochemistry.

Master of Science in Data Science

Undergraduate or Graduate degree in Computer Science, Statistics, Mathematics, Physics, or Engineering
OR
Undergraduate or graduate degree in a non-technology field and GCU's Bridge to Master of Science in Data Science

Master of Science in Forensic Science

Undergraduate in Forensic Science or another natural or physical science
OR
Undergraduate degree in any field with the following courses completed: 1 year of General Chemistry with lab, 1 year of Organic Chemistry with lab, 1 semester of Biochemistry with lab, 1 semester of General Biology focusing on cellular/molecular biology with lab, 1 semester of Anatomy & Physiology with lab, 1 semester of General Physics with lab, 1 semester of Statistics, and 1 semester of upper-division Genetics or Molecular/Cellular Biology.

Master of Science in Software Development

Undergraduate or Graduate degree in Computer Science, Computer Programming, Computer Information Systems, Software Engineering, Computer Engineering, Electrical Engineering, Advertising and Graphic Design, Applied Business Analytics, Applied Business Information systems, Business Information Systems, or Internet and Web Development.
OR
Undergraduate or graduate degree in a non-technology field and GCU's Bridge to Master of Science in Software Development.

Master of Science in Software Engineering

Undergraduate or Graduate degree in Software Engineering, Computer Engineering, or Computer Science.
OR
Undergraduate or graduate degree in a non-technology field and GCU's Bridge to Master of Science in Software Engineering.

College of Theology

All Programs

Grand Canyon Theological Seminary students are required to affirm GCU's Doctrinal and Ethical Positions Statements, the College of Theology's Covenant, and the College of Theology's Dispositional and Behavioral Standards. These documents serve to clarify and underscore the College's commitment to the essential doctrines of the Christian faith and its concern to exemplify these doctrines in life and ministry. Together, these documents outline the Covenantal Standards of the seminary community at GCU.

Students must complete this requirement by signing these documents within the application for their program of study. Students may be denied admission or removed from the program based on the following:

- Failure to affirm and align with the College of Theology's Covenantal Standards as outlined in the Doctrinal and Ethical Positions Statements, the College's Covenant, and/or the College's Dispositional and Behavioral Standards.
- Display of dispositions and/or behavior that do not align with the College's Covenantal Standards during the course of the admissions process or during the course of their time at the institution.
- A history of behavior that is contrary to the Covenantal Standards and unbecoming of a gospel minister.

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Post-Master of Arts in Theology: Introductory Biblical Languages Certificate

In order to be eligible for admission to the program, students must possess a Master of Arts degree in Christian Studies, Biblical Studies, Theological Studies or Christian Ministry or a Master of Divinity from an approved academic institution. Students will be admitted only on the basis of a completed degree in a designated are of theology (i.e. an acceptable and appropriate theological background at the graduate level).

Students who have completed a graduate or baccalaureate degree in Christian Studies, Biblical Studies, Theological Studies, Christian Ministry, or some other GCU-approved, theologically based program are able to waive the fundamental courses: BIB-501 and BIB-502.

Master of Arts in Christian Leadership

Master of Arts in Christian Ministry

Master of Arts in Youth and Family Ministry

Master of Arts in Urban Ministry

Students who have completed a graduate or baccalaureate degree in Christian Studies, Biblical Studies, Theological Studies, Christian Ministry, or some other GCU-approved, theologically based program are able to waive the fundamental courses: BIB-501 and BIB-502. This includes graduates from GCU's Bachelor of Arts in Worship Arts program.

Doctoral Admission Requirements

Applicants to the doctoral programs may be accepted for admission by meeting the full range of criteria for one of the options specified below.

Have earned a doctoral degree or GCU-approved post-master's program from a regionally accredited institution with a GPA of 3.4 or higher on the degree-bearing transcript. Applicants with a GPA less than 3.4 will be Accepted with Specifications.

OR

Have earned a master's degree from a regionally accredited institution with a GPA of 3.4 or higher in the degree on the degree-bearing transcript. Applicants with a GPA of 3.0 – 3.39 will be Accepted with Specifications. Applicants with a GPA below a 3.0 will not be accepted into the University.
AND
Submit a Letter of Intent of approximately 250 – 400 words. The Letter of Intent is designed to help learners begin their Doctoral Journey in a reflective and purposeful manner.

Doctoral Programmatic Admission Requirements

Some programs of study at Grand Canyon University require a higher GPA and/or other criteria to qualify for admission.

Students who do not meet outlined Programmatic Admission Requirements must file a University appeal in order for alternative coursework to be reviewed by the applicable College.

Doctor of Business Administration (DBA)

All entering DBA learners must have either:

1. MBA
2. Non-MBA masters' or doctoral degree including fundamental courses with a minimum 3.0 GPA, or a passing grade if the institution does not use a traditional A-F grading systems, in accounting, finance, marketing and statistics. At GCU these graduate level business fundamentals may be met by taking ACC-502, FIN-504, MKT-607, and SYM-506. Students must earn a minimum 3.0 GPA in each course. Students have the option to take an exam to fulfill this requirement. More information can be obtained through a Doctoral University Counselor. The business fundamental courses must be met prior to starting doctoral level courses.

Additionally, learners enrolling into the Data Analytics emphasis must also have a course on relational databases (such as SQL, MySQL, etc.) or an introductory course on database structures. This course can be graduate or undergraduate level. At GCU this may be met by taking MIS-605.

Doctor of Education in Organization Leadership with an Emphasis in Special Education

All students entering into the Doctor of Education in Organizational Leadership with an Emphasis in Special Education must have an undergraduate, graduate or doctoral degree in education to be admitted into the program.

Doctor of Nursing Practice (DNP)

1. Must hold a Master of Science in Nursing (MSN) degree from a CCNE/NLNAC, ACEN, a CNEA accredited program, or from an accredited, GCU-approved college, university, or program.
2. Possess a current unencumbered, unrestricted license as a registered nurse (RN) or ARNP certification in states where the ARNP is an upgrade of the RN license resulting in only one license that is both an RN and an ARNP license:
   - Canadian province (excluding Quebec), where they are employed as a RN.
     - Meet the International Student Application Procedures.

Doctor of Philosophy in Counselor Education and Supervision

All learners admitted to the PhD in Counselor Education and Supervision program:

1. Have graduated from an approved Council for Accreditation of Counseling and Related Educational Programs (CACREP) entry level institution OR
2. Have graduated from a program that meets the entry-level core curricular standards and professional practice standards requirements below:

Entry Level Core Curricular Requirements

- Professional Counseling Orientation and Ethical Practice
- Social and Cultural Diversity
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Human Growth and Development
- Assessment and Testing
- Research and Program Evaluation
- Career Development

Professional Practice Standards:

- A minimum of six (6) credit hours of supervised field experience in the specialty area

Appeals

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Applicants will be summarily submitted for University Appeals who do not meet requirements:

A. Applicants must show these courses in their Masters degrees, or appeal to CDS operations with the syllabi indicating content to fulfill these competencies
B. Applicants missing any core curricular or professional practice coursework from the above areas will need to take the missing courses before entry into the Counselor Education coursework. (These courses can be taken through the PhD CES Bridge program (or equivalent).

Non-Degree Program Admission Requirements

HS Dual Enrollment

Dual enrollment is an opportunity for high school students to take college courses in order to meet high school requirements. High school junior and senior students may enroll in college courses if they have a current, minimum un-weighted cumulative high-school GPA of 3.0. High school sophomore students may enroll in college courses if they demonstrate readiness to participate in college level coursework with a current, minimum un-weighted cumulative high-school GPA of 3.25.

Dual enrollment students must meet all course prerequisites.

High school students may take a maximum of 60 credits (up to 15 courses). Earned college credit may later be applied toward a degree program at Grand Canyon University if they apply and meet admission requirements as a baccalaureate degree student.

Students should consider their undergraduate or graduate degree and career goals when assessing dual enrollment courses, especially modality. For example, some undergraduate degrees have significant major requirements for which 60 credits of dual enrollment may not all apply. In other cases, some medical schools will not admit students who have taken courses online.

Continuing Education

The University offers Continuing Education courses designed specifically for teachers in a 6-week, 3-graduate credit format. These courses can be used for a variety of purposes; re-certification, salary scales, professional development, etc. but the student must check with their state and/or district to ensure transferability. Applications who wish to enroll in these courses must complete the Non-Degree Application. Non-degree seeking students may enroll in multiple courses. These courses will not transfer into a GCU degree program and will not be accepted for regular matriculation to the University.

Single Course

The University offers single-course registration to applicants who are not interested in enrolling in and completing a specific Program of Study.

1. Applicants who wish to enroll in either undergraduate or graduate courses must complete the Non-Degree Application.
2. Non-Degree seeking students may take a maximum of 24 credits (up to 6 courses). Exceptions to this policy require approval from the President, Provost or designee.
3. If additional credits are needed, students must enroll in a degree program.
4. Non-Degree seeking students may take up to two courses simultaneously.

College-level credit earned may later be applied toward a degree program, except CEU courses, at Grand Canyon University, provided the student applies for admission and is accepted to the University. Applications for admission will be evaluated on an individual basis. If non-degree seeking students wish to complete a specific program of study, they must complete the standard Application for Admission and fulfill, as appropriate, the Baccalaureate Admission Requirements or the Master Admission Requirements. Applications for admission will be evaluated on an individual basis. Students who reach 16 credits in a non-degree seeking status may be contacted and encouraged to apply for University matriculation and to enter a specified degree program.

Students who are enrolled in a Concurrent Enrollment Nursing Program must adhere to the contracted course walk. Students are not permitted to take single courses through the Non-Degree department while enrolled in Concurrent Enrollment Nursing program

Single Course(s) & Transfer Policy

The following licensed professional counselors and non-licensed, non-degree students may take up to 24 single course credits, however no more than 12 credits may be from the Master of Science in Clinical Mental Health Counseling (MSCMHC) or from the Master of Education in School Counseling (M.Ed.SC) program.

- Professional counselors currently licensed in good standing as a clinical mental health counselor, professional counselor, or school counselor
- Currently licensed professional counselors or individuals currently enrolled in a clinical mental health counseling, professional counseling, or a school counseling program at a regionally accredited university
- Currently enrolled students in a clinical mental health counseling, professional counseling, or a school counseling program at a regionally accredited university [However, graduate-level students enrolled in a program elsewhere cannot take any practicum or internship courses, unless they are a graduate of GCU's Master of Science in Clinical Mental Health Counseling, Master of Science in Professional Counseling, Master of Science in Christian Counseling (no emphasis), or Master of Education in School Counseling programs.]
- Non-licensed, non-degree seeking students may not take any CNL courses; however, they may take PCN-500, PCN-501, PCN-505 and PCN-520* and apply to transfer them to either the Master of Science in Clinical Mental Health Counseling or Master of Education in School Counseling programs if admitted.
- Graduate-level non-degree students cannot take any practicum or internship courses as a non-degree student, unless they are a graduate of a GCU counseling program.

Students are responsible for ensuring that single courses taken meet licensure, continuing education, or transfer requirements of their institution or state.

Individuals denied admission to the Master of Science in Clinical Mental Health Counseling (MSCMHC) or the Master of Education in School Counseling (M.Ed.SC) may not take single course counseling courses from these programs.

Licensed students who do not intend to apply to the Master of Science in Clinical Mental Health Counseling (MSCMHC) or the Master of Education in School Counseling (M.Ed.SC) may complete a maximum of 24 graduate counseling credits.

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*Note: PCN-520 is only transferable to the new program of study if it was completed with Grand Canyon University after November 1, 2016.

General Application Procedures

Although applicants may be conditionally accepted for admission based on incomplete records, final records are required in order to complete the admission file. In order to be considered for admission, all prospective students will need to remit the following:

1. Application for Admission: Prospective students must complete and sign the Application for Admission, and submit all requested information. Incomplete applications may be returned. Information and application forms are available on campus and on the Grand Canyon University Web site.
2. Official Transcript(s): Based on the degree level admission requirements. If applicants have completed coursework at an institution outside of the United States, they must have the work evaluated by an approved evaluation service selected by the University (see the section entitled Evaluation of Transfer Credit). If accepted, prospective students will need to submit a final transcript showing their graduation date.
3. Official Standardized Test Scores: If applicable

Admission Statuses

Conditionally Accepted

All applicants are conditionally accepted until proof of admissions eligibility is met, including applicable documentation. All applicants will remain in this status until they have attended their first course at GCU.

Accepted

Students have demonstrated their admissions eligibility and are fully accepted into the University.

Accepted with Specifications

Students who do not meet the admission requirements may be *Accepted with Specification* to Grand Canyon University.

- Nontraditional Undergraduate Students: Students will be enrolled into GCU's Foundational General Education Sequence including UNV 103 or UNV 303
- Traditional Students: Traditional campus students may be required to fulfill additional requirements, such as completing a *Traditional Student Agreement*. Traditional campus students will be able to enroll for Chapel credit during their probationary term.

If a student is Accepted with Specifications they must meet the following requirements based on their degree level and campus:

Baccalaureate students:

- Nontraditional students: Must earn a 2.0 enrollment GPA with Grand Canyon University after attempting 12 credits with the University.
- Traditional Students: Must earn a 2.0 enrollment GPA with Grand Canyon University after their first semester with GCU.

Graduate students (Masters level and Graduate Certificate degree programs):

- Nontraditional students: Must earn a 3.0 enrollment GPA with Grand Canyon University once a student has attempted 8 credits with the University.
- Traditional students: In the event a program is delivered exclusively on the ground traditional campus, they must earn a 3.0 overall cumulative GPA with Grand Canyon University after their first semester with GCU.

Doctoral Students:

- Nontraditional students: Must earn a 3.0 enrollment GPA with Grand Canyon University once a student has attempted 6 credits with the University.

The Office of Academic Records will review the student's record after the appropriate credits are attempted per degree level, and the student's school status will be changed to one of the following:

- Accepted: Occurs after achieving the minimum-standard 2.0 GPA
- Dismissed: Occurs after failing to achieve the minimum-standard 2.0 GPA

Students that fail to meet the 2.0 GPA requirement for undergraduates, or 3.0 for graduates and are active in a course when the student's record is reviewed will be administratively withdrawn (grade of AW) from the course and placed in Dismissed status. Students who receive an AW will be neither academically nor financially responsible for coursework they receive an AW in or coursework they registered to take in the future. Students may reapply to the University after 12 months of being out of attendance, but they must return their original program of study and original modality of enrollment. If the student wants to change modality of enrollment, this must be stated in their request for reinstatement. Students are strongly encouraged to demonstrate academic achievement while waiting for eligibility to apply for reinstatement to their degree program.

Deferred Admissions

Students who cannot provide sufficient admissions documentation will be deferred until complete and acceptable documentation is provided. Students currently attending a course will be permitted to complete the course but will not be registered for any additional coursework until officially admitted.

Denied

Students who do not meet the admission requirements of the University will not be accepted.

International Student Admission

International students may be citizens of the United States with foreign academic credentials or have entered the country on a lawful immigrant or nonimmigrant visa. The following details the requirements for international student admission.

International Student Application Procedures

In order to be considered for admission, international students must complete the Application for Admissions, which includes submitting the following:

1. Official Transcript(s)
   a. Secondary School: All international students must have completed, or be in the process of completing, a secondary school program that is equivalent to the 12th grade (high school) in the United States. An official evaluation of students' secondary school work, written in English, must be sent directly from a University-approved transcript evaluation service to the University. If an original document is not available, a certified copy will be accepted. Students

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who have not completed secondary school at the time of application must submit their official transcript evaluations upon graduation from the 12th-grade equivalent.

b. College and/or University: Official transcripts (written in English or translation, if not in English) of students' college or university work must be sent directly from the college or university to Grand Canyon University. If original documents are not available, certified copies will be accepted.

   GCU will consider three year international bachelor degrees for admission into graduate level programs. The acceptance of three year international bachelor degrees is contingent upon the students foreign credential evaluation (from a GCU approved evaluation agency). The evaluation must indicate: "That the degree prepares the student for graduate level studies" OR "Given the relatively high proportion of coursework completed in the major field of study, the foreign degree program has prepared this student to meet minimum graduate admission eligibility standards".

   If the evaluation indicates that the three year bachelor degree does not prepare the student for graduate level studies, the student must complete a degree equivalent to a US bachelor degree prior to entering a graduate program. The following countries will be considered for three year bachelor degrees: Bologna Process participating countries, Australia, Canada, New Zealand and India (Bachelor in Commerce ONLY).

c. University-approved Transcript Evaluations: In order to evaluate foreign credentials accurately and consistently, Grand Canyon University requires all international college or university transcripts to be evaluated by a University-approved evaluation service. Among others, University-approved evaluation services include those agencies that are members of or affiliated with the National Association of Credential Evaluation Services (NACES) and the American Association of Collegiate Registrars and Admission Officers (AACRAO). If the evaluation agency is unable to translate the transcripts into English, applicants may be able to obtain official translations at many consulates, embassies, or university language departments. Grand Canyon University will not award any transfer credit from foreign credentials without an evaluation from an approved evaluation service. The fee for evaluation is the responsibility of the student. All evaluations must have been evaluated by an approved agency within one year of the student's application date.

   The following is a list of approved agencies:
   - Arizona International Credential Evaluators (AZICE)
   - Academic and Professional International Evaluations, Inc. (APIE)
   - Academic Credentials Evaluation Institute, Inc. (ACEI)
   - American Education Research Corporation (AERC)
   - Educational Credential Evaluators, Inc. (ECE)
   - Educational Records Evaluations Service, Inc. (ERES)
   - Evaluation Service, Inc.
   - Foundation for International Services (FIS)
   - Foreign Credentials Services of America (FCSA)
   - Global Credential Evaluators (GCE)
   - Institute for International Credentials Evaluation at CSU Fresno (IICE)
   - International Consultants of Delaware, Inc. (ICD)
   - International Education Research Foundation, Inc. (IERF)
   - Lisano International: Foreign Educational Credential Evaluation (LI)
   - Joseph A. Silny Associates (JS&A)
   - World Education Services, Inc. (WES)

2. English Language Proficiency Documentation:
   a. Students who completed secondary school and/or received a diploma or degree from a post-secondary institution from the countries listed satisfy the English Language Proficiency admission requirement: Anguilla, Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British Virgin Islands, *Canada, Cayman Islands, Christmas Island, Cook Islands, Dominica, Fiji, Gambia, Ghana, Grenada, Guyana, **India, Ireland, Jamaica, Kenya, Kiribati, Liberia, Malawi, Malta, Marshall Islands, Mauritius, Micronesia, Namibia, New Zealand, Nigeria, Niue, Norfolk Island, Palau, Papua New Guinea, Philippines, Pitcairn Islands, Puerto Rico, Saint Kitts, and Nevis, Saint Lucia, Saint Vincent and Grenadines, Seychelles, Sierra Leone, Singapore, *South Africa, Swaziland, Tanzania, Trinidad and Tobago, Turks and Caicos Islands, Uganda, United Kingdom, United States, Vanuatu, Zambia and Zimbabwe. An applicant with credentials from outside of the USA is exempt from English Proficiency if they are a naturalized US citizen.

      *If French is noted on Canadian credentials or Afrikaans on South African credentials, the student must prove proficiency through testing.

      ** Healthcare programs in India are instructed with English as the sole medium of instruction.

      *** If a student submits multiple documents to satisfy the English Proficiency requirement, the English Proficiency Test Scores will supersede all other documents in making the admission decision.

   b. Students who have completed secondary school and/or received a diploma or degree from a post-secondary institution in a non-exemption country may obtain a letter on official letterhead indicating that "English was the medium of instruction in their program". The letter must be signed and dated by a recognized school official. If, on the international transcript evaluation performed for application, it is specified that the sole medium of instruction is English, a letter from the school is not necessary.

   c. Students who have not completed secondary school and/or received a diploma or degree from a post-secondary institution must have completed a minimum of 24 semester college level credits at a regionally accredited or GCU-approved institution and/or an international institution recognized by the Ministry of Education or other acceptable government agency and have a minimum GPA of 2.75 from an institution whose sole medium of instruction is English. The language-proficiency requirement cannot be satisfied through experience in English learning programs at other schools.

3. English Language Proficiency Scores: If English is not the native language of prospective students, their score reports for a language proficiency test must be sent directly to Grand Canyon University from the testing center. The table below specifies minimum scores to be considered for admission to

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various programs.

GCU accepts the following forms of language assessment:

- Test of English as a Foreign Language (TOEFL)
- Test of English for International Communication (TOEIC)
- International English Language Testing System (IELTS)
- Berlitz Language Evaluation
- Duolingo

Minimum Scores			
Scores Required by Program	General Undergrad Programs	Undergrad Education, Nursing & General Graduate Programs	Graduate Education, Business & Nursing Programs
Test Type	I	II	III
TOEFL Paper-based	500	550	575
TOEFL Computer-based	173	213	233
TOEFL Internet-based	61	79	90
TOEIC	625	750	815
IELTS	6	6	7
Berlitz Computer-based	74	81	85
Duolingo	90	100	110

ACT and SAT Scores: GCU does not require scores from these tests for international students; however, international athletes may be required to submit scores.

F-1 Student Application Procedure

F-1 student applicants are required to submit additional documentation to the International Student Coordinator in order to obtain the Certificate of Eligibility for Nonimmigrant (F-1) Student Status – For Academic and Language Students, also known as an I-20. These international students are attending courses on the traditional campus or courses at an off-site location.

Documents required for the I-20 include:

- Copy of Passport (valid within 6 months)
- International Student Application
- Confidential Financial Statement
- Affidavit of Sponsor (if applicable)
- Evidence of financial responsibility, not older than 6 months, such as official award letters for scholarships and fellowships and for personal or family funds evidence, which should be on bank letterhead stationery, or in the form of a legally binding affidavit.
- GCU reserves the right to ask for a $6,000 refundable deposit from applicants before an I-20 will be issued. A refund will be granted only if the visa is denied and evidence of denial is provided to the CIE.
- Application for campus housing is a separate procedure from admission. If prospective students plan to live on campus, they should contact the Office of Residence Life.

Limitation on attempts for an F-1 Visa

The I-20 is used to apply for an F-1 visa at a U.S. embassy or consulate. The decision to award a visa is up the consulate officer. Should a GCU applicant be denied a visa, the applicant may re-apply and a new I-20 will be issued if applicable and at the discretion of the Designated School Official.It is the responsibility of the applicant to notify the Designated School Official of each visa attempt. The applicant may receive up to three total visa denials. GCU will not support any more than three failed attempts for an F-1 visa. Regardless of time elapsed or change of circumstances, GCU will not support any more than three failed attempts for an F-1 Visa. Upon notification of three visa denials, the applicant is no longer eligible to continue pursuing on-ground enrollment at GCU through the F-1 Visa..

Citizenship/Visas/Permanent Residents

Grand Canyon University does not require U.S. citizenship or residence within the U.S. as prerequisites for admission. The following groups of students are eligible for admission to Grand Canyon University accepts the following students as “eligible non-citizens.”

- Non-citizen National: United States national is a person born in or having ties with "an outlying possession of the United States", including Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, and the North Mariana Islands which is as of 2005, only American Samoa and Swains Island. U.S. Nationals are allowed to work and reside anywhere in the U.S. without restrictions and will carry a U.S. passport noting their status as national.
- Permanent Resident: United States lawful permanent residency are commonly known as “green card holders”. They are authorized to live and work in the U.S.United States of America on a permanent basis. A U.S. lawful permanent resident must maintain permanent resident status, and can be removed from the if certain conditions of this status are not met.
- Asylee/Refugee: Refugee status or asylum may be granted to people who have been persecuted or fear they will be persecuted on account of race, religion, nationality, and/or membership in a particular social group or political opinion. They are allowed to live and work, and study, in the U.S. until their cases are concluded. At that point, they will either become U.S. lawful permanent residents, or they will be required to leave the U.S.
- Employment Authorization Cards or Document (EAC or EAD): Employment Authorization Cards or Documents do not confer an immigration status by themselves. Rather, they are employment authorization based a variety of immigration statuses. Virtually all individuals in possession of an EAC or EAD will be eligible to study; however, the card itself should not be factor in determining eligibility.
- Eligible Visa Status: Students with any of the following valid United States Visas are eligible for entry.

Valid United States Visas	
A-1	N
A-2	O-1**
B-1 (avocational or recreational)	O-2**
B-2 (avocational or recreational)	O-3
E-1**	P-1**

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Valid United States Visas	
E-2**	P-2**
E-3**	P-3**
F-1 (GROUND ORIGINATION – not online)	P-4
F-2 (avocational or recreational)	Q-1**
G-1	Q-2**
G-2	Q-3
G-3	R-1**
G-4	R-2
G-5	S-5
H-1B**	S-6
H-1B1**	S-7
H-1C	T-1
H-2A**	T-2
H-2B**	T-3
H-3**	T-4
H-4	TD
I**	TN**
J-1**	U-1
J-2	U-2

Valid United States Visas	
K-1	U-3
K-2	U-4
K-3	U-5
K-4	V-1
L-1A**	V-2
L-1B**	V-3
L-2	Adjustment of Status**

*/A is reserved for undocumented persons residing in the USA attending the GCU Main Campus or non-US Citizens residing outside of the USA and attending GCU via the online modality.

** These visas are primarily work visas. They are allowed to attend school, even fulltime, so long as work remains the primary purpose for being in the US. While this is not per se an issue for GCU, most visa holders are unaware of the restriction and should be alerted to the potential loss of the visa.

*** Individuals switching from a visa to Lawful Permanent Resident are in a process called Adjustment of Status. The Adjustment of Status process supersedes any underlying visa category.

Licensure Programs

Online Students

Programs which contain practicum, internship or student teaching that lead to licensure are not eligible for enrollment outside of the USA.

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General Academic Regulations

This section of the Grand Canyon University Policy Handbook contains general academic policies intended to assure a consistent, high quality educational environment for GCU students and to reflect that quality to accrediting agencies, state licensing/certifying agencies, individuals and groups who provide scholarships or otherwise support the University, graduate schools, and potential employers of GCU graduates. The University has no right to change policies or procedures of another organization for which it is merely acting as an agent.

Students are responsible for following all applicable University policies and procedures. Students should note some Programs of Study have specific policies in addition to general University policy. A careful review of policies and other requirements for a given program is strongly recommended. All policies and procedures herein apply to undergraduate, graduate and doctoral students unless explicitly stated otherwise. Please contact your University Counselor or Student Services Counselor for clarification and details. Oral or written inquires and requests are accepted, but a written message takes precedence over any oral message in the event of conflicting information.

Official Student Communication

Grand Canyon University recognizes the need for multiple channels of communication in order to provide essential information to students in the most appropriate and effective format. To that end, students may receive official communication from the University in a variety of ways, including but not limited to, electronic documents via the Student Portal, postal mail, preferred e-mail, and Grand Canyon University e-mail. Upon enrollment, all students receive a Grand Canyon University e-mail address, and students are expected to frequently check their Grand Canyon University e-mail, as well as any other preferred e-mail address provided, to ensure University communications are reviewed in a timely manner. It is the student's responsibility to ensure their communication preferences are updated in the Student Portal.

Official Name Change

Students who would like to change their legal name need to submit two forms of government-issued identification to their Student Services Counselor (SSA).

Preferred First Name

When possible, the University may provide students the ability to use a preferred first name in University systems. While GCU will try to respect the first name the student prefers, GCU reserves the right to approve the preferred first name. Students trying to use a preferred first name that is inappropriate in an educational environment will revert to using the legal name on file.

Change of Address Notification

If a student is considering a move, or has moved to another state while enrolled, the student must contact a Student Services Counselor immediately to determine whether the student's current Program of Study is available in that state. Additionally, if the student is enrolled in a program leading to licensure, it must be determined whether it is possible for the student to complete the program in the new state, before incurring any/additional course charges. It is expected that students will conduct all field placements, practicum, or student teaching within the state in which they reside at the time of enrollment. Students who plan to conduct field placements, practicum, or student teaching outside of their home state must disclose this to their Student Services Counselor.

Academic Calendar

Nontraditional (Online, Evening-Satellite and Evening-Campus) Students

Grand Canyon University offers online and offsite courses in a sequential, non-term modality. Courses start on a regular basis, with undergraduate courses starting on Monday, graduate/doctoral courses starting on Thursday.

The academic calendar year is defined as a minimum of 24 earned credits and 30 instructional weeks for undergraduate programs; 16 earned credits and 32 instructional weeks; 12 earned credits and 32 instructional weeks for doctoral programs.

Students are required to adhere to the classroom posting required and complete assignments within the required timeframe. Please see the Class Attendance and Participation section of the University Policy Handbook.

Students must maintain continuous enrollment in their programs. If students have a need to interrupt their course enrollment, they must contact their Student Services Counselor for options available to them.

Traditional Campus Students

Students attending Grand Canyon University's main campus attend school in three semesters; with traditional semesters of May (summer), September (fall), and January (spring) semester starts. Refer to the Academic Calendar for specific semester dates.

Classification of Students and Courses

Grand Canyon University complies with Department of Education credit hour definitions when designing and designating credits to courses per Federal Register 75 FR 66832 final regulations:

Credit hour: Except as provided in 34 CFR 668.8(k) and (1) a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one of the following-

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks or one semester or trimester hour of credit, or ten to twelve 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 in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work,

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internships, practicums, studio work, and other academic work leading to the award of credit hours.

The unofficial and official transcript reflects all coursework attempted or completed (including grades earned, dropped courses, retakes, and failures) with Grand Canyon University. Transfer credit applied to the student's GCU record will be transcribed on their unofficial and official transcript, but the grade earned from the other institution will not be reflected on the transcript or calculated in the GCU GPA.

The University's definition of credit hour and the policy by which courses are generally assigned credit is as follows:

Credit Hours			
Credit(s)	**Seat Time* (Hours)**	**Out of Class Work**	**Total Hours Required In&Out of Class Activity****
1	15	30	45
2	30	60	90
3	45	90	135
4	60	120	180

Total Instructional Time		
Credit(s)	**Total Instructional Time in minutes (Carnegie 50 minutes = 1 seat hour)**	**Total Instructional Time in hours (Carnegie 50 minutes = 1 hour)**
1	750	12.5
2	1500	25
3	2250	37.5
4	3000	50

Weekly Instructional Time (Hours)				
Credit(s)	**Instructional Time/Week in a 5 week course**	**Instructional Time/Week in a 7 week course**	**Instructional Time/Week in a 8 week course**	**Instructional Time/Week in a 15 week course**
1	2.5	1.8	1.6	0.8
2	5	3.6	3.1	1.7
3	7.8	5.4	4.7	2.5
4	10	7.1	6.3	3.3

*Seat Time can be scheduled in-class time; calculated using DQs, faculty feedback, and participation; or a combination of these items.

**A minimum of 45 hours per credit hour may be achieved via a combination of Seat Time and Out of Class Work, e.g. labs.

Student Classification Based on Credits

- Freshmen are students who have not yet completed 24 credit hours.
- Sophomores are students who have completed 24 to 47 credit hours.
- Juniors and seniors are students who have completed a minimum of 48 credit hours.
- Fifth Year Students are students who have completed a bachelor's degree from an accredited, GCU-approved college, university, or program and are accepted for a program of specified upper division courses to secure standard teacher certification.
- Second Degree Students are students who have completed a bachelor's degree from a regionally or nationally accredited institution and are completing the requirements for a second bachelor's degree.
- Graduate Students are students who have completed a bachelor's degree from an accredited, GCU-approved institution and have been admitted into the graduate program.
- Non-Degree Seeking Students are students who are not working toward a degree and/or are not placed in a classification.

Academic Definition of Full-Time Status

Nontraditional Students

Nontraditional undergraduate students must complete 24 credits during their academic year to be considered full-time.

Nontraditional graduate students who started their program prior to July 5, 2012 and all doctoral students must complete 12 credits during the academic year to be considered full-time. All nontraditional graduate students who start their program on or after July 5, 2012, must complete 16 credits during the academic year to be considered full-time. Students are also subject to the Program of Study, Course Availability, and Cancellation Policy.

Traditional Campus Students

Undergraduate students must enroll in a minimum of 12 credit hours in the Fall and Spring semesters. Undergraduate students will be considered full-time if they enroll in 6 credits in the Summer Session A or B, or 12 credits over the entire Summer semester. Graduate students who are enrolled in 16 or more credits during an academic year are considered full-time. Academic status may differ from financial aid status eligibility for funding. Please see the Financial Aid section of the University Policy Handbook for details.

Per federal regulations, International (F-1) students are required to pursue a full course of study. During the Fall and Spring semester, the minimum for an undergraduate is 12 credits per semester and one online class may be taken to satisfy the 12 credit minimum. If the Summer semester is your first semester at GCU and a summer start date is on your I-20, then you must enroll for 6 credits in Session A or B, or 12 credits over the entire Summer semester to be considered a full-time student. The minimum for a graduate student's full course of study follows general campus policy noted above and is verified by the International Student Coordinator.

To enroll in courses, a student must contact their University Counselor (new students) or their Student Services Counselor (current students).

Overload Policy

Due to course time requirements, students are limited to 2 courses at one time. Students who want to take more than 2 need to file an appeal and demonstrate an ability to commit 45 hours of time per credit. Students will not be approved to take more than 3 courses at any time.

Nontraditional Students

Students may request to take more than one course concurrently, if they meet the following:

Baccalaureate students must complete at least 12 credits at Grand Canyon within their current Program of Study and meet one of the criteria below:

- Cumulative GPA is 3.0 or better in the current Program of Study.
- Earned associate degree or 60 applied transfer credits with a cumulative GPA of 3.0 or better evidenced by received and applied transcripts BEFORE starting a program.

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- GCU Alumni student with a cumulative GPA of 3.0 or better in graduated enrollment.

Master students must complete at least 6 credits at Grand Canyon within their current Program of Study and meet one of the criteria below:

- Cumulative GPA is 3.5 or better in the current Program of Study.
- GCU Alumni undergraduate student with a cumulative GPA of 3.5 or better in graduated enrollment.
- Earned master's or doctoral degree.
- Any program of study where the students must complete corequisites as designated by the curriculum.

Doctoral learners may double up on courses if they meet the following conditions:

- They have a programmatic GPA of 3.5 or higher
- They follow all pre-req requirements
- They are not in Admitted with Specifications status
- The class is available and running

Concurrent enrollment at Residency with one online course is the exception. These limitations do not apply to Doctor of Nursing Practice learners.

Taking concurrent courses can change a student's academic year, and thus, payment periods. To enroll in concurrent courses, students must be financially cleared by their Student Services Counselor prior to starting those courses. A secondary payment method may be required.

Overload Policy Exemptions

- Students cannot take courses concurrently with student teaching, PCN-622, or PCN-662A-D.
- Undergraduate students in the College of Nursing and Health Care Professions must take theory and clinical coursework concurrently in the sequence indicated for their program of study. Graduate students in the College of Nursing and Health Care Professions enrolled in APRN programs must take theory and clinical coursework concurrently as prescribed by the plan of study. Students in Non-APRN or non-Nursing programs enrolled in clinical coursework or courses with field experiences may not take more than one course during these placements.
- Master of Divinity seminary students participating in the evening course option will may be exempt from this policy.
- Master of Divinity students may be concurrently enrolled at Residency with one online course.

Traditional Campus Students

To enroll in more than 20 credits per semester, undergraduate students must possess a GPA of 3.0 and file an official appeal that is approved by the Office of Academic Compliance.

Course Classification Based on Course Number

Courses are numbered from 000 to 999. The course numbering system is as follows:

- 000-099 are remedial courses designed for students with deficiencies in specific content areas. Credits earned for these courses cannot be applied toward a degree program.
- 100-299 are lower division, undergraduate courses.
- 300-499 are upper division undergraduate courses.
- 500-699 are graduate level courses.
- 700-999 are doctoral level courses.
- 5000-5999 are continuing education courses.

Course Length

The University offers courses that are typically 4 to 15 weeks in length. The course length is determined by the Program of Study and/or format in which the course is taken.

- Online courses are typically 5, 7, or 8 weeks in length.
- Traditional Campus courses are typically 15 weeks in length.

Program of Study, Course Availability, and Cancellation

A Program of Study (POS) defines the courses required for a particular degree. If the University cancels a POS and/or courses, the University will use the following guidelines for program completion.

If a major or degree is fully retired, and if a student had no breaks in enrollment except those defined/documented by the Leave of Absence Policy and Procedure, Baccalaureate and Masters students will have 2 years to complete the Program of Study under the Catalog of Record, defined as the Academic Catalog published in the academic year and edition (Fall, Spring, or Summer) under which the student enrolled. Doctoral students will have 3 years to reach the 900 course series in their Program of Study. This applies unless state or federal law and/or accrediting bodies mandate POS and/or course changes.

In all cases that a course is retired, students will enroll in the course equivalency or a substituted course. In all cases where a student chooses to change the program of study, the student will always be required to enroll in the most current version of that program, which may change the student's catalog of record.

Nontraditional Students

- For all students who have gone out of attendance, it must be determined that the program is still available in the student's location. In the event the program is no longer available in the student's location, the student must select an eligible program of study.
- If a student has been out of attendance up to and including 180 days, they are permitted to stay in their initial program version even if the program has been revised. In this scenario, the student is permitted to update their program version to the newest program version but is not required to do so. If the student does update to the newest program version, they will not be permitted to go back to their initial program version. The student may be subject to course substitutions even if they stay in their initial program version, due to course availability.
- If the student is out of attendance greater than 180 days and the student's program of study has been revised, the student must update to the current version of the program or choose a different active program.
- Students in a program of study with a student teaching component are eligible for an exception to the above policy. In the event a student is out of attendance greater than 180 days, but less than a year with only student teaching remaining, they will be permitted to return to their initial program version.
- In the event a student is in a program of study with a student teaching component and they do not qualify for the above exception, the student may submit a University Appeal to be considered for re-entry into their initial program version. The College of Education will review the appeal with the following considerations:
  - The student's rationale for time away from the academic program,

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- academic program eligibility for Institutional Recommendation,
- academic standing, including academic holds,
- all remaining coursework or coursework substitutions,
- current/valid fingerprint clearance

- Students in non-licensure programs with two or fewer program major courses remaining in their degree program are also eligible for an exception to the above policy. In the event a student is out of attendance greater than 180 days they will be permitted to return to their initial program version. The student may be subject to course substitutions even if they stay in their initial program version, due to course availability.
- For licensure programs, outside of Teacher Preparation programs, students should adhere to college specific policies.
- In the event that a retired licensure program version is no longer in compliance with state regulations or certification requirements, all students currently enrolled in the retired licensure program may need to sign a new Enrollment Agreement and move to the most current program version.

Traditional Campus Students

In order to remain in the current program of study, students must remain continuously enrolled. If students are out longer than one traditional term (either Fall or Spring) then the student will be required to enroll in the newest version of the program of study, if one is available.

- In the event that a retired licensure program version is no longer in compliance with state regulations or certification requirements, all students currently enrolled in the retired licensure program may need to sign a new Enrollment Agreement and move to the most current program version.

Course and Program Availability

Students transferring to GCU from another educational institution, and GCU students transferring programs within the institution, are subject to course and section availability. GCU believes that sufficient interaction between students and faculty is an important part of the learning experience. Therefore, if a course section has too few students to support student learning, it may be cancelled. Additionally, if a student has a large number of transfer credits and enrolls in a new program and courses are not available, students may be required to take a different course needed in the program of study or will be subject to breaks in attendance until the course is available. Nontraditional students should reference the Leave of Absence – Nontraditional policy for additional information.

Student Teaching Removal

If a student is in a graduate level program with a student teaching component and they wish to remove the student teaching component from their degree form, they will need to change their program of study to the Does Not Lead to Initial Teacher Licensure program of study for the same version they were initially enrolled in.

In order to be eligible for this program of study change, the student must meet all programmatic requirements for graduation, including: minimum GPA, all content/credits successfully completed, and be financially eligible to graduate (no outstanding balance or hold and completion of graduation application).

Programs without a student teaching component are not intended to lead to certificates, endorsements, salary upgrades or pay increases in other states. Grand Canyon University cannot guarantee that this program will lead to a certificate, endorsement, certificate upgrade or pay increase in the student's state of residence.

By making this change, the student understands that an Institutional Recommendation will not be completed by Grand Canyon University and the student may not be able to obtain licensure.

Students have the option to return to Grand Canyon University to complete student teaching at a later date. However, if the student choses to return to complete student teaching, they will enroll as a non-degree seeking student. Completion of student teaching as a non-degree seeking student does not guarantee teacher certification. Students who enroll into student teaching as a non-degree seeking student are responsible for checking with their state's Department of Education to verify if certification is possible through this route. Non-degree seeking students are not eligible for financial aid and will be responsible for the tuition of this experience. Grand Canyon University will not complete the Institutional Recommendation for students who chose to return to take student teaching because the Institutional Recommendation can only be completed for students who complete student teaching within their program of study.

Military Reenrollment

Grand Canyon University complies with the Higher Education Opportunity Act of 2008 requirements for readmission of service members. Students who are out of attendance greater than 180 days for qualified military service reasons may be able to return to their degree program without updating to the most current Academic Catalog. Students need to contact their military Enrollment, Academic or Student Services Counselor if they discontinued enrollment due to military service.

Registration Policy

Continuous Registration

Upon application to the University, all applicants sign an Enrollment Agreement in which they attest to understanding the Program of Study requirements. This document acknowledges that most programs follow a course sequence and the student will be continuously enrolled and scheduled through the duration of their program unless they formally request to change their enrollment status. With the submission of this signed document, applicants are then registered into their chosen Program of Study.

Students are granted 8 weeks from the program's start date to provide their official transcripts from the prior degree-granting institution (whether high school, associate, or baccalaureate degree) to gain admittance into the University. If this official documentation is not provided prior to the end of the 8-week period, students may not be allowed to continue forward into subsequent courses. Once the Office of Academic Records can confirm admissibility the student will be officially accepted to the University and will be allowed to continue registration.

Students remain continuously enrolled throughout their program. If a student needs to make an adjustment to their course schedule or modify their enrollment status, the student will need to contact their Student Services Counselor. Those using Federal Financial Aid (Title IV) must speak to their Student Services Counselor prior to making the change and if the change is made, will need to adhere to the Leave of Absence policies as outlined in this handbook.

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First Course Completion Policy

Nontraditional Students

Grand Canyon University believes the foundational skills and experiences learned in the first course of the undergraduate, graduate or doctoral program is imperative to student success.

Therefore, if a student fails or withdraws from one of these courses, the student will be withdrawn from any currently enrolled course and re-enrolled into this course.

If a student fails or withdrawals this course after the second attempt, the student will be dismissed from the University. Additionally, if the student fails or withdraws from their first course, then passes this course and subsequently fails the next course taken, the student will also be dismissed from the University for not meeting the academic requirements for progression.

Students who are withdrawn from the University will be neither academically nor financially responsible for any future courses for which they may have been pre-registered and may reapply in 12 months for reconsideration.

Class Presence

Grand Canyon University believes that students are primarily responsible for their attendance in the classroom.

Traditional Campus Classrooms

All traditional campus students must post at least one message in the learning management system within the first week of the class start date in addition to being present at all face to face class meetings.

Online Classrooms

An online week for undergraduate students is Monday through Sunday and for graduate students is Thursday through Wednesday.

Grand Canyon University requires all students enrolled in an online course to attend every week. Attendance is marked each day in which a student participates in activity in the online classroom. If a student is out of attendance for more than fourteen (14) consecutive days, the University will process a withdrawal based on the last day of attendance..

Cohort Classrooms (Campus and Satellite Locations)

Courses offered in the face-to-face, evening cohort programs for undergraduate and graduate students are designed as concentrated seminars with attendance being a prerequisite for student learning. Students are expected to act professionally and regular class attendance is one reflection of that commitment. Recognizing that occasional unavoidable absences may occur, students must notify the instructor in advance. If a face-to-face class absence (or partial absence) is necessary, the following guidelines apply:

- Partial Absence: At the course instructor's discretion, partial attendance may result in a deduction of participation points.
- One Absence: One class absence will result in the loss of participation points and, in-class activity points if applicable.
- An absence (or partial absence) does not preclude students from completing assignments as expected or according to completion timelines.

Multiple Absences:

- Courses that are 12 or fewer weeks: For courses that are 12 or fewer weeks, absences from two or more classes (consecutive or non-consecutive) in a course will result in being withdrawn from the course and a grade of "W" if they occur in any week prior to the last two weeks. Students in a course that is 12 weeks or less and who have their second absence during the last two weeks of the course, can no longer earn points for assignments due that week and beyond after the second absence. They will earn the grade based on their academic performance for the full point allotment of the course. Faculty will assign a letter grade of A through F. Students are required to follow the Course Drop Policy.
- 16 week courses: For courses that are 16 weeks, absences from four or more classes (consecutive or non-consecutive) in a course will result in being withdrawn from the course and a grade of "W" if they occur in any week prior to the last four weeks. Students in a 16 week course who have their fourth absence during the last four weeks of the course can no longer earn points for assignments due that week and beyond, after the fourth absence. They will earn the grade based on their academic performance for the full point allotment of the course. Faculty will assign a letter grade of A through F. Students are required to follow the Course Drop Policy.

Residency Classrooms (Campus and Satellite Locations)

College of Doctoral Studies:

In addition to standard online attendance policy for the online portion of the Residency, doctoral students are expected to be present during all sessions of the face-to-face classroom experience during Residency. The Residency classroom time schedule is divided into eight half-day sessions – one on Monday afternoon, two on Tuesday, Wednesday, and Thursday, and one on Friday morning.

- Partial Absence: At the course instructor's discretion, partial attendance may result in a deduction of points if applicable.
- One Absence: One session absence will result in the loss of points if applicable.

An absence (or partial absence) does not preclude students from completing assignments as expected or according to completion timelines.

- Multiple Absences: Students who are absent from two or more consecutive or non-consecutive sessions in a residency can no longer earn points for assignments due that day and beyond after the second absence. They will earn the grade based on their academic performance for the full point allotment of the course. Faculty will assign a letter grade of A through F. Students are required to follow the Course Drop Policy.

College of Theology:

Residency Attendance

Master of Divinity (MDiv) students are required to attend Residencies as part of their program of study for their degree program. In addition to online requirements, MDiv Residencies entail a residential component that is 5 days in length. Because this arrangement represents a limited amount of class time in comparison with traditional classes, attendance at each residential session is expected. Unexcused absences are not acceptable and will result in a significant deduction of points for each contact hour a student misses. A student who misses 5 contact hours or more automatically fails the Residency. Students who miss less than 5 contact hours will incur the following penalties based on the number of hours missed:

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- 1 hour: 10% deduction in final grade
- 2 hours: 15% deduction in final grade
- 3 hours: 20% deduction in final grade
- 4 hours: 25% deduction in final grade

A student who is forced to miss one or more sessions for reasons beyond his or her control may request an excused absence but all excused absences are subject to approval by the Dean or a designee. An excused absence is defined as an absence will only be granted for unforeseen reasons beyond the student's control such as a death in one's immediate family, a documented personal illness, natural disaster, or airline delays. A scheduling conflict, even if ministry-related, does not constitute an emergency and cannot be excused. Students who foresee a conflict with scheduling are encouraged to register for an alternative Residency in order to avoid the possibility of penalty or failure. An absence may only be excused provided that the student communicates the need for an excuse as soon as the need arises and provides appropriate documentation for such absences when possible.

Residency Completion Requirements

Three courses within the MDiv program are only offered in residency and students must complete all three courses to graduate. Residency courses are identified by course description within the program of study and should be completed in the order they appear within the course walk. Current residency requirements are as follows:

- Residency 1: Christian Worldview and Mission (INT-525)
- Residency 2: Pastoral Theology (HTH-611)
- Residency 3: Christ-Centered Preaching (MIN-601)

In order to ensure that students make satisfactory progress through the MDiv program and complete required Residencies in a timely manner, students cannot continue in the program beyond specified credit hour limits without completing required Residency courses. This requirement should also reduce the number of students required to complete multiple Residency courses during a single year. Preferred credit hour ranges and maximum credit hours for the completion of each residency course are as follows:

Residency 1:

- 14-26 credits is the preferred range
- 34 credits is the maximum (students cannot continue after 34 hours without completing Residency 1)

Residency 2:

- 30-50 credits is the preferred range
- 58 credits is the maximum (student cannot continue after 58 hours without completing Residency 2)

Residency 3:

- 54-68 credits is the preferred range
- 78 credits is the maximum (Residency 3 must be completed to complete program)

College of Nursing and Health Care Professions:

On-Campus Experience Attendance Policy

Advanced Practice Registered Nurse (APRN) students are required to attend both scheduled On-Campus Experiences, and successfully complete all requirements including, but not limited to, skills practice, skills check-off and lecture. The On-Campus Experiences may occur on any day of the week (Sunday-Saturday).

Required attendance:

- Must be physically present each day.
- Must participate each day from scheduled start to finish time.

Failure to attend any portion of the On-Campus Experience will result in an automatic course failure. Students will be required to repeat the course and the On-Campus Experience associated with the course to progress in their program of study.

All On-Campus Experiences must be fulfilled as a graduation requirement.

Absence Verification Policy (Traditional Campus Only)

When students see a provider for illness, students must submit documentation to the Student Disability Services Office for verification, as a service to faculty. Provider documentation will be verified from the day seen, going forward, and may not be considered retroactively. Documentation must be submitted within 2 weeks from the first missed class and include date seen, dates excused, the signature of the provider, and list any specific restrictions. Please note that providing false, forged, altered, or invented information to the University is a violation of the Code of Conduct and will be sent to Code of Conduct for review.

Faculty make the determination of whether an absence is considered excused or unexcused based on the verification process. Absences are subject to course specific policies. The faculty member will determine if any missed points may be made up, including participation.

If students have a medical need to miss more than 5 days, they may be referred to the Steps to Accommodations process as outlined in the University Policy Handbook for requesting accommodations.

Prescheduled appointments do not qualify under this policy, and students should schedule appointments outside of their class time, as tests, exams, quizzes, etc. cannot be made up.

Academic Engagement

Grand Canyon University defines active engagement as an instructional activity related to the student's course of study, in accordance with accreditation and state standards. These activities are assigned by the institution as a part of the curriculum, in conjunction with faculty as a part of instruction. There are many actions that students and faculty engage in together, that support academic engagement:

- Activities with interaction between faculty and students- Attending a synchronous or asynchronous: class, lecture, recitation, field experience, laboratory activity. Since all students, both ground and online use the learning management system to support the academic classroom, posting in any discussion in which faculty and students interact and engage equates to the same activity occurring in a face-to-face classroom.
- Activities by students: Attending a synchronous or asynchronous: Submitting an academic assignment, taking an assessment or an exam; participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction; participating in a study group, group project, or an online discussion, when any of the preceding are assigned by the institution.

Since the curriculum is designed by GCU, activities assigned by GCU or faculty are defined as academic engagement. Students wishing to cease attendance should refer to the Withdrawal Policy.

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Class Participation

Participating in classroom discussion is paramount to the learning experience. Participating in the weekly discussions allows students and instructors to share experiences, investigate complicated subject matter, share expertise, and examine the content from new perspectives. The qualitative participation requirements are:

- Follow-up responses to classmates' initial answers or responses that integrate course theories with a practical application of the subject, offering a personal observation or experience, or referencing real-world examples, current events, or presenting current research on the topic.
- Classroom interaction demonstrating deeper or broader thoughts beyond rephrasing what the textbook has presented on the topic.
- Responses encouraging further discussion and ongoing dialogue with other students and the instructor in the class.
- Asking additional, relevant questions about the week's topic.
- Communications that are presented in a professional and supportive manner, and with respectful tone.

Traditional Campus Classrooms

In addition to the qualitative requirements, each instructor will provide the specific, in-class, quantitative participation requirements.

Online Classrooms (Undergraduate and Graduate)

Participation can be earned only by posting substantive, quality messages to fellow classmates and the instructor in the main forum of the classroom. Specific courses may have alternative participation requirements. Students are encouraged to consult with the faculty member prior to the course start.

Courses	# Required Days	# Required Substantive Posts Each Day
UNV-103, UNV-108, UNV-104, PHI-105, ENG-105, PSY-100, CWV-101	4	2
UNV-103, UNV-108, UNV-303 TO (in LMS-Trad)	2	2
All Other Undergrad	3	2
Graduate and Doctoral	3	1

Cohort Classrooms

Students participating in face-to-face classes in a cohort format are enrolled in a hybrid program that requires students to be active in both the physical classroom, as well as the online classroom.

All programs (Except RN-BSN): Campus and Satellite Locations

Students must post their initial response to the 1st discussion question by Day 3, and to the 2nd discussion question by Day 5 of each week. The post must also meet already established DQ requirements as stated in the course syllabus. In addition to the qualitative requirements, each instructor will provide the specific, in-class, quantitative participation requirements.

Bachelor of Science in Nursing (RN-BSN) Program

Students must post their initial response to the 1st discussion question by Day 3, and to the 2nd discussion question by Day 5 of each week. In order to earn full participation points students must post 1 substantial message on 3 different days of each course week in addition to actively engaging in the face to face classroom meetings.

Online Classrooms (Doctoral)

Full participation in the discussion is a key component of the learning experience. It enriches group interaction and enhances the doctoral learning environment. To be considered substantive, a participation post (the initial and the on-going) should average 150 - 250 words in length. The post should include appropriate foundation knowledge, be factual, enhance the ongoing dialogue, and include support from scholarly literature. It is for this reason that a majority of a learners' substantive participant posts should include at least one citation. Rather than just reporting what someone else has stated, the doctoral learner should demonstrate application and/or reflection of knowledge such that the learner enhances the meaning of the referenced material. Contributing to the discussion should promote an exciting, vibrant, shared learning community that accomplishes two or more of the following:

- Expands on a classmate's comments in a value-adding, topic-related way
- Promotes a collaborative, supportive doctoral community
- Advances the dialogue through follow-up questions
- One-liners, off-topic posts, vague statements, unsupported opinions, inadequate explanations or posts do not meet the substantive participation requirements listed above.

Assignment Submissions

All assignments should be submitted through the drop box in the learning management system as Word documents with extensions of .doc or .docx unless otherwise indicated in the assignment description. Written assignments of 500 words or more are required to be submitted to the LopesWrite drop box before submitting to the Assignments drop box in the learning management system, thus allowing students to make adjustments prior to submitting the final version for grading.

Late Policy

All assignments are due before midnight Arizona time on the due dates indicated. Assignments posted after the indicated due dates will be subject to a deduction of 10% of the available points for each day late. No assignment can be accepted for grading after midnight on the final day of class. Technical issues are not valid excuses for late work unless the problem stems from GCU servers. Exceptions to this policy are at the discretion of the instructor.

Learning Management System Availability

Grand Canyon University's online learning management systems are specifically intended to host classrooms for current and recently completed classes. Student access to classes will be removed five (5) weeks following the course end date. It is the responsibility of each student and faculty member to keep copies of all files uploaded to the online learning management system. The University is not responsible to make course content or files submitted to the online learning management system available to students or faculty members once the class has been removed.

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Missed Class Time for University-Sponsored Activities

The University recognizes the importance of participation in University-sponsored activities such as musical and theatrical performances, athletic competition, and debate. It also recognizes that such participation may result in conflict with scheduled class times, including examinations, homework, quizzes, presentations, activities, participation, etc. It is the responsibility of participating students to ensure that official documentation is submitted to their faculty members by the sponsoring organization/college in advance of the excused absences.

The University defines an excused absence as a University-sponsored activity that requires students to miss class. Students requiring excused absences will be afforded a reasonable opportunity to make up the affected assignments(s) within two weeks of the due date. All classwork must be submitted by the last day of the term. Faculty will provide students with discussion questions to complete to address missed participation. Students must complete exams and group assignments on time. Arrangements for proctoring assignments must be made by the sponsoring organization/college, in conjunction with the faculty of the course. Allowing the missed assignment or exam to be dropped does not constitute a reasonable opportunity.

Specific courses including student teaching, internships, clinical sessions, or practicums cannot be missed even for University sanctioned events.

If students fail to provide advanced documentation, instructors have the discretion to treat the absence as unexcused and to decline any missed work that was due during that absence. Any students found to have misrepresented themselves regarding their participation in University-sponsored activities will be referred to the University Code of Conduct Committee for possible disciplinary action.

Participation in NCAA Division 1 Athletics

To be eligible for participation in NCAA Division 1 athletics, a student must meet one of the following requirements:

- Student is enrolled full-time and matriculated as a degree seeking undergraduate student taking courses on the Phoenix campus;
- Student is enrolled as a non-traditional graduate cohort or graduate online student and lives in the locale of the institution.

Grade Point Average (GPA) Progression

Nontraditional Students

When a student earns a grade that drops the overall cumulative GPA below the undergraduate requirement of 2.0, undergraduate nursing requirement of 2.5, or the graduate and doctoral requirement of 3.0, he/she will be placed On Notice. The student has up to three course attempts to raise the GPA to the respective requirements. If the student is able to increase the GPA within three courses, the student will no longer be On Notice. If the student is unable to raise the GPA after the third course, the student will be Academically Disqualified for a period of 15 weeks. If this occurs within the first 12 credits of the student's program, the First Course Completion and/or the Accepted with Specifications policy (if applicable) supersede this policy.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is defined as a student's progress toward successful completion of his or her degree requirements, and includes two equal components that are referred to as qualitative and quantitative measurements. The qualitative component evaluates the enrollment cumulative GPA and determines if the student is meeting the minimum GPA requirements set forth for the specific academic level and academic program. The quantitative component evaluates the student's progression towards completing his or her Program of Study within a measured maximum timeframe that cannot exceed 150% of the published length of the program.

SAP calculations are performed at the completion of the intervals listed below and are calculated using both the GCU enrollment cumulative GPA and earned credit hours at each review time period.

- Nontraditional Undergraduate, Graduate and Doctoral Students: At the completion of every payment period. Please see Nontraditional Academic Calendar (Online and Cohort) section.
- Traditional Undergraduate and Graduate Students: After each semester

If a grade change for a course within the designated interval occurs within 35 days of an interval being completed, SAP will be recalculated.

Transfer credits (TR), provided they meet degree requirements, will be counted as both attempted and earned credit hours. Failed grades (F), Incompletes (I), and Withdrawals (W) will be counted as attempted credit hours but will not count as earned credit hours. Credit hours earned for repeated coursework, in addition to the original credit hours, will be counted as both attempted and earned credit hours.

Warning

Undergraduate students are placed on warning if their enrollment cumulative GPA drops below 2.0 or if they have not earned at least 67% of the cumulative credit hours attempted at each review time period as stated above.

Masters and Doctoral students are placed on warning if their enrollment cumulative GPA drops below 3.0 or if they have not earned at least 67% of the cumulative credit hours attempted at each review time period as stated above.

The warning period provides for an additional interval as described above. The warning status will be removed when the minimum enrollment cumulative GPA specified above is regained, and/or student earns 67% of the credit hours attempted. If a student fails to meet the minimum GPA or is not earning at least 67% of attempted credit hours in the subsequent interval, the student will be placed on suspension.

Suspension

Nontraditional students who are placed on suspension are not permitted to enroll in courses for a 15-week suspension period. The suspension period will begin with the last day of attendance.

For traditional campus students, the suspension period will begin on the last day of the semester. The suspension period for traditional campus students is as follows:

- Suspended at the end of Fall term: May be reinstated for the subsequent Fall term

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- Suspended at the end of Spring term: May be reinstated for the subsequent Spring term
- Suspended at the end of Summer term: May be reinstated for the subsequent Spring term

After fulfilling the terms of the suspension, students may apply for reinstatement by submitting a Request for Reinstatement, although reinstatement is not guaranteed. Students may or may not be granted re-admittance based on their academic record, including participation in previous courses. If readmission is granted, an Academic Plan will be created which may require students to first repeat any course or its equivalency for which they did not earn a C or better (undergraduate) or a B or better (graduate). Students granted re-admittance will need to follow their Academic Plan specifying courses to repeat, grades required to be earned, or any other activities students must complete. The student's progress under the terms of the Academic Plan is monitored, and no program or modality changes can occur until the Academic Plan is complete. The University will review the student's academic record to determine whether satisfactory academic progress can be attained through completion of an Academic Plan. The student's progress under the terms of the Academic Plan is monitored, and no program or modality changes can occur until the plan is complete. Students on an Academic Plan must:

- Obtain the required enrollment cumulative GPA of 2.0 for undergraduates, or 3.0 for graduate and doctoral students, by the end of the Academic Plan.
- Repeat any course or its equivalency for which a passing grade was not earned prior to completing any other course.
- Repeat a grade of C or below to increase the GPA, if directed.
- Complete all courses in the Academic Plan successfully.
  - Any non-passing course grade (D or F depending on degree level) or withdrawing from a course (W), earned while on an Academic Plan will result in immediate expulsion.
- Earn a minimum 67% of attempted credits by the end of the Academic Plan.

Reinstated students are required to complete the Academic Plan as specified. Failure to do so will result in expulsion.

Students may have financial aid reinstated if they are reinstated academically.

It is important to note that students may also be suspended for other reasons, such as violations of the Code of Conduct and Academic Standards policy.

Expulsion

Expulsion is reserved for students who have continually failed to meet the University's expected performance requirements, measured by enrollment cumulative GPA and/or earning at least 67% of the cumulative credit hours attempted. After a suspended student is permitted reinstatement, he or she must raise their GPA to the required minimum and/or earn 67% of attempted credit hours by the completion of academic plan. If the student fails to meet either requirement, or any other terms in the Academic Plan, he or she will be expelled from the University and cannot register for any additional courses for two academic years.

After fulfilling the terms of the expulsion, students may apply for reinstatement by submitting a Request for Reinstatement, although reinstatement is not guaranteed. The University will review the student's academic record to determine whether satisfactory academic progress can be attained through completion of an Academic Plan. The student's progress under the terms of the Academic Plan is monitored, and no program or modality changes can occur until the plan is complete. Students on an Academic Plan must:

- Obtain the required enrollment cumulative GPA of 2.0 for undergraduates, or 3.0 for graduate and doctoral students, by the end of the Academic Plan.
- Repeat any course or its equivalency for which a passing grade was not earned prior to completing any other course.
- Repeat a grade of C or below to increase the GPA, if directed.
- Complete all courses in the Academic Plan successfully.
  - Any non-passing course grade (D or F depending on degree level) or withdrawing from a course (W), earned while on an Academic Plan will result in immediate expulsion.
- Earn a minimum 67% of attempted credits by the end of the Academic Plan.

Reinstated students are required to complete the Academic Plan as specified. Students who do not successfully complete the Academic Plan upon returning from expulsion will not be granted any additional attempts to continue and will be permanently expelled.

It is important to note that students may also be expelled for other reasons, such as violations of the Code of Conduct and Academic Standards policy.

Maximum Timeframe

Federal regulations require students to complete their Program of Study within a measured maximum time frame that cannot exceed 150% of the published length of the program. The sum of the total required credit hours multiplied by 150% will be the maximum number of attempted credit hours. If a student reaches the 150% timeframe and has not completed his or her program of study, they will be placed on SAP Suspension. Students placed on SAP Suspension for not being able to complete their program within the 150% timeframe may apply for reinstatement by submitting a Request for Reinstatement. If readmission is granted, students may continue taking required coursework, but may be required to make other payment arrangements.

Baccalaureate Programmatic Progression Requirements

Honors College

Upon acceptance into the Honors College, students may remain enrolled as long as they adhere to the following, which will be reviewed by the Honors Committee annually:

1. Maintain an enrollment cumulative GPA of 3.25.
   - Students who fail to maintain the enrollment cumulative GPA requirement will be placed on honors probation for two consecutive semesters in order to remediate the deficiency. The student's case will be reviewed at the end of the probationary period by the Honors Committee to determine if the student will be dismissed from the Honors College.
   - Students must be off probation and in good academic standing at the time of graduation to be recognized as an Honors College graduate.
   - Students dismissed from the Honors College for failure to meet the GPA progression requirement, and are currently between a 3.0 and 3.24 GPA can appeal for reinstatement into the Honors College. Appeals for reinstatement are reviewed on a case by case basis, and must be approved by the dean.

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2. Successfully complete the HON-110: Honors Symposium course with a "CR" grade. Students that fail to pass the HON-110: Honors Symposium course will be ineligible to graduate with the Honors College distinction.
3. Refrain from committing Student Code of Conduct violations.

Honors Course Withdrawal

Students wishing to withdrawal from their honors course must follow the Course Drop Policy.

Honors College Withdrawal

Students wishing to withdrawal from their Honors College must submit a written request to their Student Services Counselor and the Honors College department.

Colangelo College of Business

Bachelor of Science in Business for Secondary Education (IP/TL)

College of Education

Bachelor of Science in Early Childhood Education (IP/TL)

Bachelor of Science in Educational Studies (IP/Non-TL)

Bachelor of Science in Elementary Education (IP/TL)

Bachelor of Science in Elementary Education/Special Education (IP/TL)

Bachelor of Science in Secondary Education (IP/TL)

College of Arts and Media

Bachelor of Arts in Music Education (IP/TL)

Bachelor of Arts in Theatre Education (IP/TL)

Bachelor of Arts in Dance Education (IP/TL)

College of Humanities and Social Sciences

Bachelor of Arts in English for Secondary Education (IP/TL)

Bachelor of Arts in History for Secondary Education (IP/TL)

Bachelor of Science in Mathematics for Secondary Education (IP/TL)

College of Science, Engineering, and Technology

Bachelor of Science in Biology for Secondary Education (IP/TL)

Bachelor of Science in Chemistry for Secondary Education (IP/TL)

Bachelor of Science in Physical Education (IP/TL)

Candidate Fingerprint Clearance

* Candidates beginning a new program of study on or after January 1, 2022 will follow the Fingerprint Clearance policy as outlined below. Also, please note that the following policy is subject to change as state requirements and policies change frequently. Therefore, please check with your state's Department of Education and Field Experience Counselor to ensure you obtain the appropriate clearance(s) for practicum/field experience, student teaching, internships, and certification requirements. Failure to maintain current and valid fingerprint clearance may lead to immediate expulsion from the program.

**As such, candidates may need to complete additional clearances for practicum/field experience, student teaching, and/or internship placements and/or for certification purposes based on their state's requirements. In addition, while candidates with charges on record may be enrolled in a GCU program, candidates will be responsible to check with their state's department of education regarding the charges and ability to obtain licensure in that state.

The College of Education's mission is driven by helping our candidates find their purpose and calling within education. Our conceptual framework supports candidates as they learn, lead and serve in their various schools and communities. In addition, we value the strong collaboration with our local districts and schools. The learning and safety of all learners, both college and PK-12 students, is priority for all field experiences in the College of Education. Therefore, the college must provide candidates who are background cleared and classroom ready in all aspects. To achieve this, each candidate is required to have and maintain current and valid fingerprint clearance for the duration of their program.

Prior to participation in any course that requires fingerprint clearance, candidates must provide their Field Experience Counselor with copies of current and valid fingerprint clearance(s) as outlined below. It is the candidate's responsibility to meet the state's requirements necessary for certification and employment.

Current fingerprint clearance: Fingerprint clearance documents submitted to the Field Experience Counselor that include an expiration date may only be approved if the date is still current and will need to be renewed at the time of expiration. If the fingerprint clearance document does not include an expiration date, the obtainment date of fingerprint clearance must be less than one year old at the time of submission and less than four years old throughout the duration of the program.

• If a candidate is out of attendance greater than 180 days and the expiration date on the fingerprint clearance on file has passed, the candidate will need to supply a new fingerprint clearance with an obtainment date that is less than one year old at the time of re-entry.

• **Valid fingerprint clearance:** Fingerprint clearance documents submitted to the Field Experience Counselor must be in alignment with the required documentation listed in the policy below. This includes, but is not limited to, submitting required fingerprint clearance documentation that is free of any charges.If a candidate submits a fingerprint clearance showing charges (with the exception of a misdemeanor driving under the influence charge), the candidate's background may be subject to further review. While under review, the candidate may be denied admission or progression into courses requiring fingerprint clearance (ex. Courses containing practicum/field experience, student teaching, internships, etc.).

Required Fingerprint Clearance Documentation – Advanced Programs (Non-Licensure):

For those candidates that are enrolled into an advanced non-licensure program one of the following must be on file:

• Arizona Department of Public Safety Identify Verified Prints (IVP) Fingerprint Clearance Card or state-specific clearance

• Federal Background Check

• Current and valid teaching certificate

Required Fingerprint Clearance Documentation – Initial Teacher Licensure Programs and Bachelor of Science in Educational Studies (Please check with your state's Department of Education and Field Experience Counselor to ensure you obtain the appropriate clearance and certification requirements):

For those candidates that are enrolled into an initial teacher licensure program one of the following must be on file:

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An Arizona Department of Public Safety Identity Verified Prints (IVP) Fingerprint Clearance Card will be required for:

• Candidates located in Arizona, completing practicum/field experiences, student teaching, and/or internships or seeking certification in Arizona are required to obtain and submit AZ IVP FPC.

• Out of state candidates seeking to certify in Arizona prior to certifying in another state are required to obtain and submit an AZ IVP FPC prior to student teaching but may submit an FBI or state-specific background check prior to practicum/field experience.

• Candidates who have provided state mandated fingerprint clearance showing any types of charges (with the exception of a misdemeanor driving under the influence charge) – see Explanation of Charges section below.

An Arizona Department of Public Safety Identity Verified Prints (IVP) Fingerprint Clearance Card and a state-specific fingerprint clearance will be required for:

• Candidates located in states that require a state-mandated clearance and require certification through Arizona

State-Specific Clearance will be required for:

• Candidates located in states that require a state-mandated clearance

If none of the above applies, an FBI check will be required for:

• Candidates located in states where the state's mandated fingerprint clearance is not shareable with the University

• Candidates located in states that do not certify in Arizona and do not have a state-specific fingerprint clearance

• Out of state candidates seeking to certify in Arizona prior to certifying in another state are required to obtain and submit an AZ IVP FPC prior to student teaching but may submit an FBI or state-specific background check prior to practicum/field experience.

Disclosure of Charges (All Programs - Initial Teacher Licensure Programs, Bachelor of Science in Educational Studies and Advanced Programs)

• All candidates are required to disclose charges that occur(ed) prior to and throughout enrollment in any College of Education program

- If candidates do not disclose prior charges upon admission, candidates' background will be subject to internal review that may lead to University Code of Conduct referral. This may result in further disciplinary action (i.e. expulsion from the program).
- If candidates are charged with a felony or misdemeanor while in the program, even if charges are pending, dismissed, amended, or the candidate entered into a diversion agreement, candidates are obligated to report the charge(s) to their Field Experience Counselor within 15 days of the charge(s) occurring. Candidates' background will be subject to internal review that may lead to University Code of Conduct referral. This may result in further disciplinary action (i.e. expulsion from the program).
- Failure to disclose charges may lead to immediate expulsion from the program.

• Please note, while candidates with charges on record may be enrolled in a GCU program, candidates will be responsible to check with their state's department of education regarding the charges and ability to obtain licensure in that state.

Procedure for Program Progression with Charges

In the event that admission to Grand Canyon University's College of Education is denied as a candidate is charged with of one or more offense listed in A.R.S. 41-1758.03 is located in Title 41, Chapter 12, Article 3.1 of the Arizona Revised Statutes (https://www.azleg.gov/ars/41/01758-03.htm), **or** the candidate has or obtains any other charge on their record (with the exception of a misdemeanor driving under the influence charge), the candidate will be required to follow the process below:

• Apply for an Identity Verified Prints (IVP) Fingerprint Clearance Card from the Arizona Department of Public Safety. (Should the fingerprint clearance card be denied, see section below.)

• Provide Grand Canyon University with copies of the Arizona Department of Public Safety Identity Verified Prints (IVP) Fingerprint Clearance Card for reconsideration of admission.

If an AZ IVP FPC is denied, the candidate will need to follow the below process.

• Petition the Arizona Board of Fingerprinting for a good cause exception. More information regarding the application and process for a good cause exception can be found at the Arizona Board of Fingerprinting website.

- If the Arizona Board of Fingerprinting approves the good cause exception, a fingerprint clearance card will be issued. (Should the Arizona Board of Fingerprinting deny the good cause exception, a fingerprint clearance card will not be issued, and the applicant will be denied admission. (This decision cannot be appealed.)

• Provide Grand Canyon University with copies of the Arizona (IVP) Fingerprint Clearance Card and the documentation provided by the Investigation Unit of the Arizona Department of Education for reconsideration of admission.

• Admission or progression into a College of Education program is not guaranteed

Advanced Programs – Non-Licensure

For those candidates that are enrolling into an advanced non-licensure program and have been charged with one or more offenses listed in R.S. 41-1758.03 is located in Title 41, Chapter 12, Article 3.1 of the Arizona Revised Statutes (https://www.azleg.gov/ars/41/01758-03.htm), or the candidate has or obtains any other charge (with the exception of a driving under the influence charge) on their record, the candidate will need to provide:

• AZ IVP

OR both of the following:

• Current and valid teaching certificate

• Verification of current employment on school letterhead with authorized district representative signature (i.e. human resources, superintendent, principal, etc.)

Practicum/Field Experiences

Practicum/field experiences are field-based learning opportunities that focus on observation, application, and reflection. Practicum/field experiences require the Teacher Candidate to spend a prescribed amount of time in real-life classroom settings in order to demonstrate competency with predetermined activities that are aligned to professional standards in the field of education. Teacher Candidates who are not in an active student

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status may not complete practicum/field experience hours in the field. Teacher Candidates must have current/valid fingerprint clearance on file with their Field Experience Counselor prior to starting any fingerprint clearance required course.

Early Childhood Education

Early Childhood Education and Early Childhood Special Education

Teacher candidates enrolled in the Bachelor of Science in Early Childhood Education or the Bachelor of Science in Early Childhood Education and Early Childhood Special Education program, who are completing practicum/field experiences in Arizona, are required to submit a completed Student Information Release Form (SIRF) and proof of immunization and/or immunity from Tuberculosis (TB).

In addition to the practicum/field experience hours throughout their regular coursework, candidates enrolled in the Bachelor of Science in Early Childhood Education and Early Childhood Special Education have two additional 60-hour practicum courses (Practicum I: ECS-460 and Practicum II: ECS-470). Teacher Candidates are required to complete an Early Childhood/Early Childhood Special Education application 8 weeks prior to the start date and will receive placement assistance from their assigned Teacher Placement Counselor. Teacher Candidates are required to complete 60 hours for Practicum I (ECS-460) and 60 hours for Practicum II (ECS-470) for a total of 120 hours. Teacher Candidates are not permitted to take ECS-460 Practicum I and ECS-470 Practicum II concurrently.

COE Clinical Practice Expectations and Academic Standards

The following clinical practice expectations for Teacher Candidates in the College of Education seek to address the common issues and responsibilities of Teacher Candidates who are out in schools and school districts in a field experience and clinical practice setting. The statements are designed to be reflective of the fundamental principles and values that are desired of a Teacher Candidate and his/her professional and personal conduct in the field experience and clinical setting. The conduct expectations clarify conduct unbecoming of a Teacher Candidate, and thus are subject to disciplinary action. By addressing these issues we seek to respond to and clarify our expectations for all of our Teacher Candidates who are representing themselves and Grand Canyon University in their role and work with students, Cooperating Teachers, GCU Faculty Supervisors, and school communities.

Teacher Candidates in the College of Education represent GCU's value-based liberal arts institution. All Teacher Candidates who go out into the field are expected to abide by the responsibilities of university citizenship and to show consideration and respect for personal freedom and property rights of members of the civic, academic, and school community. Teacher Candidates are expected to abide by ethical, professional, and academic standards that are conducive to a positive learning experience. These expectations include, but are not limited to the expectation that the Teacher Candidate:

- Gives appropriate attention to college and site placement work
- Attends class, exercises, and engagements as required by the college and school site placement
- Acknowledges and accepts the responsibility of honorable adherence to the university's and site placement's standards, rules, policies, and procedures
- Supports and exhibits ethical behavior with students, faculty, staff, school placement personnel, and the community
- Recognizes and embraces the diversity and personal values of others
- Exhibits self-direction and self-reliance as a college student and in the pursuit of individual and collaborative learning objectives and goals
- Acknowledges and accepts personal responsibility and accountability for his or her actions, interactions, and communication in all forms with students, faculty, staff, school placement personnel, and the community
- Upholds confidentiality and respect for personal or professional information communicated in the placement classroom
- Adheres to college dispositional expectations, policies, and standards of academic honesty
- Represents themselves solely in all matters related to Clinical Practice performance, evaluation, assessments, disciplinary action, etc.
- Dresses according to professional attire expectations which can be interpreted as:
  - Women: slacks (dress pants), skirts (mid-calf to about two inches above the knee), blouses, shells, cardigans, blazers, dresses
  - Men: dress pants, button down shirts, polo shirts (with a collar), blazers
  - Dress not permitted: Anything that is see-through, short, tight, or shows too much skin, flip-flops, tennis shoes, jeans that are too loose fitting, ripped or faded. Teacher Candidates must also follow the dress code of teachers at the school site

Essential Elements for Teachers

- Safely navigate the classroom /placement site and follow all safety protocols as outlined by the placement site.
- Effectively communicate with students, parents, and peers
- Complete all tasks in the designated time
- Make effective crisis management decisions based on placement site policies and procedures
- Ability to handle a full classroom of students as assigned
  - Awareness of student needs
- Lead a classroom for the full contracted teacher work day. This includes:
  - Student Contact time
  - Teacher Contract time
- Act as a professional regarding:
  - Timeliness
  - Preparedness
  - Hygiene and professional dress
  - Transportation to and from the school site
- Communicate in appropriate standard language for the setting (written and verbal)
- Maintain collegial relationships in the work/classroom environment

Essential Functions Motor/Physical/Cognitive Strength for Teachers

- A teacher candidate must be able to: Possess the physical strength and mobility to safely carry out teaching procedures and provide routine direction to students of all ages in all assigned school settings.
- A teacher candidate must be able to: Use professional awareness to make accurate student assessments and judgments.
- A teacher candidate must be able to: Accurately assess student progress and any needed information specific to student development.
- A teacher candidate must be able to: Develop mature, sensitive and effective relationships with individuals, families and

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groups of various social, emotional, cultural and intellectual backgrounds; adhere to GCU policies, procedures and requirements as described in the Clinical Practice/Student Teaching Manual, Faculty/Employee Handbook, University Policy Handbook and demonstrate ethical behavior, including adherence to professional and university honor codes.
- A teacher candidate must be able to: Communicate effectively and accurately in standard language using speech, reading, writing, language skills, and computer literacy. The use of appropriate nonverbal communication is also essential.
- A teacher candidate must be able to: Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound judgments and decisions to promote positive student outcomes.
- A teacher candidate must be able to: Adhere to classroom and placement schedules, submit all course and placement expectations in a timely manner.
- A teacher candidate must be able to: meet all health and safety requirements to perform duties in assigned school settings.
  - School/placement sites may have health and safety requirements in addition to required GCU screenings.

Dispositional Expectations

- High Expectations- Educators should believe that all students can learn and should set and support realistic expectations for student success.
- Respect for the Diversity of Others- Educators should be sensitive to individual learning and social needs of students and embrace the cultural diversity of the community.
- Fairness- Educators should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.
- Professional Conduct- Educators should exercise sound judgment and ethical behavior. They should be a positive role model within their community.
- Reflection- Educators should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.
- Curiosity- Educators should promote and support curiosity and encourage active inquiry. They should be able to think innovatively and creatively, using critical thinking as a problem-solving approach.
- Honesty- Educators should model integrity by their words and actions. They should be forthright with others and uphold high standards of trust, character, and integrity.
- Compassion- Educators should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.
- Advocacy- Teachers understand the impact of community involvement and servant leadership as it applies to the welfare of others in the educational setting.
- Dedication- Educators should be committed to the profession of teaching and learning. They should be professionally active, lifelong learners and seek opportunities for professional development.

Clinical Practice Expectation Violations

The following violations clarify conduct unbecoming of Teacher Candidates in the College of Education. Teacher Candidates are expected not to engage in such action while in a clinical setting at a school or school district. The following is a non-exhaustive list of actions that are considered clinical practice conduct violations, for which Teacher Candidates are subjected to disciplinary action up to and including expulsion from the University. If teacher candidates are found eligible to continue with the program, Clinical Practice can only be repeated once.

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the university, document related to:
  - Admission or eligibility to Clinical Practice
  - Information regarding the site placement school, the district and/or personnel
  - Information regarding students
  - Information regarding curriculum content in the classroom
- Disruptive behavior in any form that creates a hostile or offensive educational environment for a student, Cooperating Teacher, GCU Faculty Supervisor, faculty or staff
  - Threatening to harm or endanger the safety of any individual in the practicum/field experience setting
  - Threatening statements, behaviors, acts of violence or corporal punishment against any individual in the practicum/field experience setting
- Failure to comply promptly with any reasonable directive from a Cooperating Teacher, GCU Faculty Supervisors, GCU course instructor, or staff
- Failure to cooperate with an investigation
- Possession, use, distribution, or behavior under the influence of alcohol or illegal or banned drugs or substances while on school property, or as part of any school-related activity
- Communication orally, in writing, or by use of any technological device, including, and not limited to any phone or computer device, outside the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community or university
- Failure to maintain a professional approach to personal relationships with the students or the school community members

Remediation

The College of Education may take disciplinary action against candidates who demonstrate insufficient performance, inappropriate dispositions, conduct unbecoming, or are terminated by the site school placement. Remediation is implemented if candidates do not demonstrate sufficient progress with regard to performance or dispositions. The College of Education Office of Clinical Practice and/or Professional Practices Committee reviews all documentation and makes a determination as to whether the alleged violation or deficiency has been substantiated and which college-level penalties may apply. If candidates do not comply with remediation plans and/or sanctions, they may be terminated from their site, complete a corrective action plan and/or may have to undergo the Code of Conduct process for failure to comply with a college directive.

Basic Skills and Content Area Exams (Initial Program/Teacher Licensure Only)

1. Teacher Candidates enrolled in an Initial Program – Leads to Initial Teacher Licensure Programs (IP/TL) beginning with the 2009-2010 Academic Catalog must pass their state-mandated basic skills and content area exams prior to applying for the clinical practice/student teaching experience. It is the Teacher Candidate's responsibility to determine what, if any, testing is necessary for their individual state. Teacher Candidates in the following programs may have the option to utilize scores from the GCU specific content exam in lieu of providing passing exam score from their state-mandated exams for progression into clinical practice/student teaching:
   a. Bachelor of Science in Elementary Education

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b. Bachelor of Science in Elementary Education with an Emphasis in STEM
c. Bachelor of Science in Elementary Education with an Emphasis in Christian Education
d. Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading
e. Bachelor of Science in Elementary Education with an Emphasis in ESL
f. Bachelor of Science in Elementary Education and Special Education

2. Teacher Candidates that certify through Arizona will be required to submit passing scores on the National Evaluation Series (NES), Arizona Educator Proficiency Assessment (AEPA) or equivalent exam as determined by the Arizona Department of Education's out of state exam reciprocity requirements prior to applying for the clinical practice/student teaching experience. Teacher Candidates in the following programs may have the option to utilize scores from the GCU specific content exam in lieu of providing passing NES or AEPA exam scores in for progression into clinical practice/student teaching:
   a. Bachelor of Science in Elementary Education
   b. Bachelor of Science in Elementary Education with an Emphasis in STEM
   c. Bachelor of Science in Elementary Education with an Emphasis in Christian Education
   d. Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading
   e. Bachelor of Science in Elementary Education with an Emphasis in ESL
   f. Bachelor of Science in Elementary Education and Special Education
3. If there is no content knowledge exam for the content area in which the Teacher Candidate is seeking certification, the Teacher Candidate will be required to submit an appeal to the College of Education demonstrating the content proficiency as guided by the state in which they are seeking certification.
4. Score reports will be accepted only if the official score report documents a passing score ('pass' or 'passed').
5. Teacher Candidates residing in states that do not have state-specific mandated basic and/or content exams for initial licensure and do not certify through Arizona may be able to defer exams. Teacher Candidates should contact t heir assigned Field Experience Counselor (FEC) if they believe they qualify.

Clinical Practice/Student Teaching (Initial Program/Teacher Licensure Only)

Clinical practice/student teaching provides candidates with the opportunity to demonstrate mastery of knowledge and skills in brick and mortar classroom setting. (Clinical practice/student teaching cannot be completed in a virtual school setting.)

Teacher Candidates must meet all eligibility requirements prior to progressing into clinical practice/student teaching. Taken at the conclusion of all coursework, clinical practice/student teaching requires 15-16 consecutive weeks (dependent on Teacher Candidate's program of study) of unpaid, full day (Monday-Friday) placement with a COE approved Cooperating Teacher/Mentor. A Cooperating Teacher/Mentor must hold a current/valid certification in the area which aligns with the Teacher Candidate's program of study, a Master degree or exceptional experience, have a minimum of three years teaching experience, full recommendation of the building principal/administrator and desire and ability to work cooperatively with the Teacher Candidate.

Clinical practice/student teaching full days consists of the following:

- Student Contact time: any instructional classroom time spent directly with students.
- Teacher Contract time: any function at the cooperating school site(s) that the contracted teacher is required to attend. This includes prep time and professional development.
- District holidays/inclement weather days are not to be counted.

Clinical practice/student teaching requires a full take over for a minimum of 50% of the experience (i.e. 4 weeks of full take over for an 8-week course and 8 weeks for a 15/16 week course). During this time, Teacher Candidates will assume all teaching duties and responsibilities necessary for effective teaching of students without endangering the health and safety of the individual or others. Essential functions of the teaching profession include effectively leading the classroom and ensuring student learning.

Clinical practice/student teaching is completed in the Fall or Spring semesters; and is required for an Institutional Recommendation (IR). Teacher Candidates looking to complete clinical practice/student teaching in the summer may contact their assigned FEC to discuss eligibility. Clinical practice/student teaching may only be repeated once in the course of the Teacher Candidate's time at Grand Canyon University.

Clinical Practice/Student Teaching Placement Requirements (Initial Program/Teacher Licensure Only)

Clinical practice/student teaching must be completed in a brick and mortar school (virtual schools are no acceptable for clinical practice/student teaching). Clinical practice/student teaching must be completed in a public-school setting or a licensed/accredited nonpublic school setting. Teacher Candidate's site placement must align with the Teacher Candidate's program of study. Placement preferences will be honored, if possible and/or feasible. However, the University reserves the right to make assignments or adjustments deemed to be in the Teacher Candidate's best interest and the interest of other involved parties. Clinical practice/student teaching cannot be completed at a school site where a relative is employed or the Teacher Candidate has children who attend the school.

Unpaid Clinical Practice/Student Teaching (Initial Program/Teacher Licensure Only)

Teacher Candidates may not student teach in the classroom(s) in which they are employed as paraprofessionals/teacher aides/substitutes. Paraprofessionals/teacher aides/substitutes are not teachers of record. As assistants to a classroom teacher, their responsibilities are more limited than those required of a classroom teacher. Therefore, paraprofessionals/teacher aides/substitutes will need to take a leave of absence from their duties and responsibilities while they complete the clinical practice/student teaching requirements for their program of study.

Eligibility for Clinical Practice/Student Teaching (Initial Program/Teacher Licensure Only)

1. Successfully complete all coursework, including documented practicum/field experience hours, within the program of study.
2. Pass the state-specified basic skills and content area exams or GCU specific content exam, if applicable for academic program, prior to applying for the clinical practice/student teaching experience.
3. Maintain a minimum GPA of a 2.8 (undergrad) or 3.0 (graduate) as required for clinical practice/student teaching.

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4. Work with the appropriate departments to remove any academic and/or financial holds on account to ensure that the Student Services Counselor (SSC) is able to complete the required registration process.
5. Review program progression and academic eligibility with assigned SSC and/or Field Experience Counselor (FEC).
6. Possess a current/valid Fingerprint Clearance Card or background check. Teacher Candidates certifying through Arizona must have an Arizona Department of Public Safety IVP Fingerprint Clearance Card.

Clinical practice/student teaching may only be repeated once in the course of the Teacher Candidate's time at Grand Canyon University.

If a Teacher Candidate has an unsuccessful clinical practice/student teaching attempt in an Institutional Recommendation (IR) program and then enrolls into another IR program, the Teacher Candidate will need to appeal to the College of Education to student teach for a second and final attempt.

Application for Clinical Practice/Student Teaching (Initial Program/Teacher Licensure Only)

In order to apply for clinical practice/student teaching, the Teacher Candidate must be meeting all clinical practice/student teaching eligibility requirements.

The Student Teaching Application is provided by the Teacher Candidate's assigned Field Experience Counselor (FEC).

The Student Teaching Application deadlines are as follows:

Traditional (Ground) Students

- November 1st is the deadline for the Fall Clinical Practice (Student Teaching) experience
- May 1st is the deadline for the Spring Clinical Practice (Student Teaching) experience

Non-Traditional (Online) Students

- February 1st is the deadline for the Fall Clinical Practice (Student Teaching) experience
- August 1st is the deadline for the Spring Clinical Practice (Student Teaching) experience

No exceptions will be made to these deadlines.

Requirements for an Institutional Recommendation (Initial Program/Teacher Licensure Only)

Institutional Recommendations (IRs) are issued for teaching, principal, and school counseling programs that lead to initial licensure in Arizona. The IR confirms that a candidate has met all requirements, including successful clinical practice/student teaching or internship, for the program of study that has been approved by the Arizona State Board of Education. It is the candidate's responsibility to determine the professional knowledge and content knowledge exams that must be taken to obtain a certificate in Arizona. An IR is valid for one year from the date it is signed. IRs can be issued only within 45 days of a candidate's graduation date; otherwise, the candidate will need to apply for a transcript analysis to determine if certification criteria have been met.

All Teacher Candidates seeking an Institutional Recommendation for a teaching license must complete the programmatic and state licensure which include but are not limited to verification of current/valid fingerprint clearance, passing scores on basic skills, content and professional knowledge exams and successful completion of clinical practice/student teaching.

College of Arts and Media

Bachelor of Arts in Dance

Bachelor of Arts in Dance Education (IP/TL)

Prospective students seeking admission to Grand Canyon University as dance education majors should have a minimum of two years of concentrated training in ballet, modern, and jazz dance technique. To gain admission into the program, a student must meet the general admission requirement of the university along with the requirements below.

1. An audition, either live or through the submission of DVD or digital materials
2. Dance resume and goal essay

Auditionees will be led by a faculty member and asked to demonstrate their technical skill level via barre and center work, progressions and improvisation. In addition, students will perform one minute of solo choreography. Transfer students are required to perform solos that they have choreographed. Candidates must demonstrate performance strength and skills that can be developed to enable them to successfully complete the degree requirements of the major and to successfully serve in professional realms of dance and dance education. Prospective students may register online to audition on a date of their choice at www.gcu.edu/auditions.

College of Nursing and Health Care Professions

All CONHCP Nursing Undergraduate Programs

Chain of Command

In the healthcare field, it is the expectation that healthcare workers will use the chain of command to bring issues to the appropriate leader's attention. For example: This is especially important when CONHCP nursing students question things like medication type and dosage. In order to prepare students for the requirements of health care employers, the College leadership expect students to use the Chain of Command for raising similar issues in all healthcare programs.

Therefore, students with concerns regarding the classroom should appropriately and professionally address their faculty. If intervention is needed beyond the faculty, students should address to their SSC. Finally, if the issue needs further attention, the SSC will notify the Director or Program Lead. Further concerns should be taken to the Assistant/Associate Dean over the student's program.

If the student's concern is regarding something unrelated to CONHCP courses, the student should consult with their counselor, and if needed the Student Services Manager.

If after this process is exhausted, the student can pursue the University Appeals Procedures.

Professional Practices Committee

The College of Nursing & Health Care Professions Professional Practices Committee serves as the central sanctioning body for the application of College-level penalties in all cases involving student violations of the CONHCP clinical and lab policies, the Student Professional Dispositions, as well as the Nursing Professional Standards.

Student Professional Dispositions

One important aspect of the student experience is the fulfillment of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. In order to support student development and have clear expectations in these areas CONHCP lists the following key dispositions. Failure to demonstrate these

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dispositions through behaviors at any point in the program may jeopardize students' continuation in the program. Students are expected to monitor their development of these professional dispositions, beginning now and continuing throughout their career. The ability to reflect on personal growth, strengths, and challenges is a central characteristic of effective people working in health care. These disposition statements do not replace the University Code of Conduct.

Communication Skills

1. Demonstrate appropriate, professional, respectful verbal communication
2. Demonstrate appropriate, professional, respectful written communication
3. Demonstrate a disposition toward inquiry and problem solving
4. Work collaboratively with students, faculty, and professionals
5. Demonstrate consistently positive attitudes toward learning and/or teaching
6. Accept responsibility for decisions and actions
7. Establish and maintain mutually respectful interactions
8. Demonstrate understanding of university/program organizational chart by communicating "need to know information" to individuals according to the chain of command

Work Ethic

1. Demonstrate regular attendance
2. Demonstrate punctuality
3. Complete work in a timely manner
4. Demonstrate organizational skills
5. Know and observe all pertinent policies and procedures
6. Demonstrate a disposition toward personal ownership of learning and professional development

Professionalism

1. Demonstrate a commitment to work with clients, their families, students, faculty, and staff in appropriate, professional, and respectful ways
2. Demonstrate an awareness of community, state, national, and world contexts that have an impact on the profession and the learning process
3. Treat everyone fairly, equitably, and respectfully
4. Accept constructive criticism and adjusts performance accordingly
5. Express and demonstrate interest in and enthusiasm for teaching/learning
6. Adapt to new and diverse teaching/learning situations
7. Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.
8. Maintain confidentiality about all student, client, faculty, and staff records unless disclosure serves a professionally compelling purpose or is required by law
9. Demonstrate discretion when discussing colleagues, faculty, field sites, and personal information
10. Respect the points of view of others
11. Contribute meaningfully, appropriately, professionally, and respectfully to discussions by asking questions, giving opinions, and listening to others
12. Project an appropriate professional appearance in professional settings
13. Project an appropriate professional and respectful demeanor
14. Be open to leadership and opportunities for growth
15. Understand and practice professional ethical standards
16. Recognize personal at risk behavior: Behavioral choice that increases risk where risk is not recognized, or is mistakenly believed to be justified
17. Recognize personal reckless behavior: Behavioral choice to consciously disregard a substantial and unjustifiable risk
18. Acts overall in a manner that furthers the interests of others (enlightened self-interest): Enlightened self-interest refers to the understanding and trust that what a person does to enhance another's quality of life enhances one's own quality of life to a similar degree. More simply put, it is the idea that "what goes around comes around"
19. Utilize social media responsibly, avoiding issues regarding privacy and confidentiality by not communicating information regarding your clinical experiences or documents contained in a client record.

Procedure for Processing Alleged Violations of the CONHCP Professional Dispositions

The College of Nursing and Health Care Professions may take disciplinary action against a student who violates the Professional Dispositions. Violations will be reported by GCU instructors, GCU staff, or third parties affiliated with GCU. GCU faculty and staff are required to notify students that an incident report will be submitted to the Professional Practice Committee. Reports are forwarded to the Professional Practices Committee Administrator upon discovery of the incident.

The Administrator then reviews the report, as well as any history of prior offenses. The Administrator then notifies the student if the College of Nursing and Health Care Professions intends to take further action as a result of the particular report or as a result of the history of offenses. If further action is recommended, the Professional Practices Committee will determine whether the alleged violation has been substantiated and which College-level penalty to apply.

Students who are charged with a violation of the Professional Practices are afforded an opportunity to be heard before a College-level penalty is applied. Students at risk for College-level sanctions will be:

- Contacted by the Professional Practice Committee Administrator
- Offered the opportunity to present documentation and speak on their own behalf to the Professional Practice Committee.
- Present information by submitting a written statement and/or participating via teleconference.

Students are not required to participate or submit information.

Students who wish to participate or present information must adhere to the following:

- Submit all documentation within the timeframe specified in the notification.
- If the student does not respond within seven days of being contacted by the Professional Practice Committee Administrator, the student forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee.
- All information, including the initial report and supporting documentation, and any statement and documentation submitted by the student, will be reviewed by the Professional Practices Committee during their formal Committee meetings.
- Students are not entitled to representation by any third party, personal representative, or attorney in the College disciplinary process.

College-level Penalties

The Professional Practice Committee has the ability to issue College-level penalties. In making its determination, the Committee considers the severity of the offense, as well as the

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student's history within the College of Nursing and Health Care Professions.

Program Warning

Some clinical violations may require students to complete a Student Success Plan, to outline required changes in behavior or practice. Students will be assigned an appropriate college administrator or faculty to complete mandatory meetings during the semester to update the student's progress toward achieving the required goals. Students who fail to meet these requirements will be referred back to the Professional Practice Committee for potential additional sanctions.

Sanctions requiring a student success plan include:

- Dress Code Violation
- Failure to Follow Directives by Faculty, Clinician, Preceptor, Office of Field Experience, or Staff Unprepared For Clinical
- Unprofessional Communication or Behavior
- Greater than 1:1 Preceptor to Student Ratio without notifying CONHCP.

Program Probation

Program Probation is a sanction imposed by the Professional Practice Committee. Clinical Program Probation is assigned to a student that commits infractions determined to be high risk where additional monitoring is needed. Clinical Program Probation may be removed within a semester, or may cross over multiple semesters based on the severity. An automatic 10% clinical grade reduction applies for any course in which an undergraduate student was sanctioned with Clinical Program Probation. A graduate student placed on clinical probation will result in a 10% reduction of professionalism points in the classroom. Faculty and Clinicians, in current and future terms, overseeing students on clinical probation will be notified of the infraction and remediation requirements. These infractions include but are not limited to

- Unsafe clinical practice
- Failing to complete the Student Success Plan Requirements
- Repeat Clinical Lab, Simulation Tardy
- Unexcused Clinical, Lab, Simulation Absence
- HIPAA Violation
- Performing skills or interventions before successfully completing a Performance Based Assessment
- Displaying hostility or using confrontational words or body language
- Clinical, Lab, or Simulation abandonment (without permission)
- Acting Independently Within the Scope of a Nurse

Program Probation Procedure

The following steps will occur if the student is being placed on program probation.

1. The student will receive the sanction of Clinical Program Probation from the Professional Practices Committee through email and postal mail. This letter will outline the requirements the student must complete during their probation.
2. A copy of the letter will be placed in the student's file.
3. The student's progress will be reassessed at the end of the term to determine if the student will be removed from clinical probation. Students that do not complete the requirements will be referred to the University Code of Conduct Committee for potential suspension or expulsion from the program and/or the University.
4. The student must be removed from probation in order to meet program and graduation requirements.

University Code of Conduct Referral

Some behaviors are so egregious that significant sanctions will apply. These infractions will be submitted to the Code of Conduct Committee for potential University sanctions such as suspension and/or expulsion. Please see the Code of Conduct and Academic Standards policy for more information.

Infractions that require Code of Conduct reporting include:

- Academic Plagiarism
- Clinical Practice Fraud or Forgery
- Academic Cheating
- Jeopardizing a Clinical Partnership
- Failure to Report a Felony or Misdemeanor

In addition to the sanctions a student may face from the Code of Conduct Committee of the University, the most significant infractions require the University to report the incident or behavior to the Arizona Board of Nursing by statute.

The priority of the College of Nursing and Health Care Professions is the education of future health care professionals in a safe environment for students, faculty, staff, and patients. Patient safety is of the utmost importance. In certain cases where a student is engaged in behavior that is intentionally harmful, negligent, below program standards, or inconsistent with nursing or athletic training professional standards, whether potentially or actually harmful to a patient, the Dean or designee will report the incident to the respective regulatory board as soon as the incident is substantiated. Reporting is mandatory under the Nurse Practice Act (https://www.azbn.gov/faqs/discipline-complaints/submitting-a-complaint-faqs%20-%202) and the Athletic Training Practice Act (ARS 32-4158). The following documents guide the professional practice of athletic training and define the skills appropriate for students at the baccalaureate level.

- Arizona State Law (Chapter 41 – Athletic Trainers)
- The Board of Certification's (BOC's) Standard of Professional Practice
- NATA Educational Competencies (5th Edition)
- NATA Code of Ethics

All students enrolled in a clinical program are required to participate in formal instruction on skills related to their respective discipline (nursing / athletic training) before practicing any skill on patients. All skills must be done under the direct supervision of a clinical preceptor / instructor.

Students may be placed on clinical suspension, per the Dean or designee, during the investigation.

Infractions that require Arizona Board of Nursing notification by licensed or unlicensed students include:

- Information that a nurse or certificate holder may be mentally or physically unable to safely practice nursing or perform nursing related duties
- Conduct which leads to the dismissal for unsafe nursing practice or conduct or other unprofessional conduct
- Conduct that appears to be a contributing factor to high risk/harm to a patient and required medical intervention
- Conduct that appears to be a contributing factor to the death of a patient
- Conduct involving the misuse of alcohol or other chemical substances to the extent that nursing practice may be impaired or may be detrimentally impacted
- Actual or suspected drug diversion
- Pattern of failure to account for medications; failing to account for wastage of control drugs

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- Falsification of medical or treatment records
- Pattern of inappropriate judgment or nursing skill
- Failing to assess or intervene on behalf of patient(s)
- Conduct involving sexual contact with a patient, patient family member or other dual relationships
- Conduct involving physical/verbal patient abuse
- Conduct involving misappropriation, theft or exploitation of a patient
- Practicing nursing without a valid nursing license
- Conduct that deceives, defrauds or harms the public
- Criminal charges, felony and misdemeanor, which may affect public safety within ten days from when the charge(s) are filed
- Failing to take action in a health care setting to protect a patient whose safety or welfare is at risk from incompetent health care practice, or to report such practice to employment or licensing authorities.

Infractions that require Arizona Board of Nursing notification by licensed students only include:

- Conduct involving practicing beyond the scope of practice of the license or certificate. Examples include knowingly giving a medication not authorized by a treating provider, obtaining laboratory or other tests not authorized by a treating provider, unauthorized adjusting of dosage
- Violation of a disciplinary sanction imposed on the nurse's license by the board
- Felony conviction(s) must be reported within ten days of the conviction

Failing to report to the Board a licensed nurse whose work history includes conduct, or pattern of conduct, that leads to or may lead to an adverse patient outcome.

Patient Safety Event

A patient safety event is an event, incident, or condition that could have resulted or did result in harm to a patient.

Patient safety events include adverse events, no-harm events, close calls, hazardous conditions and sentinel events, which are defined as follows:

- An adverse event is a patient safety event that resulted in harm to a patient.
- A no-harm event is a patient safety event that reaches the patient but does not cause harm.
- A close call (or "good catch") is a patient safety event that did not reach the patient.
- A hazardous (or "unsafe") condition(s) is a circumstance (other than a patient's own disease process or condition) that increases the probability of an adverse event.
- A sentinel event is a patient safety event (not primarily related to the natural course of the patient's illness or underlying condition) that reaches a patient and results in any of the following:
  - Death
  - Permanent harm
  - Severe temporary harm

If a patient safety event should occur, the student needs to immediately notify the clinical instructor and/or preceptor, Director and/or Program Lead at the University and health care facility leadership and complete the CONHCP Incident Report form.

The patient safety event will lead to an investigation with possible corrective actions up to and including a referral to Code of Conduct with the recommendation for expulsion from the program and the event will be reported to the respective Board of Nursing.

Reference: The Joint Commission. (2017, June 29). Retrieved from https://www.jointcommission.org/sentinel_event_policy_and_procedures/.

Bachelor of Science in Athletic Training

Students may enroll in general education coursework that prepares students for entry into the Bachelor of Science in Athletic Training (ATP) program. Admission into the clinical portion of the Athletic Training Education program is competitive and determined by the criteria listed below in addition to the availability of clinical placements. Admission into the Athletic Training Program is not guaranteed

Admission Requirements for Clinical Coursework

To be eligible for acceptance into the clinical phase of the program, students must:

1. Complete the application by the designated deadline as specified on the ATP website.
2. Possess a minimum cumulative GPA of 3.0.
3. Successfully complete all prerequisite courses: ENG-105, ENG-106, MAT-144, BIO-201, BIO-201L, BIO-202, BIO-202L ATP-214, ATP-214L and ATP-256. ATP-214, ATP-214L and ATP-256 must be completed at Grand Canyon University.
4. Complete the Athletic Training entrance examination, which includes content from prerequisite courses including BIO-201, BIO-201L, BIO-202, BIO-202L ATP-214, ATP-214L and ATP-256.
5. Complete a written essay to answer a series of questions regarding students' knowledge of the profession of athletic training and commitment to learning.

Students offered secondary admission must complete and submit the following information to the Office of Field Experience prior to the start of clinical rotations:

1. Application for an Arizona Department of Public Safety Fingerprint Clearance Card.
2. First Aid card from an approved provider listed in the Guidelines for Undergraduate Field Experience Manual
3. Professional Rescuer CPR card from an approved provider listed in the Guidelines for Undergraduate Field
1. Experience Manual. The CPR course must meet the Board of Certification (BOC) Emergency Cardiac Care (ECC)
2. requirements (www.bocatc.org).
3. Signed Technical Standards form
4. Signed HIPAA and FERPA confidentiality acknowledgement form
5. Health History and Physical Examination form which include proof of required vaccinations outlined in the Guidelines for Undergraduate Field Experience Manual
6. Proof of valid professional liability insurance
7. Hepatitis B Vaccination Form
8. Valid National Athletic Trainers Association Membership which provides access to clinical course proficiency requirements. Membership fee is paid by the student.

Students offered secondary admission must attend the mandatory athletic training orientation prior to the start of the academic year. Policies and procedures pertaining to blood borne pathogens, communicable diseases, and accreditation requirements are reviewed with new students at that time.

Upon acceptance into the clinical phase of the program, students must adhere to the following criteria in order to remain in good standing and continuously enrolled in the Athletic Training program:

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1. Maintain a minimum cumulative GPA of 2.7. Students who fail to meet the minimum GPA requirement will be placed on academic probation for the following semester. Students who fail to raise their GPA after the following semester will be administratively withdrawn from the program.
2. Successfully complete all Athletic Training major courses with C or better. Students who receive a lower grade than a C will be administratively withdrawn from the program and will need to follow the steps outlined in the Re-Entry to Athletic Training Major Courses section.
3. Maintain continuous enrollment during the fall and spring semesters.
4. Maintain National Athletic Trainers Association Membership at the cost to the student, which provides access to clinical course proficiency requirements.
5. Maintain Emergency Cardiac Care (ECC) certification (current through May of each academic year).
6. Maintain Athletic Training Student Liability Insurance (current through May of each academic year).
7. Attend the GCU Athletic Training Student Orientation annually (either in person or on a webinar), which includes blood borne pathogen training and a discussion of the communicable disease policy.
8. Follow clinical requirements as outlined in the Athletic Training Clinical Manual.
9. Know and adhere to a clinical site's privacy and procedures before undertaking any activities at the site.
10. Promptly report any violation of those procedures, applicable law, or ATP confidentiality agreement by an ATP student, faculty or staff member to the appropriate ATP clinical instructor or faculty member.
11. Understand that a violation of the clinical site's policies and procedures, of applicable law, or ATP confidentiality agreement will subject the student to disciplinary action.
12. Maintain Immunization Records as outlined in the Athletic Training Clinical Manual.
13. Successfully complete GCU Board of Certification (BOC) endorsement exam prior to being endorsed by the Program Director. Students must report any legal incidence that may result in revocation of the fingerprint clearance card or cause ineligibility to sit for the BOC examination immediately to the program director.

Re-Entry to Athletic Training Major Courses

Students who have failed courses in the athletic training major must submit an official academic appeal to the Athletic Training Program Director to be considered for re-entry into the program.

A student receiving a grade of incomplete "I" in any athletic training major course must assure that the incomplete is resolved and a grade is submitted prior to the start of the next academic semester. Failure to do so will result in administrative withdrawal from the program and current cohort sequence.

Student must petition with the Athletic Training Program Director for re-entry to the athletic training major under the following conditions:

1. Interrupted Enrollment- Student has been out of the athletic training major (for at least one course). Students must follow a cohort sequence.
2. Course failure- Student receives a failure (below a grade of "C") in athletic training course. Students may not continue in ATP course sequence until failed course has been repeated and passed with a "C" or better. Courses are currently offered one time during the academic year.
3. Unresolved Incomplete- Student receives an incomplete "I" as a grade in an athletic training course that is unresolved by the first day of classes in the following semester.
4. Administrative Withdrawal- Student has been administratively withdrawn from the athletic training major course.

Re-entry to the major is not assured simply because the student was previously enrolled in athletic training courses or was previously accepted. The decision will be based on the evidence showing that the student is ready to continue, has potential to complete the program, and is in compliance with University regulations and standards of behavior. All decisions to readmit are also contingent upon clinical space availability. The student must meet all admission and clinical requirements to be considered for re-entry into the program.

Only one failed athletic training course may be repeated once based on acceptance of the student by the reapplication process to the major. Subsequent course failures constitute administrative withdrawal from the athletic training education program.

Board of Certification Examination

In order to attain certification, an individual must complete a professional athletic training education program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and pass the Board of Certification (BOC) exam. Please visit the BOC website and view the candidate information for full description of qualifications and process.

Mandatory Advisement for Athletic Training Major Courses

Faculty members may request mandatory advisement or remediation sessions when students are in clinical or academic jeopardy, and/or when student behavior appears below professional standards. Satisfactory academics and/or behavioral changes must be accomplished by the end of the course in order to progress in the program. It is important to maintain continuous progress and a sound knowledge base to be successful throughout the program.

Athletic Training Major Course Completion

Successful completion of athletic training courses means that students must:

1. Achieve a minimum of 76% average for the theory portion of the course.
   a. Theory grade includes the average of exams and all nonclinical assignments.
   b. Theory grade for clinical courses includes all proficiencies and clinical assignments.
2. Achieve a minimum of 76% average for the exam portion of the theory grade.
   a. Exam portion does not include quizzes.
   b. Courses delineated as writing intensive do not follow the exam policy.
3. Achieve a minimum of 76% average for the graded clinical proficiencies in clinical instruction courses with satisfactory clinical performance.
4. Complete all assignments, including clinical proficiencies, and submitted to earn course credit.
   a. Late assignments will be deducted 10% per day.
   b. No points will be awarded for any assignment submitted 10 days past the due date, but submission is still required.
   c. Technical issues are not valid excuses for late work unless the problem stems from GCU servers.
5. Complete a minimum of 150 clinical hours in each clinical course.
   a. Students should not be scheduled for less than 10 hours per week and no more than 20 hours per week.

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Athletic Training Practice & Medication Administration Policy

Athletic Training students are not permitted to administer medications.

No Rounding Policy

The GCU College of Nursing & Health Care Professions has adopted a No Rounding policy for all courses within the program. This policy states that all grades will be entered to the hundredth at their face value and not rounded (i.e., a final grade of 89.99 will be entered as B and not a B+).

Honor Code

All students will sign the following Honor Code Statement each time they take a test, either electronically or by paper and pencil.

"On my honor, as a Grand Canyon University Student, I have neither given nor received unauthorized aid on this academic work."

Guidelines for Administration of Exams in The Ground Testing Environment

Examinations will be administered in an environment that is conducive to success and minimizes the opportunity for academic dishonesty. Students are allowed 1.5 min per multiple choice questions and 3 min per short answer/essays on exams.

1. Students may only have a pencil on their desk. Calculators and scratch paper will be provided by proctor, if needed for exam.
2. Everything brought into the room (backpacks, purses, cell phones, hats, snacks, water, etc.) must be placed at the front of the room at the student's own risk.
3. Only head adornments of a medical or religious nature are permitted during examinations. Hats, hoodies, beanies, and/or other ornamental head coverings must be removed and left with other non-essential paraphernalia in the instructor-/proctor-designated locations
4. All cell phones must be turned off and placed in backpack (no cell phones on desk or in students' pockets).
5. All watch devices with internet capability must be placed in the front of the room with the student's belongings.
6. Faculty will be present during entire exam and actively monitoring student behaviors.
7. Students may not talk during the exams.
8. Students must keep their eyes on their own exam at all times.
9. Once the exam has begun students may not approach the instructor to ask questions or seek clarification.
10. Students may not leave the room and return once the exam has begun. Students must use restrooms prior to exam. In the event of a medical emergency, students may leave, but the allotted time will not change.
11. Students who arrive late will still be allowed to take the exam, but the stop time will remain the same.
12. Exams will be timed and collected when time is up.
13. Students may only access the HESI test site on the computer while taking an electronic exam. Students may not minimize the site, exit the site, or use chat during the exam.
14. After completing the examination, students will leave the classroom and not return until instructed by faculty once all students have finished the exam.
15. Students are encouraged to be present and well prepared to take all examinations. Consequences for being absent may include being given a different version of the exam. Only students with excused absences will be given the opportunity to take a make-up exam. Pre-planned, non-emergency misses should be scheduled prior to absence; students will receive different exam versions from those administered to students' primary section. Only students with excused absences will be given the opportunity to take a make-up exam. Students must notify the instructor no less than one hour prior to the start of the exam for the absence to be considered excused. Students may make up no more than one exam per course.

Students who are observed violating the above criteria will be asked to leave the exam, given no credit for the exam, and reported to the University Code of Conduct Committee.

Bodily Fluids Exposure and/or Injury During Field Experiences

Grand Canyon University acknowledges the inherent risks associated with working around or with patients and health care organizations, including a potential exposure to blood and body fluids. Once in a patient care setting, students will have access to and will be expected to utilize appropriate blood-borne pathogen barriers, proper sanitary precautions, and appropriate biohazard disposal equipment and procedures at each clinical site.

The following details student responsibilities in this area:

- You must have and maintain current health insurance and show verification of coverage each year while matriculated in the program.
- GCU and the clinical agencies that provide practical experiences for our students are not responsible or liable for the costs of medical follow-up or expenses incurred.
- If evaluation and treatment is required by the facility where students are completing clinical experiences, the student is responsible for all costs and associated follow up.
- In the event that students are injured or exposed to blood and body fluids, students will:
  - Immediately notify your clinical preceptor or site supervisor
  - Wash the area immediately and thoroughly with soap and water.
  - Within 24 hours, follow-up with the students' Primary Care Provider who will make a determination of immunization status and give appropriate prophylaxis or referral for appropriate prophylaxis.
  - Assume full responsibility for disease sequelae.
  - Follow the policies of the agency (if any).
  - Complete a student incident report with the supervising faculty or instructor who was present during incident. A copy of this report will be given to the College Administrator and placed in the student's file.

Communicable Disease Policy

Students may not participate in field experiences during the time they are affected by or suspect they have a communicable disease. A communicable disease is a health disorder that can be passed from one person to another. If students suspect they may have a communicable disease, an immediate visit to the student health center or healthcare provider for evaluation is required. If the evaluation shows possible communicable disease, students must remain out of contact with patients for the duration suggested by the healthcare provider. Students may not return to participation in field experiences until they have been re-evaluated by a healthcare provider and released with written verification of full release. You Students must contact the clinical preceptor and faculty upon suspicion and verification of the disease.

Examples of communicable diseases include, but are not limited to the following:

- AIDS
- Shingles (Herpes Zoster)

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- Chickenpox
- Strep pharyngitis
- Measles
- Cholera
- Conjunctivitis
- Diphtheria
- Diarrhea- infectious
- Influenza
- Tetanus
- Impetigo
- Yellow Fever
- Hepatitis A, B or C
- Herpes Simplex
- Meningitis (bacterial)
- Mumps
- Pertussis (whooping cough
- Rubella
- Shigellosis
- Streptococcal pneumonia
- Scabies
- Hand, foot, mouth syndrome
- Viral and acute hepatitis
- Herpes
- Lice (pediculosis)
- Lyme disease
- Escherichia coli (E coli)
- Tuberculosis
- Group A Strep
- Pinworms
- Ringworm
- COVID-19

Refer to Clinical Absence and Participation Policy.

Clinical Attendance, Make-Up, and Tardiness Policy

Effective Spring 2018

Clinical attendance is mandatory and students are expected to arrive to clinical on time. Tardiness is not acceptable and habitual tardiness can result in disciplinary action.

Students are required to notify clinical preceptors of any absence and/or anticipated tardiness. Individual clinical preceptors will discuss the mechanism for notification of absence. Absenteeism will interfere with student attainment of course objectives, and may impact the grade students receive in clinical courses.

Legitimate illness may be an excused absence when defined as:

- a communicable disease which can be transmitted to patients, staff or other students
- an illness which would be aggravated by attendance at lecture, lab, or clinical
- hospitalization

Students will be asked to submit substantiating medical documentation that states: "the student may return to class, lab, and clinical with no health or safety restrictions" from a medical provider and written on a prescription, or letterhead, that clearly reflects the provider's medical number. This will be required whether the student misses one clinical day or lab or consecutive clinical days or labs. GCU may verify the information contained in the documentation with the provider.

Students will be required to make up their missed clinical hours and document the hours in ATrack. Clinical Preceptors and the Clinical Education Coordinator will verify the completion of rescheduled hours.

Unexcused absences:

- First Occurrence: Student will receive a clinical warning.
- Second Occurrence: Student will be placed on clinical probation and will be submitted to Professional Practice Committee for the second late.
- Third Occurrence: Student will be suspended from clinical and submitted to Professional Practice Committee on the third late which may result in failure of clinical.

Failure to complete the 150 hour minimum requirement per clinical class may result in failure of that clinical course. Students who miss clinical due to extended illness are required to contact the Student Disability Services.

Policy for Student Drug, Nicotine & Alcohol Screening

The practice of professionalism demands that the clinician be free from the influence of any substance that would impair judgment and thinking ability. As a result, health care agencies are requiring students who work directly with patients to undergo drug screening. Students must also be free from impairing substances. Health care agencies and the CONHCP require drug screening of all students prior to their first clinical experience. In addition, students are subject to screening if either the faculty or preceptor suspects that the student is impaired at any time on campus, or during any health care experience or any other university or work related activity. Any student whose test is deemed positive will not be able to enroll or continue in the athletic training program for a minimum period of one year. Determination will be made in the Professional Standards Committee.

The College is required to report any positive screens and/or suspicion refusal to the appropriate board. This policy is designed to identify the procedures to be followed for drug testing as well as to outline the appeal and readmission to the program.

For Cause or Reasonable Suspicion Drug, Nicotine & Alcohol Screening

The program director or clinical coordinator may ask a student to submit to a drug and alcohol screening at any time if a faculty member or preceptor is under reasonable suspicion that the student may be under the influence of drugs or alcohol. This includes, but is not limited to, the following circumstances: evidence of drugs or alcohol on or about the student's person or in the student's possession, unusual conduct on the student's part that suggests possible use or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness. Determination will be made by the Professional Standards Committee.

1. Students will be asked to submit to an immediate oral drug and alcohol screening test conducted at one of the laboratory options provided.
2. Students may also be given a drug screen authorization form and asked to immediately complete a urine drug screen at one of the laboratory options provided.
3. Students will be required to show picture identification upon arrival. A driver's license or passport are acceptable forms of identification.
4. The costs for all screening and medical review (if deemed necessary) are the students' responsibility.
5. A screen with questionable results will be sent by the lab for a medical review by the company completing the drug screen. Costs for review and retest will be the responsibility of the student.
6. A negative report, excluding a positive nicotine result, is necessary to continue in the program of study in the CONHCP.

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Follow-up Action: Positive Screen (For Cause or Initial Drug Screen)

1. Positive drug screens (including those medically prescribed) may result in withdrawal from the nursing program for a minimum of 12 months. After this 12-month period, the student may apply for readmission under general guidelines stated in the University Policy Handbook, provided there is submission of evidence of satisfactory participation in a rehabilitation program for alcohol/substance abuse. Determination will be made in the Professional Standards Committee.
2. Sources of evidence include: a. Documentation of completed program of rehabilitation.
   a. Acknowledgement of continuance in a twelve step or after-care program.
   b. Letter from therapist or licensed health care provider stating the student is now able to function safely in a clinical facility.
3. The student must have a negative screen prior to being readmitted to the nursing program. The screen will be done at the direction of CONHCP and may be periodic while the student is in a CONHCP program. The student is responsible for all costs of screening.
4. The decision to readmit will be made by the CONHCP College Administrator after review of submitted materials. As with other applications for readmission, space availability may be a determining factor for that particular semester.
5. A report will be filed with the State Board of Nursing upon withdrawal from the program consistent with the rules and regulations of the State Board of Nursing.
6. Any student who screens positive after one readmission may be permanently dismissed from the nursing program.

Follow-up Action For-Cause Negative Screen

1. Students whose drug screens are negative will meet with the College Administrator to discuss the perceptions of impaired behavior and the implications and steps to avoid similar situations in the future.
2. A review by the Medical Review Officer (MRO) by the company collecting the drug screen for documentation of any medical condition or treatment may be requested.
3. Students will not be counted as absent from clinical during this evaluation process. However, students will be expected to meet the clinical objectives.
4. A reasonable suspicion/cause drug screen that is positive; however, is deemed negative by a medical review officer will follow these guidelines:
   a. The student will meet with the College Administrator.
   b. The student may be required to undergo, at the student's expense, an evaluation for drug use/prescription drug use/impairment by a psychiatrist recommended by the State Board of Nursing.
   c. The student will follow other recommendations deemed necessary by the College Administrator.
   d. The student will be required to provide a negative drug screen prior to returning to clinical and be subject to periodic drug screens at the student's expense.
   e. More than one incident of a reasonable suspicion/cause drug screen that is positive; however, deemed negative by a medical review officer may result in withdrawal from the nursing program for a minimum of 12 months. In this case the student will follow the positive drug screening guidelines.

Students Who Refuse Drug Screening

Students who refuse to participate in screening will be required to leave the clinical area and make an appointment with the Dean of Nursing or his/her designee. The student will remain out of the clinical area until an investigation has been done and a recommendation has been made by the College Administrator. Students who refuse screening may be subject to dismissal from the CONHCP. A student who refuses to participate in the aforementioned rehabilitation program will not be allowed into clinical courses; therefore he/she cannot complete the nursing program.

Bachelor of Science in Nursing (Pre-Licensure)

The Bachelor of Science in Nursing (Pre-licensure) is a significantly rigorous program, both academically and based on the time commitment required. Students who choose to apply for secondary admission to the nursing program should understand all the additional nursing policies students must adhere to in order to be admitted, progress, and graduate from the program. Students who cannot meet the academic rigor of the courses, as well as prioritize time-demanding program requirements above all else, will likely have a difficult time meeting the requirements of the program. Students may apply for secondary admission to GCU's Fast-Track BSN offered at the main campus and/or the Accelerated BSN (ABSN) offered at satellite locations. The admission policies and criteria are different for Fast-Track BSN vs ABSN, and details are outlined below. Students that are secondarily accepted and begin NSG and Clinical Coursework at a specific location (whether it be Fast-Track BSN at the main campus or ABSN at any satellite location) will not be allowed to switch locations in the future.

Fast-Track BSN (Main Campus): Admission Requirements for NSG and Clinical Coursework

Admission into the program is competitive, and CONHCP stack-ranks secondary applicants based on prerequisite GPA, programmatic GPA, and HESI A2 scores to determine final admissions decisions. Please note, the average GPAs and HESI A2 scores of applicants who are accepted into the clinical portion of the program are typically higher than the minimum requirements for secondary admission.

Admission cannot and will not be guaranteed. Applications that do not meet the minimum requirements by the application deadline will be denied without consideration. After two secondary application attempts (if not accepted), a student will be ineligible for secondary admission to the Main Campus Fast-Track BSN program and should contact their Student Services Counselor to explore alternative programs at GCU. It is important to note that although a student may be ineligible for secondary admission to the Main Campus Fast-Track BSN, they might still be eligible for GCU's Accelerated BSN (ABSN) offered at satellite locations and should contact their Student Services Counselor to determine if they qualify.

All secondary application criteria must be completed by the deadline specified below for the semester in which the student is applying for secondary acceptance. The College of Nursing and Healthcare Professions will conduct a review of the student's records to determine their admissibility to begin NSG & clinical coursework in the Fast-Track BSN (Main Campus).

Semester Start	Secondary Application Deadline
Fall	May 15

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Semester Start	Secondary Application Deadline
Spring	September 15
Summer	January 15

- GCU's Pre-licensure program only admits students that did not earn credit from another college or university before or since enrolling at GCU with the exception of credits earned from an approved nursing assistant training program (ex: CNA) or via dual enrollment while attending high school.
- Prior to entering the clinical portion of the program, students are permitted to participate in Study Abroad as long as credit is not earned during the experience. Once admitted into the clinical portion of the program, students will not be allowed to participate in Study Abroad.
- Once enrolled at GCU, students are permitted to test out of required general education courses via College Level Examination Program (CLEP).
- Students must submit a valid Level One State of Arizona Fingerprint Clearance Card.
- Students must pass an approved Background Check, and the order date must be within six months of the secondary application deadline for the semester in which the student is applying. The background check includes an approved OIG/GSA component that documents students have not committed Healthcare Fraud or Abuse. Students whose record includes any felony will be automatically disqualified and denied admission. If the prospective student or student is charged with a felony or undesignated offense, either before admission or during the program, he/she must notify the Program Director via email within 15 days. Students with misdemeanors will be reviewed to determine potential clinical placement based on the individual's record. Students that are admitted with misdemeanors can in no way be guaranteed licensure, as licensure is at the sole discretion of the State Boards of Nursing. In addition, students that are admitted with misdemeanors can in no way be guaranteed employment, as employment is at the sole discretion of individual employers.
- Required general education courses are subject to GCU's Repeating Passing Courses policy.
- Required pre-requisite courses must be completed within seven years of the secondary application deadline for the semester in which the student is applying for secondary acceptance.
- Students cannot retake successfully completed required pre-requisite courses. This policy includes any completed required pre-requisite courses taken during an approved nursing assistant training program (ex: CNA) or via dual enrollment while attending high school.

Required General Education Courses	UNV-103 CWV-101 ENG-105 ENG-106 MAT-144 BIO-201/L PSY-102 MAT-274 SOC-102

Required Prerequisite Courses	CHM-101/L BIO-202/L BIO-205/L BIO-322 BIO-319 PSY-357

- Students must meet minimum prerequisite and programmatic GPA requirements (see table below).
- Students must take the full HESI A2 entrance exam and will have a maximum of four total attempts. Students must wait a minimum of 45 days between each attempt. Attempts taken less than 45 days apart will be nullified but will still count as one of the student's four maximum attempts. Students must take all required portions in the same exam attempt in order for the test to meet standards, and students cannot use/combine the highest subtest scores from different exam attempts. CONHCP will use the attempt with the highest overall score, providing all subtest scores meet the minimum requirements (see table below). HESI A2 scores will only be considered if the exam date was within two years of secondary application deadline for the semester in which the student is applying.

Secondary application criteria for Fast-Track BSN (Main Campus) will be weighted as follows for the stack-ranking process:

Criteria	Weight	Minimum Required GPAs and HESI A2 Scores
Pre-requisite GPA: Includes all required pre-requisite courses whether transferred in or taken at GCU	40%	3.25
Programmatic GPA: Includes all courses taken only at GCU under the enrolled program	15%	3.0
HESI A2: Composite Score of Reading Comprehension, Grammar, and Vocabulary	15%	80
HESI A2: Math	15%	80
HESI A2: Human Anatomy and Physiology	15%	75

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Accelerated BSN (ABSN – Satellite Locations): Admission Requirements for NSG and Clinical Coursework

Based on the location, the Accelerated Bachelor of Science in Nursing (ABSN) is designed for students who meet the following requirements:

Sun City/Boswell:

- Option 1 = A previously completed bachelor's degree from an accredited institution.
- Option 2 = A minimum of 60 transferrable college credits for GCU students that did not earn credit from another college or university before or since enrolling at GCU with the exception of credits earned from an approved nursing assistant training program (ex: CNA) or via dual enrollment while attending high school.

Tucson, Utah, and Nevada

- A minimum of 60 transferable college credits from an accredited institution (applies to all current, prior, and prospective GCU students).

Admission cannot and will not be guaranteed. Secondary applications are accepted and reviewed on a rolling basis. As long as a student meets all minimum secondary application requirements, they can apply to start in the Fall, Spring, or Summer semester. Secondary Application Deadline: Secondary applications can be submitted for review no later than 7 days prior to the start date of the semester for which the student is seeking admission.

- Full secondary admission is subject to successful completion of all required pre-requisite and general education courses, and all other minimum criteria required for secondary admission. All minimum criteria must be successfully met no later than 7 days prior to the start date of the semester for which the student is seeking admission or their secondary application will be denied, and the student will have to submit a new secondary application if they desire to apply for a future semester.
- If for any reason a secondary applicant is not admitted or is admitted but does not start, they may seek secondary admission for any one or both of the next two consecutive semesters in sequence with the semester they originally applied. However, a new secondary application will be required for each semester the student is applying.
- Students with any prior core nursing failure(s) are not eligible to enroll in the ABSN program.
- Dependent upon the specific transferrable coursework a student has completed, it may or may not apply to their ABSN program-of-study.
- Students are permitted to test out of required general education courses via College Level Examination Program (CLEP).
- Students must submit a valid Level One State of Arizona Fingerprint Clearance Card.
- Students must pass an approved Background Check, and the order date must be within six months of the secondary application deadline for the semester in which the student is applying. The background check includes an approved OIG/GSA component that documents students have not committed Healthcare Fraud or Abuse. Students whose record includes any felony will be automatically disqualified and denied admission. If the prospective student or student is charged with a felony or undesignated offense, either before admission or during the program, he/she must notify the Program Director via email within 15 days. Students with misdemeanors will be reviewed to determine potential clinical placement based on the individual's record. Students that are admitted with misdemeanors can in no way be guaranteed licensure, as licensure is at the sole discretion of the State Boards of Nursing. In addition, students that are admitted with misdemeanors can in no way be guaranteed employment, as employment is at the sole discretion of individual employers.
- Required general education courses are subject to GCU's Repeating Passing Courses policy.
- The completion end date of all required pre-requisite courses must be within seven years of the month of the start date of a student's first course taken under their ABSN program of study at GCU (which includes the start date for any required general education or pre-requisite course) or within seven years of the secondary application deadline for the semester in which the student is applying for secondary acceptance, whichever comes first. Any pre-requisite courses completed prior to the seven-year requirement will not be recognized as fulfilling that respective pre-requisite course and will not be considered in the pre-requisite GPA calculation.
- Students are permitted one retake for each required pre-requisite course completed with a passing grade to earn another passing grade. Students might choose to do this to try and earn a higher grade to be used for their pre-requisite GPA calculation. In the scenario where a student has two passing grades on file for the same pre-requisite course, the higher of the two grades will be used in the pre-requisite GPA calculation. This policy only applies to initial attempts and retakes of pre-requisite courses completed with a passing grade that are within the seven-year requirement as listed in the bullet point immediately above. Any pre-requisite courses with passing grades completed prior to the seven-year requirement will not be recognized and are not subject to this policy.

Required General Education Courses	UNV-103 CWV-101 ENG-105 ENG-106 MAT-144 BIO-201/L PSY-102 MAT-274 SOC-102

Required Prerequisite Courses	CHM-101/L BIO-202/L BIO-205/L BIO-322 BIO-319 PSY-357

- The table immediately below provides special exceptions for some of the required general education (GE) courses dependent upon a student's previously completed coursework:

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Courses	Transferrable Credits WITHOUT Completed Associate's Degree	Transferrable Credits WITH Completed Associate's Degree	Completed Bachelor's Degree
UNV-103	Waived (minimum of 24 transfer credits w/ 3.0 GPA)	Waived (minimum of 24 transfer credits w/ 3.0 GPA)	Waived (minimum of 24 transfer credits w/ 3.0 GPA)
ENG-105	No Exception	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)
ENG-106	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)
MAT-144	No Exception	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)
PSY-102	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)
SOC-102	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)

- Students must meet minimum prerequisite and cumulative GPA requirements (see table below).
- Students must take the full HESI A2 entrance exam and will have a maximum of four total attempts. Students must wait a minimum of 45 days between each attempt. Attempts taken less than 45 days apart will be nullified but will still count as one of the student's four maximum attempts. Students must take all required portions in the same exam attempt in order for the test to meet standards, and students cannot use/combine the highest subtest scores from different exam attempts. CONHCP will use the attempt with the highest overall score, providing all subtest scores meet the minimum requirements (see table below). HESI A2 scores will only be considered if the exam date was within two years of the secondary application deadline for the semester in which the student is applying.
- HESI A2 policy exception: ABSN students who have completed the HESI A2 entrance exam somewhere other than GCU where their exam contained at least one, but not all, of the sections that Grand Canyon University requires are permitted to take only their remaining required sections that were not included on their previously completed HESI A2 entrance exam on a subsequent HESI A2 exam at Grand Canyon University. This only applies if the student did not earn a non-passing score on the section(s) that Grand Canyon University requires that were included on their previously completed HESI A2 entrance exam. For example: a student could not have a passing Human Anatomy & Physiology section and a non-passing Math section and qualify for this exception. If the student was to qualify (in this example), they would need to have passed both the Human Anatomy & Physiology and Math sections… they would then be eligible for an exception to only take the English Composition section of Reading Comprehension, Grammar, and Vocabulary. The scores from the two HESI A2 exams would be combined only if a student qualifies for this exception. In addition, students qualifying for this exception do not need to wait 45 days between their initial attempt and the attempt containing the remaining section(s) they are approved to take. If the student were to fail any section(s) of their subsequent HESI A2 exam taken at Grand Canyon University the student will need to wait 45 days to test again, but they will not need to retake the full exam. Rather, after a student waits 45 days, they are approved to retake only the remaining section(s) of the HESI A2 that they were originally approved to take per this policy exception. All HESI A2 scores will only be considered if the exam date was within two years of the secondary application deadline for the semester in which the student is applying.

Criteria	Minimum Required GPAs and HESI A2 Scores
Pre-requisite GPA: Includes all required pre-requisite courses whether transferred in or taken at GCU When multiple transfer courses are being utilized to meet the content requirement for one GCU pre-requisite course and/or lab, all credits and each letter grade for those respective courses will be used in the GPA calculation. All non-semester-based credits will be converted to the semester-based credit equivalent prior to calculating this GPA	3.25
Cumulative GPA: Calculated based on a student's most recently completed 60 credit hours This calculation includes both undergraduate and graduate coursework a student has completed. Remedial coursework, as recognized by GCU, will not be included in this calculation. If a student has taken the same course multiple times within their last 60 credits, each attempt with an earned grade will be included in this calculation. All non-semester-based credits will be converted to the semester-based credit equivalent prior to calculating this GPA.	3.0

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Criteria	Minimum Required GPAs and HESI A2 Scores
HESI A2: Composite Score of Reading Comprehension, Grammar, and Vocabulary	80
HESI A2: Math	80
HESI A2: Human Anatomy and Physiology	75

Fast-Track BSN (Main Campus) and Accelerated BSN (ABSN – Satellite Locations): Required Prior to Starting NSG and Clinical Coursework

Upon acceptance into the nursing program, students must complete the following prior to starting NSG coursework and the clinical phase of the program.

1. Sign the Health Insurance Portability and Accountability Act (HIPAA) Confidentiality Agreement before any involvement in a clinical setting.
2. Attend College of Nursing and Health Care Professions training or an approved in-classroom clinical instruction on requirements relating to patient privacy.
3. Complete the Substance Screening. Please refer to the Guidelines for Undergraduate Field Experience Manual for additional information.
4. Provide the following health information to the Office of Field Experience at least two weeks before the semester start date where the student will begin their clinical coursework. Some requirements will need to be updated after the initial screening/immunization. Please refer to the Guidelines for Undergraduate Field Experience Manual for additional information.
   - Health history
   - Physical exam
   - Current health insurance coverage
   - Proof of immunization and/or immunity (Please refer to the Guidelines for Undergraduate Field Experiences Manual for more information) are required:
     - Tuberculosis (TB) screening
     - Lab evidence (titer) of immunity
     - MMR (measles, mumps, rubella)
     - Varicella Zoster (VZV)
     - Tetanus-Diphtheria (TD)
     - Influenza
     - COVID-19 Vaccination*
     - Meningococcal Vaccination (recommended: not required)
     - Hepatitis A (recommended; not required)
     - Hepatitis B (recommended; a signed waiver is required if the vaccination series is not completed or declined by the student)
   - Submit a Professional Rescuer CPR course completion card. The certification has to remain current throughout the program.
5. Students must complete all "Required General Education" and "General Education Program Major Prerequisite" courses, as listed in the Academic Catalog, with a passing grade (with the exception of NSG-310, as this course is taken during the clinical portion of the program, if accepted). Failure to complete the aforementioned will result in the rescinding of secondary acceptance offer, and students will not be allowed to begin NSG coursework and progress into the clinical portion of the Pre-Licensure BSN program.

*COVID-19*Grand Canyon University does not require the covid-19 vaccine for students or staff, however, if a student is provided a placement at a clinical facility that requires this vaccine, proof of vaccine must be provided prior to clinical clearance. Healthcare agencies determine exemption criteria and if offered at the site, students will need to be approved and compliant prior to clinical deadlines.

Progression Requirements during the Pre-licensure Nursing Major and Clinical Coursework

While enrolled in the nursing major, students must adhere to the following criteria:

1. Follow the clinical policies and procedures outlined in the Guidelines for Undergraduate Field Experience Manual.
2. Arizona students must maintain a current Level One State of Arizona Department of Public Safety Fingerprint Clearance Card or current fingerprint clearance documentation in accordance with the fingerprint policies of the state in which the student resides.
3. Maintain continuous enrollment in the nursing major courses. Traditional campus students maintain enrollment for the Fall and Spring semesters. Fast-track students maintain enrollment for the Fall, Spring, and Summer semesters. This includes clinical rotations.
4. Earn a grade of a C or better in all nursing major courses.
5. Only failed courses within the same academic term may be repeated one time, provided the student follows the college's reapplication process and the application is approved. Failure in a didactic or clinical course also results in failure of the co-requisite course; however, co-requisite failures are processed as a single non-passing occurrence. Students who fail one or more nursing core course(s) for the second time in consecutive or non-consecutive semesters will not be approved re-entry to the program.

Students that fail a term or semester will be not be allowed to register for the following term or semester given they are now out of sequence with their plan of study. These students must apply through a formal reentry application process to re-enter the program following a failure for the next term or semester the failed course(s) is offered. Re-entry is not guaranteed. A re-entry decision will be based on evidence showing that the student is ready to continue, has potential to complete the program, and is in compliance with University regulations, professional standards of behavior, and is deemed safe. All decisions to readmit are also contingent upon clinical space availability. The student must meet all admission and clinical requirements to be considered for re-entry into the program. All re-entry students will be placed on a student success plan. Students must meet with the faculty of the re-entered course during week one of the course to develop a student success plan.

Failure to achieve any of these criteria will result in nursing course failure.

Failure to pass ALL of the benchmark assignments as designated in the individual course will result in failure of the course.

Pre-licensure Nursing Major Course Completion

Failure to achieve any of these criteria will result in nursing course failure with a letter grade of a F:

1. Achieve a minimum of 76% average for all exams, excluding HESI Exams.
2. Earn a minimum of 76% or a passing grade for each of the benchmark assignments as designated in the individual course.

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3. Other Requirements:
   a. Performance-Based Assessment (labs)
   b. Presentation related to the content goals of the program
   c. HESI 3-Day Live Attendance
   d. HESI CAT Completion
4. Students must complete all HESI Standardized exams in each course, any associated remediation, and HESI retake when remediation is required. In NSG 432 Nursing Care of Childbearing and NSG 434 Nursing Care of Childrearing, only one HESI standardized exam is administered. In the remaining courses with a HESI exam, the higher of the two exam scores will be used as the grade earned. The following table explains the scoring in terms of grade percentages.

HESI Scoring Interval	Performance Level	% Score
> 900	Recommended Performance	100
900	Score indicates highest likelihood of passing NCLEX on first attempt	100
850-899	Acceptable	90
800-849	Remediation required	76
750-799	Remediation required	60
700-749	Remediation required	55
501-699	Remediation required	50
< 500	Remediation required	0

5. Achieve a minimum of 76% or higher for the course.

Clinical:

1. Complete total number of clinical experience hours required for the course. In instances when the clinical site lacks sufficient clinical experiences to meet clinical objectives (i.e. low census, closed units, etc.) students are required to make-up the clinical hours associated with that clinical experience. It is up to the University to determine how students will make up those hours, but the primary method will be an additional clinical rotation. Secondarily, if alternative clinical rotations cannot be arranged, the University may choose to use lab and case studies to meet the clinical objectives. Students may not decline the make-up experience identified, and may risk failing the course for nonattendance.
2. Achieve a minimum of 76% as the cumulative grade for the course.
3. Critical competencies have been identified in each clinical course and are highlighted on the Clinical Evaluation Tool (CET). These competencies have been identified as a core performance measures in specific levels. Students who score at a 1 (Does Not Meet) on any of these competencies at final evaluation will fail the clinical course.

In the event that a student has not met one of the criteria and wants to drop course while course is still in session please refer to the Course Drop Policy.

Re-Entry to Pre-licensure Nursing Major Courses

Any student who exits the nursing program prematurely for any reason must reapply to obtain another seat in the program. In order to be approved for re-entry, there must be enough clinical availability within the term to accommodate a student for all courses in which they were previously unsuccessful. Clinical availability will differ every term.

These reasons include, but are not limited to:

1. Student withdrew from one or more enrolled nursing courses in same semester.
2. Student receives a failure in one or more enrolled nursing course within the same semester.
3. Student has been administratively withdrawn from a nursing major course.
4. Student required a medical withdrawal.
5. Student required a military deployment withdrawal.
6. Student submitted a Leave of Absence Form (LOA).

Re-entry to the nursing program is not guaranteed irrespective of whether the student was previously enrolled in the nursing program or was previously accepted. Students may apply for re-entry a maximum of two times for a semester start date within one year of the end date of the last clinical semester attended. Students must complete a Request for Reinstatement Form for each re-entry attempt. Based on the re-entry policy criteria, students who are not re-entered within those two attempts will be required to choose a different program of study if they remain at the University within the University. Re-entry is valid only for the semester noted on the Re-entry Appeal Notification. Re-entered students will be updated to the most current program version and are required to adhere to the current policies and requirements of the Pre-licensure program.

If, after re-entry to the program, the student subsequently fails or withdraws from any course, they are ineligible for re-entry and will have to choose another program of study if they remain at the University.

The re-entry decision will be based on stack ranking using the criteria pertaining to the level the student failed to complete as identified below.

Level One

Level One students who fail or withdraw and apply for re-entry will be considered under the secondary admissions policy with the alternates for the term the student is requesting re-entry. The students whose admission stack ranking achieve the highest overall score will be offered any remaining positions for the term, after medical or military deployment re-entries. Re-entry is not guaranteed.

Levels Two through Four

Re-entry will be considered in the following order:

- Students with approved documented medical circumstances
- Students with documented military deployment or ROTC students deployed for Active Camp
- Overall exam points earned for all course(s) within the unsuccessfully completed term
- Overall HESI content exam scores for all courses within the unsuccessfully completed level

If re-entry is approved, the student must sign and abide by the required remediation documented in the Student Success & Growth Plan, which may include, but is not limited to:

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- Repeating of failed academic courses or passed academic courses in accordance with an Academic Plan, determined by Academic Compliance.
- If a student has been out of the clinical setting for greater than six (6) months prior to the start date of the re-entered semester, re-entry the student will be required to complete and successfully pass all previous levels' nursing lab Performance Based Assessments (PBAs) and Medication Math prior to the start of clinical.. The date of the student's last clinical rotation attended will be used to determine the aforementioned 6 -month period. Student will be allowed three maximum attempts to pass each required PBA. If unsuccessful after the third attempt on any PBA or Medication Math, the student will receive a non-passing clinical grade, which will result in a second non-passing semester, therefore the student will be immediately dismissed from the Pre-licensure program since they are no longer eligible for re-entry.
- Clinical/laboratory/simulation experiences;
- Remediation meetings and activities;
- Counseling;
- Review of Professional Practice Committee and/or Code of Conduct issues, including timeliness, professionalism, accountability, and remediation activities related to those issues.
- Required Student-Faculty Meetings

Students who do not meet the requirements within the Student Success & Growth Plan may face Academic Withdrawal and/or failure, and will no longer be eligible nor considered to be a Bachelor of Science in Nursing (Pre-licensure) student.

Students denied re-entry will receive a letter indicating the College's decision.

Pre-licensure Nursing Total Testing Exams

Students are required to complete total testing exams, as assigned at each level of nursing courses.

Pre-licensure Nursing Med-Math Policy

The purpose of this policy is to ensure students demonstrate a basic level of knowledge and skills proficiency prior to safely administering medication, under direct supervision, in a clinical environment. A medication math exam, given at all levels, and as assigned after new math content, must be passed prior to administering medications in the clinical setting.

The med-math and medication administration performance-based assessment consists of two-parts. Students will not be allowed to administer medication in the clinical setting until both Part A and Part B of the performance-based assessment has been successfully completed:

- Part A: Successfully passing the med-math exam with a minimum score of 90%. Students who do not achieve a minimum of 90% score after the third attempt at the med-math exam will fail the course and will be withdrawn from the course immediately. Medication Math is an essential function and not successfully passing the exam can pose a direct threat to the health and safety of others.
- Part B: Demonstrating safe medication administration in a clinical/simulated environment. Students who cannot demonstrate safe medication administration after three (3) clinical/simulated scenarios will fail and be withdrawn from the course. Students are not permitted to administer medications in any clinical setting, under direct supervision, until they demonstrate proficiency (Part A and Part B). Students are obligated to inform the clinical faculty and facility RN of their proficiency status. Failure to inform may result in immediate removal from the clinical setting and course failure.

Students will be required to complete remediation for each unsuccessful attempt. Please refer to the Required Academic Remediation Policy.

Pre-licensure Nursing Practice & Medication Administration Policy

Nursing practice and medication administration by students is only permitted after competency has been verified in the clinical setting and only after the successful completion of performance-based assessments (written and simulated). To verify competency in the clinical setting the student must have direct supervision by either the GCU clinical faculty or an approved agency RN who is functioning as the residency preceptor during the first medication pass for each administration route, for each clinical course.

After verification of competence with above supervision, a student may then administer medications with a staff RN as long as verification of competency has been clearly communicated. A Health Care Agency does not have the right to determine who can be designated to pass medications or perform certain procedures. In the event that the Health Care Agency has stricter guidelines than GCU policy, the student will be obligated to follow the Health Care Agency requirements.

All students will be required to follow the six (6) rights of medication administration

- Right Patient
- Right Medication
- Right Dose
- Right Time
- Right Route
- Right Documentation

Students may not do any of the following, even under direct supervision:

- Administer narcotics/controlled substances in the following clinical courses: NSG-300CC, NSG-322CC, NSG-432CC, NSG-434CC
- Administer emergency drugs or drugs used in "code" situations (ACLS)
- Obtain & administering blood and/or blood products
- Administer chemotherapy
- Administer medications that induce sedation
- Take verbal or phone orders from a doctor, nurse practitioner, or other care provider
- Transcribe orders
- Witness consents, permits, or advanced directives

Students may administer narcotics/controlled substances based on the following guidelines:

- NSG-320CC – Students may administer oral (PO) and transdermal narcotics/controlled substances
- NSG-430CC, NSG-440CC and NSG-444CD/CE – Students may administer narcotics/controlled substances via all routes

In the event of any medication error or any failure to administer medications as prescribed or appropriately; including failure to properly handle/waster/dispose of narcotics/controlled substances, the student must notify the clinical faculty and complete all documentation required by the agency. The clinical faculty is obligated to report the incident to the unit or facility supervisor and the Pre-Licensure Director. The Pre-licensure Director may refer the incident to the Professional Practice Committee.

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Failure to comply with this policy is a practice violation reportable to the Arizona State Board. Students found to be in violation of this policy will be immediately removed from the clinical setting and clinical rotation and may be interim suspended from the pre-licensure program pending an investigation by the Professional Practice Committee.

Mandatory Advisement for Pre-licensure Nursing Major Courses

Faculty members or College of Nursing Designee may request mandatory advisement or remediation sessions when students are in clinical or academic jeopardy, and/or when student behavior appears below professional standards. Satisfactory academics and/or behavioral changes must be accomplished by the end of the course in order to progress in the nursing program. It is important to maintain continuous progress and a sound knowledge base to be successful throughout the program.

Required Remediation

Remediation is considered a professional and academic responsibility. All course/program requirements must be met in order for the College of Nursing & Health Care Professions to submit program completion documents to the State Board of Nursing in which a student intends to be licensed.

- Students approved through the re-entry process will be required to complete remediation in addition to retaking any failed course(s). Students will work with their faculty to complete the remediation plan. Students will fail any course in which the remediation plan was not completed, and be expelled from the program.

Lab/Clinical/Simulation/Didactic

- Students will be required to complete remediation. The following list provides examples, but is not limited
  - Medication Math
  - Unsuccessful performance of PBA
  - Unprofessional Conduct
  - Unsafe or inappropriate care of a patient
  - Unsafe or inappropriate skill in caring for a patient
  - Exam averages below the assigned benchmark
  - HESI exams (please see specifics below)

HESI Exams

All students will be required to take all versions of the HESI exams in the designated courses.

If two versions are assigned, all students will be required to complete HESI remediation based on their individual score. Remediation for the student's version 1 score will be required to complete by the due date, which will be scheduled prior to taking version 2.

Students in NSG-432 & NSG-434 courses are exempt for completing remediation for these two courses only.

All tasks in the required remediation must be completed to obtain the points (e.g. partial points will not be awarded for partial completion of the remediation). If remediation is not completed, the student will receive 0 points for remediation

Lab, Simulation, and Clinical Safe Practice Guidelines

Students must know and practice safe guidelines at all time while in lab, simulation, or clinical. Failure to adhere to general guidelines can result in disciplinary action.

1. Students should report pregnancies, physical limitations, allergies (e.g. Latex), recent injuries, illnesses, surgeries, or communicable disease to their instructor as soon as possible so that necessary precautions may be taken that may affect your ability to meet the Essential Functions.
2. Written medical clearance from a health care provider as well as permission of the Directors of Lab or Clinical and course instructor(s) is required before students with aforementioned concern will be allowed to utilize the laboratory, simulation, or clinical areas.
3. Students are not permitted to be present in the lab, simulation, or clinical areas unless a nursing faculty member is present with them.
4. Standard precautions should be followed at all times when there is exposure or potential exposure to blood or body fluids.
5. Students are NOT to practice any invasive procedures on each other or persons outside of a GCU clinical experience that could result in blood or body fluid exposure and/or injury. Students are to practice injections or IV starts only on the mannequins provided.
6. No equipment or supplies are to be removed from the lab, simulation, or clinical areas.
7. Any supplies must be requested from lab staff before being taken out of the lab, clinical or simulation areas.
8. Any damage to the equipment or supplies should be reported immediately to the Lab staff.
9. Unused supplies are to be left in the practice area.
10. Students and Lab Faculty/Instructors are responsible for placing hypodermic needles and other "sharps" equipment into the red biohazard bins and wall-mounted containers.
11. Students must demonstrate safety precautions while utilizing needles during practice as instructed (e.g. never recap needles, engage safety feature on devices, dispose of "sharps" immediately).
12. Students must demonstrate proper body mechanics for moving, lifting, and transferring.
13. If an injury or exposure occurs during lab, simulation or clinical, the student must notify the faculty/instructor immediately. The procedure for exposure or injury will be followed as outlined in the Guidelines for Undergraduate Field Experiences Manual.
14. It is the responsibility of all those who use the lab or simulation areas to keep the equipment and space clean, particularly during and after use.

Pre-licensure Nursing Math Requirement

A medication math exam, given at all levels, and as assigned after new math content, must be passed per the policy prior to administering medications in the clinical setting.

Student Safe Practice

The College of Nursing and Health Care Professions' priority is the education of future nurses and health care occupations in a safe environment for students, faculty, staff, and patients. Patient safety is of the utmost importance. In certain cases where a nursing student is engaged in behavior that is intentional, negligent, below program standards, inconsistent with nursing professional standards, or potentially or actually harmful to a patient, the Dean will report the incident to the Arizona Board of Nursing as soon as the incident is substantiated. Reporting is mandatory under the Nurse Practice Act.

Examples of conduct or practice violations reportable to the Arizona Board of Nursing include:

- Information that a nurse or certificate holder may be mentally or physically unable to safely practice nursing or perform nursing related duties
- Conduct involving practicing beyond the scope of practice of the license or certificate. Examples include knowingly giving a medication not authorized by a treating provider,

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obtaining laboratory or other tests not authorized by a treating provider, unauthorized adjusting of dosage
- Conduct which leads to the dismissal for unsafe nursing practice or conduct or other unprofessional conduct
- Conduct that appears to be a contributing factor to high risk/harm to a patient and required medical intervention
- Conduct that appears to be a contributing factor to the death of a patient
- Conduct involving the misuse of alcohol or other chemical substances to the extent that nursing practice may be impaired or may be detrimentally impacted
- Actual or suspected drug diversion
- Pattern of failure to account for medications; failing to account for wastage of control drugs
- Falsification of medical or treatment records
- Pattern of inappropriate judgment or nursing skill
- Failing to assess or intervene on behalf of patient(s)
- Conduct involving sexual contact with a patient, patient family member or other dual relationships
- Conduct involving physical/verbal patient abuse
- Conduct involving misappropriation, theft or exploitation of a patient
- Practicing nursing without a valid nursing license
- Violation of a disciplinary sanction imposed on the nurse's license by the board
- Conduct that deceives, defrauds or harms the public
- Criminal charges, felony and misdemeanor, which may affect public safety within ten days from when the charge(s) are filed
- Felony conviction(s) must be reported within ten days of the conviction
- Failing to take action in a health care setting to protect a patient whose safety or welfare is at risk from incompetent health care practice, or to report such practice to employment or licensing authorities.
- Failing to report to the Board a licensed nurse whose work history includes conduct, or pattern of conduct, that leads to or may lead to an adverse patient outcome.

Clinical Agency Requirements

GCU's first priority is to use the health care providers that participate in clinical placements. However, when additional clinical experiences are needed, GCU may contract with health care providers external to the resolution process. In these cases:

Clinical agencies must:

- Meet the clinical outcomes of the course
- Serve the patient population that coincides with the intended population of the clinical experience
- Have population census that supports the assigned students to the clinical rotation
- Sign an affiliation agreement between GCU and the healthcare organization

Students participating in clinical rotations will be required to submit appropriate documentation to meet the clinical agency requirements which may include:

- Physical Health
- Mental Health
- Criminal Background Checks
- Substance Use Screens
- Functional Abilities
- Supervision of Clinical Activities

Essential Functions to Meet Clinical Requirements

The athletic training and nursing professions require significant physical, mental, and behavioral skills. The essential functions listed below describe what students must be able to do to meet the requirements of being an athletic trainer or nurse to ensure protection of patient safety (Reference Arizona Board of Nursing R4-19-201.I).

Individuals are required to navigate their assigned responsibilities independently.

Applicants who are unable to meet the Essential Functions are responsible for discussing the possibility of reasonable accommodations with Student Disabilities Services.

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Mobility	Ambulatory capability to sufficiently maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a patient/client. Ability to bend, squat, kneel, and twist.	• The ability to propel wheelchairs, stretchers, etc. alone or with assistance as available
Motor Skills	Gross and fine motor abilities to provide safe and effective care and documentation.	• Position clients • Reach, manipulate and operate equipment, instruments and supplies • Electronic documentation/keyboarding • Lift, carry, push and pull (50 lbs. minimum without assistance) • Perform CPR
Hearing	Auditory ability to monitor and assess, or document health needs.	• Hears monitor alarms, emergency signals, ausculatory sounds, cries for help.
Visual	Visual ability sufficient for observations and assessment necessary in client care, accurate color discrimination.	• Observes client responses • Discriminate color changes • Accurately reads measurements on client related equipment
Tactile	Tactile ability sufficient for physical assessment, inclusive of size, shape, temperature and texture.	• Perform palpation • Performs functions of physical examination and/or those related to therapeutic intervention

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Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Math	Accurately calculate medication/solution dosages and any needed information specific to client care in a timely manner or under distress.	• Determines correct dosage amounts for all routes of medication administration • Calculates intake and output • Able to convert measurements
Behavioral/Interpersonal (relationships)	Develop mature, sensitive, and effective therapeutic relationships with individuals, families and groups of various social, emotional, cultural, and intellectual backgrounds. Demonstrate ethical behaviors.	• Nonjudgmental behavior • Respond to a variety of behaviors (anger, fear, hostility) in a calm manner • Demonstrate a high level of patience and respect • Establish rapport with clients and members of the healthcare team • Adhere to GCU policies, procedures and requirements as described in the University Policies Handbook (UPH), Guidelines for Undergraduate and/or Graduate Field Experience Manual, and course syllabi.
Communication & Technology Literacy	Utilizes technology skills and communication strategies in English to communicate health information accurately and with legal and regulatory guidelines, upholding the strictest standards of confidentiality.	• Read, understand, write and speak English competently • Communicate thoughts, ideas and action plans with clarity, using written, verbal and/or visual methods • Explain treatment procedures • Initiate health teaching • Document patient/client responses • Validate responses/messages with others • Use appropriate nonverbal communication • Ability to perform a variety of technological skills
Problem Solving/Critical Thinking	Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound clinical judgments and decisions to promote positive client outcomes	• Identify cause-effect relationships in clinical situations • Develop plans of care as required • Identifies changes in client health status • Handles multiple priorities in stressful situations

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Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
General Health/ Emotional Stability	Ability to tolerate lengthy periods of physical activity as well as environmental stressors	• Move quickly and/or continuously • Tolerate long periods of standing and/or sitting as required • Adapt to rotating shifts • Work with chemicals and detergents • Tolerate exposure to fumes and odors • Work in areas that are closed and crowded • Work in areas of potential physical violence • Work with clients with communicable diseases or conditions • Maintain focus and appropriate behavior • Flexibility and ability to adjust to changing situation and uncertainty in clinical situations • Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Further, using student and site supervisor feedback, GCU evaluates the effectiveness of all clinical agencies to offer direct care experiences that align to course learning objectives. Facilities are assessed on their ability to provide:

- A safe environment for clinical learning
- Appropriate experience for level skill knowledge of students
- Appropriate interactions-communications between students and clients
- Direct access to medical records necessary to provide for learning experiences
- Opportunities for pre and post conferences

Students are assigned to clinical rotations based on their schedules and may not refuse the assignment. Please see Clinical & Lab Attendance and Participation Policy.

Nursing Licensure Examination

In order to be eligible to take the National Council of State Boards of Nursing Examination for Professional Licensure after graduation, students must have graduated from the Bachelor of Science in Nursing program. No exceptions are made to this policy. Students are responsible for applying to take the National Council License Examination – Registered Nurse (NCLEX-RN) exam for professional licensure through the State Board of Nursing.

The registered nurse licensing requirements are the exclusive responsibility of the State Board of Nursing (Arizona: Nurse Practice Act, A.R.S. Sections 36-1601 et. seq) and must be satisfied independently of any requirements for graduation from the University. Historically, the College of Nursing and Health Care Professionals graduates have been successful on the licensure examination. Satisfactory performance on the licensure examination is the responsibility of the graduate and not guaranteed by the College of Nursing and Health Care Professionals.

Professional Nurse Qualifications

Section 32-1632 of the Arizona State Board of Nursing Statutes, Chapter 15, Article 2 – Licensing states, "An applicant for a license to practice as a registered nurse shall file with the board a verified written application accompanied by the prescribed fee and shall submit satisfactory proof that the applicant:

1. Has completed satisfactorily the basic curriculum in an approved registered nursing program and holds a diploma or degree from that program.
   a. An applicant for licensure by either licensure or endorsement, who does not meet the requirements of subsection (B), shall have completed the clinical portion of a pre-licensure program within two years of the date of licensure.
2. If convicted of one or more felonies, has received an absolute discharge from the sentences for all felony convictions five or more years prior to the date filing an application pursuant to this chapter."
3. If the applicant has been convicted of a felony pursuant to section 13-604, the court has entered judgment of conviction for a class 1 misdemeanor.

Nursing students are expected to be clear of any felony convictions at the time of admission into the College of Nursing & Health Care Professions and to remain free of felony convictions for the duration of the program. If the prospective student or student is charged with a felony, or undesignated offense either before admission or during the program, he/she must speak with the Dean immediately.

Student Input and Feedback

The College of Nursing and Health Care Professions provides students with both public and anonymous methods to offer input and feedback used to develop policies and procedures as well as evaluate faculty, nursing courses, clinical experiences, resources and the overall program (R4-19-201.G.).

Throughout each semester, College Administrators and staff are available to answer any questions related to the program using the following methods:

- Open Meetings with Deans and Administrators
- Classroom visits
- Emails
- Student Nurses' Association Advocacy
- College Administrator appointments
- Exit Interviews

If students wish for a confidential opportunity to participate and provide feedback, students can submit responses through:

- End-of-Course Surveys (EOCS)
- End-of-Program Survey (EOPS)
- Alumni Survey
- Simulation and Lab Evaluation Form

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– Clinical Instructor Survey
– Clinical Site/Facility Survey

No Rounding Policy

The GCU College of Nursing & Health Care Professions has adopted a No Rounding policy for all courses within the program. This policy states that all grades will be entered to the hundredth at their face value and not rounded (i.e., a final grade of 89.99 will be entered as B and not a B+).

Testing Policy

Students are allowed 1.5 min per multiple choice question and 3 min per short answer and Med Math questions on exams.

Honor Code

All students will sign the following Honor Code Statement each time they take a test, either electronically or by paper and pencil.

"On my honor, as a Grand Canyon University Student, I have neither given nor received unauthorized aid on this academic work."

Guidelines for Administration of Exams in The Ground Testing Environment

Examinations will be administered in an environment that is conducive to success and minimizes the opportunity for academic dishonesty.

1. Students may only have #2 lead pencils (no mechanical pencils), eraser, and a highlighter on their desk. Calculators and scratch paper will be provided by proctor, if needed for exam.
2. Everything brought into the room (backpacks, purses, cell phones, hats, snacks, water, etc.) must be placed at the front of the room at the student's own risk.
3. Only head adornments of a medical or religious nature are permitted during examinations. Hats, hoodies, beanies, and/or other ornamental head coverings must be removed and left with other non-essential paraphernalia in the instructor-/proctor-designated locations
4. All cell phones must be turned off and placed in backpack (no cell phones on desk or in students' pockets).
5. All watch devices with internet capability must be placed in the front of the room with the student's belongings.
6. Faculty will be present during entire exam and actively monitoring student behaviors.
7. Students may not talk during the exams.
8. Students must keep their eyes on their own exam at all times.
9. Once the exam has begun students may not approach the instructor to ask questions or seek clarification.
10. Students may not leave the room and return once the exam has begun. Students must use restrooms prior to exam. In the event of a medical emergency, students may leave, but the allotted time will not change.
11. Students who arrive late will still be allowed to take the exam, but the stop time will remain the same.
12. Exams will be timed and collected when time is up.
13. Students may only access the HESI test site on the computer while taking an electronic exam. Students may not minimize the site, exit the site, or use chat during the exam.
14. After completing the examination, students will leave the classroom and not return until instructed by faculty once all students have finished the exam.
15. Students are required to be present and well prepared to take all examinations. Only students with excused absences will be given the opportunity to take a make-up exam. An excused missed scheduled exam are considered when extreme circumstance have occurred. Extreme circumstances are considered, but not limited to:
    a. A communicable disease which can be transmitted to others.
    b. A car accident requiring immediate medical attention.
    c. Hospitalization
    d. Extended illness or injury

Students with unexcused absences will receive a zero. A determination of approving a make-up exam will be made after review of appropriate documentation and absence verification is completed through Student Disability Services. Make-up exam requests are reviewed on a case by case basis.

In order for the University to determine if a make-up exam will be granted, the student will be required to submit substantiating medical documentation that states specifically that the student is free to return to class/lab/clinical with no restrictions and have the ability to perform the essential functions as outlined in the UPH. The provider's medical license number, appropriate official signature with facility contact information will be required for verification purposes This must be typed on an official letterhead. GCU may verify the information contained in the documentation with the provider. Falsification of medical documentation is reportable to the Arizona Board of Nursing (AZ Reg R4-19-403). Students will be notified of the approval or denial of the exam make-up via email to their gcu.edu email address.

Students may make up no more than one exam per course. A make-up exam administered may be a different version of the exam. Students will be required to complete the make-up exam within 2 weeks from the date of return. A student who misses an exam anytime during the last two weeks of the semester, the college will determine the date when the exam must be taken

Students who are observed violating the above criteria will be asked to leave the exam, given no credit for the exam, and reported to the University Code of Conduct Committee.

Bodily Fluids Exposure and/or Injury During Field Experiences

Grand Canyon University acknowledges the inherent risks associated with working around or with patients and health care organizations, including a potential exposure to blood and body fluids. Once in a patient care setting, students will have access to and will be expected to utilize appropriate blood-borne pathogen barriers, proper sanitary precautions, and appropriate biohazard disposal equipment and procedures at each clinical site.

The following details student responsibilities in this area:

- You must have and maintain current health insurance and show verification of coverage each year while matriculated in the program.
- GCU and the clinical agencies that provide practical experiences for our students are not responsible or liable for the costs of medical follow-up or expenses incurred.
- If evaluation and treatment is required by the facility where students are completing clinical experiences, the student is responsible for all costs and associated follow up.
- In the event that students are injured or exposed to blood and body fluids, students will:
    - Immediately notify your clinical instructor or site supervisor
    - Wash the area immediately and thoroughly with soap and water.
    - Within 24 hours, follow-up with the students' Primary Care Provider who will make a determination of immunization status and give appropriate prophylaxis or referral for appropriate prophylaxis.
    - Assume full responsibility for disease sequelae.
    - Follow the policies of the agency (if any).

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- Complete a student incident report with the supervising faculty or instructor who was present during incident. A copy of this report will be given to the College Administrator and placed in the student's file.

Refer to Guidelines for Undergraduate Field Experience Manual for procedural precautions post exposure.

Communicable Disease Policy

Students will be exposed to communicable diseases during field experiences. It is important for students to adhere to the required immunizations, safe clinical practice standards, and the Guidelines for Undergraduate Field Experience Manual.

Students may not participate in field experiences during the time they are affected by or suspect they have a communicable disease. A communicable disease is a health disorder that can be passed from one person to another. If students suspect they may have a communicable disease, an immediate visit to the student health center or healthcare provider for evaluation is required. If the evaluation shows possible communicable disease, students must remain out of contact with patients for the duration suggested by the healthcare provider. Students may not return to participation in field experiences until they have been re-evaluated by a healthcare provider and released with written verification of full release. You Students must contact the clinical preceptor and faculty upon suspicion and verification of the disease.

Examples of communicable diseases include, but are not limited to the following:

- AIDS
- Shingles (Herpes Zoster)
- Chickenpox
- Strep pharyngitis
- Measles
- Cholera
- Conjunctivitis
- Diphtheria
- Diarrhea- infectious
- Influenza
- Tetanus
- Impetigo
- Yellow Fever
- Hepatitis A, B or C
- Herpes Simplex
- Meningitis (bacterial)
- Mumps
- Pertussis (whooping cough
- Rubella
- Shigellosis
- Streptococcal pneumonia
- Scabies
- Hand, foot, mouth syndrome
- Viral and acute hepatitis
- Herpes
- Lice (pediculosis)
- Lyme disease
- Escherichia coli (E coli)
- Tuberculosis
- Group A Strep
- Pinworms
- Ringworm

Refer to Clinical Absence and Participation Policy.

Clinical & Lab Attendance and Participation Policy

Clinical, simulation and lab attendance is mandatory.

Clinical, simulation and lab make ups will only be considered once per semester in each clinical course or scheduled lab, under extreme circumstances, and approved by the Director of Pre-Licensure (or designee). Examples of extreme circumstances that could warrant a clinical or lab make up may include, but not limited to:

- a communicable disease which can be transmitted to patients, staff or other students
- a car accident requiring immediate medical attention
- hospitalization
- extended illness or injury

If a student is unable to attend clinical, simulation or a scheduled lab, the student will contact the following at least one (1) hour prior to the scheduled start of the event:

- Director of Pre-Licensure, clinical faculty, and didactic faculty for a missed clinical experience
- Lab director and didactic faculty for missed lab / instructional simulation experience
- Director of Pre-Licensure and didactic faculty for a missed immersive simulation experience

Please refer to the CONHCP Undergraduate Field Experience Manual for contact information for directors.

A determination of approving a make-up for the event will be made after review of appropriate documentation and absence verification is completed through Student Disability Services. Make-up request are reviewed on a case by case basis.

In order for the University to consider a Pre-licensure Clinical, Simulation or Lab Make-Up Request in cases of medical absence, the student will be required to submit substantiating medical documentation that states specifically that the student is free to return to the lab/clinical/simulation setting with no restrictions, and have the ability to perform the essential functions as outlined in the UPH. The provider's medical number, appropriate official signature with associate facility contact information will be required for verification purposes (an official letterhead is preferred). This will be required whether the student misses 1 clinical day, simulation, lab or consecutive days. GCU may verify the information contained in the documentation with the provider. Falsification of medical documentation is reportable to the Board. Students will be notified of the approval or denial of the clinical, simulation, or lab make-up via email to their gcu.edu email address.

It is up to the University to determine how students will make up missed clinical hours or lab events if approved, but the primary method will be an additional clinical rotation or lab/simulation event. Secondarily, if alternative clinical rotations cannot be arranged, the University may choose to use case studies to meet the clinical objectives.

Students must make-up missed lab, simulation, and clinical experiences and may not decline the make-up experience identified. Students may risk failing the course for nonattendance. Students must submit any associated assignments with the make-up to the Learning Management System classroom within the designated time frame given for completing the make-up work.

If a student absence does not meet the above criteria it is considered unexcused and could result in failing the course and referral to the Professional Practices Committee. Students will lose all points associated with participation and assignments for the missed clinical, simulation, or lab but will have to complete

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the make-up in order to progress in their course and in the program.

Clinical, Lab, and Simulation Tardy Policy

Tardiness is defined as being greater than 5 minutes (>5 minutes) from the start of the clinical shift, simulation, or lab event.

Any anticipated tardiness within the 5 minutes timeframe must be reported to the faculty who will then notify the appropriate director.

If a student fails to "call-in" or notify the appropriate faculty and/or director, this will be considered as an "unexcused absence" which will result in failure of the course as per the Clinical & Lab and Participation policy.

Dependent on the clinical site, simulation, or lab event, a student who is tardy and/or has missed report may be requested to leave. In this situation, the student will not be able to complete the scheduled clinical, lab, or simulation day. As a result, this day will be considered an unexcused absence. The student may be required to complete a make-up. Refer to Clinical & Lab and Participation policy.

Consequences of being tardy three times within the same course or within the semester will be as follows:

Lab events:

First Tardy: Student will receive a warning.

Second Tardy: Student will be sent to Professional Practice Committee for the second late.

Third Tardy: Student will fail the lab or simulation on the third late.

Immersive Simulation events:

First Tardy: Student will be sent to Professional Practice Committee .

A clinical course that meets more than three times:

First Tardy: Student will receive a clinical warning.

Second Tardy: Student will be sent to Professional Practice Committee for the second late.

Third Tardy: Student will fail clinical on the third late.

A clinical course that meets three times or less:

First Tardy: Student will be sent to Professional Practice Committee for the first late.

Second Tardy: Student will fail clinical on the second late.

Clinical Competency Requirement

In each clinical course, critical competencies have been identified and highlighted on the Clinical Evaluation Tool (CET). These competencies have been identified as a core performance measures in specific levels. Students who score at a 1 (Does Not Meet) on any of these competencies at final evaluation will fail the clinical course. Please refer to you Clinical Evaluation Tool to review over critical competencies in each clinical course. This will be in effect for those student in the new curriculum version that rolled out January 2018.

Immersive Simulation Rules

The objective of Immersive Simulation is to allow students the opportunity to practice transferring knowledge into the right actions at the right time for the right reasons. Consequently, scenario experiences are designed to provide challenges in patient care and coordination to help students and faculty identify performance gaps for proactive mitigation.

It is critical to ensure the student's sense of safety when they are purposefully put into stressful situations designed to demonstrate transfer of knowledge into actions, where errors may occur.

Observers may only be present under the following conditions:

- No more than two (2) per session with ten (10) students
- Introduced to students prior to start of simulation experience with role and expectations
- If as part of a tour, may only observe for a brief time from the control room, and not participate in debriefing segment with students.

Confidentiality:

Failure to maintain confidentiality may impair the effectiveness of Immersive Simulation-based training. Consequently the following levels of confidentiality are strictly observed and enforced for all educators, students, staff and observers:

- Must sign a Participation, Recording, and Confidentiality Agreement Form prior to participation in any Immersive Simulation session.
- Must retain strict confidentiality regarding any specific scenario details, performance of others, debriefing discussions, and/or experiences in real time or on media.
- May discuss only in very general term the personal technical and behavioral skills acquired during simulation training.

Video Recording:

- Scenario participation will be videotaped for use during the facilitated debriefing session immediately after the experience. Recordings of the scenario will be erased one month after the experience, unless, as per policy it will be used for specific education training, research, or viewing purpose.

Remediation:

If there is concern that the student may pose a hazard to self, patients, personnel, or organizational safety the faculty and student would participate in Required Remediation.

Psychological Safety:

To ensure psychological safety for students the faculty/facilitators will adhere to the following guidelines:

- Provide a prebrief prior to all simulation events. The prebrief will serve as an orientation session prior to the start of the simulation-based learning experience.
- The faculty/facilitator will be involved in the debriefing to manage any potential disruptive behaviors.
- If a student has an obvious or expressed emotional distress because of an event that occurred during simulation, the faculty/facilitator will have a one on one discussion with the student.

Universal Precautions, Personal Safety and Security:

Please refer to the Lab, Simulation, and Clinical Safe Practice Guidelines policy.

Participation Rules:

- Required orientation for each simulation event
- No cell phones, pagers, blue tooth or texting
- Professional dress code
- Maintain a clean, organized environment
- Treat the simulator as you would a real patient
- Treat the simulation environment as real
- Participate in "hands on" orientation
- Maintain strict confidentiality agreement
- Maintain professionalism

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- Laugh and enjoy but not at the expense of others
- Leave all personal items at the door
- Role model positive attitude and behaviors
- Be open to peer review
- Be open to new experiences
- Be open to role flexibility
- Expect to make mistakes and learn thru them
- Engage and participate or you will be asked to leave
- Refer to Clinical & Lab Attendance and Participation Policy
- Accountable for all previous knowledge, skills, behaviors

Any participant who refuses to sign the confidentiality agreement will be dismissed prior to any simulation. Report of such dismissal will be forwarded to the Director of Pre-Licensure (or designee).
Students in violation shall be subject to student policies up to and including dismissal from the nursing program.
All participants will be held accountable to the ground rules. Violation of the ground rules is cause for dismissal from the experience. Report of such dismissal will be forwarded to the Director of Pre-Licensure (or designee).

Policy for Student Substance Screening

The practice of professionalism demands that the clinician be free from the influence of any substance that would impair judgment and thinking ability. As a result, health care agencies are requiring students who work directly with patients to undergo screening for substances. A substance is identified as nicotine, alcohol, and any drug that impair judgment. Students must be free from impairing substances. Health care agencies and the CONHCP require substance screening of all students prior to their first clinical experience. In addition, students are subject to screening if either the faculty or preceptor suspects that the student is impaired at any time on campus, or during any health care experience or any other university or work related activity. Any student whose test is deemed positive will not be able to enroll or continue in nursing courses for a minimum period of one year. Determinations will be made by the Professional Practice Committee. The College is required to report any positive screens, suspicion of substance impairment and/or refusal to the appropriate board.

This policy is designed to identify the procedures to be followed for testing.

Initial Urine Substance Screening

1. Students entering their first clinical course and new transfer students will receive a substance screen authorization form in order to complete a random urine screen. Students will have 24 hours to complete the random screen at one of the laboratory options provided. Students receiving an authorization form on a Friday will be required to complete the screen by the end-of-business hours on Monday.
2. Students will be required to show picture identification upon arrival. A driver's license or passport are acceptable forms of identification.
3. The cost for all screening and medical review (if deemed necessary) is the students' responsibility.
4. A screen with questionable results will be sent by the lab for a medical review. Costs for review and retest will be the responsibility of the student.
5. A negative report is necessary to continue in the program of study in the CONHCP.
6. This screen need not be repeated as long as the student maintains continuous enrollment. Continuous enrollment is defined as enrollment in nursing classes during all consecutive semesters until graduation.
7. Students may be re-tested for cause or reasonable suspicion.

Substances Included in Urine Substance Screen

Amphetamines, Barbiturates, Benzodiazepines, Cannabinoids, Cocaine, Fentanyl, Meperidine, Methadone, Opiates, Oxycodone, Oxymorphone, Phencyclidine, Propoxyphene, Ethanol, Methaqualone

Screening For Cause or Reasonable Suspicion of Substance

The CONHCP may ask a student to submit to a substance screening at any time a faculty member or preceptor believes that the student may be under the influence of substances. This includes but is not limited to the following circumstances: evidence of drugs or alcohol on or about the student's person or in the student's possession, unusual conduct on the student's part that suggests possible use or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness.

1. Students will be asked to submit to an immediate substance screening test conducted at one of the laboratory options provided.
2. Students may also be given a substance screen authorization form and asked to immediately complete a urine substance screen at one of the laboratory options provided.
3. Students will be required to show picture identification upon arrival. A driver's license or passport are acceptable forms of identification.
4. The costs for all screening and medical review (if deemed necessary) are the students' responsibility.
5. A screen with questionable results will be sent by the lab for a medical review by the company completing the substance screen. Costs for review and retest will be the responsibility of the student.
6. A negative report, excluding a positive nicotine result, is necessary to continue in the program of study in the CONHCP.

Follow-up Action: Positive Screen (For Cause or Initial Substance Screen)

1. Positive drug screens (including those medically prescribed) will be directed to the Professional Practice Committee for determination of sanctions.
2. A report will be filed with the State Board of Nursing upon withdrawal from the program consistent with the rules and regulations of the State Board of Nursing.

*Please note certain clinical facilities include nicotine as part of their screening and will not allow students to rotate at their facility who test positive from nicotine or its by product, cotinine.

Follow-up Action For-Cause Negative Screen

1. Students whose substance screens are negative will meet with A Director of the program to discuss the perceptions of impaired behavior and the implications and steps to avoid similar situations in the future.
2. A review by the Medical Review Officer (MRO) by the company collecting the substance screen for documentation of any medical condition or treatment may be requested.
3. Students will not be counted as absent from clinical during this evaluation process. However, students will be expected to meet the clinical objectives.
4. A reasonable suspicion/cause substance screen that is positive; however, is deemed negative by a medical review officer will follow these guidelines:
   a. The student will meet with the Director of the program.
   b. The student may be required to undergo, at the student's expense, an evaluation for substance use/prescription drug

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use/impairment by a psychiatrist recommended by the State Board of Nursing.

c. The student will follow other recommendations deemed necessary by the Director of the program.

d. The student will be required to provide a negative substance screen prior to returning to clinical and be subject to periodic substance screens at the student's expense.

e. More than one incident of a reasonable suspicion/cause substance screen that is positive; however, deemed negative by a medical review officer will be directed to the Professional Practice Committee. In this case the student will follow the positive substance screening guidelines.

Follow-up Action: Invalid Results

1. If substance screens have results that are "invalid", students will be required to complete hair follicle testing.
2. The cost of hair follicle screening (if deemed necessary) will be the students' responsibility.

Students Who Refuse Substance Screening

Students who refuse to participate in screening will be required to leave the clinical area and make an appointment with the Director of the program. The student will remain out of the clinical area until an investigation has been done and a recommendation has been made by the Professional Practice Committee. Students who refuse screening may be subject to dismissal from the CONHCP.

Bachelor of Science in Nursing (Pre-Licensure)

Bachelor of Science in Athletic Training

Clinical Restriction Policy

Clinical restriction is the official means of restricting the student from any field experience when students have missing, expired, or insufficient immunizations or documentation requirements on file with the Office of Field Experience (OFE). You will be notified by the OFE 4 weeks before documentation is set to expire. Once documentation has expired, the OFE will notify your course faculty of your restriction status. At all times it is your responsibility to ensure that your health and safety documentation is up to date and current, and that all other program requirements have been met. Health and safety requirements are mandatory for all students where indicated in this manual.

Failure/Program Expulsion

If you fail to meet the course objectives, policies, and procedures outlined in the classroom and this manual, you may face failure or program expulsion. You must repeat any failed courses before moving on to the next course outlined in your program of study. A Code of Conduct form will be filed by the course faculty for any action that results in clinical failure. Field Experience/Clinical course failure may result in a failure of the co-requisite theory course at the judgment of the Course Faculty and Professional Standards Committee.

Examples of clinical failure, program expulsion, or Code of Conduct violation actions:

- Compromising GCU's relationship with any site
- Compromising safety in any form
- Plagiarism and ethical conduct resulting in Code of Conduct Violations

The student has the remainder of the course to earn a passing grade, which removes the student from clinical probation.

Bachelor of Science in Nursing (RN to BSN)

Students in the Bachelor of Science in Nursing (RN to BSN) program who want to transition into Grand Canyon University's Master of Science in Nursing (MSN) program may complete up to two graduate level courses as part of their upper division elective credits for the BSN degree completion. Eligible MSN programs are included on the Bachelor of Science in Nursing (RN to BSN) to Master of Science in Nursing (MSN) Fast-Track Request Form. To be eligible, students must:

1. Possess a 3.5 enrollment cumulative GPA at the time 33 of 36 RN to BSN program major credits are completed.
2. Complete the Bachelor of Science in Nursing (RN to BSN) to Master of Science in Nursing (MSN) Fast-Track Request Form.

Once approved, students must complete the Master of Science in Nursing (MSN) courses with a C or better. Grades earned will be calculated into the graduate GPA. Tuition for the MSN courses taken as electives will be charged at the graduate tuition rate and will be charged the Canyon Connect Fee at the graduate rate. It is recommended that students enroll into the MSN program within 180 days of completing their Bachelor of Science in Nursing (RN to BSN) program to guarantee transferability of credit hours earned toward the MSN program. After 180 days, students will be required to advance into the graduate program of study deemed current at that time

Bridge to Master of Science in Nursing

CPR Requirements

Students must be certified in CPR for Health Care Providers through the American Heart Association or American Red Cross and are required to maintain certification throughout the program. Graduate students may also obtain CPR certification for the Professional Rescuer from American Red Cross. Information as to the availability of courses may be obtained by calling either the American Heart Association, or American Red Cross. CPR for Bystanders or the community will not fulfill this requirement. CPR instruction teaches skill of airway management and external cardiac compression for the adult and pediatric victim.

Students who do not have a current CPR certification card will not be permitted to participate in clinical experiences. In addition, Graduate students need to meet the certification requirements of the respective agency in which they perform clinical.

College of Theology

The College of Theology's mission is to educate and equip students to communicate the gospel effectively, serve the church faithfully, and minister with integrity at home and abroad. Therefore, within the context of the College, significant attention is given to spiritual and professional formation so that students are biblically qualified for ministry upon graduation. The Bible teaches that ministers must be "above reproach" in private and in public because ministers lead God's people as they grow up into the fullness of Christ through the careful study and application of God's word. Simply stated, one whose life has not been transformed profoundly by the power of the gospel is hardly in a position to lead others in this way of life. Thus, preparation for ministry requires attention to the spiritual, and professional aspects of each student's training in addition to academic study.

Doctrinal, ethical, and covenantal alignment are vital to the health of the institution as the faculty and administration strive to fulfill the mission of developing godly leaders, ministers, and scholars. Evangelical unity with respect to doctrine and morality

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represents a crucial basis for ministerial preparation just as it represents a crucial basis for gospel ministry. For these reasons, students in the College are asked to affirm the University's Doctrinal and Ethical Positions Statement, the COT Covenant, and standards for conduct that agree with those beliefs. In this way students affirm the basic tenets of the Christian faith and commitment to a lifestyle worthy of the Lord Jesus and worthy of the gospel ministry to which they have been called.

The University's foundational documents, the Covenant, and the dispositional and behavioral standards have not been created for purposes of legalistic compulsion or in a coercive spirit. Rather, they represent commitments and guidelines that have been developed for the purpose of living freely together in a community marked by faith, hope, and love. All students who enter into COT's covenantal community do so freely and they do so with full understanding that the community strives to cultivate the character of Christ daily. Indeed, in light of the unique call God has placed on their lives, the vast majority of ministerial students are motivated to conform to established standards and are grateful for the structure and accountability the community provides.

In most cases when students' dispositions or behaviors fail to align with the College's standards, COT's faculty and staff are able to correct gently and provide all necessary counsel. Indeed, gracious conversation and pastoral guidance should normally characterize the initial steps taken by faculty and staff to address impropriety. The College is committed to forming students in a loving and merciful way that is redemptive rather than punitive. Thus, in cases where minor dispositional or behavioral issues arise, direct student engagement by a member of the faculty or a representative of the College will be most appropriate. Further action will only be necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Faculty and staff should refer cases that involve major dispositional and behavioral issues in accord with established processes.

Dispositional and Behavioral Standards

As ministers of the gospel, theology students are expected to conform to dispositional and behavioral standards that are consistent with biblical teaching, sound doctrine, and the commitments they make at the start of their program. "Dispositions" refers to one's attitudinal inclinations, mental and emotional outlook, integrity, and character. Sincerely held dispositions lead to actions and patterns of conduct, which is to suggest that dispositions, at some level, contribute to behaviors.

COT has adopted the following dispositional and behavioral standards that align with the College's Covenant. Although these standards are not exhaustive, they represent the essential values and qualities that should characterize gospel ministers. Students are encouraged to acknowledge their struggles and shortcomings without fear and for the sake of working through challenges with the support and encouragement of the community. Students who disregard the standards or fail to demonstrate these dispositions and behaviors, however, may be subject to disciplinary action.

- EMBRACE TRUTH: Ministers of the gospel embrace the truth of Christ, and speak and act truthfully. This includes integrity with respect to the commitment to uphold doctrinal and ethical positions and behaviors consistent with those of the University within their academic work, within the GCU community, and in any internship or supervised ministry/field experience setting.
- DISPLAY A HEART FOR GROWTH, TRANSFORMATION, AND LEARNING: Ministers of the gospel have a heart for growth and transformation. They demonstrate humility and pursue Christlikeness by taking correction, having a charitable spirit, and not thinking of themselves more highly than they ought. They do not hide sin but, rather, acknowledge it and learn from mistakes as they progress through their program of study. They demonstrate eagerness to learn and engage faithfully with their coursework, classmates, Scripture, scholarly research, faculty, and ministry supervisors.
- AFFIRM THE VALUE OF PEOPLE: Recognizing that all people are created in the image of God, ministers of the gospel treat people in ways that demonstrate their intrinsic value and dignity. Accordingly, ministers of the gospel reject discrimination and show the value of others in the way they interact with people of all races, nationalities, ages, genders, socio-economic levels, abilities, and faith traditions. These principles extend to all forms of communication.
- DEMONSTRATE GRACE AND RESPECT: Ministers of the gospel demonstrate grace and respect in their attitudes, actions, and words. They embody the fruit of the Spirit, speaking with kindness and patience, communicating respectfully in all situations. They avoid actions and speech that could show disrespect, a sharp tongue, harassment, prejudice, racism, sexism, vulgarity, foul language, or bullying. Students extend grace and charity at all points including discussions with others who differ with them on matters of doctrine and ethics. They strive for unity, which requires careful thought about doctrinal dialogue, genuine love for one another, and a resolve to be "quick to hear, slow to speak, [and] slow to anger" (James 1:19).
- PROMOTE PEACE: Ministers of the gospel seek to be peacemakers, approaching conflict with the goal of restoration and reconciliation. They follow biblical practices for conflict resolution, glorifying God by taking responsibility for their own contribution to a conflict and asking and offering forgiveness when needed. They bring peace and joy to their classrooms and congregations, avoiding words and actions that might bring discord, dissension, or destruction.
- MAINTAIN SEXUAL PURITY: Following the teaching of the Bible, ministers of the gospel maintain personal sexual purity, reserving sexual expression for a marriage relationship between one man and one woman. They refrain from the use of all pornographic materials and any explicit content that would grieve the Holy Spirit while demonstrating an openness to accountability, counsel, and prayer in areas of struggle and perceived powerlessness. They refrain from sexually charged language and behavior inside or outside the classroom.
- AVOID EXCESS: Ministers of the gospel avoid excess and abuse of any substances that could move them from a place of health to harm. Students embrace moderation in all things for the sake of safeguarding against idolatry and protecting their gospel witness.
- SEEK FIRST GOD'S KINGDOM: Ministers of the gospel pursue God's purposes for the world even when this requires abandoning the pursuit of their own selfish interests. They cultivate love, justice, beauty, grace, wisdom, and wholeness in their relationships and eschew worldly desires that result in consumerism, materialism, and the pursuit of fame and prestige.

Corrective Action Plan for Unacceptable Dispositions and Unprofessional Behavior

As a Christian community, the College of Theology and Grand Canyon Theological Seminary strive to be affirming and redemptive to students who are struggling and failing to exhibit these dispositions in their behaviors. The conduct that is unbecoming for a Christian leader or minister, however, may be referred through one of the following processes:

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1. Dispositional alert from a faculty member, a ministry supervisor, or another GCU employee which is processed through the College of Theology's Covenantal Standards Committee (CSC). This committee will determine the disciplinary action to be taken on a case by case basis.
2. Code of conduct violation charge which is reported through the "Classroom Incident Report" and is handled through the Code of Conduct process of the University.

In cases of minor misalignment, direct engagement by a member of the faculty or a representative of the College for the purpose of education, formation, and/or correction will be most appropriate. Further action is only necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Students who disregard COT's Dispositional and Behavioral standards or fail to demonstrate these dispositions and behaviors may be subject to disciplinary action. In certain egregious situations, disciplinary action may be immediate and will be recommended to the University Code of Conduct Committee.

Unbecoming dispositions and behavior, within the classroom or outside the classroom may result in an array of corrective actions taken by the CSC or recommendations for disciplinary actions made by the CSC to the Code of Conduct Committee including, but not limited to the following potential outcomes

1. A corrective dialog with the CSC or designee
2. A letter of reprimand
3. A required number of professional and/or pastoral counseling sessions
4. A series of coaching sessions
5. Recommendations to the Code of Conduct committee such as:
   a. Removal from the class
   b. Removal from the supervised ministry/field experience site
   c. Failure of the course
   d. Suspension
   e. Expulsion from the program. In the case of expulsion, students will have the option of reapplying to the program after a two year hiatus at which time the student will make a case for his or her change in behavior and disposition such that the CSC would possibly allow them to return to the program

Any question of interpretation or application of the Dispositional and Behavioral Standards Policy will be referred to the Dean of the College of Theology or a designee for final determination.

These standards should not be applied in ways that foster discrimination and harassment. Students who experience gender or disability-based discrimination or harassment should seek the assistance of the Title IX or Section 504 Coordinator for investigation under the applicable grievance procedures.

Process Guidelines for COT Dispositional and Behavioral Standards

The following guidelines are intended to assist with the evaluation of and appropriate response to dispositional and behavioral issues. These guidelines should enable faculty and College representatives to accurately assess and prudently address situations in ways that are redemptive, fair, and commensurate with the type of misalignment in question.

Doctrinal and Ethical Alignment

COT faculty are encouraged to make key distinctions in their teaching and classroom interaction between doctrine that is absolutely essential to the Christian faith and other teachings that, although important, are not fundamental to Christianity.

Essential doctrines are those core teachings that distinguish Christians from non-Christians and must be believed in order for one to be a genuine follower of the Lord Jesus. Denial of essential doctrine represents a grave matter.

Nonessential teachings are significant because they safeguard the integrity and health of essential doctrines and because they derive either directly or indirectly from the teaching of Scripture. Examples include the form and meaning of baptism, the organization and governance of the church, qualifications for ministers, styles of worship music, and the timing of Christ's return in relation to other events of the last days. Christians frequently disagree about various nonessential teachings but disagreement about these doctrines does not amount to a denial of the faith.

Dispositional and Behavioral Alignment

In cases of minor misalignment, direct engagement by a member of the faculty or a representative of the College for the purpose of education, formation, and/or correction will be most appropriate. Further action is only necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Students who disregard COT's Dispositional and Behavioral standards or fail to demonstrate these dispositions and behaviors may be subject to disciplinary action. In certain egregious situations, disciplinary action may be immediate and will be recommended to the University Code of Conduct Committee.

Minor Misalignment

Instances of minor misalignment should be dealt with redemptively rather than punitively to the extent possible. Such cases typically require forbearance and patience instead of formal discipline.

Major Misalignment

Instances of major misalignment should be dealt with redemptively, but disciplinary action may be necessary if the situation cannot be redeemed apart from formal action. Certain egregious situations may represent exceptions and may require immediate disciplinary action.

Bachelor of Arts in Worship Arts

Upon completion of 80 credit hours in the Bachelor of Arts in Worship Arts program, students should begin the internship application process. The Worship Arts Internship (WSA-429) should be completed during the final year of the program or the summer prior to the final year, but not prior to the completion of 80 credit hours in the program. No credit will be given for internships completed outside of the formal BAWA internship process which is guided by the Office of Field Experience. Direct all questions regarding this application process to the Office of Field Experience at COT.OFE@GCU.EDU.

Master Programmatic Progression Requirements

Colangelo College of Business

Master of Science in Accounting

Guidelines for Live Proctored Online Testing Within the Master of Science in Accounting program

Proctored Examinations will be scheduled and administered in an environment that is conducive to success and minimizes the opportunity for academic dishonesty. The following courses will

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include proctored exams: ACC-690 and ACC-691. If a student Fails to register with ProctorU and the assigned exam is accessed without live proctoring, this will result in a zero grade for the applicable exam

1. Once registration of the exams have been submitted from the faculty, students will be responsible for scheduling the day and time of the assigned exam with the proctoring agency. The designated testing window will follow the assigned timeframe listed in the course syllabus.
2. The proctoring agency needs greater than 72 hours to schedule an exam to prevent an additional fee. If a student needs to reschedule within 72 hours, charges will apply to the student; rescheduled exams outside of 72 hours may not involve additional charges to the student. Exams must be scheduled within the assigned calendar week of the course.
3. Students who must reschedule their exam must notify the instructor no less than 4 hours prior to the start of their scheduled exam time to be considered excused and allow for exam reassignment. The reassignment date and time must still be scheduled within the calendar week of the course.
4. Rescheduling is limited to once per course.
5. The technology required will include downloading applicable ProctorU software. A Web Cam and speakers will need to be purchased if not included with computer. The software will require a browser extension that the student must install from the Chrome Web Store or the Firefox Add-ons site. ProctorU also requires the student to run (not install) an applet prior to each session. Specific directions will be provided by ProctorU.
6. Authentication will be verified by government issued photo ID.
7. The student needs to plan to take the exam in a quiet, private setting. The door to the testing room must remain closed at all times while testing is in process to ensure academic integrity.
8. If accommodations are needed, please contact GCU's Student Disability Services office or follow steps for accommodations outlined in the University Policy Handbook.
9. The only device permitted in the testing area/room is the computer. Items not permitted include: a. Bluetooth enabled devices b. Phones c. Watches d. Backpacks e. Purses f. Hats with the exception of head adornments of a medical or religious nature are permitted g. Jackets/Sweaters/Hooded Sweatshirts h. Snacks
10. Students will be asked to pan their camera and show the entire workspace and surroundings to the proctor. Students will be required to close down any other software prior to proceeding with the exam. Pockets must be turned out and demonstrated that they are empty.
11. Once authentication and securing of the environment has been completed, students will log into Gleim. The proctor will verify the account and the correct exam.
12. Students must keep their eyes on the exam at all times.
13. We encourage students to go to the restroom before the scheduled test to help ensure test security.
14. Students may not leave the room once the exam has begun. In the event that the student must leave, the exam will end and student will receive grade earned.
15. If IT issues occur and are unable to be resolved by the proctoring agency or GCU Tech Support during the designated test time, a working ticket needs to be obtained and submitted to the classroom. Faculty can then work with the student in reassigning the exam. • If student is unable to access Gleim the student will need to contact Gleim at 800.874.5346 ext. 212. • If student is unable to access ProctorU they will need to login to their ProctorU account and select Chat Now. • If student has a technical issue during exam, student is to work with the Proctor via the Chat Now button.
16. Once the exam is complete, the student will notify the proctor that the exam has been completed. The student can then log out.
17. Students who are observed violating any of the above criteria may be asked to stop the exam, given no credit for the exam, and will be reported to the course faculty. The college will review provided video from ProctorU to determine if a violation has occurred and will determine course of action, which may include referral to the Code of Conduct

College of Education

All College of Education Graduate Programs

COE Graduate Certificates

Prior to participation in any practicum/field experience, teacher candidates must provide their Field Experience Counselor with verification of a current State of Arizona Department of Public Safety Fingerprint Clearance Card or current fingerprint clearance documentation in accordance with the fingerprint policies of the state in which they reside. Current and valid fingerprint clearance must be on file through the duration of the program. Failure to maintain current and valid Fingerprint Clearance may lead to immediate termination from the program. Based on the teacher candidates' Program of Study, the teacher candidate will need one of the following:

1. Fingerprint Clearance Card
2. Federal Background Check: If a federal background check is required, official copies of this document will be reviewed by the Field Experience Counselor. A federal background check will be considered 'clear' if no offense(s) are listed. Teacher candidates with 'cleared' federal background checks will be deemed eligible for participation in practicum/field experiences. Should any offense(s) be listed on the federal background check, teacher candidates will be required to apply for and secure a valid State of Arizona Department of Public Safety Fingerprint Clearance Card. Where applicable, a current teaching certificate may be provided in lieu of fingerprint clearance. GCU will not accept any background check older than six years.

Please note that teacher candidates may need to complete additional fingerprinting for certification purposes based on their state's requirements.

If candidates are charged with a felony or misdemeanor while in the program, even if charges are not verified, they are obligated to report this to their Field Experience Counselor. Failure to do so may lead to immediate termination from the program.

In the event that admission to Grand Canyon University's College of Education is denied as a result of one or more offense listed in Sections B or C of the Arizona Revised Statute (ARS) 41-1758.03, outlined in Appendix A, the following appeals process should be followed.

*Note: Students enrolled in Non-College of Education programs at Grand Canyon University who seek to transfer into the College of Education need to meet current admission requirements.

Level One Appeal

1. Apply for a fingerprint clearance card from the Arizona Department of Public Safety. (Should the fingerprint clearance card be denied, see a Level Two Appeal)
2. Upon securing an Arizona Fingerprint Clearance Card, request documentation from the Investigation Unit of the Arizona Department of Education indicating consent of your potential eligibility to apply for and obtain a teacher or principal license

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based on the listed offense(s). The Investigation Unit of the Arizona Department of Education may request additional information regarding the listed offense(s) prior to the issuance of their consent to be eligible for certification.
3. Provide Grand Canyon University with copies of the Arizona Fingerprint Clearance Card and the documentation provided by the Investigation Unit of the Arizona Department of Education for reconsideration of admission.

Level Two Appeal

1. In the event that a fingerprint clearance card is denied, petition the Arizona Board of Fingerprinting for a good cause exception. More information regarding the application and process for a good cause exception can be found at the Arizona Board of Fingerprinting website.
2. If the Board of Fingerprinting approves the good cause exception, a fingerprint clearance card will be issued. (Should the Arizona Board of Fingerprinting deny the good cause exception, a fingerprint clearance card will not be issued, and denied admission. (This decision cannot be appealed.)
3. Upon securing an Arizona Fingerprint Clearance Card, request documentation from the Investigation Unit of the Arizona Department of Education indicating consent of your potential eligibility to apply for and obtain a teacher or principal license based on the listed offense(s). The Investigation Unit of the Arizona Department of Education may request additional information regarding the listed offense(s) prior to the issuance of their consent to be eligible for certification.
4. Provide Grand Canyon University with copies of the Arizona Fingerprint Clearance Card and the documentation provided by the Investigation Unit of the Arizona Department of Education for reconsideration of admission.

Appendix A: Pursuant to ARS 41-1758.03 Sections B

A person who is subject to registration as a sex offender in this state or any other jurisdiction or who is awaiting trial on or who has been convicted of committing or attempting, soliciting, facilitating or conspiring to commit one or more of the following offenses in this state or the same or similar offenses in another state or jurisdiction is precluded from receiving a fingerprint clearance card:

1. Sexual abuse of a vulnerable adult.
2. Incest.
3. First or second degree murder.
4. Sexual assault.
5. Sexual exploitation of a minor.
6. Sexual exploitation of a vulnerable adult.
7. Commercial sexual exploitation of a minor.
8. Commercial sexual exploitation of a vulnerable adult.
9. Child prostitution as prescribed in section 13-3212.
10. Child abuse.
11. Abuse of a vulnerable adult.
12. Sexual conduct with a minor.
13. Molestation of a child.
14. Molestation of a vulnerable adult.
15. A dangerous crime against children as defined in section 13-705.
16. Exploitation of minors involving drug offenses.
17. Taking a child for the purpose of prostitution as prescribed in section 13-3206.
18. Neglect or abuse of a vulnerable adult.
19. Sex trafficking.
20. Sexual abuse.
21. Production, publication, sale, possession and presentation of obscene items as prescribed in section 13-3502.
22. Furnishing harmful items to minors as prescribed in section 13-3506.
23. Furnishing harmful items to minors by internet activity as prescribed in section 13-3506.01.
24. Obscene or indecent telephone communications to minors for commercial purposes as prescribed in section 13-3512.
25. Luring a minor for sexual exploitation.
26. Enticement of persons for purposes of prostitution.
27. Procurement by false pretenses of person for purposes of prostitution.
28. Procuring or placing persons in a house of prostitution.
29. Receiving earnings of a prostitute.
30. Causing one's spouse to become a prostitute.
31. Detention of persons in a house of prostitution for debt.
32. Keeping or residing in a house of prostitution or employment in prostitution.
33. Pandering.
34. Transporting persons for the purpose of prostitution, polygamy and concubinage.
35. Portraying adult as a minor as prescribed in section 13-3555.
36. Admitting minors to public displays of sexual conduct as prescribed in section 13-3558.
37. Unlawful sale or purchase of children.
38. Child bigamy.

Appendix A: Pursuant to ARS 41-1758.03 Sections C

A person who is awaiting trial on or who has been convicted of committing or attempting, soliciting, facilitating or conspiring to commit one or more of the following offenses in this state or the same or similar offenses in another state or jurisdiction is precluded from receiving a fingerprint clearance card, except that the person may petition the board of fingerprinting for a good cause exception pursuant to section 41-619.55:

1. Manslaughter.
2. Endangerment.
3. Threatening or intimidating.
4. Assault.
5. Unlawfully administering intoxicating liquors, narcotic drugs or dangerous drugs.
6. Assault by vicious animals.
7. Drive by shooting.
8. Assaults on officers or fire fighters.
9. Discharging a firearm at a structure.
10. Indecent exposure.
11. Public sexual indecency.
12. Aggravated criminal damage.
13. Theft.
14. Theft by extortion.
15. Shoplifting.
16. Forgery.
17. Criminal possession of a forgery device.
18. Obtaining a signature by deception.
19. Criminal impersonation.
20. Theft of a credit card or obtaining a credit card by fraudulent means.
21. Receipt of anything of value obtained by fraudulent use of a credit card.
22. Forgery of a credit card.
23. Fraudulent use of a credit card.
24. Possession of any machinery, plate or other contrivance or incomplete credit card.
25. False statement as to financial condition or identity to obtain a credit card.
26. Fraud by persons authorized to provide goods or services.
27. Credit card transaction record theft.
28. Misconduct involving weapons.

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29. Misconduct involving explosives.
30. Depositing explosives.
31. Misconduct involving simulated explosive devices.
32. Concealed weapon violation.
33. Possession and sale of peyote.
34. Possession and sale of a vapor-releasing substance containing a toxic substance.
35. Sale of precursor chemicals.
36. Possession, use or sale of marijuana, dangerous drugs or narcotic drugs.
37. Manufacture or distribution of an imitation controlled substance.
38. Manufacture or distribution of an imitation prescription-only drug.
39. Manufacture or distribution of an imitation over-the-counter drug.
40. Possession or possession with intent to use an imitation controlled substance.
41. Possession or possession with intent to use an imitation prescription-only drug.
42. Possession or possession with intent to use an imitation over-the-counter drug.
43. Manufacture of certain substances and drugs by certain means.
44. Adding poison or other harmful substance to food, drink or medicine.
45. A criminal offense involving criminal trespass and burglary under title 13, chapter 15.
46. A criminal offense under title 13, chapter 23.
47. Child neglect.
48. Misdemeanor offenses involving contributing to the delinquency of a minor.
49. Offenses involving domestic violence.
50. Arson.
51. Kidnapping.
52. Felony offenses involving sale, distribution or transportation of, offer to sell, transport or distribute or conspiracy to sell, transport or distribute marijuana, dangerous drugs or narcotic drugs.
53. Robbery.
54. Aggravated assault.
55. Felony offenses involving contributing to the delinquency of a minor.
56. Negligent homicide.
57. Criminal damage.
58. Misappropriation of charter school monies as prescribed in section 13-1818.
59. Taking identity of another person or entity.
60. Aggravated taking identity of another person or entity.
61. Trafficking in the identity of another person or entity.
62. Cruelty to animals.
63. Prostitution.
64. Sale or distribution of material harmful to minors through vending machines as prescribed in section 13-3513.
65. Welfare fraud.

Practicum/Field Experiences

Practicum/field experiences are field-based learning opportunities that focus on observation, application, and reflection. Practicum/field experiences require the Teacher Candidate to spend a prescribed amount of time in real-life classroom settings in order to demonstrate competency with predetermined activities that are aligned to professional standards in the field of education. Teacher Candidates who are not in an active student status may not complete practicum/field experience hours in the field. Teacher Candidates must have current/valid fingerprint clearance on file with their Field Experience Counselor prior to starting any fingerprint clearance required course.

Early Childhood Education

Early Childhood Education and Early Childhood Special Education

Teacher Candidates enrolled in the Master of Education in Early Childhood Education or the Master of Education in Early Childhood Education and Early Childhood Special Education program, who are completing practicum/field experiences in Arizona, are required to submit a completed Student Information Release Form (SIRF) and proof of immunization and/or immunity from Tuberculosis (TB).

In addition to the practicum/field experience hours throughout their regular coursework, Teacher Candidates enrolled in the Master of Education in Early Childhood Education and Early Childhood Special Education have two additional 60-hour practicum courses (Practicum I: ECS-565 and Practicum II: ECS-567). Teacher Candidates are required to complete an Early Childhood/Early Childhood Special Education application 8 weeks prior to the start date and will receive placement assistance from their assigned Teacher Placement Counselor. Teacher Candidates are required to complete 60 hours for Practicum I (ECS-565) and 60 hours for Practicum II (ECS-567) for a total of 120 hours. Teacher Candidates are not permitted to take ECS-565 Practicum I and ECS-567 Practicum II concurrently.

Basic Skills and Content Area Exams

1. Teacher Candidates enrolled in an Initial Program – Leads to Initial Teacher Licensure Programs (IP/TL) beginning with the 2009-2010 Academic Catalog must pass their state-mandated basic skills and content area exams prior to applying for the clinical practice/student teaching experience. It is the Teacher Candidate's responsibility to determine what, if any, testing is necessary for their individual state. Teacher Candidates in the following programs may have the option to utilize scores from the GCU specific content exam in lieu of providing passing exam scores from their state-mandated exams for progression into clinical practice/student teaching:
   a. Master of Education in Elementary Education
   b. Master of Education in Special Education Mild to Moderate
   c. Master of Education in Special Education Moderate to Severe
   d. Master of Education in Elementary Education and Special Education
2. Teacher Candidates that certify through Arizona will be required to submit passing scores on the National Evaluation Series (NES), Arizona Educator Proficiency Assessment (AEPA) or equivalent exam as determined by the Arizona Department of Education's out of state exam reciprocity requirements prior to applying for the clinical practice/student teaching experience. . Teacher Candidates in the following programs may have the option to utilize scores from the GCU specific content exam in lieu of providing passing NES or AEPA exam scores in for progression into clinical practice/student teaching
   a. Master of Education in Elementary Education
   b. Master of Education in Special Education Mild to Moderate
   c. Master of Education in Special Education Moderate to Severe
   d. Master of Education in Elementary Education and Special Education
3. If there is no content knowledge exam for the content area in which the Teacher Candidate is seeking certification, the Teacher Candidate will be required to submit an appeal to the

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College of Education demonstrating the content proficiency as guided by the state in which they are seeking certification.
4. Score reports will be accepted only if the official score report documents a passing score ('pass' or 'passed').
5. Teacher Candidates residing in states that do not have state-specific mandated basic and/or content exams for initial licensure and do not certify through Arizona may be waiver-eligible. Teacher Candidates should contact t heir assigned Field Experience Counselor (FEC) if they believe they qualify.

COE Clinical Practice Expectations and Academic Standards

The following clinical practice expectations for Teacher Candidates in the College of Education seek to address the common issues and responsibilities of Teacher Candidates who are out in schools and school districts in a field experience and clinical practice setting. The statements are designed to be reflective of the fundamental principles and values that are desired of a Teacher Candidate and his/her professional and personal conduct in the field experience and clinical setting. The conduct expectations clarify conduct unbecoming of a Teacher Candidate, and thus are subject to disciplinary action. By addressing these issues, we seek to respond to and clarify our expectations for all of our Teacher Candidates who are representing themselves and Grand Canyon University in their role and work with students, Cooperating Teachers, GCU Faculty Supervisors, and school communities.

Teacher Candidates in the College of Education represent GCU's value-based liberal arts institution. All Teacher Candidates who go out into the field are expected to abide by the responsibilities of university citizenship and to show consideration and respect for personal freedom and property rights of members of the civic, academic, and school community. Teacher Candidates are expected to abide by ethical, professional, and academic standards that are conducive to a positive learning experience. These expectations include, but are not limited to the expectation that the Teacher Candidate:

- Gives appropriate attention to college and site placement work
- Attends class, exercises, and engagements as required by the college and school site placement
- Acknowledges and accepts the responsibility of honorable adherence to the university's and site placement's standards, rules, policies, and procedures
- Supports and exhibits ethical behavior with Teacher Candidates, faculty, staff, school placement personnel, and the community
- Recognizes and embraces the diversity and personal values of others
- Exhibits self-direction and self-reliance as a college student and in the pursuit of individual and collaborative learning objectives and goals
- Acknowledges and accepts personal responsibility and accountability for his or her actions, interactions, and communication in all forms with Teacher Candidates, faculty, staff, school placement personnel, and the community
- Upholds confidentiality and respect for personal or professional information communicated in the placement classroom
- Adheres to college dispositional expectations, policies, and standards of academic honesty
- Represents themselves solely in all matters related to Clinical Practice performance, evaluation, assessments, disciplinary action, etc.
- Dresses according to professional attire expectations which can be interpreted as:
  - Women: slacks (dress pants), skirts (mid-calf to about two inches above the knee), blouses, shells, cardigans, blazers, dresses
  - Men: dress pants, button down shirts, polo shirts (with a collar), blazers
  - Dress not permitted: Anything that is see-through, short, tight, or shows too much skin, flip-flops, tennis shoes, jeans that are too loose fitting, ripped or faded. Teacher Candidates must also follow the dress code of teachers at the school site

Dispositional Expectations

- High Expectations- Educators should believe that all Teacher Candidates can learn and should set and support realistic expectations for student success.
- Respect for the Diversity of Others- Educators should be sensitive to individual learning and social needs of Teacher Candidates and embrace the cultural diversity of the community.
- Fairness- Educators should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.
- Professional Conduct- Educators should exercise sound judgment and ethical behavior. They should be a positive role model within their community.
- Reflection- Educators should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.
- Curiosity- Educators should promote and support curiosity and encourage active inquiry. They should be able to think innovatively and creatively, using critical thinking as a problem-solving approach.
- Honesty- Educators should model integrity by their words and actions. They should be forthright with others and uphold high standards of trust, character, and integrity.
- Compassion- Educators should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.
- Advocacy- Teachers understand the impact of community involvement and servant leadership as it applies to the welfare of others in the educational setting.
- Dedication- Educators should be committed to the profession of teaching and learning. They should be professionally active, lifelong learners and seek opportunities for professional development

Clinical Practice Expectation Violations

The following violations clarify conduct unbecoming of Teacher Candidates in the College of Education. Teacher Candidates are expected not to engage in such action while in a clinical setting at a school or school district. The following is a non-exhaustive list of actions that are considered clinical practice conduct violations, for which Teacher Candidates are subjected to disciplinary action up to and including expulsion from the University. If teacher candidates are found eligible to continue with the program, Clinical Practice can only be repeated once.

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the university, document related to:
  - Admission or eligibility to Clinical Practice
  - Information regarding the site placement school, the district and/or personnel

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- Information regarding Teacher Candidates
- Information regarding curriculum content in the classroom

- Disruptive behavior in any form that creates a hostile or offensive educational environment for a student, Cooperating Teacher, GCU Faculty Supervisor, faculty or staff
- Failure to comply promptly with any reasonable directive from a Cooperating Teacher, GCU Faculty Supervisors, GCU course instructor, or staff
- Failure to cooperate with an investigation
- Possession, use, distribution, or behavior under the influence of alcohol or illegal or banned drugs or substances while on school property, or as part of any school-related activity
- Communication orally, in writing, or by use of any technological device, including, and not limited to any phone or computer device, outside the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community or university
- Failure to maintain a professional approach to personal relationships with the Teacher Candidates or the school community members

Remediation

The College of Education may take disciplinary action against candidates who demonstrate insufficient performance, inappropriate dispositions, conduct unbecoming, or are terminated by the site school placement. Remediation is implemented if candidates do not demonstrate sufficient progress with regard to performance or dispositions. The College of Education Office of Clinical Practice and/or Professional Practices Committee reviews all documentation and makes a determination as to whether the alleged violation or deficiency has been substantiated and which college-level penalties may apply. If candidates do not comply with remediation plans and/or sanctions, they may be terminated from their site, complete a corrective action plan and/or may have to undergo the Code of Conduct process for failure to comply with a college directive.

Clinical Practice/Student Teaching (Initial Program/Teacher Licensure Only)

Clinical practice/student teaching provides candidates with the opportunity to demonstrate mastery of knowledge and skills in brick and mortar classroom setting. (Clinical practice/student teaching cannot be completed in a virtual school setting.)

Teacher Candidates must meet all eligibility requirements prior to progressing into clinical practice/student teaching. Taken at the conclusion of all coursework, clinical practice/student teaching requires 15-16 consecutive weeks (dependent on Teacher Candidate's program of study) of unpaid, full day (Monday-Friday) placement with a COE approved Cooperating Teacher/Mentor. A Cooperating Teacher/Mentor must hold a current/valid certification in the area which aligns with the Teacher Candidate's program of study, a Master degree or exceptional experience, have a minimum of three years teaching experience, full recommendation of the building principal/administrator and desire and ability to work cooperatively with the Teacher Candidate.

Clinical practice/student teaching full days consists of the following:

- Student Contact time: any instructional classroom time spent directly with students.
- Teacher Contract time: any function at the cooperating school site(s) that the contracted teacher is required to attend. This includes prep time and professional development.
- District holidays/inclement weather days are not to be counted.

Clinical practice/student teaching requires a full take over for a minimum of 50% of the experience (i.e. 4 weeks of full take over for an 8-week course and 8 weeks for a 15/16 week course). During this time, Teacher Candidates will assume all teaching duties and responsibilities necessary for effective teaching of students without endangering the health and safety of the individual or others. Essential functions of the teaching profession include effectively leading the classroom and ensuring student learning.

Clinical practice/student teaching is completed in the Fall or Spring semesters; and is required for an Institutional Recommendation (IR). Teacher Candidates looking to complete clinical practice/student teaching in the summer may contact their assigned FEC to discuss eligibility. Clinical practice/student teaching may only be repeated once in the course of the Teacher Candidate's time at Grand Canyon University.

Clinical Practice/Student Teaching Placement Requirements (Initial Program/Teacher Licensure Only)

Clinical practice/student teaching must be completed in a brick and mortar school (virtual schools are no acceptable for clinical practice/student teaching). Clinical practice/student teaching must be completed in a public-school setting or a licensed/accredited nonpublic school setting. Teacher Candidate's site placement must align with the Teacher Candidate's program of study. Placement preferences will be honored, if possible and/or feasible. However, the University reserves the right to make assignments or adjustments deemed to be in the Teacher Candidate's best interest and the interest of other involved parties. Clinical practice/student teaching cannot be completed at a school site where a relative is employed or the Teacher Candidate has children who attend the school.

Unpaid Clinical Practice/Student Teaching (Initial Program/Teacher Licensure Only)

Teacher Candidates may not student teach in the classroom(s) in which they are employed as paraprofessionals/teacher aides/substitutes. Paraprofessionals/teacher aides/substitutes are not teachers of record. As assistants to a classroom teacher, their responsibilities are more limited than those required of a classroom teacher. Therefore, paraprofessionals/teacher aides/substitutes will need to take a leave of absence from their duties and responsibilities while they complete the clinical practice/student teaching requirements for their program of study.

Eligibility for Clinical Practice/Student Teaching (Initial Program/Teacher Licensure Only)

1. Successfully complete all coursework, including documented practicum/field experience hours, within the program of study.
2. Pass the state-specified basic skills and content area exams or GCU specific content exam, if applicable for academic program, prior to applying for the clinical practice/student teaching experience.
3. Maintain a minimum GPA of a 2.8 (undergrad) or 3.0 (graduate) as required for clinical practice/student teaching.
4. Work with the appropriate departments to remove any academic and/or financial holds on account to ensure that the Student Services Counselor (SSC) is able to complete the required registration process.
5. Review program progression and academic eligibility with assigned SSC and/or Field Experience Counselor (FEC).
6. Possess a current/valid Fingerprint Clearance Card or background check. Teacher Candidates certifying through

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Arizona must have an Arizona Department of Public Safety IVP Fingerprint Clearance Card.

Clinical practice/student teaching may only be repeated once in the course of the Teacher Candidate's time at Grand Canyon University.

If a Teacher Candidate has an unsuccessful clinical practice/student teaching attempt in an Institutional Recommendation (IR) program and then enrolls into another IR program, the Teacher Candidate will need to appeal to the College of Education to student teach for a second and final attempt.

Application for Clinical Practice/Student Teaching (Initial Program/Teacher Licensure Only)

In order to apply for clinical practice/student teaching, the Teacher Candidate must be meeting all clinical practice/student teaching eligibility requirements.

The Student Teaching Application is provided by the Teacher Candidate's assigned Field Experience Counselor (FEC).

The Student Teaching Application deadlines are as follows:

Traditional (Ground) Students

- November 1st is the deadline for the Fall Clinical Practice (Student Teaching) experience
- May 1st is the deadline for the Spring Clinical Practice (Student Teaching) experience

Non-Traditional (Online) Students

- February 1st is the deadline for the Fall Clinical Practice (Student Teaching) experience
- August 1st is the deadline for the Spring Clinical Practice (Student Teaching) experience

No exceptions will be made to these deadlines.

Requirements for an Institutional Recommendation (Initial Program/Teacher Licensure Only)

Institutional Recommendations (IRs) are issued for teaching, principal, and school counseling programs that lead to initial licensure in Arizona. The IR confirms that a candidate has met all requirements, including successful clinical practice/student teaching or internship, for the program of study that has been approved by the Arizona State Board of Education. It is the candidate's responsibility to determine the professional knowledge and content knowledge exams that must be taken to obtain a certificate in Arizona. An IR is valid for one year from the date it is signed. IRs can be issued only within 45 days of a candidate's graduation date; otherwise, the candidate will need to apply for a transcript analysis to determine if certification criteria have been met.

All Teacher Candidates seeking an Institutional Recommendation for a teaching license must complete the programmatic and state licensure which include but are not limited to verification of current/valid fingerprint clearance, passing scores on basic skills, content and professional knowledge exams and successful completion of clinical practice/student teaching.

Certification through Non-Degree Courses (Initial Program/Non-Teacher Licensure Only)

Graduates from an Initial Program – Does Not Lead to Teacher Licensure (IP/Non-TL) programs who wish to return to GCU to complete certification coursework will enroll in student teaching courses through the non-degree division. As these learners do not qualify for an Institutional Recommendation they must be certified in Arizona through a course-by-course evaluation conducted by the certification division of the Arizona Department of Education. Learners will need to meet all Arizona certification requirements, including verification of fingerprint clearance, successful completion of student teaching, verification of passing scores on the AEPA or an equivalent exam as determined by the Arizona Department of Education's out of state exam reciprocity requirements, and successful completion of Arizona SEI requirements.

Master of Education in Educational Administration (Advanced Program for Principal Licensure (AP/PL)

Prior to the first internship course, students must submit a copy of one of their Valid Arizona Fingerprint Clearance Card or official results of Federal Background Clearance from their state Department of Public Safety agency to their Field Experience Counselor.

Eligibility for the Educational Administration (EAD) Internship

1. Learners must complete the following courses prior to starting their internship courses.
   - EAD-501, EAD-505, and EAD-510 must be successfully completed in order to enter into the first internship, EAD-519.
   - EAD-519, EAD-513, EAD-520, and EAD-523 must be successfully completed in order to enter into the second internship, EAD-529.
   - EAD-529, EAD-530, EAD-533, and EAD-536. Must be successfully completed in order to enter into the third and final internship, EAD-539.
2. Work with the appropriate departments to remove any academic and/or financial holds on account to ensure that the Student Services Counselor is able to complete the required registration process.
3. View program evaluations with assigned Student Services Counselor and/or Field Experience Counselor to discuss program progression and academic eligibility.
4. Principal candidates not meeting the graduate GPA requirement of a 3.0 at the time of the final internship, EAD-539, must submit an appeal which will be reviewed by the College of Education.
5. Possess a current Fingerprint Clearance Card or background check. Arizona residents must have an Arizona Department of Public Safety Fingerprint Clearance Card.
6. The Internship may only be repeated once.

Students unable to meet the eligibility requirements may transfer enrollment to the Master of Educational Leadership program of study.

Internship and Field Work Hours

Learners in the educational administration program will accumulate 270 internship and 90 field work hours, totaling 360 hours. Field work hours are accrued throughout the program and internship hours are accrued at the culmination of each of the three blocks in 90-hour increments. Internship hours are unpaid, require partial-time placement with an approved COE mentor administrator, and are required for an Institutional Recommendation (IR).

Institutional Recommendation

Institutional Recommendations (IRs) are issued for teaching, principal, and school counseling programs that lead to initial licensure in Arizona. The IR confirms that a student has met all requirements, including successful student teaching or internship, for the program of study that has been approved by the Arizona State Board of Education. It is the student's responsibility to determine the professional knowledge and subject knowledge exams that must be taken to obtain a certificate in Arizona. An IR is valid for one year from the date it is signed. IRs can be issued

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only within one year of a student's graduation date; otherwise, the student will need to apply for a transcript analysis to determine if certification criteria have been met.

All College of Education principal candidates seeking an Institutional recommendation for principal license must complete the program requirements for their degree program, which include verification of the fingerprint clearance and successful completion of an internship component.

- Arizona residents will be required to successfully pass the Arizona Educator Proficiency Assessment (AEPA) principal licensure test.
- Principal candidates requiring Arizona principal certification in application for their local state licensure will need to successfully pass the principal AEPA licensure test.

Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study).

Master of Education in Early Childhood Education *Nevada ARL*

In order to apply for conditional licensure with the state of Nevada, students in the Master of Education in Early Childhood Education (Nevada ARL) must receive an ARL Recommendation letter from GCU's College of Education. This letter can be obtained once the following requirements are met:

- Successful completion of the first three courses in the approved program (8 credit hours)
- Submit evidence of passing scores on the Praxis CORE Academic Skills for Educators exam
- Completion of ARL Bootcamp modules (Completed in the Professional Learning Network (PLN))
- Submit evidence of passing scores on the Early Childhood Education and the Education of Young Children exams
- Completion of the ARL Application Packet
  - Job Verification (To be completed by the hiring principal)
  - Mentor Verification (To be completed by the hiring principal)
  - Candidate Acknowledgment (To be completed by the ARL candidate)
  - Certificate of ARL Bootcamp Completion [Received when Professional Learning Network (PLN modules) are completed]
- A valid fingerprint clearance card (required prior to beginning any course that requires FPC for practicum)

Any time between successful completion of the third program course and prior to student teaching, students must complete the following:

- Meet all above progression and licensure requirements and currently hold a conditional license
- Submit evidence of passing scores on the Principles of Learning and Teaching (PLT) Grades K-6 exam
- Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study)

Master of Education in Elementary Education *Nevada ARL*

In order to apply for conditional licensure with the state of Nevada, students in the Master of Education in Elementary Education (Nevada ARL) must submit to the Nevada Department of Education documentation of 18 credit hours of coursework (6 in each area) in Mathematics, English Language Arts and History, along with an ARL Recommendation letter from GCU's College of Education. This letter can be obtained once the following requirements are met:

- Successful completion of the first three courses in the approved program (9 credit hours)
- Submit evidence of passing scores on the Praxis CORE Academic Skills for Educators exam
- Completion of ARL Bootcamp modules (Completed in the Professional Learning Network (PLN))
- Submit evidence of passing scores on the Elementary Education: Instructional Practice and Applications exams
- Completion of the ARL Application Packet
  - Job Verification (To be completed by the hiring principal)
  - Mentor Verification (To be completed by the hiring principal)
  - Candidate Acknowledgment (To be completed by the ARL candidate)
  - Certificate of ARL Bootcamp Completion [Received when Professional Learning Network (PLN modules) are completed]
- A valid fingerprint clearance card (required prior to beginning any course that requires FPC for practicum)

Any time between successful completion of the third program course and prior to student teaching, students must complete the following:

- Meet all above progression and licensure requirements and currently hold a conditional license
- Submit evidence of passing scores on the Principles of Learning and Teaching (PLT) Grades K-6 exam
- Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study)

Master of Education in Secondary Humanities Education *Nevada ARL*

In order to apply for conditional licensure with the state of Nevada, students in the Master of Education in Secondary Humanities Education (Nevada ARL) must receive an ARL Recommendation letter from GCU's College of Education. This letter can be obtained once the following requirements are met:

- Successful completion of the first three courses in the approved program (9 credit hours)
- Submit evidence of passing scores on the Praxis CORE Academic Skills for Educators exam
- Completion of ARL Bootcamp modules (Completed in the Professional Learning Network (PLN))
- Submit evidence of passing scores on the Secondary Education Content Area exam in either Language Arts, Art, Social Studies, or Music, or hold a major or minor in one of these content areas.
- Completion of the ARL Application Packet
  - Job Verification (To be completed by the hiring principal)
  - Mentor Verification (To be completed by the hiring principal)
  - Candidate Acknowledgment (To be completed by the ARL candidate)
  - Certificate of ARL Bootcamp Completion [Received when Professional Learning Network (PLN modules) are completed]
- A valid fingerprint clearance card (required prior to beginning any course that requires FPC for practicum)

Any time between successful completion of the third program course and prior to student teaching, students must complete the following:

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- Meet all above progression and licensure requirements and currently hold a conditional license
- Submit evidence of passing scores on the Principles of Learning and Teaching (PLT) Grades K-6 exam
- Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study).

Master of Education in Secondary STEM Education *Nevada ARL*

In order to apply for conditional licensure with the state of Nevada, students in the Master of Education in Secondary STEM Education (Nevada ARL) must receive an ARL Recommendation letter from GCU's College of Education. This letter can be obtained once the following requirements are met:

- Successful completion of the first three courses in the approved program (9 credit hours)
- Submit evidence of passing scores on the Praxis CORE Academic Skills for Educators exam
- Completion of ARL Bootcamp modules (Completed in the Professional Learning Network (PLN))
- Submit evidence of passing scores on the Secondary Education Content Area exam in either Biology, Physics, or Mathematics, or hold a major or minor in one of these content areas.
- Completion of the ARL Application Packet
  - Job Verification (To be completed by the hiring principal)
  - Mentor Verification (To be completed by the hiring principal)
  - Candidate Acknowledgment (To be completed by the ARL candidate)
  - Certificate of ARL Bootcamp Completion [Received when Professional Learning Network (PLN modules) are completed]
- A valid fingerprint clearance card (required prior to beginning any course that requires FPC for practicum)

Any time between successful completion of the third program course and prior to student teaching, students must complete the following:

- Meet all above progression and licensure requirements and currently hold a conditional license
- Submit evidence of passing scores on the Principles of Learning and Teaching (PLT) Grades K-6 exam
- Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study).

Master of Education in Special Education *Nevada ARL*

In order to apply for conditional licensure with the state of Nevada, students in the Master of Education in Special Education (Nevada ARL) must receive an ARL Recommendation letter from GCU's College of Education. This letter can be obtained once the following requirements are met:

- Successful completion of the first three courses in the approved program (9 credit hours)
- Submit evidence of passing scores on the Praxis CORE Academic Skills for Educators exam
- Completion of ARL Bootcamp modules (Completed in the Professional Learning Network (PLN))
- Submit evidence of passing scores on the Special Education Core Knowledge and Application exam.
- Completion of the ARL Application Packet
  - Job Verification (To be completed by the hiring principal)
  - Mentor Verification (To be completed by the hiring principal)
  - Candidate Acknowledgment (To be completed by the ARL candidate)
  - Certificate of ARL Bootcamp Completion [Received when Professional Learning Network (PLN modules) are completed]
- A valid fingerprint clearance card (required prior to beginning any course that requires FPC for practicum)

Any time between successful completion of the third program course and prior to student teaching, students must complete the following:

- Meet all above progression and licensure requirements and currently hold a conditional license
- Submit evidence of passing scores on the Principles of Learning and Teaching (PLT) Grades K-6 exam OR the Principles of Learning and Teaching (PLT) 7-12 exam
- Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study).

College of Humanities and Social Sciences

Master of Education in School Counseling

School counseling students are required to purchase a copy of "The ASCA National Model: A Framework for School Counseling Programs" at the beginning of the program, to inform them about data-informed comprehensive school counseling programs. School counseling students will be introduced to the resource in the first course (SCN-501).

At a designated time in the program of study, school counseling students will be required to download MApp, a free application, to access related American School Counseling Association (ASCA) resources.

Counseling Academic Unit

The academic unit consists of the Clinical Mental Health Counseling and School Counseling programs and articulates its purpose through mission statements, program objectives, and goals that focuses on best practices to equip counselors in training as change agents in a global society.

Counseling Academic Unit Mission Statement

The mission of the counseling academic unit is to prepare counselors-in-training with the knowledge, skills, and dispositional values to become competent global counselors and leaders.

Mission Statement

The mission of the Master of Education in School Counseling Program is to equip school counselors to implement data-driven comprehensive school counseling services informed by the American School Counselor Association (ASCA) National Model to support growth in academic achievement, career, and social-emotional development. GCU's School Counseling Program integrates faith and learning while fostering the development of school counselors as change agents advocating for models of school-based collaboration with school stakeholders. Future school counselors gain the knowledge and skills to promote equity and access for P-12 students to become contributing global citizens.

Program Objectives

SC Program objectives are designed so that learners will:

- Counselor Identity and Ethics: Develop best practices and counselor identity as informed by ethical and professional standards and GCU dispositional values.

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- Diversity and Advocacy: Gain opportunities to practice ethically as advocates for social justice through exposure to multicultural counseling theories and experiential exercises that promote awareness of cultural bias and diverse worldviews.
- Human Growth and Development: Acquire knowledge and skills to meet the diverse needs of individuals in the context of human growth and development.
- Counseling & Helping Relationships: Cultivate counseling and helping skills by integrating counseling theories and research, engaging in community collaboration and outreach, and developing skills to apply in professional and therapeutic relationships.
- Group Counseling and Group Work: Integrate theoretical foundations and consider dynamics and therapeutic factors to gain knowledge of theories, develop techniques, promote leadership skills, and facilitate the therapeutic group process for diverse clients.
- Research and Program Evaluation: Acquire the knowledge and skills needed to identify, evaluate, and utilize research to inform best practices in counseling.
- Career Development: Facilitate college and career readiness standards to support the development of students in P-12 settings.
- Testing and Assessment: Utilize assessment methods, research, and program evaluation to appraise effectiveness of comprehensive school counseling programs using outcome data to inform future practice.
- Specialty Area for SC: Develop an educator and counselor identity that integrates the GCU Professional Dispositions of Learners and upholds ASCA professional and ethical standards as licensed/certified school counselors by acquiring the knowledge and skills needed to plan, implement, and evaluate comprehensive school counseling programs based on research and national standards

Dispositional Expectations

- High Expectations- Educators should believe that all Teacher Candidates can learn and should set and support realistic expectations for student success.
- Respect for the Diversity of Others- Educators should be sensitive to individual learning and social needs of Teacher Candidates and embrace the cultural diversity of the community.
- Fairness- Educators should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.
- Professional Conduct- Educators should exercise sound judgment and ethical behavior. They should be a positive role model within their community.
- Reflection- Educators should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.
- Curiosity- Educators should promote and support curiosity and encourage active inquiry. They should be able to think innovatively and creatively, using critical thinking as a problem-solving approach.
- Honesty- Educators should model integrity by their words and actions. They should be forthright with others and uphold high standards of trust, character, and integrity.
- Compassion- Educators should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support
- Advocacy- Educators understand the impact of community involvement and servant leadership as it applies to the welfare of others in the educational setting.
- Dedication- Educators should be committed to the profession of teaching and learning. They should be professionally active, lifelong learners and seek opportunities for professional development.

  * The term educator is used to refer to school counselors in training at the graduate level to encompass the unique considerations of developing a counselor identity in the context of the school setting.

Practicum and Internship Requirements

- A valid fingerprint clearance card
- Maintain professional counseling liability insurance that covers 1 million per occurrence and 3 million aggregate in order to progress to the practicum and internship courses.

Practicum

The practicum courses have a weekly synchronous and classroom component in addition to gaining field experience service hours. Students are required to complete the minimum practicum hours required in their program of study. The practicum courses require that the students complete 100 practicum hours. Students who fail to meet the minimum number of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Doubling up on practicum/internship courses is not permitted. Students are responsible for determining which licensure/certification guidelines, including additional practicum hours, are applicable to and necessary for their individual state boards.

Internship I, II, III

Internships have a weekly synchronous and classroom component in addition to gaining field experience service hours. Students are required to complete the minimum internship hours required for each course in their program of study. Each internship course requires that the student complete 200 internship hours for a total of 600 hours. Students who fail to meet the minimum number of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Doubling up on practicum/internship courses is not permitted. Students are responsible for determining which licensure/certification guidelines, including additional internship hours, are applicable to and necessary for their individual state boards.

Written Endorsement/Institutional Recommendation

Institutional Recommendations (IRs) are issued for teaching, principal, and school counseling programs that lead to initial licensure in Arizona. The IR confirms that a student has met all requirements, including successful completion of practicum and internships, for the program of study that has been approved by the Arizona State Board of Education. It is the student's responsibility to check with his or her local state licensure/certification agency for program applicability and certification/endorsement requirements. It's also the student's responsibility to determine the professional knowledge and subject knowledge exams that must be taken to obtain a

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certificate in Arizona. An IR is valid for one year from the date it is signed. IRs can be issued only within one year of a student's graduation date; otherwise, the student will need to apply for a transcript analysis to determine if certification criteria have been met.

Refer to the Graduate Counseling Field Experience Manual for more information.

Master of Science in Addiction Counseling

Master of Science in Christian Counseling

Master of Science in Christian Counseling of Substance Use and Addictive Disorders

Master of Science in Professional Counseling

Pre-Practicum Hours Requirement

Students are required to complete the minimum of 100 pre-practicum hours. Students who fail to meet the minimum amount of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program practicum hour requirement. Students may not complete additional hours to use in a future course. Students are responsible for determining which licensure guidelines, including additional practicum hours, are applicable to and necessary for their individual state boards.

Practicum Hours Requirement

Students are required to complete the minimum practicum hours required for each course in their program of study. Each practicum course requires that the student complete 150 practicum hours. Students who fail to meet the minimum amount of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Students are responsible for determining which licensure guidelines, including additional practicum hours, are applicable to and necessary for their individual state boards.

Counseling Student Professional Standards and Dismissal Policy

Student success is a priority for Grand Canyon University and the Counseling Program(s)*. Students are encouraged and required to follow the Grand Canyon University's academic progression policy and the adopted Ten Counseling Dispositions, the American Counseling Association's (ACA) ethical code and/or the National Association of Addictions Professionals (NAADAC) ethical code. Failure to meet course objectives, policies, counseling dispositions, procedures outlined in the courses, the University Policy Handbook, and/or practicum/internship manual may result in failure, Professional Standards, or removal from program. Failure to meet the American Counseling Association Code of Ethics and/or the National Association for Addiction Professional's Code of Ethics may result in a warning, coaching, probation, suspension, or removal from the program. It is important that students maintain continuous growth and continuous clinical or counseling skill acquisition as they progress through the program of study. This policy and the dispositions are designed to meet the standards of the American Counseling Association.

Dispositional Expectations

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct. The Grand Canyon University Counseling Program's dispositions adhere to the university's mission statement, as well as to the established counseling profession codes of ethics. The Grand Canyon University Counseling Program have adopted the following dispositions for its students derived from the American Counseling Association (ACA) Code of Ethics. Although these dispositions are not all inclusive, they do represent values and qualities that are warranted by counseling students. Students who fail to adhere to or demonstrate such dispositions may be subject to disciplinary actions.

- Psychological Fitness - Counselors** are aware and assess their motives for pursuing the counseling profession. They are aware of their unfinished emotional and/or mental health issues, and resolve them before starting to provide counseling services to others. Counselors engage in self-care and seek resolutions to issues that arise during their practice. Counselors adhere to the American Counseling Association (ACA) Code of Ethics and/or the National Association of Addictions Professionals (NAADAC) Code of Ethics.
- Self-Awareness - Counselors are aware of their personal moral, ethical, and value systems and provide counseling services with objectivity, justice, fidelity, veracity, and benevolence. Counselors are acutely aware of their personal limitations in providing services, and are willing to refer clients to another provider when necessary.
- Cultural Diversity - Counselors respect, engage, honor, and embrace diversity and a multicultural approach that supports the worth, dignity, potential, and uniqueness of people within their social and cultural context. Counselors promote self-advocacy and assist clients in advocating for empowerment within their cultural context.
- Acceptance - Counselors foster a healthy climate of change by providing and promoting acceptance and a nonjudgmental environment during the therapeutic process. They understand their personal value system and do not impose their values, attitudes, beliefs, and behaviors on their clients.
- Empathy - Counselors foster understanding, compassion, and avoid any actions that can cause harm to a client. Counselors treat others with dignity and respect.
- Genuineness - Counselors deal truthfully with themselves and their clients, in order to avoid harming their clients.
- Flexibility - Counselors practice a client-centered approach, and align treatment to the client's goals for therapy.
- Patience - Counselors understand the therapeutic process and respect clients' efforts to gain control over their lives. Counselors encourage an environment that promotes self-empowerment and allows client's voice in the therapeutic process.
- Amiability - Counselors do not support or engage in any act of discrimination against a prospective, current, or former client. Counselors promote and practice social justice and do not exploit others in their professional relationships.
- Professional Identity - Counselors adhere to regulatory state boards and nationally recognized codes of ethics. Counselors practice only within their scope and competencies. They seek to utilize best practices and empirically supported treatments. Counselors stay current with the counseling profession through seeking continuing education, and by supporting counseling associations.

Professional Practices Committee

Students may be referred to the counseling program(s) Professional Practices Committee when students have failed to adhere to dispositional values, professional or ethical standards guided by the American Counseling Association (ACA) Code of Ethics, American School Counselor Association (ASCA) Ethical

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Standards for School Counselors, and/or the NAADAC Code of Ethics, in the classroom setting, field experience, or professional academic interactions.

Practicum/Internship evaluations are completed by both the instructor and site supervisor during the student's field experience. If a student receives a score of '1' on the formative or summative evaluation, they will automatically be referred to the PPC. Additionally, if a student receives a score of '2' or less in three or more categories on the formative or summative evaluation, they will be referred to the PPC.

Referred students will be contacted by a representative of the Professional Practices Committee and offered the opportunity to provide a written statement and documentation on their own behalf to the Professional Practices Committee. It is recommended that students provide a written statement within the allowed timeframe. If the student does not respond within seven days of being contacted by the Professional Practices Committee Administrator, the student forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee. All information, including the initial report and supporting documentation, and any statement and documentation submitted by the student, will be reviewed by the Professional Practices Committee during their formal committee meetings. Students are not entitled to representation by any third party, personal representative, or attorney in the college disciplinary process. A notice will be sent within 72 hours to the student about the committee's decision.

Possible Outcomes of the Professional Standards Meeting:

- **Warning and Mentoring:** If the Professional Practices Committee issues a recommendation for mentoring, the student will be notified within 72 hours with information about the assigned mentor and directions for contact. Mentoring will be provided by program faculty for up to four weeks. mentoring. These activities are to enhance or strengthen the student's understanding of their profession and the ACA Code of Ethics or ASCA Ethical Standards for School Counselors and to safeguard the counseling field as prescribed.
- **Failure of Assignment Grades and/or Courses:** The Professional Practices Committee may issue zeros to assignments, which in turn may change the final course grade(s). Failing grades may be assigned by the college in field experience classes and in response to problems with practice hours accumulated, not adhering to ethical codes, or removal from the field practice site.
- **Suspension from Clinical Practice:** Developmental Action Plan (DAP) for unprofessional behavior and conduct, as defined by the ACA Code of Ethics, ASCA Ethical Standards for School Counselors and/or the NAADAC counseling Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan. Note: Ethical violations may result in the student being reported to the applicable state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).
- **Program Removal:** The recommendation for administrative withdrawal must be approved by the Assistant/Associate Dean (or designee) over the student's program, and referred to the University's Code of Conduct Committee for final review and determination/processing. Please see the Procedures for Processing Alleged Violations of the Student Code of Conduct for additional information.

Additional Notes:

a. If students are removed from a didactic or practicum course, as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Counselor (SSC). Students may also be assigned a failing grade for the assignment(s), which may result in course failure. Students may be assigned a failing grade for the course despite actual end of course grade.
b. Students may not participate in developmental action plans more than two times. Students who do not complete the correction action plan successfully will be referred by the Professional Practices Committee to the Code of Conduct committee for removal from the program.
c. The Professional Practices Committee may recommend students to attend therapeutic services at their own cost. As prescribed by the ACA, ASCA, and/or NAADAC standards of gatekeeping. The Professional Practices Committee may determine a referral to the University Code of Conduct Committee is appropriate, in addition to or in place of, any College-level penalties. Students may appeal a determination made by the Professional Practices Committee by utilizing the University Appeal Procedures and submitting a formal appeal through a Student Services Counselor.

*Counseling Programs includes all graduate counseling programs and associated emphasis.

**The term counselor is used to refer to counselors in training at the graduate level.

Developmental Plan for Unprofessional Behavior

Unprofessional conduct, as defined by the ACA Code of Ethics,, ASCA Ethical Standards for School Counselors and/or NAADAC counseling Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan.

- Depending on the determination made by the Professional Practices Committee, students may be administratively withdrawn from practicum courses, placed on a hold and asked to participate in a mandatory four-week mentoring session. If administratively withdrawn, students will be issued an "F" as a final grade. If students are terminated from sites due to an unethical or illegal behavior and, consequently, administratively withdrawn from an individual practicum course, the practicum hours completed during this time will not be counted for that course.
- To resume practicum experiences, students must successfully complete the terms of their developmental action plans, which includes mentoring within the allotted four-week period. Students will not earn credits or practicum hours for completing developmental action plans.
- If students are administratively withdrawn from a practicum course as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Adviser (SSA).
- The Developmental Action Plan (DAP) rubric serves as the evaluative component related to the student's remediation. If a student receives a score of '1' on the DAP rubric, they will automatically be referred back to the PPC for further decision. Additionally, if a student receives a score of '2' or less in two or more categories from the DAP rubric, they will also be referred back to the PPC for further decision
- Students may not participate in developmental action plans more than twice. Students who do not successfully complete their developmental action plan will not be able to graduate with a counseling degree.

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Ethical violations may result in the student being reported to the state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).

Essential Functions to Meet Clinical Requirements for Counseling Programs

- Individuals are required to navigate their assigned responsibilities independently
- Applicants who are unable to meet the Essential Functions are responsible for discussing the possibility of reasonable accomodations with Student Disabilities SErvices

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Behavioral/Interpersonal (relationships)	Develop mature, sensitive, and effective therapeutic relationships with individuals, families and groups of various social, emotional, cultural, and intellectual backgrounds. Demonstrate ethical behaviors.	• Nonjudgmental behavior • Respond to a variety of behaviors (anger, fear, hostility) in a calm manner • Demonstrate a high level of patience and respect • Establish rapport with clients and members of the healthcare team • Adhere to GCU policies, procedures and requirements as described in the University Policies Handbook (UPH), Guidelines for Undergraduate and/or Graduate Field Experience Manual, and course syllabi.
Professional Behavior	Report to sites as scheduled and acts in a professional manner with supervisors, peers and clients.	• Timeliness • Preparedness • Hygiene and professional dress
Communication & Technology Literacy	Utilizes technology skills and communication strategies in English to communicate health information accurately and with legal and regulatory guidelines, upholding the strictest standards of confidentiality.	• Read, understand, write and speak the primary language of the site • Communicate thoughts, ideas and action plans with clarity, using written, verbal and/or visual methods • Explain treatment procedures • Initiate mental health teaching • Document patient/client responses • Validate responses/messages with others • Use appropriate nonverbal communication • Ability to perform a variety of technological skills
Problem Solving/Critical Thinking	Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound clinical judgments and decisions to promote positive client outcomes	• Identify cause-effect relationships in clinical situations • Develop plans of care as required • Identifies changes in client mental health status • Handles multiple priorities in stressful situations
General Health/Emotional Stability	Ability to tolerate environmental stressors	• Tolerate long periods of standing and/or sitting as required • Maintain focus and appropriate behavior • Flexibility and ability to adjust to changing situation and uncertainty in clinical situations • Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

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Further, using student and site supervisor feedback, GCU evaluates the effectiveness of all clinical agencies to offer direct care experiences that align to course learning objectives.

Facilities are assessed on their ability to provide:

- A safe environment for clinical learning
- Appropriate experience for level skill knowledge of students
- Appropriate interactions-communications between students and clients
- Direct access to medical records necessary to provide for learning experiences
- Opportunities for pre and post conferences

Master of Science in Clinical Mental Health Counseling

Counseling Academic Unit

The academic unit consists of the Clinical Mental Health Counseling and School Counseling programs and articulates its purpose through mission statements, program objectives, and goals that focuses on best practices to equip counselors in training as change agents in a global society.

Counseling Academic Unit Mission Statement

The mission of the counseling academic unit is to prepare counselors-in-training with the knowledge, skills, and dispositional values to become competent global counselors and leaders.

Mission Statement

The mission of the Master of Science in Clinical Mental Health Counseling Program is to cultivate ethical, professional counselors to effectively assess, diagnose, treat, and empower culturally diverse populations. This program fosters faith and learning throughout the curriculum to integrate models of human growth and development and evidence-based practices. Graduate students gain comprehensive knowledge and insight to become competent global professional counselors and leaders.

Program Objectives

CMHC Program objectives are designed so that learners will:

- Counselor Identity and Ethics: Develop best practices and counselor identity as informed by ethical and professional standards and GCU dispositional values.
- Diversity and Advocacy: Gain opportunities to practice ethically as advocates for social justice through exposure to multicultural counseling theories and experiential exercises that promote awareness of cultural bias and diverse worldviews.
- Human Growth and Development: Acquire knowledge and skills to meet the diverse needs of individuals in the context of human growth and development.
- Counseling & Helping Relationships: Cultivate counseling and helping skills by integrating counseling theories and research, engaging in community collaboration and outreach, and developing skills to apply in professional and therapeutic relationships.
- Group Counseling and Group Work: Integrate theoretical foundations and consider dynamics and therapeutic factors to gain knowledge of theories, develop techniques, promote leadership skills, and facilitate the therapeutic group process for diverse clients.
- Research and Program Evaluation: Acquire the knowledge and skills needed to identify, evaluate, and utilize research to inform best practices in counseling.
- Career Development: Attain the knowledge that prepares them to demonstrate skills in vocational counseling and the relationship between roles in career, life, school, and mental health.
- Assessment & Testing: Demonstrate and apply skills that adequately and consistently use assessments for diagnostic and intervention planning purposes.
- Specialty Area for CMHC: Demonstrate knowledge and skills in conducting intake interviews, mental status exam, biopsychosocial history, mental health history, psychological assessment for treatment planning and caseload management, contextual factors, and competence in clinical mental health fieldwork.

Dispositional Expectations

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct. The Grand Canyon University Counseling Program's dispositions adhere to the university's mission statement, as well as to the established counseling profession codes of ethics. The Grand Canyon University Counseling Program have adopted the following dispositions for its students derived from the American Counseling Association (ACA) Code of Ethics. Although these dispositions are not all inclusive, they do represent values and qualities that are warranted by counseling students. Students who fail to adhere to or demonstrate such dispositions may be subject to disciplinary actions.

- Psychological Fitness - Counselors are aware and assess their motives for pursuing the counseling profession. They are aware of their unfinished emotional and/or mental health issues, and resolve them before starting to provide counseling services to others. Counselors engage in self-care and seek resolutions to issues that arise during their practice. Counselors adhere to the American Counseling Association (ACA) Code of Ethics and/or the National Association of Addictions Professionals (NAADAC) Code of Ethics.
- Self-Awareness - Counselors are aware of their personal moral, ethical, and value systems and provide counseling services with objectivity, justice, fidelity, veracity, and benevolence. Counselors are acutely aware of their personal limitations in providing services, and are willing to refer clients to another provider when necessary.
- Cultural Diversity - Counselors respect, engage, honor, and embrace diversity and a multicultural approach that supports the worth, dignity, potential, and uniqueness of people within their social and cultural context. Counselors promote self advocacy and assist clients in advocating for empowerment within their cultural context.
- Acceptance - Counselors foster a healthy climate of change by providing and promoting acceptance and a nonjudgmental environment during the therapeutic process. They understand their personal value system and do not impose their values, attitudes, beliefs, and behaviors on their clients.
- Empathy - Counselors foster understanding, compassion, and avoid any actions that can cause harm to a client. Counselors treat others with dignity and respect.
- Genuineness - Counselors deal truthfully with themselves and their clients, in order to avoid harming their clients.
- Flexibility - Counselors practice a client-centered approach, and align treatment to the client's goals for therapy
- Patience - Counselors understand the therapeutic process and respect clients' efforts to gain control over their lives. Counselors encourage an environment that promotes self-empowerment and allows client's voice in the therapeutic process.

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- Amiability - Counselors do not support or engage in any act of discrimination against a prospective, current, or former client. Counselors promote and practice social justice and do not exploit others in their professional relationships.
- Professional Identity - Counselors adhere to regulatory state boards and nationally recognized codes of ethics. Counselors practice only within their scope and competencies. They seek to utilize best practices and empirically supported treatments. Counselors stay current with the counseling profession through seeking continuing education, and by supporting counseling associations.

Practicum and Internship Requirements

Maintain professional counseling liability insurance that covers 1 million per occurrence and 3 million aggregate in order to progress to the practicum and internship courses. Refer to the Graduate Counseling Field Experience Manual for more information.

Practicum Requirements

The practicum courses have a weekly synchronous and classroom component in addition to gaining field experience service hours. Students are required to complete the minimum practicum hours required in their program of study. The practicum courses require that the students complete 100 practicum hours. Students who fail to meet the minimum number of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Doubling up on practicum/internship courses is not permitted. Students are responsible for determining which licensure guidelines, including additional practicum hours, are applicable to and necessary for their individual state boards.

Internship Requirements

Internships have a weekly synchronous and classroom component in addition to gaining field experience service hours. Students are required to complete the minimum internship hours required for each course in their program of study. Each internship course requires that the student complete 300 internship hours for a total of 600 hours. Students who fail to meet the minimum number of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Doubling up on practicum/internship courses is not permitted. Students are responsible for determining which licensure guidelines, including additional internship hours, are applicable to and necessary for their individual state boards.

Written Endorsement

Written endorsements are issued for counseling programs that lead to initial licensure in Arizona. The written endorsement confirms that a student has met all requirements, including successful completion of practicum and internships, for the program of study that has been approved by the Arizona State Board of Education. It's the student's responsibility to check with his or her local state licensure/certification agency for program applicability and certification/endorsement requirements. Also, it's the student's responsibility to determine the professional knowledge and subject knowledge exams that must be taken to obtain a license.

Professional Practices Committee

Students may be referred to the counseling program(s) Professional Practices Committee when students have failed to adhere to dispositional values, professional or ethical standards guided by the American Counseling Association (ACA) Code of Ethics, American School Counselor Association (ASCA) Ethical Standards for School Counselors, and/or the NAADAC Code of Ethics, in the classroom setting, field experience, or professional academic interactions. Practicum/Internship evaluations are completed by both the instructor and site supervisor during the student's field experience. If a student receives a score of '1' on the formative or summative evaluation, they will automatically be referred to the PPC. Additionally, if a student receives a score of '2' or less in three or more categories on the formative or summative evaluation, they will be referred to the PPC. Referred students will be contacted by a representative of the Professional Practices Committee and offered the opportunity to provide a written statement and documentation on their own behalf to the Professional Practices Committee. It is recommended that students provide a written statement within the allowed timeframe. If the student does not respond within seven days of being contacted by the Professional Practices Committee Administrator, the student forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee. All information, including the initial report and supporting documentation, and any statement and documentation submitted by the student, will be reviewed by the Professional Practices Committee during their formal committee meetings. Students are not entitled to representation by any third party, personal representative, or attorney in the college disciplinary process. A notice will be sent within 72 hours to the student about the committee's decision. Possible Outcomes of the Professional Standards Meeting.

- Warning and Mentoring: If the Professional Practices Committee issues a recommendation for mentoring, the student will be notified within 72 hours with information about the assigned mentor and directions for contact. Mentoring will be provided by program faculty for up to four weeks. mentoring. These activities are to enhance or strengthen the student's understanding of their profession and the ACA Code of Ethics or ASCA Ethical Standards for School Counselors and to safeguard the counseling field as prescribed.
- Failure of Assignment Grades and/or Courses: The Professional Practices Committee may issue zeros to assignments, which in turn may change the final course grade(s). Failing grades may be assigned by the college in field experience classes and in response to problems with practice hours accumulated, not adhering to ethical codes, or removal from the field practice site.
- Suspension from Clinical Practice: Developmental Action Plan (DAP) for unprofessional behavior and conduct, as defined by the ACA Code of Ethics, ASCA Ethical Standards for School Counselors and/or the NAADAC counseling Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan. Note: Ethical violations may result in the student being reported to the applicable state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).
- Program Removal: The recommendation for administrative withdrawal must be approved by the Assistant/Associate Dean (or designee) over the student's program, and referred to the University's Code of Conduct Committee for final review and determination/processing. Please see the Procedures for

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Processing Alleged Violations of the Student Code of Conduct for additional information.

Additional Notes:

a) If students are removed from a didactic or practicum course, as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Counselor (SSC). Students may also be assigned a failing grade for the assignment(s), which may result in course failure. Students may be assigned a failing grade for the course despite actual end of course grade.
b) Students may not participate in developmental action plans more than two times. Students who do not complete the correction action plan successfully will be referred by the Professional Practices Committee to the Code of Conduct committee for removal from the program.
c) The Professional Practices Committee may recommend students to attend therapeutic services at their own cost. As prescribed by the ACA, ASCA, and/or NAADAC standards of gatekeeping. The Professional Practices Committee may determine a referral to the University Code of Conduct Committee is appropriate, in addition to or in place of, any College-level penalties. Students may appeal a determination made by the Professional Practices Committee by utilizing the University Appeal Procedures and submitting a formal appeal through a Student Services Counselor.
*Counseling Programs includes all graduate counseling programs and associated emphasis.
**The term counselor is used to refer to counselors in training at the graduate level.

Developmental Plan for Unprofessional Behavior

Unprofessional conduct, as defined by the ACA Code of Ethics,, ASCA Ethical Standards for School Counselors and/or NAADAC counseling Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan.

- Depending on the determination made by the Professional Practices Committee, students may be administratively withdrawn from practicum courses, placed on a hold and asked to participate in a mandatory four-week mentoring session. If administratively withdrawn, students will be issued an "F" as a final grade. If students are terminated from sites due to an unethical or illegal behavior and, consequently, administratively withdrawn from an individual practicum course, the practicum hours completed during this time will not be counted for that course.
- To resume practicum experiences, students must successfully complete the terms of their developmental action plans, which includes mentoring within the allotted four-week period. Students will not earn credits or practicum hours for completing developmental action plans.
- If students are administratively withdrawn from a practicum course as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Adviser Counselor (SSASSC).
- The Developmental Action Plan (DAP) rubric serves as the evaluative component related to the student's remediation. If a student receives a score of '1' on the DAP rubric, they will automatically be referred back to the PPC for further decision. Additionally, if a student receives a score of '2' or less in two or more categories from the DAP rubric, they will also be referred back to the PPC for further decision.
- Students may not participate in developmental action plans more than twice. Students who do not successfully complete their developmental action plan will not be able to graduate with a counseling degree. Ethical violations may result in the student being reported to the state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).

Essential Functions to Meet Clinical Requirements for Counseling Programs

- Individuals are required to navigate their assigned responsibilities independently
- Applicants who are unable to meet the Essential Functions are responsible for discussing the possibility of reasonable accomodationsaccommodations with Student Disabilities Services.

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Behavioral/Interpersonal (relationships)	Develop mature, sensitive, and effective therapeutic relationships with individuals, families and groups of various social, emotional, cultural, and intellectual backgrounds. Demonstrate ethical behaviors.	• Nonjudgmental behavior • Respond to a variety of behaviors (anger, fear, hostility) in a calm manner • Demonstrate a high level of patience and respect • Establish rapport with clients and members of the healthcare team • Adhere to GCU policies, procedures and requirements as described in the University Policies Handbook (UPH), Guidelines for Undergraduate and/or Graduate Field Experience Manual, and course syllabi.
Professional Behavior	Report to sites as scheduled and acts in a professional manner with supervisors, peers and clients.	• Timeliness • Preparedness • Hygiene and professional dress

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Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Communication & Technology Literacy	Utilizes technology skills and communication strategies in English to communicate health information accurately and with legal and regulatory guidelines, upholding the strictest standards of confidentiality.	• Read, understand, write and speak the primary language of the site • Communicate thoughts, ideas and action plans with clarity, using written, verbal and/or visual methods • Explain treatment procedures • Initiate mental health teaching • Document patient/client responses • Validate responses/messages with others • Use appropriate nonverbal communication • Ability to perform a variety of technological skills
Problem Solving/Critical Thinking	Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound clinical judgments and decisions to promote positive client outcomes	• Identify cause-effect relationships in clinical situations • Develop plans of care as required • Identifies changes in client mental health status • Handles multiple priorities in stressful situations
General Health/Emotional Stability	Ability to tolerate environmental stressors	• Tolerate long periods of standing and/or sitting as required • Maintain focus and appropriate behavior • Flexibility and ability to adjust to changing situation and uncertainty in clinical situations • Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

Master of Social Work

Field Education Hours Requirement

Students are required to complete the minimum field education hours required for each Field Experience course in their program of study. Each course requires that the student complete 240 internship hours. Students who fail to meet the minimum amount of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Students are responsible for determining licensing guidelines applicable to their individual state licensing boards.

Social Work Student Professional Standards and Dismissal Policy

Student success is a priority for Grand Canyon University and the Social Work Program. Students are encouraged and required to follow Grand Canyon University's academic progression policy, the adopted Social Work Dispositions and the National Association of Social Workers (NASW) ethical code. Failure to meet course objectives, policies, social work dispositions, procedures outlined in the courses, the University Policy Handbook, and/or field experience manual may result in failure, Professional Standards, or removal from program. Failure to meet the National Association of Social Workers Code of Ethics may result in a warning, coaching, probation, suspension, or removal from the program. It is important that students maintain continuous growth and continuous social work skill acquisition as they progress through the program of study. This policy and the dispositions are designed to meet the standards of the National Association of Social Workers.

Dispositional Expectations

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct. The Grand Canyon University Social Work Program's dispositions adhere to the university's mission statement, as well as to the established social work profession code of ethics. The Grand Canyon University Social Work Program has adopted the following dispositions for its students derived from the National Association of Social Workers (NASW) Code of Ethics. Although these dispositions are not all inclusive, they do represent values and qualities that are warranted by social work students. Students who fail to adhere to or demonstrate such dispositions may be subject to disciplinary actions.

12 Social Work Dispositions based on the NASW Ethical Values, Principles, and Standards of Social Work Practice

1. Value: Service
   Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.
   Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).
2. Value: Social Justice
   Ethical Principle: Social workers' challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to

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promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

3. Value: Dignity and Worth of a Person
   Ethical Principle: Social workers respect the inherent dignity and worth of a person.
   Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.
4. Value: Importance of Human Relationships
   Ethical Principle: Social workers recognize the central importance of human relationships.
   Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.
5. Value: Integrity
   Ethical Principle: Social workers behave in a trustworthy manner.
   Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.
6. Value: Competence
   Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.
   Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.
7. Standard: Social Workers' Ethical Responsibilities to Clients
   Commitment to clients, self-determination, informed consent, competence, cultural awareness and social diversity, conflicts of interest, privacy and confidentiality, access to records, sexual relationships, physical contact, sexual harassment, derogatory language, payment for services, clients who lack decision making capacity, interruption of services, referral services, termination of services.
8. Standard: Social Workers' Ethical Responsibilities to Colleagues
   Respect, confidentiality, interdisciplinary collaboration, disputes involving colleagues, consultation, sexual relationships, sexual harassment, impairment of colleagues, incompetence of colleagues, unethical conduct of colleagues.
9. Standard: Social Workers' Ethical Responsibilities to Practice Settings
   Supervision and consultation, education and training, performance evaluation, client records, billing, client transfer, administration, continuing education and staff developments, commitments to employers, labor management disputes.
10. Standard: Social Workers' Ethical Responsibilities as Professionals

Competence, discrimination, private conduct, dishonesty, fraud and deception, impairment, misrepresentation, solicitations, acknowledging credit.

11. Standard: Social Workers' Ethical Responsibilities to the Social Work Profession
    Integrity of the profession, evaluation and research.
12. Standard: Social Workers' Ethical Responsibilities to the Broader Society
    Social welfare, public participation, public emergencies, social and political action.

Professional Practices Committee

Students may be referred to the Social Work program Professional Practices Committee when students have failed to adhere to dispositional values or professional or ethical standards guided by the NASW Code of Ethics, in the classroom setting, field experience, or professional academic interactions. Students may also be referred to the committee when students fail to adhere to the university standards or display social work skills deficits. Classroom instructors (FTF, OFTF and/or Adjunct), Field Liaisons, Office of Field Experience staff, and program administrators may file referrals to the committee for review. Referrals are sent to College of Humanities and Social Sciences for processing.

Referred students will be contacted by a representative of the Professional Practices Committee and offered the opportunity to provide a written statement and documentation on their own behalf to the Professional Practices Committee. It is recommended that students provide a written statement within the allowed timeframe.. If the student does not respond within seven days of being contacted by the Professional Practices Committee Administrator, the student forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee. All information, including the initial report and supporting documentation, and any statement and documentation submitted by the student, will be reviewed by the Professional Practices Committee during their formal committee meetings. Students are not entitled to representation by any third party, personal representative, or attorney in the college disciplinary process. A notice will be sent within 72 hours to the student about the committee's decision.

Possible Outcomes of the Professional Standards Meeting:

- Warning and Mentoring: If the Professional Practices Committee issues a recommendation for mentoring, the student will be notified within 72 hours with information about the assigned mentor and directions for contact. Mentoring will be provided by program faculty for up to four weeks. These activities are to enhance or strengthen the student's understanding of their profession and the NASW Code of Ethics and to safeguard the social work field as prescribed
- Failure of Assignment Grades and/or Courses: The Professional Practices Committee may issue zeros to assignments, which in turn may change the final course grade(s). Failing grades may be assigned by the college in field experience classes and in response to problems with field experience hours accumulated, not adhering to ethical codes, or removal from the field experience site.
- Suspension from Field Placement: Developmental Action Plan (DAP) for unprofessional behavior and conduct, as defined by the NASW Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan. Note: Ethical violations may result in the student being reported to the applicable state licensing board (for information

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on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).

- Program Removal: The recommendation for administrative withdrawal must be approved by the Assistant/Associate Dean (or designee) over the student's program, and referred to the University's Code of Conduct Committee for final review and determination/processing. Please see the Procedures for Processing Alleged Violations of the Student Code of Conduct for additional information.

Additional Notes:

a. If students are removed from a didactic or field experience course, as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Counselor (SSC). Students may also be assigned a failing grade for the assignment(s), which may result in course failure. Students may be assigned a failing grade for the course despite actual end of course grade.
b. Students may not participate in developmental action plans more than two times. Students who do not complete the correctiondevelomental action plan successfully will be referred by the Professional Practices Committee to the Code of Conduct committee for removal from the program.
c. The Professional Practices Committee may recommend students to attend therapeutic services at their own expense. The Professional Practices Committee may determine a referral to the University Code of Conduct Committee is appropriate, in addition to or in place of, any College-level actions. Students may appeal a determination made by the Professional Practices Committee by utilizing the University Appeal Procedures and submitting a formal appeal through a Student Services Counselor.

Developmental Action Plan for Unprofessional Behavior

Unprofessional conduct, as defined by the NASW Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan.

Depending on the determination made by the Professional Practices Committee, students may be administratively withdrawn from Field Instruction courses and asked to participate in mandatory four-week mentoring sessions. If administratively withdrawn, students will be issued an "F" as a final grade. If students are terminated from their field instruction site due to an unethical or illegal behavior and, consequently, administratively withdrawn from an individual field experience course, the field hours completed during this time will not be counted for that course.

- To resume field experiences, students must successfully complete the terms of their developmental action plans, which includes mentoring within the allotted four-week period. Students will not earn credits or field hours for completing developmental action plans.
- If students are administratively withdrawn from a field experience course as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Adviser (SSA).
- Students may not participate in developmental action plans more than twice. Students who do not successfully complete their developmental action plan will not be able to graduate with a social work degree.

Ethical violations may result in the student being reported to the state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the Field Experience Manual).

Essential Functions to Meet Field Experience Requirements for Social Work Programs:

- Individuals are required to navigate their assigned responsibilities independently
- Applicants who are unable to meet the Essential Functions are responsible for discussing the possibility of reasonable accommodations with Student Disabilities Services

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Behavioral/Interpersonal (relationships)	Develop mature, sensitive, and effective therapeutic relationships with individuals, families and groups of various social, emotional, cultural, and intellectual backgrounds. Demonstrate ethical behaviors.	• Nonjudgmental behavior • Respond to a variety of behaviors (anger, fear, hostility) in a calm manner • Demonstrate a high level of patience and respect • Establish rapport with clients and members of the healthcare team • Adhere to GCU policies, procedures and requirements as described in the University Policies Handbook (UPH), Guidelines for Undergraduate and/or Graduate Field Experience Manual, and course syllabi.
Professional Behavior	Report to sites as scheduled and acts in a professional manner with supervisors, peers and clients.	• Timeliness • Preparedness • Hygiene and professional dress

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Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Communication & Technology Literacy	Utilizes technology skills and communication strategies in English to communicate health information accurately and with legal and regulatory guidelines, upholding the strictest standards of confidentiality.	• Read, understand, write and speak the primary language of the site • Communicate thoughts, ideas and action plans with clarity, using written, verbal and/or visual methods • Explain treatment procedures • Initiate mental health teaching • Document patient/client responses • Validate responses/messages with others • Use appropriate nonverbal communication • Ability to perform a variety of technological skills
Problem Solving/Critical Thinking	Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound clinical judgments and decisions to promote positive client outcomes	• Identify cause-effect relationships in clinical situations • Develop plans of care as required • Identifies changes in client mental health status • Handles multiple priorities in stressful situations
General Health/Emotonal Stability	Ability to tolerate environmental stressors	• Tolerate long periods of standing and/or sitting as required • Maintain focus and appropriate behavior • Flexibility and ability to adjust to changing situation and uncertainty in clinical situations • Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

Further, using student and Field Instructor's feedback, GCU evaluates the effectiveness of all clinicalfield experience placement agencies to offer direct carepractice experiences that align to course learning objectives.

Facilities are assessed on their ability to provide:

- A safe environment for field experience learning
- Appropriate experience for level of skill and knowledge of students
- Appropriate interactions-communications between students and clients
- Direct access to resources and records necessary to provide for learning experiences
- Effective and adequate supervision time provided by the Field Instructor

Changing Program of Study to Master of Science in Clinical Mental Health Counseling:

The College of Humanities and Social Sciences (CHSS) offers multiple degree programs that share coursework and course content within the Counseling discipline. Because of this, the below language outlines the University policy on program changes into the Master of Science in Clinical Mental Health Counseling (and all emphases) and Master of Education in School Counseling degree programs from the other Counseling programs offered by CHSS.

Changing Program of Study to Master of Science in Clinical Mental Health Counseling (all emphases) or Master of Education in School Counseling from current Programs:

Student in the Master of Science in Addiction Counseling or the Master of Science in Christian Counseling of Substance Use and Addictive Disorders will be permitted to transfer to the above listed programs unless they have completed PCN-509 or PCN-527 within their program of study. The following courses from the Master of Science in Addiction Counseling or the Master of Science in Christian Counseling of Substance Use and Addictive Disorders may apply to the new program of study as applicable to the new program: PCN-501, PCN-505, PCN-500, PCN-520*.

Changing Program of Study to Master of Science in Clinical Mental Health Counseling (all emphases) or Master of Education in School Counseling from retired Programs:

Students in the Master of Science in Professional Counseling (all emphases) or the Master of Science in Christian Counseling (no Emphasis) will be permitted to transfer to the above listed programs at any point during their program, but only the following courses will apply to the program they transfer into: PCN-501, PCN-505, PCN-500, PCN-520*. Students will be required to take all additional coursework within their new program of study.

*Please be advised that PCN-520 will only apply to the new program of study if it was completed with Grand Canyon University after November 1, 2016.

Changing Program of Study to Master of Science in Clinical Mental Health Counseling (all emphases) or Master of Education in School Counseling after completion of Grand Canyon University Counseling Programs:

Students who have academically completed a Graduate level Counseling program at Grand Canyon University are not permitted to enter the Master of Science in Clinical Mental Health Counseling or the Master of Education in School Counseling degree program at Grand Canyon University.

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College of Nursing and Health Care Professions

All CONHCP Nursing Graduate Programs

Professional Standards

The American Nursing Association (ANA) Code of Ethics statement serves as the guiding principle for the nursing profession. The Associate Dean of Graduate Programs in the College of Nursing and Healthcare Professions, together with the respective APRN program director and faculty, will determine the consequences for graduate nursing students who violate these standards. Graduate nursing students must adhere to the Code of Conduct and Academic Standards section of the University Policy Handbook.

The University carries Medical Professional Liability Insurance on all students. The coverage is $2,000,000 each incident or occurrence and $4,000,000 in the aggregate through the following company:

Parker Smith & Feek, Inc.
Bellevue (425-709-3600)
2233 112th Avenue NE
Bellevue, WA 98004
Certificate number: MFL019309

If candidates are charged with a felony or misdemeanor while in the program, even if charges are not verified, they are obligated to report this to their Field Experience Counselor. Failure to do so may lead to immediate termination from the program.

Chain of Command

In the healthcare field, it is the expectation that healthcare workers will use the chain of command to bring issues to the appropriate leader's attention. For example: This is especially important when CONHCP nursing students question things like medication type and dosage. In order to prepare students for the requirements of health care employers, the College leadership expect students to use the Chain of Command for raising similar issues in all healthcare programs.

Therefore, students with concerns regarding the classroom should appropriately and professionally address their faculty. If intervention is needed beyond the faculty, students should address to their SSC. Finally, if the issue needs further attention, the SSC will notify the Director or Program Lead. Further concerns should be taken to the Assistant/Associate Dean over the student's program.

If after this process is exhausted, the student can pursue the University Appeals Procedures.

Professional Practices Committee

The College of Nursing & Health Care Professions Professional Practices Committee serves as the central sanctioning body for the application of College-level penalties in all cases involving student violations of the CONHCP clinical and lab policies, the Student Professional Dispositions, as well as the Nursing Professional Standards.

Student Professional Dispositions

One important aspect of the student experience is the fulfillment of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. In order to support student development and have clear expectations in these areas CONHCP lists the following key dispositions. Failure to demonstrate these dispositions through behaviors at any point in the program may jeopardize students' continuation in the program. Students are expected to monitor their development of these professional dispositions, beginning now and continuing throughout their career. The ability to reflect on personal growth, strengths, and challenges is a central characteristic of effective people working in health care. These disposition statements do not replace the University Code of Conduct.

Communication Skills

1. Demonstrate appropriate, professional, respectful verbal communication
2. Demonstrate appropriate, professional, respectful written communication
3. Demonstrate a disposition toward inquiry and problem solving
4. Work collaboratively with students, faculty, and professionals
5. Demonstrate consistently positive attitudes toward learning and/or teaching
6. Accept responsibility for decisions and actions
7. Establish and maintain mutually respectful interactions
8. Demonstrate understanding of university/program organizational chart by communicating "need to know information" to individuals according to the chain of command

Work Ethic

1. Demonstrate regular attendance
2. Demonstrate punctuality
3. Complete work in a timely manner
4. Demonstrate organizational skills
5. Know and observe all pertinent policies and procedures
6. Demonstrate a disposition toward personal ownership of learning and professional development

Professionalism

1. Demonstrate a commitment to work with clients, their families, students, faculty, and staff in appropriate, professional, and respectful ways
2. Demonstrate an awareness of community, state, national, and world contexts that have an impact on the profession and the learning process
3. Treat everyone fairly, equitably, and respectfully
4. Accept constructive criticism and adjusts performance accordingly
5. Express and demonstrate interest in and enthusiasm for teaching/learning
6. Adapt to new and diverse teaching/learning situations
7. Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.
8. Maintain confidentiality about all student, client, faculty, and staff records unless disclosure serves a professionally compelling purpose or is required by law
9. Demonstrate discretion when discussing colleagues, faculty, field sites, and personal information
10. Respect the points of view of others
11. Contribute meaningfully, appropriately, professionally, and respectfully to discussions by asking questions, giving opinions, and listening to others
12. Project an appropriate professional appearance in professional settings
13. Project an appropriate professional and respectful demeanor
14. Be open to leadership and opportunities for growth
15. Understand and practice professional ethical standards
16. Recognize personal at risk behavior: Behavioral choice that increases risk where risk is not recognized, or is mistakenly believed to be justified
17. Recognize personal reckless behavior: Behavioral choice to consciously disregard a substantial and unjustifiable risk
18. Acts overall in a manner that furthers the interests of others (enlightened self-interest): Enlightened self-interest refers to the understanding and trust that what a person does to

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enhance another's quality of life enhances one's own quality of life to a similar degree. More simply put, it is the idea that "what goes around comes around"

19. Utilize social media responsibly, avoiding issues regarding privacy and confidentiality by not communicating information regarding your clinical experiences or documents contained in a client record.

Procedure for Processing Alleged Violations of the CONHCP Professional Dispositions

The College of Nursing and Health Care Professions may take disciplinary action against a student who violates the Professional Dispositions. Violations will be reported by GCU instructors, GCU staff, or third parties affiliated with GCU. GCU faculty and staff are required to notify students that an incident report will be submitted to the Professional Practice Committee. Reports are forwarded to the Professional Practices Committee Administrator upon discovery of the incident.

The Administrator then reviews the report, as well as any history of prior offenses. The Administrator then notifies the student if the College of Nursing and Health Care Professions intends to take further action as a result of the particular report or as a result of the history of offenses. If further action is recommended, the Professional Practices Committee will determine whether the alleged violation has been substantiated and which College-level penalty to apply.

Students who are charged with a violation of the Professional Practices are afforded an opportunity to be heard before a College-level penalty is applied. Students at risk for College-level sanctions will be:

- Contacted by the Professional Practice Committee Administrator
- Offered the opportunity to present documentation and speak on their own behalf to the Professional Practice Committee.
- Present information by submitting a written statement and/or participating via teleconference.

Students are not required to participate or submit information.

Students who wish to participate or present information must adhere to the following:

- Submit all documentation within the timeframe specified in the notification.
- If the student does not respond within seven days of being contacted by the Professional Practice Committee Administrator, the student forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee.
- All information, including the initial report and supporting documentation, and any statement and documentation submitted by the student, will be reviewed by the Professional Practices Committee during their formal Committee meetings.
- Students are not entitled to representation by any third party, personal representative, or attorney in the College disciplinary process.

College-level Penalties

The Professional Practice Committee has the ability to issue College-level penalties. In making its determination, the Committee considers the severity of the offense, as well as the student's history within the College of Nursing and Health Care Professions.

Program Warning

Some clinical violations may require students to complete a Student Success Plan, to outline required changes in behavior or practice. Students will be assigned an appropriate college administrator or faculty to complete mandatory meetings during the semester to update the student's progress toward achieving the required goals. Students who fail to meet these requirements will be referred back to the Professional Practice Committee for potential additional sanctions.

Sanctions requiring a student success plan include:

- Dress Code Violation
- Failure to Follow Directives by Faculty, Clinician, Preceptor, Office of Field Experience, or Staff Unprepared For Clinical
- Unprofessional Communication or Behavior
- Greater than 1:1 Preceptor to Student Ratio without notifying CONHCP.

Program Probation

Program Probation is a sanction imposed by the Professional Practice Committee. Clinical Program Probation is assigned to a student that commits infractions determined to be high risk where additional monitoring is needed. Clinical Program Probation may be removed within a semester, or may cross over multiple semesters based on the severity. An automatic 10% clinical grade reduction applies for any course in which an undergraduate student was sanctioned with Clinical Program Probation. A graduate student placed on clinical probation will result in a 10% reduction of professionalism points in the classroom. Faculty and Clinicians, in current and future terms, overseeing students on clinical probation will be notified of the infraction and remediation requirements. These infractions include but are not limited to

- Unsafe clinical practice
- Failing to complete the Student Success Plan Requirements
- Repeat Clinical Lab, Simulation Tardy
- Unexcused Clinical, Lab, Simulation Absence
- HIPAA Violation
- Performing skills or interventions before successfully completing a Performance Based Assessment
- Displaying hostility or using confrontational words or body language
- Clinical, Lab, or Simulation abandonment (without permission)
- Acting Independently Within the Scope of a Nurse

Program Probation Procedure

The following steps will occur if the student is being placed on program probation.

5. The student will receive the sanction of Clinical Program Probation from the Professional Practices Committee through email and postal mail. This letter will outline the requirements the student must complete during their probation.
6. A copy of the letter will be placed in the student's file.
7. The student's progress will be reassessed at the end of the term to determine if the student will be removed from clinical probation. Students that do not complete the requirements will be referred to the University Code of Conduct Committee for potential suspension or expulsion from the program and/or the University.
8. The student must be removed from probation in order to meet program and graduation requirements.

University Code of Conduct Referral

Some behaviors are so egregious that significant sanctions will apply. These infractions will be submitted to the Code of Conduct Committee for potential University sanctions such as suspension and/or expulsion. Please see the Code of Conduct and Academic Standards policy for more information.

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Infractions that require Code of Conduct reporting include:

- Academic Plagiarism
- Clinical Practice Fraud or Forgery
- Academic Cheating
- Jeopardizing a Clinical Partnership
- Failure to Report a Felony or Misdemeanor

In addition to the sanctions a student may face from the Code of Conduct Committee of the University, the most significant infractions require the University to report the incident or behavior to the Arizona Board of Nursing by statute.

The priority of the College of Nursing and Health Care Professions is the education of future health care professionals in a safe environment for students, faculty, staff, and patients. Patient safety is of the utmost importance. In certain cases where a student is engaged in behavior that is intentionally harmful, negligent, below program standards, or inconsistent with nursing or athletic training professional standards, whether potentially or actually harmful to a patient, the Dean or designee will report the incident to the respective regulatory board as soon as the incident is substantiated. Reporting is mandatory under the Nurse Practice Act (https://www.azbn.gov/faqs/discipline-complaints/submitting-a-complaint-faqs%20-%202) and the Athletic Training Practice Act (ARS 32-4158). The following documents guide the professional practice of athletic training and define the skills appropriate for students at the baccalaureate level.

- Arizona State Law (Chapter 41 – Athletic Trainers)
- The Board of Certification's (BOC's) Standard of Professional Practice
- NATA Educational Competencies (5th Edition)
- NATA Code of Ethics

All students enrolled in a clinical program are required to participate in formal instruction on skills related to their respective discipline (nursing / athletic training) before practicing any skill on patients. All skills must be done under the direct supervision of a clinical preceptor / instructor.

Students may be placed on clinical suspension, per the Dean or designee, during the investigation.

Infractions that require Arizona Board of Nursing notification by licensed or unlicensed students include:

- Information that a nurse or certificate holder may be mentally or physically unable to safely practice nursing or perform nursing related duties
- Conduct which leads to the dismissal for unsafe nursing practice or conduct or other unprofessional conduct
- Conduct that appears to be a contributing factor to high risk/harm to a patient and required medical intervention
- Conduct that appears to be a contributing factor to the death of a patient
- Conduct involving the misuse of alcohol or other chemical substances to the extent that nursing practice may be impaired or may be detrimentally impacted
- Actual or suspected drug diversion
- Pattern of failure to account for medications; failing to account for wastage of control drugs
- Falsification of medical or treatment records
- Pattern of inappropriate judgment or nursing skill
- Failing to assess or intervene on behalf of patient(s)
- Conduct involving sexual contact with a patient, patient family member or other dual relationships
- Conduct involving physical/verbal patient abuse
- Conduct involving misappropriation, theft or exploitation of a patient
- Practicing nursing without a valid nursing license
- Conduct that deceives, defrauds or harms the public
- Criminal charges, felony and misdemeanor, which may affect public safety within ten days from when the charge(s) are filed
- Failing to take action in a health care setting to protect a patient whose safety or welfare is at risk from incompetent health care practice, or to report such practice to employment or licensing authorities.

Infractions that require Arizona Board of Nursing notification by licensed students only include:

- Conduct involving practicing beyond the scope of practice of the license or certificate. Examples include knowingly giving a medication not authorized by a treating provider, obtaining laboratory or other tests not authorized by a treating provider, unauthorized adjusting of dosage
- Violation of a disciplinary sanction imposed on the nurse's license by the board
- Felony conviction(s) must be reported within ten days of the conviction

Failing to report to the Board a licensed nurse whose work history includes conduct, or pattern of conduct, that leads to or may lead to an adverse patient outcome.

Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP)

Master of Science in Nursing: Family Nurse Practitioner (FNP)

Post-Master of Science in Nursing: Family Nurse Practitioner Certificate

Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate

Students who have been accepted into the nursing program may remain in the program if they adhere to the following criteria:

1. Maintain continuous enrollment for the duration of their program.
2. Advanced Practice students must take and successfully complete Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment. The content of these courses is assessed in the 3P examination. The 3 P exam is given in the Advanced Health Assessment course. Students must earn a minimum of 67% on the 3P exam to progress in their respective programs. (Advanced Practice Education Associates [APEA] research suggests a correlation between clinical readiness and scores above 67%.) If a passing score is not achieved on the first attempt, students will be given one additional attempt to remediate and successfully pass the 3P exam. The second attempt occurs in the next course of the APRN program (ANP-635, Health Promotion and Maintenance and On-Campus Experience I or FNP-630, Health Promotion and On-Campus Experience I).
2. Students who earn one non-passing (W, F) grade will be administratively withdrawn from the program. Students who are administratively withdrawn or take a leave of absence have the option to complete a Request for Reinstatement, which is discussed within the University Appeal Procedures section of the University Policy Handbook.
3. Upon any reinstatement to the APRN program, all students need to review the BON R4-19-511- APRN graduates must complete a minimum of 45 contact hours of advanced pharmacology education within 3 years immediately preceding

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the application to the BON post -graduation for prescribing and dispensing authority as a practicing nurse practitioner. If Advanced pharmacology needs to be repeated, the student may take it as a single course at GCU and will be responsible for the cost of that course

4. Students need to follow the requirements listed in the Guidelines for Graduate Field Experience Manual. If not followed, students may have a registration hold place on their student accounts.
5. Students must possess self-coverage Professional Nursing Liability Insurance. The coverage is a minimum of $1 million per event/$3 million total coverage. Proof of insurance must be submitted upon request by the Office of Field Experience.

Re-Entry to all APRN programs:

Any student who exits the APRN program prematurely and/or earns one non-passing (W/F) grade for any reason must reapply to obtain another seat in the program. Re-entry will be based on the number of seats available each term. The number of available seats may differ every term.

Reasons for withdraw may include, but are not limited to:

1. Student withdrew from one or more enrolled nursing courses.
2. Student receives a failure in one or more enrolled nursing courses.
3. Student has been administratively withdrawn from a nursing course.
4. Student required a medical withdrawal.
5. Student required a military deployment withdrawal.
6. Student submitted a Leave of Absence Form (LOA).
7. Student took a break in attendance without an approved Leave of Absence Form (LOA)

Students must maintain GPA of 3.0 or above to be considered for re-entry.

Re-entry to the APRN programs is not guaranteed. Students must contact their Student Service Counselor to submit a request for re-entry. Students are eligible for one re-entry throughout the duration of the program. Re-entry is only valid 1 year from date of approval. Students are also subject to the Program of Study, Course Availability, and Cancellation Policy.

Subsequent break in attendance, failure or withdrawal from any course after initial reinstatement makes a student ineligible for additional re-entry opportunities. Students will have to choose anot1)

Any Advanced Practice Registered Nurse (APRN) student who exits the program prematurely must reapply for re-entry into the program. If the withdraw or LOA took place greater than 12 months and the student completed advanced pathophysiology, advanced pharmacology and advanced assessment, reentry will be considered upon the completion and successful passing of the APEA 3P predictor exam, which according to their scale indicates clinical readiness at a score of >67%. Students must also successfully pass the advanced head to toe health assessment with a score of >85%. Students will be allowed two attempts to pass each assessment. Students who do not successfully pass the required 3P predictor exam and health assessment after two attempts will no longer be allowed to progress in any APRN program. Students can transfer to a non-APRN program. All students will be responsible for all testing and assessment fees.

Guidelines for Live Proctored Online Testing Within the APRN Programs

Proctored Examinations will be scheduled and administered in an environment that is conducive to success and minimizes the opportunity for academic dishonesty. The following courses will include proctored exams: NUR-631, NUR-635, NUR-634, FNP-630, FNP-652, FNP-654, FNP-690, ANP-635, ANP-650, ANP-652, and ANP-654.

If a student Fails to register with ProctorU and the assigned exam is accessed without live proctoring, this will result in failure of the course.

1. Once registration of the exams have been submitted from the faculty, students will be responsible for scheduling the day and time of the assigned exam with the proctoring agency. The designated testing window will follow the assigned timeframe listed in the course syllabus.
2. The proctoring agency needs greater than 72 hours to reschedule an exam to prevent an additional fee. If a student needs to reschedule within 72 hours, charges will apply to the student; rescheduled exams outside of 72 hours may not involve additional charges to the student. Exams must be scheduled within the assigned calendar week of the course.
3. Students who must reschedule their exam must notify the instructor no less than 4 hours prior to the start of their scheduled exam time to be considered excused and allow for exam reassignment. The reassignment date and time must still be scheduled within the calendar week of the course.
4. Rescheduling is limited to no more than 2 times per exam.
5. The technology required will include downloading ProctorU Auto and ProctorU Live+ software. A Web Cam and speakers will need to be purchased if not included with computer. The software will require a browser extension that the student must install from the Chrome Web Store or the Firefox Add-ons site. ProctorU also requires the student to run (not install) a Log Me In Rescue applet prior to each session. Specific directions will be available in the course syllabus.
6. Authentication will be verified by government issued photo ID and a Knowledge Base Verification (KBV) quiz. If student cannot answer the questions or a KBV quiz cannot be generated, a second form of photo ID will be required.
7. The student needs to plan to take the exam in a quiet, private setting. The door to the testing room must remain closed at all times while testing is in process to ensure academic integrity.
8. If accommodations are needed, please contact GCU's Student Disability Services office or follow steps for accommodations outlined in the University Policy Handbook.
9. The only device permitted in the testing area/room is the computer. Items not permitted include:
    a. Pencils, pens
    b. Paper
    c. Bluetooth enabled devices
    d. Phones
    e. Watches
    f. Backpacks
    g. Purses
    h. Hats with the exception of head adornments of a medical or religious nature are permitted
    i. Jackets/Sweaters/Hooded Sweatshirts
    j. Snacks
    k. Water
10. Students will be asked to pan their camera and show the entire workspace and surroundings to the proctor. Students will be required to close down any other software prior to proceeding with the exam. Pockets must be turned out and demonstrated that they are empty.
11. Once authentication and securing of the environment has been completed, students will log into the LMS. The proctor will verify the account and the correct exam.
12. Students must keep their eyes on the exam at all times.

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13. We encourage students to go to the restroom before the scheduled test to help ensure test security.
14. Students may not leave the room once the exam has begun. In the event that the student must leave, the exam will end and student will receive grade earned. Video of exam will be sent to the college for review to determine best course of action. If able to reschedule the exam, the student will only be allowed the remaining time of what was originally scheduled.
15. If IT issues occur and are unable to be resolved by the proctoring agency or GCU Tech Support during the designated test time, a working ticket needs to be obtained and submitted to the classroom. Faculty can then work with the student in reassigning the exam.
    - If student is unable to access the LMS student will need to contact GCU Tech Support at 602-639-7200.
    - If student is unable to access ProctorU they will need to login to their ProctorU account and select Chat Now.
    - If student has a technical issue during exam, student is to work with the Proctor via the Chat Now button.
16. Once the exam is complete, the student will notify the proctor that the exam has been completed. The student can then log out.
17. Students who are observed violating any of the above criteria may be asked to stop the exam, given no credit for the exam, and will be reported to the course faculty. The college will review provided video from ProctorU to determine if a violation has occurred and will determine course of action, which may include referral to the Code of Conduct.

Graduate Simulation Rules

The objective of Graduate Simulation is to allow students the opportunity to practice transferring knowledge into the right actions at the right time for the right reasons. Consequently, scenario experiences are designed to provide challenges in patient care and coordination to help students and faculty identify performance gaps for proactive mitigation. It is critical to ensure the student's sense of safety when they are purposefully put into stressful situations designed to demonstrate transfer of knowledge into actions, where errors may occur.

- Observers may only be present under the following conditions:
  No more than two (2) per session with ten (10) students
  Introduced to students prior to start of simulation experience with role and expectations
  If as part of a tour, may only observe for a brief time from the control room, and not participate in debriefing segment with students.
- Confidentiality: Failure to maintain confidentiality may impair the effectiveness of Simulation-based training. Consequently the following levels of confidentiality are strictly observed and enforced for all educators, students, staff and observers:
  Must sign a confidentiality agreement form prior to participation in any simulation session. Must retain strict confidentiality regarding any specific scenario details and/or experiences in real time or on media.
  May discuss only in very general term the personal technical and behavioral skills acquired during simulation training.
- Remediation: If there is concern that the student may pose a hazard to self, patients, personnel, or organizational safety the faculty and student would participate in Required Remediation.
- Participation Rules:
  Cellphones only to be used as a reference for medical apps as needed
  Professional dress code
  Maintain a clean, organized environment
  Treat the simulation environment as real
  Participate in "hands on" orientation
  Maintain strict confidentiality agreement
  Maintain professionalism
  Laugh and enjoy but not at the expense of others
  Leave all personal items at the door
  Role model positive attitude and behaviors
  Be open to peer review • Be open to new experiences
  Be open to role flexibility • Expect to make mistakes and learn thru them
  Engage and participate or you will be asked to leave •
  Accountable for all previous knowledge, skills, behaviors

Any participant who refuses to sign the confidentiality agreement will be dismissed prior to any simulation. Report of such dismissal will be forwarded to the Assistant Dean and Professional Standards Committee. Students in violation shall be subject to student policies up to and including dismissal from the graduate nursing program. All participants will be held accountable to the ground rules. Violation of the ground rules is cause for dismissal from the experience. Report of such dismissal will be forwarded to the Assistant Dean and Professional Practice Committee.

Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP)

Master of Science in Nursing: Family Nurse Practitioner (FNP)

Graduate Clinical Requirements

Prior to registration for clinical courses, the student must meet the following requirements:

1. Submit a Student Clinical Placement Application prior to the start of each clinical course to the Office of Field Experience. The Office of Field Experience will give priority to assigning clinical placements to those students who have submitted the application and all required documentation by the appropriate deadline.
2. Submit the following documents to the Office of Field Experience. Students are required to maintain these documents in order to continue in the clinical setting each semester.
    - Evidence of Professional Nursing Liability Insurance $1 million per event and $3 million total coverage
    - Evidence of Health Insurance
    - Health/Safety Requirements as described in the Guidelines for Graduate Field Experience Manual
    - It is the responsibility of the student to identify clinical placements and preceptors. Should a student have difficulty securing a site, the Office of Field Experience will provide assistance to secure a placement on the student's behalf. Priority will be given to those students who have submitted the application and all required documentation by the appropriate deadline.
        - Submit a Student Clinical Placement Application: Students must submit a minimum of three qualified preceptors with valid contact information and who have committed to being a preceptor 6 months prior to the start of each clinical course. GCU follows the definition of a qualified preceptor in the Arizona Rules of the State Board of Nursing (R4-19-502). Students will not be permitted to begin clinical courses and will be unregistered until the site and the preceptor is fully approved by the Office of Field Experience within the College of Nursing and Health Care Professions. The Office of Field Experience will make every attempt to use a student preferred preceptor/site. If that is not possible, the student may need to withdraw, retake the course, and all associated clinical hours will be lost and need to be

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repeated the following term Students will be responsible for all costs associated with any repeat courses.
Out of respect for those providers that have agreed to precept students at their clinical site, students that have accepted a clinical placement provided by the Office of Field Experience must complete all hours associated with that placement. Failure to do so will result in referral to the Professional Practice Committee and may impact future placement opportunities being extended.
Students may deny placements provided by the Office of Field Experience should they desire to self-place for a rotation. If an offered placement was declined or not accepted within 24 hours, students must provide their own placement for that clinical rotation by deadline

- Health and Safety Documentation: Students are expected to have current health and safety documents, including immunization records, on file with the Office of Field Experience (OFE) 8 weeks prior to any clinical course. Insufficient, expired or missing documentation may result in clinical restriction. It is the student's responsibility to ensure that health and safety documents are up to date and current, and that all other program requirements have been met. Health and safety requirements are mandated by the clinical sites in which a student may be placed. Therefore, GCU cannot make exceptions to waive any health and safety requirement for any reason including religious, medical, personal, etc. Students that refuse to provide appropriate health and safety documentation will be responsible to find and secure their own clinical placement experiences that meet the appropriate standards. Students must communicate with the OFE prior to reaching out to any clinical site, as there may be pre-established procedures to be followed for that facility. Students must provide documentation from the clinical site (owner, director, CEO) stating that they approve the student to do clinical hours within their facility without documentation of these health and safety requirements. Documentation will be verified by the OFE prior to each rotation. In addition, application requirements could include additional background checks, special forms or immunizations and on-line module training as described in the Graduate Field Experience Manual. Expired documents must be re-submitted in order to continue in the clinical.

- Students must be able to start clinical hours within the first two weeks of each clinical course. When students do not fulfill the above requirements and are unable to start clinical hours, students will be required to withdraw, apply for re-entry, and retake the course. Students will be responsible for all costs associated with any withdrawn/repeat courses.
- In a case where a preceptor is unable to fulfill their requirements, the Office of Field Experience will make every attempt to assist the student in finding alternative placement to complete the hours. If this is not possible, the student may need to withdraw, retake the course, and all associated clinical hours will be lost and need to be repeated the following term. Students will be responsible for all costs associated with any repeat courses.
- Every attempt will be made to arrange this in the student's geographical area. Students must be willing to travel to any site in their state at their own expense to complete the clinical requirements.
- Students must notify the Office of Field Experience of a change of address immediately as this may impact clinical placement. A student who moves to a state in which the program is not offered will not be able to complete the program.

In addition to the student requirements above, GCU must receive all components of the preceptor requirements prior to the start of the clinical course. Students may be requested by the Office of Field Experience to reach out to the preceptor to facilitate receipt of these documents.

Out of respect for those providers that have agreed to precept students at their clinical site, students that have accepted a clinical placement provided by the Office of Field Experience must complete all hours associated with that placement. Failure to do so will result in referral to the Professional Practice Committee and may impact future placement opportunities being extended.

Students may deny placements provided by the Office of Field Experience should they desire to self-place for a rotation. If an offered placement was declined or not accepted within 24 hours, students must provide their own placement for that clinical rotation by deadline

On-Campus Experience Attendance Policy

Advanced Practice Registered Nurse (APRN) students are required to attend both scheduled On-Campus Experiences and successfully complete all requirements including, but not limited to, skills practice, skills check-off and lecture.

Required attendance:

- Must be physically present each day.
- Must participate each day from scheduled start to finish time.

Failure to attend any portion of the On-Campus Experience will result in an automatic course failure. Students will be required to repeat the course and the On-Campus Experience associated with the course to progress in their program of study.

All On-Campus Experiences must be fulfilled as a graduation requirement.

Master of Public Health

Master of Science in Nursing

Post-Master of Science in Nursing Certificate

No Rounding Policy

The GCU College of Nursing & Health Care Professions has adopted a No Rounding policy for all courses within the program. This policy states that all grades will be entered to the hundredth at their face value and not rounded (i.e., a final grade of 89.99 will be entered as B and not a B+).

Testing Policy

Students are allowed 1.3 min per question and 3 min per short answer and math questions on exams.

Honor Code

All students will sign the following Honor Code Statement each time they take a test, either electronically or by paper and pencil.

"On my honor, as a Grand Canyon University Student, I have neither given nor received unauthorized aid on this academic work."

The Ground Testing Environment

Examinations will be administered in an environment that is conducive to success and minimizes the opportunity for academic dishonesty.

1. Students may only have a pencil and piece of blank scratch paper issued by the proctor at their desk or computer.

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2. Everything brought into the room (backpacks, purses, phones, PDAs, hats, snacks, water, etc.) must be placed at the front of the room at the student's own risk.
3. All phones must be turned off.
4. Students may only use calculators and paper provided by GCU.
5. Faculty will actively monitor all students during examinations.
6. Students will be issued a piece of colored cardstock to use as a cover sheet while taking paper exams.
7. Talking is not allowed during the exam.
8. Each student's eyes must be on their own exam at all times.
9. Once the exam has begun students cannot approach faculty to ask questions or seek clarification about the exam.
10. Students cannot leave the room and return once the exam has begun.
11. Students may only access the test site on the computer while taking an electronic exam. Students may not minimize the site, exit the site, or use chat during the exam.
12. After completing the examination, students will leave the classroom and not return until instructed by faculty once all students have finished the exam.
13. Students are encouraged to be present and well prepared to take all examinations. Consequences for being absent may include being given a different version of the exam. Only students with excused absences will be given the opportunity to take a make-up exam. Students must notify the instructor no less than 30 minutes prior to the start of the exam for the absence to be considered excused. Students may make up no more than one exam per course.
14. Students who are observed violating the above criteria will be asked to leave the exam, given no credit for the exam, and reported to the University Code of Conduct Committee.

Policy for Student Substance Screening

The practice of professionalism demands that the clinician be free from the influence of any substance that would impair judgment and thinking ability. As a result, health care agencies are requiring students who work directly with patients to undergo screening for substances. A substance is identified as nicotine, alcohol, and any drug that impair judgment. Students must be free from impairing substances. Health care agencies and the CONHCP require substance screening of all students prior to their first clinical experience. In addition, students are subject to screening if either the faculty or preceptor suspects that the student is impaired at any time on campus, or during any health care experience or any other university or work related activity. Any student whose test is deemed positive will not be able to enroll or continue in nursing courses for a minimum period of one year. Determinations will be made by the Professional Practice Committee. The College is required to report any positive screens, suspicion of substance impairment and/or refusal to the appropriate board.

This policy is designed to identify the procedures to be followed for testing.

Initial Urine Substance Screening

1. Students entering their first clinical course and new transfer students will receive a substance screen authorization form in order to complete a random urine screen. Students will have 24 hours to complete the random screen at one of the laboratory options provided. Students receiving an authorization form on a Friday will be required to complete the screen by the end-of-business hours on Monday.
2. Students will be required to show picture identification upon arrival. A driver's license or passport are acceptable forms of identification.
3. The cost for all screening and medical review (if deemed necessary) is the students' responsibility.
4. A screen with questionable results will be sent by the lab for a medical review. Costs for review and retest will be the responsibility of the student.
5. A negative report is necessary to continue in the program of study in the CONHCP.
6. This screen need not be repeated as long as the student maintains continuous enrollment. Continuous enrollment is defined as enrollment in nursing classes during all consecutive semesters until graduation.
7. Students may be re-tested for cause or reasonable suspicion.

Substances Included in Urine Substance Screen

Amphetamines, Barbiturates, Benzodiazepines, Cannabinoids, Cocaine metabolite, Cotinine (tobacco/nicotine), Fentanyl, Meperidine, Methadone, Opiates, Oxycodone, Phencyclidine, Propoxyphene

*Please note certain clinical facilities include nicotine as part of their screening and will not allow students to rotate at their facility who test positive from nicotine or its byproduct, cotinine.

Screening For Cause or Reasonable Suspicion of Substance

The CONHCP may ask a student to submit to a substance screening at any time a faculty member or preceptor believes that the student may be under the influence of substances. This includes but is not limited to the following circumstances: evidence of drugs or alcohol on or about the student's person or in the student's possession, unusual conduct on the student's part that suggests possible use or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness.

1. Students will be asked to submit to an immediate substance screening test conducted at one of the laboratory options provided.
2. Students may also be given a substance screen authorization form and asked to immediately complete a urine substance screen at one of the laboratory options provided.
3. Students will be required to show picture identification upon arrival. A driver's license or passport are acceptable forms of identification.
4. The costs for all screening and medical review (if deemed necessary) are the students' responsibility.
5. A screen with questionable results will be sent by the lab for a medical review by the company completing the substance screen. Costs for review and retest will be the responsibility of the student.
6. A negative report, excluding a positive nicotine result, is necessary to continue in the program of study in the CONHCP.

Follow-up Action: Positive Screen (For Cause or Initial Substance Screen)

1. Positive drug screens (including those medically prescribed) will be directed to the Professional Practice Committee for determination of sanctions.
2. A report will be filed with the State Board of Nursing upon withdrawal from the program consistent with the rules and regulations of the State Board of Nursing.

*Please note certain clinical facilities include nicotine as part of their screening and will not allow students to rotate at their facility who test positive from nicotine or its by product, cotinine.

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Follow-up Action For-Cause Negative Screen

1. Students whose substance screens are negative will meet with A Director of the program to discuss the perceptions of impaired behavior and the implications and steps to avoid similar situations in the future.
2. A review by the Medical Review Officer (MRO) by the company collecting the substance screen for documentation of any medical condition or treatment may be requested.
3. Students will not be counted as absent from clinical during this evaluation process. However, students will be expected to meet the clinical objectives.
4. A reasonable suspicion/cause substance screen that is positive; however, is deemed negative by a medical review officer will follow these guidelines:

    a. The student will meet with the Director of the program.

    b. The student may be required to undergo, at the student's expense, an evaluation for substance use/prescription drug use/impairment by a psychiatrist recommended by the State Board of Nursing.

    c. The student will follow other recommendations deemed necessary by the Director of the program.

    d. The student will be required to provide a negative substance screen prior to returning to clinical and be subject to periodic substance screens at the student's expense.

    e. More than one incident of a reasonable suspicion/cause substance screen that is positive; however, deemed negative by a medical review officer will be directed to the Professional Practice Committee. In this case the student will follow the positive substance screening guidelines.

Students Who Refuse Substance Screening

Students who refuse to participate in screening will be required to leave the clinical area and make an appointment with the Director of the program. The student will remain out of the clinical area until an investigation has been done and a recommendation has been made by the Professional Practice Committee. Students who refuse screening may be subject to dismissal from the CONHCP.

Bodily Fluids Exposure and/or Injury During Field Experiences

Grand Canyon University acknowledges the inherent risks associated with working around or with patients and health care organizations, including a potential exposure to blood and body fluids. Once in a patient care setting, you will have access to and are expected to utilize appropriate blood-borne pathogen barriers, proper sanitary precautions, and appropriate biohazard disposal equipment and procedures at each clinical site.

The following policy outlines your responsibilities in this area:

- Follow the policies of the agency (if any)
- You must have and maintain current health insurance and show verification of coverage each year while matriculated in the program.
- GCU and the clinical agencies that provide practical experiences for our students are not responsible or liable for the costs of medical follow-up or expenses incurred.
- Complete a Nursing Program Incident Report (available from CONHCP) to be filled out by the student and the preceptor. A copy of this report will be given to the program lead, Assistant/Associate Dean and then placed in the student's file.
- Financial responsibility for testing and recommended care following an exposure rests solely with the student. This could include testing, evaluation, treatment, and counseling.
    - Report the incident to the clinical preceptor/clinical faculty/supervisor.

Refer to Guidelines for Graduate Field Experience Manual for procedural precautions post exposure.

Communicable Disease Policy

You may not participate in field experiences during the time you are affected by or suspect you have a communicable disease. A communicable disease is a health disorder that can be passed from one person to another. If suspected of communicable disease, you must immediately visit the student health center or personal physician for evaluation. If the evaluation shows possible communicable disease, you must remain out of contact with patients for the duration suggested by the physician. You may not return to participation in field experiences until you have been re-evaluated by a physician, nurse practitioner, or physician assistant and released with written verification from the medical provider. You must contact the clinical preceptor and faculty upon suspicion and verification of the disease.

Clinical & Lab Attendance and Participation Policy

Effective Fall 2017

Clinical and lab attendance is mandatory.

Clinical and lab make ups will only be considered once per semester in each clinical course or scheduled lab, under extreme circumstances, and approved by the Director of Pre-Licensure (or designee). Examples of extreme circumstances that could warrant a clinical or lab make up may include:

- a communicable disease which can be transmitted to patients, staff or other students
- a car accident requiring immediate medical attention
- hospitalization

If a student is unable to attend clinical or a scheduled lab, the student will contact the following:

- Director of Pre-Licensure, clinical faculty, and didactic faculty for a missed clinical experience
- Lab director and didactic faculty for missed lab / instructional simulation experience
- Director of Pre-Licensure and didactic faculty for a missed immersive simulation experience

The student must notify the above faculty and/or staff at least one (1) hour prior to the scheduled start of the event. Students must then complete the Pre-licensure Clinical/Lab Make-Up Request Form within 24 hours from the time of notification to determine if a make-up clinical experience or lab will be approved. Students can access the Pre-licensure Clinical/Lab Make-Up Request Form at http://www.gcumedia.com/lms-resources/student-success-center/v2.1/#/resource/college/CoNHCP.

In order for the University to consider a Pre-licensure Clinical or Lab Make-Up Request in cases of medical absence, the student will be required to submit substantiating medical documentation that states: "the student may return to class, lab, and clinical with no health or safety restrictions" from a medical provider and written on a prescription, or letterhead, that clearly reflects the provider's medical number. This will be required whether the student misses 1 clinical day or lab or consecutive clinical days or labs. GCU may verify the information contained in the documentation with the provider. Falsification of medical documentation is reportable to the Board. Students will be notified of the approval or denial of the clinical or lab make-up via mail and email to their gcu.edu email address.

It is up to the University to determine how students will make up missed clinical hours or lab events if approved, but the primary method will be an additional clinical rotation or lab event. Secondarily, if alternative clinical rotations cannot be arranged,

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the University may choose to use lab and case studies to meet the clinical objectives.

Students must make-up missed lab and clinical experiences and may not decline the make-up experience identified. Students may risk failing the course for nonattendance. Students must submit any associated assignments with the make-up to the Learning Management System classroom within 48 hours of completing the make-up for grading.

If a student absence does not meet the above criteria it is considered unexcused. Students will lose all points for the associated lab but will have to complete the lab in order to progress in their course and in the program.

Students who must miss clinical or lab due to extended illness are encouraged to contact the Student Disability Office.

Students who must miss clinical due to extended illness are encouraged to contact the Student Disability Office.

1:1 Student/Preceptor Ratio

All APRN students are required to maintain a 1:1 ratio in the clinical setting with their preceptor.

Policy Violation:

- Student will be notified by the program lead and referred to the Professional Practice Committee.
- All clinical hours completed on the day of the violation will be lost, which will require the student to complete additional clinical hours within 30 days, to meet the minimum course requirement.

Clinical Absence Policy

Failure to complete the minimum clinical requirements will result in failure of that clinical course.

All absences are to be reported to the preceptor in a timely manner via email, text, or phone.

If a student is unable to attend clinical, the student must:

1. Contact, by phone or in person, the course faculty, at least one (1) hour prior to the scheduled clinical time.
2. Notify by phone the designated client or clinical agency, at least one (1) hour prior to the scheduled clinical time.
3. At the discretion of the faculty member, submit a release signed by a health care provider to return to clinical.

Clinical Tardy Policy

Clinical tardiness is defined as being late at the beginning of a clinical. Any anticipated tardiness is to be reported to the appropriate course faculty and preceptor.

Consequences of being tardy three times within the same course are:

First Occurrence: Student will receive a clinical warning.

Second Occurrence: Student will be placed on clinical probation for the second late.

Third Occurrence: Student will fail clinical on the third late.

Clinical Restriction Policy

Clinical restriction is the official means of restricting the student from any field experience when students have missing, expired, or insufficient immunizations or documentation requirements on file with the Office of Field Experience (OFE). You will be notified by the OFE 4 weeks before documentation is set to expire. Once documentation has expired, the OFE will notify your course faculty of your restriction status. At all times it is your responsibility to ensure that your health and safety documentation is up to date and current, and that all other program requirements have been met. Health and safety requirements are mandatory for all students where indicated in this manual.

Failure/Program Expulsion

If you fail to meet the course objectives, policies, and procedures outlined in the classroom and this manual, you may face failure or program expulsion. You must repeat any failed courses before moving on to the next course outlined in your program of study. A Code of Conduct form will be filed by the course faculty for any action that results in clinical failure. Field Experience/Clinical course failure may result in a failure of the co-requisite theory course at the judgment of the Course Faculty and Professional Standards Committee.

Examples of clinical failure, program expulsion, or Code of Conduct violation actions:

- Compromising GCU's relationship with any site
- Compromising safety in any form
- Plagiarism and ethical conduct resulting in Code of Conduct Violations

College of Theology

The College of Theology's mission is to educate and equip students to communicate the gospel effectively, serve the church faithfully, and minister with integrity at home and abroad. Therefore, within the context of the College, significant attention is given to spiritual and professional formation so that students are biblically qualified for ministry upon graduation. The Bible teaches that ministers must be "above reproach" in private and in public because ministers lead God's people as they grow up into the fullness of Christ through the careful study and application of God's word. Simply stated, one whose life has not been transformed profoundly by the power of the gospel is hardly in a position to lead others in this way of life. Thus, preparation for ministry requires attention to the spiritual, and professional aspects of each student's training in addition to academic study.

Doctrinal, ethical, and covenantal alignment are vital to the health of the institution as the faculty and administration strive to fulfill the mission of developing godly leaders, ministers, and scholars. Evangelical unity with respect to doctrine and morality represents a crucial basis for ministerial preparation just as it represents a crucial basis for gospel ministry. For these reasons, students in the College are asked to affirm the University's Doctrinal and Ethical Positions Statement, the COT Covenant, and standards for conduct that agree with those beliefs. In this way students affirm the basic tenets of the Christian faith and commitment to a lifestyle worthy of the Lord Jesus and worthy of the gospel ministry to which they have been called.

The University's foundational documents, the Covenant, and the dispositional and behavioral standards have not been created for purposes of legalistic compulsion or in a coercive spirit. Rather, they represent commitments and guidelines that have been developed for the purpose of living freely together in a community marked by faith, hope, and love. All students who enter into COT's covenantal community do so freely and they do so with full understanding that the community strives to cultivate the character of Christ daily. Indeed, in light of the unique call God has placed on their lives, the vast majority of ministerial students are motivated to conform to established standards and are grateful for the structure and accountability the community provides.

In most cases when students' dispositions or behaviors fail to align with the College's standards, COT's faculty and staff are able to correct gently and provide all necessary counsel. Indeed,

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gracious conversation and pastoral guidance should normally characterize the initial steps taken by faculty and staff to address impropriety. The College is committed to forming students in a loving and merciful way that is redemptive rather than punitive. Thus, in cases where minor dispositional or behavioral issues arise, direct student engagement by a member of the faculty or a representative of the College will be most appropriate. Further action will only be necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Faculty and staff should refer cases that involve major dispositional and behavioral issues in accord with established processes.

Dispositional and Behavioral Standards

As ministers of the gospel, theology students are expected to conform to dispositional and behavioral standards that are consistent with biblical teaching, sound doctrine, and the commitments they make at the start of their program. "Dispositions" refers to one's attitudinal inclinations, mental and emotional outlook, integrity, and character. Sincerely held dispositions lead to actions and patterns of conduct, which is to suggest that dispositions, at some level, contribute to behaviors.

COT has adopted the following dispositional and behavioral standards that align with the College's Covenant. Although these standards are not exhaustive, they represent the essential values and qualities that should characterize gospel ministers. Students are encouraged to acknowledge their struggles and shortcomings without fear and for the sake of working through challenges with the support and encouragement of the community. Students who disregard the standards or fail to demonstrate these dispositions and behaviors, however, may be subject to disciplinary action.

- EMBRACE TRUTH: Ministers of the gospel embrace the truth of Christ, and speak and act truthfully. This includes integrity with respect to the commitment to uphold doctrinal and ethical positions and behaviors consistent with those of the University within their academic work, within the GCU community, and in any internship or supervised ministry/field experience setting.
- DISPLAY A HEART FOR GROWTH, TRANSFORMATION, AND LEARNING: Ministers of the gospel have a heart for growth and transformation. They demonstrate humility and pursue Christlikeness by taking correction, having a charitable spirit, and not thinking of themselves more highly than they ought. They do not hide sin but, rather, acknowledge it and learn from mistakes as they progress through their program of study. They demonstrate eagerness to learn and engage faithfully with their coursework, classmates, Scripture, scholarly research, faculty, and ministry supervisors.
- AFFIRM THE VALUE OF PEOPLE: Recognizing that all people are created in the image of God, ministers of the gospel treat people in ways that demonstrate their intrinsic value and dignity. Accordingly, ministers of the gospel reject discrimination and show the value of others in the way they interact with people of all races, nationalities, ages, genders, socio-economic levels, abilities, and faith traditions. These principles extend to all forms of communication.
- DEMONSTRATE GRACE AND RESPECT: Ministers of the gospel demonstrate grace and respect in their attitudes, actions, and words. They embody the fruit of the Spirit, speaking with kindness and patience, communicating respectfully in all situations. They avoid actions and speech that could show disrespect, a sharp tongue, harassment, prejudice, racism, sexism, vulgarity, foul language, or bullying. Students extend grace and charity at all points including discussions with others who differ with them on matters of doctrine and ethics. They strive for unity, which requires careful thought about doctrinal dialogue, genuine love for one another, and a resolve to be "quick to hear, slow to speak, [and] slow to anger" (James 1:19).
- PROMOTE PEACE: Ministers of the gospel seek to be peacemakers, approaching conflict with the goal of restoration and reconciliation. They follow biblical practices for conflict resolution, glorifying God by taking responsibility for their own contribution to a conflict, and asking and offering forgiveness when needed. They bring peace and joy to their classrooms and congregations, avoiding words and actions that might bring discord, dissension, or destruction.
- MAINTAIN SEXUAL PURITY: Following the teaching of the Bible, ministers of the gospel maintain personal sexual purity, reserving sexual expression for a marriage relationship between one man and one woman. They refrain from the use of all pornographic materials and any explicit content that would grieve the Holy Spirit while demonstrating an openness to accountability, counsel, and prayer in areas of struggle and perceived powerlessness. They refrain from sexually charged language and behavior inside or outside the classroom.
- AVOID EXCESS: Ministers of the gospel avoid excess and abuse of any substances that could move them from a place of health to harm. Students embrace moderation in all things for the sake of safeguarding against idolatry and protecting their gospel witness.
- SEEK FIRST GOD'S KINGDOM: Ministers of the gospel pursue God's purposes for the world even when this requires abandoning the pursuit of their own selfish interests. They cultivate love, justice, beauty, grace, wisdom, and wholeness in their relationships and eschew worldly desires that result in consumerism, materialism, and the pursuit of fame and prestige.

Corrective Action Plan for Unacceptable Dispositions and Unprofessional Behavior

As a Christian community, the College of Theology and Grand Canyon Theological Seminary strive to be affirming and redemptive to students who are struggling and failing to exhibit these dispositions in their behaviors. The conduct that is unbecoming for a Christian leader or minister, however, may be referred through one of the following processes:

1. Dispositional alert from a faculty member, a ministry supervisor, or another GCU employee which is processed through the College of Theology's Covenantal Standards Committee (CSC). This committee will determine the disciplinary action to be taken on a case by case basis.
2. Code of conduct violation charge which is reported through the "Classroom Incident Report" and is handled through the Code of Conduct process of the University.

In cases of minor misalignment, direct engagement by a member of the faculty or a representative of the College for the purpose of education, formation, and/or correction will be most appropriate. Further action is only necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Students who disregard COT's Dispositional and Behavioral standards or fail to demonstrate these dispositions and behaviors may be subject to disciplinary action. In certain egregious situations, disciplinary action may be immediate and will be recommended to the University Code of Conduct Committee.

Unbecoming dispositions and behavior, within the classroom or outside the classroom may result in an array of corrective actions taken by the CSC or recommendations for disciplinary actions made by the CSC to the Code of Conduct Committee including, but not limited to the following potential outcomes

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1. A corrective dialog with the CSC or designee
2. A letter of reprimand
3. A required number of professional and/or pastoral counseling sessions
4. A series of coaching sessions
5. Recommendations to the Code of Conduct committee such as:
   a. Removal from the class
   b. Removal from the supervised ministry/field experience site
   c. Failure of the course
   d. Suspension
   e. Expulsion from the program. In the case of expulsion, students will have the option of reapplying to the program after a two year hiatus at which time the student will make a case for his or her change in behavior and disposition such that the CSC would possibly allow them to return to the program

Any question of interpretation or application of the Dispositional and Behavioral Standards Policy will be referred to the Dean of the College of Theology or a designee for final determination.

These standards should not be applied in ways that foster discrimination and harassment. Students who experience gender or disability-based discrimination or harassment should seek the assistance of the Title IX or Section 504 Coordinator for investigation under the applicable grievance procedures.

Process Guidelines for COT Dispositional and Behavioral Standards

The following guidelines are intended to assist with the evaluation of and appropriate response to dispositional and behavioral issues. These guidelines should enable faculty and College representatives to accurately assess and prudently address situations in ways that are redemptive, fair, and commensurate with the type of misalignment in question.

Doctrinal and Ethical Alignment

COT faculty are encouraged to make key distinctions in their teaching and classroom interaction between doctrine that is absolutely essential to the Christian faith and other teachings that, although important, are not fundamental to Christianity.

Essential doctrines are those core teachings that distinguish Christians from non-Christians and must be believed in order for one to be a genuine follower of the Lord Jesus. Denial of essential doctrine represents a grave matter.

Nonessential teachings are significant because they safeguard the integrity and health of essential doctrines and because they derive either directly or indirectly from the teaching of Scripture. Examples include the form and meaning of baptism, the organization and governance of the church, qualifications for ministers, styles of worship music, and the timing of Christ's return in relation to other events of the last days. Christians frequently disagree about various nonessential teachings but disagreement about these doctrines does not amount to a denial of the faith.

Dispositional and Behavioral Alignment

In cases of minor misalignment, direct engagement by a member of the faculty or a representative of the College for the purpose of education, formation, and/or correction will be most appropriate. Further action is only necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Students who disregard COT's Dispositional and Behavioral standards or fail to demonstrate these dispositions and behaviors may be subject to disciplinary action. In certain egregious situations, disciplinary action may be immediate and will be recommended to the University Code of Conduct Committee.

Minor Misalignment

Instances of minor misalignment should be dealt with redemptively rather than punitively to the extent possible. Such cases typically require forbearance and patience instead of formal discipline.

Major Misalignment

Instances of major misalignment should be dealt with redemptively, but disciplinary action may be necessary if the situation cannot be redeemed apart from formal action. Certain egregious situations may represent exceptions and may require immediate disciplinary action.

Doctoral Programmatic Progression Requirements

College of Doctoral Studies

Doctoral learners who have completed a minimum of one dissertation course, but who are struggling with completion of the dissertation requirement for graduation, may choose to transfer to a corresponding alternate degree program, as follows:

- Move to the Education Specialist Degree:
  - EdD in Organizational Leadership with an Emphasis in K-12 Leadership
  - EdD in Organizational Leadership with an Emphasis in Instructional Leadership
  - EdD in Organizational Leadership with an Emphasis in Effective Schools
- Move to the Master of Science in Leadership degree:
  - EdD in Organizational Leadership
  - EdD in Organizational Leadership with an Emphasis in Organizational Development
  - EdD in Organizational Leadership with an Emphasis in Healthcare Administration
  - EdD in Organizational Leadership with an Emphasis in Christian Ministry
  - EdD in Organizational Leadership with an Emphasis in Special Education
  - EdD in Organizational Leadership with an Emphasis in Higher Education Leadership
- Move to the Master of Business Administration
  - Doctor of Business Administration with an Emphasis in Management
- Move to the Master of Science in Psychology with an Emphasis in Industrial and Organizational Psychology
  - PhD in General Psychology with an Emphasis in Industrial and Organizational Psychology
- Move to the Master of Science in Psychology with an Emphasis in General Psychology
  - PhD in General Psychology with an Emphasis in Cognition and Instruction
  - PhD in General Psychology with an Emphasis in Performance Psychology
  - PhD in General Psychology with an Emphasis in Integrating Technology, Learning, and Psychology

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Learners who transfer should consult with their SSAs to see which courses carry over to the new degree and which courses do not. Learners are responsible for meeting all graduation requirements of the new degree after approved course equivalencies and substitutions are applied. Once the learner completes the alternate degree, then they are unable to return to that doctoral program for completion.

Doctoral Dispositions:

It is important for the doctoral learner and dissertation chair to establish a clear understanding of the expectations of working together, how each will communicate with the other, and how they will establish a timeline for completion of dissertation milestone steps (see below). Additionally, it is important that the learner model the doctoral dispositions that exemplify a practicing scholar and researcher. As an independent scholar, a doctoral learner should be modeling the dispositions in their interactions with their committee, the college, and support staff. The Doctoral Dispositions state that doctoral learners at GCU:

- Are dedicated Scholar-Practitioners, passionate about their field, who become leaders in the disciplines and communities they serve
- Commit to producing scholarly research, which is ethical and academically honest
- Are self-directed, able to self-motivate toward their continued pursuit of knowledge and are responsible for their own learning
- Engage in reflective scholarly practice, asking questions of both self and others
- Communicate effectively and professionally, both verbally and in writing, with peers, faculty, and college staff.
- Assume accountability for the quality and academic integrity of their own scholarship and research agenda.
- Are receptive to the feedback, analysis, and constructive critique offered during coursework and the iterative research process from faculty committee members and academic quality reviewers.
- Understand that as part of the iterative review process, revisions can be requested on any dissertation product at all phases of the dissertation journey.
- Demonstrate how to design, execute, and present independent, academically rigorous research, that adds to the body of knowledge within their discipline

Continuous Enrollment

Learners need to remain continuously enrolled in order to access guidance from their chairs and University resources throughout the dissertation process. There are three academic reasons for a Leave of Absence (LOA):

- After the learner has completed External AQR Review for the Proposal and is planning on submitting for a full IRB review or requires a site authorization/external IRB that is taking longer than thirty (30) days, he/she can take an LOA until the review is completed.
- Learners who are using a longitudinal design for data collection that will require more than two months may take an LOA for a specified amount of time based on their approved methodology.
- After the learners have completed the Form and Format review of their dissertation, they do not need to maintain active enrollment as they complete the final steps of the process.

Learners should reference the Leave of Absence – Nontraditional policy for additional information.

All standard policies regarding LOAs apply. Learners looking to take a Leave of Absence for academic or other reasons should work closely with their SSA. Chairs and committee members are under no obligation to work with a learner who is on an LOA. Once a learner is reenrolled, the chair and committee members will return to following the Committee Roles and Expectations document. If Learners are Inactive longer than three months for reasons other than the exceptions listed above, the University may need to assign them a different chair when they return.

Doctoral Program Time Limit

Students in the Doctor of Business Administration, Doctor of Education in Organizational Leadership, and Doctor of Philosophy in General Psychology programs have a limit of seven calendar years to successfully complete the course of study and dissertation as determined by their original enrollment date in the degree program. Changing emphases does not change this date, but changing programs (i.e. from Ph.D. to Ed.D) does. This limit is in effect regardless of whether the learner is active or inactive. Learners approaching the limit may submit a formal appeal through a Student Services Counselor requesting a one year extension; however, the extension is not guaranteed. Including any extensions, the time required to complete the doctorate may not exceed a maximum of nine calendar years from the start of program.

Residency Attendance Policy

Doctoral Learners that are required to attend residencies as part of their program of study for their degree programs and who do not attend residency during the first 24 credit hours of their program will be not be allowed to register for further coursework until the first residency requirement is fulfilled.

Additionally, any learner who has not fulfilled their second residency requirement by completion of 42 credit hours will not be allowed to register for further coursework until the second residency requirement is fulfilled.

All residency requirements must be fulfilled as a graduation requirement.

Any learner who is in the 12-week Extended Continuation course track will need to attend the Dissertation Intensive Seminar (RSD-951) before they can enroll in the fourth Continuation course (XXX-969E) or any 975 course if they have not submitted a complete Proposal draft to Level 2 Peer Review within the last three months. If the learner is actively in Level 2 Peer Review as demonstrated by having a submission to the reviewer within the last 3 month, then the Seminar becomes optional instead of required.

The only exceptions to this attendance policy will be for medical or other unforeseen extenuating circumstances and then only at the recommendation of the appeals process. Any learner who is granted an appeal to postpone residency will be expected to attend the next available residency to fulfill this attendance requirement.

Essential Elements

The Residency experience within the Doctoral programs is set up as an intensive and immersive conference style interaction. Learners are in the midst of the most difficult educational process in academia. The dynamic nature of the Residency experience creates an environment of support and guidance as well as the advantage of scholarly dialogue. It connects Learners directly with resources to help them establish the essential scaffolding of research content. In the week-long conferences, Learners have access to faculty/program chairs, college leadership, Peer Reviewers, Research Librarians, Residency Coordinators, Peers

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and Alumni of the Doctoral Programs. Learners will have the opportunity to get immediate feedback from experts in this process, while presenting ideas and working collaboratively with others on the same journey. This critical milestone on the path to the dissertation and overall completion of the program is considered an essential element making attendance mandatory.

In order to help ensure Learner progression and to provide them with the tools to complete critical components of each program, Residency is required two times within the Doctoral programs.

The desired outcome of Residency I is to articulate and develop the 10 Strategic Points, which is the corner stone of the research process.

The primary goal of Residency II is to focus the prospectus and move forward to the Dissertation itself.

Learners may be required to participate in an additional residency experience if they have not met specific milestones.

Policy on Clinical Research Studies

The programs in the College of Doctoral Studies at Grand Canyon University do not lead, in and of themselves, to clinical licensure and therefore do not support dissertation research that is clinically oriented. Clinical research typically involves interactions with research participants who are classified as former or current patients diagnosed with either a physical condition and/or who have previously been diagnosed with a mental disorder per the Diagnostic and Statistical Manual of Mental Disorders, (DSM-V). Clinical research also includes use of diagnostic clinical materials and instruments, and/or acquisition of personal health information or data. As such, clinically oriented research studies by doctoral students in Ed.D, DBA, DHA, and Ph.D programs is restricted with the following possible exceptions:

1. Research involving archival data which is publicly available;
2. Research by licensed or credentialed professionals that directly deal with diagnosed individuals;
3. Research by licensed or credentialed professionals working with federally protected classes of research participants per Health and Human Services, Office of Human Subjects Research Protections.

If a doctoral learner is proposing a clinically oriented research study that falls under these exceptions, s/he must obtain written approval prior to prospectus acceptance in dissertation course xxx-955. The final authority for authorizing research that may be considered clinical is the chair of the degree program in which the learner is enrolled

Dissertation Process and Progression

Learners in the DIS process beginning with the program appropriate dissertation start course are taking ownership of their dissertation journey and setting their own schedule and goals. Learners need to follow the dissertation process and policy set in the Grand Canyon University Dissertation Milestone Guide and the Learner Expectations Checklist, accessible by all learners via the DC Network. Supporting this process are the various University resources that are available to them.

The table in Appendix A shows the eight review levels required for dissertation approval. Each review level is iterative and the documents must meet the standards set for that document based on GCU criteria and generally accepted standards of scholarly work for doctoral research across disciplines. Learners should use this table to set target completion dates for the major milestones and levels of review. Then track and adjust their plan (if necessary) according to the actual completion dates.

The Peer Review process for Level 2 proposal review emulates the peer-review process used to review and approve academic papers for publication. There are a total of three review cycles in the Proposal Peer Review Process. At the onset of the Level 2 review process, the Academic Quality Reviewer may return the document to the learner as not ready to review if the document is missing essential elements or improperly prepared. The learner must receive proposal approval within the three subsequent full review attempts.

Failure to obtain approval or conditional approval on the third and final AQR will prevent the learner from progressing further in the doctoral program. Learners then have two options available to them. The first is to transfer to a different program as described above. The second is to work on the proposal, attempting one final time to address all outstanding items, and use the Doctoral Academic Appeal option under University Appeal Procedures later in this handbook to appeal for one final review

Doctor of Nursing Practice (DNP)

Learners in the Direct Practice Improvement (DPI) Project process beginning with DNP-955, DPI Project: Part I, are taking ownership of their direct practice improvement project journey and setting their own schedule and goals. Learners need to follow the DPI Project process and policy set in the Grand Canyon University DPI Project Milestone Guide and the Learner Expectations Checklist, accessible by all learners via the DC Network. Supporting this process are the various University resources that are available to them. Learners need to remain continuously enrolled in order to access guidance from their chairs and University resources throughout the DPI Project process.

Any learner who exits the DNP program during a DPI project course, longer than 180 days, for any reason, must complete a Request for Re-Entry prior to gaining re-entry into the program. Mentor/content expert, site and project concept will need to accompany the Request for Re-Entry for College review. Additional site clearance and mentor approval may be required through the Office of Field Experience prior to re-entry.

Learners looking to take a Leave of Absence (LOA) for academic or other reasons should work closely with their Student Services Counselor (SSC). Chairpersons and committee members are under no obligation to work with a learner who is on a LOA. Once a learner returns, the chairperson and committee members will resume following the Committee Roles and Expectations. The learner might also be assigned a new chairperson and/or committee members if the previously assigned chairperson or committee members are unavailable once the learner returns.

Learners in the Doctor of Nursing Practice programs have a limit of seven calendar years to successfully complete the course of study and DPI Project as determined by their original enrollment date in the degree program. This limit is in effect regardless of whether the learner is active or inactive. Learners approaching the limit may submit a formal appeal through a Student Services Counselor requesting a one year extension; however, the extension is not guaranteed. Including any extensions, the time required to complete the doctorate may not exceed a maximum of nine calendar years from the start of program.

Practice Immersion Requirements

Prior to progression for practice immersion courses, the learner must meet the requirements set forth in the Program Handbook. All DNP learners will need to secure a mentor and clinical site through the Office of Field Experience to complete their practice immersion hours prior to starting DNP-815A. Learners will not

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progress to DNP-815A until all mentor and project/clinical site documents have been approved by the Office of Field Experience and the college. A letter grade is only awarded upon successful completion of all required deliverables, including those submissions designed to facilitate, evaluate, and document the project-related practice experiences and prescribed practice immersion hours outlined in the program. Learners who fail to complete and submit all deliverables regardless of point allocation may receive a failing grade.

Immersion hours are prescribed and must be followed to ensure learners' success and timely graduation.

Course	Minimum Indirect Immersion Hours	Minimum Direct Immersion Hours	Maximum Inderect Immersion Hours	Maximum Direct Immersion Hours
DNP-815A	25	25	50	50
DNP-840A	25	25	50	50
DNP-830A	25	25	50	50
DNP-955A	50	75	100	125
DNP-960A	50	75	100	125
DNP-965A	50	50	100	125

Should a learner inappropriately log hours and/or not achieve the minimum immersion hours to pass a course, the learner will be required to repeat the course.

It is the learner's responsibility to ensure they have planned for and achieved the required 1,000 post-baccalaureate hours required to graduate. For students who do not have an advanced practice degree, please see Appendix C for how hours must be achieved.

DPI Project Process and Progression

In DNP-955 (DNP-955A) Learners are required to submit their DPI Proposal in the designated format to Academic Quality Review 1 (AQR-1) by 1159 pm Arizona time in the designated dropbox according to the syllabus. Failure to submit on time will result in zero points for the assignment and subsequent course failure.

In DNP-960 (DNP-960A) a complete IRB package submission is required by 1159 pm Arizona time in the designated dropbox according to the syllabus. Failure to submit a complete IRB package on time according to the syllabus will result in zero points for the assignment and subsequent course failure.

In DNP-965 (DNP-965A), Learners are required to submit their final manuscript in the designated format to Academic Quality Review 2 (AQR-2) AQR through the classroom drop box by 1159 pm Arizona time in the designated dropbox according to the syllabus. Failure to submit on time will result in zero points for the assignment and subsequent course failure.

In DNP-965 (DNP-965A) Learners will submit the full manuscript by 1159 pm Arizona time in the designated dropbox according to the syllabus for department review by the DNP program reviewer or designee. Failure to complete 100% of any iterative process during the DNP project courses may result in failure of that course. Failure to obtain an approval or conditional approval by the second submission to the department will prevent the learner from progressing to Dean Review. Learners then have two options available to them. The first is to enroll in an extension course to continue working with a chair. The second is to work on the proposal, attempting one final time to address all outstanding items, and use the DNP Doctoral Academic Appeal option under University Appeal Procedures later in this handbook to appeal for one final review.

If a learner is required to take an extension course for any reason, the learner will be required to email DNPLSP@gcu.edu to schedule a meeting with the DNP Team so a Learner Success Plan (LSP) can be created. Once the LSP is created and agreed upon, it will be sent to the learner, the Chair, the Program Manager, and the SSC and the student may then be registered for the extension course. Learners may not be permitted into an extension course without completing the LSP process.

Re-Entry

If a DNP Learner is out of attendance for more than 180 days in DNP-815 or DNP-815A the learner must ensure clearance is still standing for their site and that there is no change with the approved mentor with the Office of Field Experience.

If the DNP learner goes out of attendance for more than 180 days after attempting or completing DNP-840, DNP-840A, DNP-955, DNP-955A, DNP-960, DNP-960A, DNP-965, DNP-965A, or any DNP extension course a hold will be placed on the schedule and the learner will need to seek re-entry into their DNP program of study.

Re-entry to the DNP programs is not guaranteed. Students must contact their Student Service Counselor to submit a request for re-entry. Re-entry is only approved for the term documented in the re-entry notification. Students are also subject to the Program of Study, Course Availability, and Cancellation Policy.

Students who have been dismissed from the University due to a lack of academic progress or Code of Code of Conduct violations will follow the appeals process and submit a Request for Reinstatement.

Online Classroom Participation

Introduction

Online classroom discussion is a vital learning activity that enhances writing, critical thinking, and scholarly development. These skills establish the foundation for self-reflection and unbiased consideration of other perspectives that enhances the long-term development of the doctoral learner.

The successful doctoral learner engages faculty and colleagues in substantive conversations by reflecting on others' perspectives while articulating their own views. More importantly, doctoral learners demonstrate the disposition to critically and reflectively consider new information, facts, and perspectives in the enhancement of their own knowledge and development. Online classroom conversations offer the learner an opportunity to dig deep into new subjects, read from a variety of new sources, and form scholarly arguments for evidence-based practice.

To emulate a real-world scholarly, doctoral conversation, the doctoral learner will participate in the classroom discussion forum. The classroom discussion has two components: the learner's original response to the discussion question/prompt and the learner's ongoing participation and contribution to the discussion. Each component is graded separately.

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Initial Post to Discussion Questions/Prompts

The doctoral learner is required to post an initial substantive response to Discussion Question/Prompt 1 by day 3 of the topic and Discussion Question/Prompt 2 by day 5 of the topic. To be considered substantive, an initial post should average 350-400 words in length and include a minimum of two current (within 5 years) scholarly, peer-reviewed references from the course materials or other scholarly materials published in the last 5 years. The initial post should be in the author's own words and exclude direct quotations from source materials. All posts should represent evidence-based practice.

Ongoing Contribution to Class Discussion

In addition to the initial responses posted by days 3 and day 5 of the topic, the doctoral learner must also contribute to the discussion by posting one substantive participation post on 3 different days of the week. A total of five posts are required each week (two initial and three ongoing contributions).

Substantive Participation Posts

Full participation in the discussion is a key component of the learning experience. It enriches group interaction and enhances the doctoral learning environment.

To be considered substantive, a participation post should average 150+ words in length and include scholarly, peer-reviewed references from the course materials or other scholarly materials published in the last 5 years. The participation post should be in the author's own words and exclude direct quotations from source materials. All posts should represent evidence-based practice.

Ensure that the post is more than just restating or reporting what someone else has stated. The doctoral learner should demonstrate the application, synthesis, and/or reflection of knowledge such that the learner enhances the meaning of the material. Contributing to the discussion should promote an exciting, vibrant, shared learning community that accomplishes two or more of the following:

- Expands on a classmate's comments in a value-adding, topic-related way
- Promotes a collaborative, supportive doctoral community
- Advances the dialogue through follow-up questions

"One-liners," off-topic posts, vague statements, unsupported opinions, and inadequate explanations or posts do not meet the substantive participation requirements listed above.

Repeating Courses and Discussion Questions

While a learner is allowed to re-submit an assignment from a previously withdrawn or failed course, discussions post are not to be repeated. Discussion posts cannot be repeated from one course to another. They must be re-written.

Summary

Participation in the class discussion provides the doctoral learner an unparalleled opportunity to collaborate scholarly with your peers in an insightful, forward-thinking manner. Upon graduation, stating opinions without basis or foundation will be challenged, as it is expected that doctorally prepared individuals offer broad perspectives and insight based on the thoughtful and reflective understanding of their discipline rather than mere personal opinions.

Chain of Command

In the healthcare field, it is the expectation that healthcare workers will use the chain of command to bring issues to the appropriate leader's attention. For example: This is especially important when CONHCP nursing students question things like medication type and dosage. In order to prepare students for the requirements of health care employers, the College leadership expect students to use the Chain of Command for raising similar issues in all healthcare programs.

Therefore, students with concerns regarding the classroom should appropriately and professionally address their faculty. If intervention is needed beyond the faculty, students should address to their SSC. Finally, if the issue needs further attention, the SSC will notify the Director or Program Lead. Further concerns should be taken to the Assistant/Associate Dean over the student's program.

If the student's concern is regarding something unrelated to CONHCP courses, the student should consult with their counselor, and if needed the Student Services Manager.

If after this process is exhausted, the student can pursue the University Appeals Procedures.

Failure to follow this process will result in the loss of points in the learner's Professionalism Assignment week 8 of the course of occurrence.

DNP Project Seminar Requirement

The DNP Project Seminar (DPS) is set up as an immersive webinar-style interaction. Learners are preparing to enter the DNP project courses which is the most difficult educational part of the program. The dynamic nature of the DPS experience creates an environment of support and guidance as well as the advantage of scholarly dialogue with their fellow cohort and faculty. It connects learners directly with resources to help them ensure they have the required documents and meet the requirements to enter into the project courses. The DPS takes up to seven hours depending on the number of learners registered, including lunch and breaks. Learners will have the opportunity to get immediate feedback from experts in this process while presenting ideas and working collaboratively with others on the same journey. The DPS is essential to learner success in project courses. The desired outcome is to ensure learners are prepared when arriving at the project courses. Progression into the project courses is dependent upon the successful completion of the DPS.

Doctor of Philosophy in Counselor Education and Supervision

Mission Statement

The mission of the Counselor Education and Supervision Doctor of Philosophy (PhD) program aims to prepare current counselors to become counselor educators, advanced practitioners, and counseling supervisors. Grand Canyon University's program offers learners a rigorous curriculum designed to strengthen their counseling knowledge and skills through didactic and experiential training in research, scholarship, leadership and advocacy in and out of the classroom. To facilitate these outcomes, faculty and learners engage in learning experiences that support them in developing:

- Collaborative relationships with faculty and other professionals in the field of counseling that will enhance their expertise in an area or areas of professional identity and functioning
- Knowledge and skills in designing, conducting and reporting on research and scholarship that makes a significant impact on the field and the lives of others
- Leadership skills in counselor education, supervision, advanced clinical practice, research and scholarship, and social justice action

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Practicum Hours Requirement

Learners are required to complete the minimum of 100 practicum hours. Learners who fail to meet the minimum number of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program practicum hour requirement. Learners may not complete additional hours to use in a future course.

Internship Hours Requirement

Learners are required to complete the minimum internship hours required for each course in their program of study. Each internship course requires that the learners complete 200 hours. Learners who fail to meet the minimum number of hours required per course will receive a failing grade and either will have to retake the course or enroll in an extension course depending upon the number of remaining hours. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Learners may not complete additional hours to use in a future course.

Counseling Learner Professional Standards and Dismissal Policy

Learner success is a priority for Grand Canyon University and the Counselor Education and Supervision Program. Learners are encouraged and required to follow the Grand Canyon University's academic progression policy and the adopted six Counseling Dispositions, the American Counseling Association's (ACA) ethical code and/or applicable specialized code of ethics. Failure to meet course objectives, policies, counseling dispositions, procedures outlined in the courses, the University Policy Handbook, and/or practicum/internship manual may result in failure, Professional Standards, or removal from program. Failure to meet the American Counseling Association Code of Ethics and/or applicable specialized code of ethics may result in a warning, coaching, probation, suspension, or removal from the program. It is important that learners maintain continuous growth and continuous skill acquisition as they progress through the program of study. This policy and the dispositions are designed to meet the standards of the American Counseling Association.

Dispositional Expectations

Learners enrolled in the Ph.D. in Counselor Education and Supervision Program at Grand Canyon University are preparing for a leadership career that requires the highest standards of practice, research, scholarship and community advocacy. Therefore, appropriate behavior should be evident in all communications (e.g., verbal, written in discussion forums, emails) with other learners, GCU staff and faculty, site Practicum and Internship Personnel, and of course clients. Failure to demonstrate professionally sound behavior could jeopardize the learner's status in the program.

Specifically, the Counselor Education and Supervision program faculty expects learners enrolled in the Ph.D. in Counselor Education and Supervision Program to demonstrate the following professional and scholarly dispositions:

1. Professionalism – As evidenced in behavior and comportment that reflect the values and attitudes of the Counseling Profession
   a) Professional Identity – Counselors adhere to regulatory state boards and nationally recognized codes of ethics. Counselors practice only within their scope and competencies. They seek to utilize best practices and empirically supported treatments. Counselors stay current with the counseling profession through seeking continuing education and by supporting counseling associations.
   b) Ethics – Application of ethical concepts and awareness of legal issues regarding professional and academic activities with individuals, groups, organizations and research. Commit to producing scholarly research, which is ethical and academically honest
   c) Accountability – For the quality and academic integrity of their own scholarship and research agenda
2. Individual and Cultural Diversity – Counseling is an interpersonal profession in which counselor leaders are provided with a level of influence upon their domains of practice. Therefore, it is essential that they are not impaired by intrapersonal or interpersonal liabilities. Counselors respect, engage, honor and embrace diversity and awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics. One that supports the worth, dignity, potential and uniqueness of people within their social and cultural context. It remains the primary responsibility of the faculty to protect the public, the student body, and the profession.
   a) Self-Awareness – Counselors are aware of their personal moral, ethical and value systems and provide counseling services with objectivity, justice, fidelity, veracity and benevolence. Counselors are acutely aware of their personal limitations in providing services and are willing to refer clients to another provider when necessary.
   b) Psychological Fitness, Emotional Stability and Self-Control - Demonstrates appropriate self-monitoring and control of emotions and behavior, displays maturity and independence by following appropriate protocol when seeking solutions to problems
   c) Motivated to Learn and Grow/Initiative - Demonstrates engagement in learning and development of his or her counseling, pedagogical, supervisory, advocacy and research competencies
3. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.
   a) Empowerment – Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision
   b) Systems Change – Promotes change to enhance the functioning of individuals, families, groups, communities and society at-large.
4. Scholar Practitioners: Passionate about their field, who become leaders in the discipline and the communities they serve
   a) Self-directed – Are able to self-motivate toward their continued pursuit of knowledge and are responsible for their own learning.
   b) Receptive – Are receptive to feedback, analysis, and constructive critique from peers and faculty with their scholarly community. Learners who convey the attitude that they are not teachable are not suited for doctoral education.
   c) Scholarly Practice – Engagement and asking questions of both self and others as well as being able to community effectively and professionally with peers, faculty, and college staff.
5. Experiential Application: The notion of practicing, in a real world context, skills emanating from knowledge acquired.
   a) Aware of evidence-based practice – Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological

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applications integrated with clinical expertise, and client preferences

b) Knowledge of Measurement and Psychometrics – Selects assessment measures with attention to issues of reliability and validity. Demonstrates knowledge of measurement across domains of functioning and practice settings

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.
   a) Scientific Foundation of Professional Counseling - Demonstrates understanding of counseling as an applied behavioral science
   b) Scientific Foundation of Professional Practice – Understands the development of evidence-based practice in counseling. Cites scientific literature to support an argument when appropriate. Evaluates scholarly literature on a practice-related topic as needed
   c) Demonstration – Design, execute and present independent, academically rigorous research that adds to the body of knowledge within their discipline.

Professional Practices Committee

Learners may be referred to the CDS Professional Practices Committee when learners have failed to adhere to dispositional values, professional or ethical standards guided by the American Counseling Association (ACA) Code of Ethics and/or applicable specialized code of ethics, in the classroom setting, field experience, or professional academic interactions.

Practicum/Internship evaluations are completed by both the instructor and site supervisor during the learner's field experience. If a learner receives a score of '1' on the formative or summative evaluation, they will automatically be referred to the PPC. Additionally, if a learner receives a score of '2' or less in three or more categories on the formative or summative evaluation, they will be referred to the PPC.

Referred learners will be contacted by a representative of the Professional Practices Committee and offered the opportunity to provide a written statement and documentation on their own behalf to the Professional Practices Committee. It is recommended that learners provide a written statement within the allowed timeframe. If the learner does not respond within seven days of being contacted by the Professional Practices Committee Administrator, the learner forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee. All information, including the initial report and supporting documentation, and any statement and documentation submitted by the learner, will be reviewed by the Professional Practices Committee during their formal committee meetings. Learners are not entitled to representation by any third party, personal representative, or attorney in the college disciplinary process. A notice will be sent within 72 hours to the learner about the committee's decision.

Possible Outcomes of the Professional Standards Meeting:

- Warning and Mentoring: If the Professional Practices Committee issues a recommendation for mentoring, the learner will be notified within 72 hours with information about the assigned mentor and directions for contact. Mentoring will be provided by program faculty for up to four weeks of mentoring. These activities are to enhance or strengthen the learner's understanding of their profession and the ACA Code of Ethics and to safeguard the counseling field as prescribed.
- Failure of Assignment Grades and/or Courses: The Professional Practices Committee may issue zeros to assignments, which in turn may change the final course grade(s). Failing grades may be assigned by the college in field experience classes and in response to problems with practice hours accumulated, not adhering to ethical codes, or removal from the field practice site.
- Suspension from Clinical Practice: Developmental Action Plan (DAP) for unprofessional behavior and conduct, as defined by the ACA Code of Ethics and/or applicable specialized code of ethics, may be the subject of a code of conduct violation charge and/or developmental action plan. Note: Ethical violations may result in the learner being reported to the applicable state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).
- Program Removal: The recommendation for administrative withdrawal must be approved by the Assistant/Associate Dean (or designee) over the learner's program, and referred to the University's Code of Conduct Committee for final review and determination/processing. Please see the Procedures for Processing Alleged Violations of the Student Code of Conduct for additional information.

Additional Notes:

a. If learners are removed from a didactic or practicum course, as part of a developmental action plan, they may need to retake the course at their own expense. Learners are encouraged to discuss any financial or other concerns with a Student Services Counselor (SSC). Learners may also be assigned a failing grade for the assignment(s), which may result in course failure. Learners may be assigned a failing grade for the course despite actual end of course grade.
b. Learners may not participate in developmental action plans more than two times. Learners who do not complete the correction action plan successfully will be referred by the Professional Practices Committee to the Code of Conduct committee for removal from the program.
c. The Professional Practices Committee may recommend learners to attend therapeutic services at their own cost. As prescribed by the ACA and/or applicable specialized standards of gatekeeping. The Professional Practices Committee may determine a referral to the University Code of Conduct Committee is appropriate, in addition to or in place of, any College-level penalties. Learners may appeal a determination made by the Professional Practices Committee by utilizing the University Appeal Procedures and submitting a formal appeal through a Student Services Counselor.

Developmental Plan for Unprofessional Behavior

Unprofessional conduct, as defined by the ACA Code of Ethics and/or applicable specialized code of ethics, may be the subject of a code of conduct violation charge and/or developmental action plan.

- Depending on the determination made by the Professional Practices Committee, learners may be administratively withdrawn from practicum or internship courses, placed on a hold and asked to participate in a mandatory four-week mentoring session. If administratively withdrawn, learners will be issued an "F" as a final grade. If learners are terminated from sites due to an unethical or illegal behavior and, consequently, administratively withdrawn from an individual practicum or internship course, the practicum hours completed during this time will not be counted for that course.
- To resume practicum experiences, learners must successfully complete the terms of their developmental action plans, which includes mentoring within the allotted four-week period.

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Learners will not earn credits or practicum hours for completing developmental action plans.

- If learners are administratively withdrawn from a practicum or internship course as part of a developmental action plan, they may need to retake the course at their own expense. Learners are encouraged to discuss any financial or other concerns with a Learner Services Adviser (SSA).
- The Developmental Action Plan (DAP) rubric serves as the evaluative component related to the learner's remediation. If a learner receives a score of '1' on the DAP rubric, they will automatically be referred back to the PPC for further decision. Additionally, if a learner receives a score of '2' or less in two or more categories from the DAP rubric, they will also be referred back to the PPC for further decision.
- Learners may not participate in developmental action plans more than twice. Learners who do not successfully complete their developmental action plan will not be able to graduate with a counseling degree.
- Ethical violations may result in the learner being reported to the state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).

Essential Functions to Meet Requirements for Counselor Education and Supervision Program

- Individuals are required to navigate their assigned responsibilities independently
- Applicants who are unable to meet the Essential Functions are responsible for discussing the possibility of reasonable accommodations with Student Disabilities Services

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Behavioral/Interpersonal (relationships)	Develop mature, sensitive, and effective therapeutic relationships with individuals, families and groups of various social, emotional, cultural, and intellectual backgrounds. Demonstrate ethical behaviors.	• Nonjudgmental behavior • Respond to a variety of behaviors (anger, fear, hostility) in a calm manner • Demonstrate a high level of patience and respect • Establish rapport with clients and members of the healthcare team • Adhere to GCU policies, procedures and requirements as described in the University Policies Handbook (UPH), Guidelines for Undergraduate and/or Graduate Field Experience Manual, and course syllabi.
Professional Behavior	Report to sites as scheduled and acts in a professional manner with supervisors, peers and clients.	• Timeliness • Preparedness • Hygiene and professional dress
Communication & Technology Literacy	Utilizes technology skills and communication strategies in English to communicate health information accurately and with legal and regulatory guidelines, upholding the strictest standards of confidentiality.	• Read, understand, write and speak the primary language of the site • Communicate thoughts, ideas and action plans with clarity, using written, verbal and/or visual methods • Explain treatment procedures • Initiate mental health teaching • Document patient/client responses • Validate responses/messages with others • Use appropriate nonverbal communication • Ability to perform a variety of technological skills
Problem Solving/Critical Thinking	Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound clinical judgments and decisions to promote positive client outcomes	• Identify cause-effect relationships in clinical situations • Develop plans of care as required • Identifies changes in client mental health status • Handles multiple priorities in stressful situations

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Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
General Health/Emotonal Stability	Ability to tolerate environmental stressors	• Tolerate long periods of standing and/or sitting as required • Maintain focus and appropriate behavior • Flexibility and ability to adjust to changing situation and uncertainty in clinical situations • Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

Professional Development

To successfully complete the Ph.D. in Counselor Education and Supervision program at Grand Canyon University and be eligible for graduation, a student must be able demonstrate proficiency in five areas:

1. Attainment of scholastic competency in all coursework as evaluated through the assessment of CES standards, presentation and acceptance of the Candidacy e-Portfolio, the Dissertation defense, and by maintaining an overall GPA of 3.0.
2. Acquisition of, and ability to apply advanced counseling, teaching, supervision and leadership skills with a diverse population and to a standard acceptable by CES Core faculty and the learner's doctoral committee. These skills are evaluated throughout the Ph.D. Program and ultimately by successful defense of the Candidacy e-Portfolio.
3. Demonstration of emotional and mental stability and maturity in interaction with others, including the ability to maintain healthy boundaries, communicate appropriately, successfully manage personal anxiety or uncomfortable feelings, work collaboratively with others, and resolve interpersonal conflict. This proficiency is evaluated throughout the program in all interactions with faculty, staff, administrators, supervisors, adjuncts, and other learners; including both verbal and written communications.
4. Adherence to the Professional Identity and Standards as outlined by the American Counseling Association's Code of Ethics, Association of Counselor Educators and Supervisor standards and the CES Doctoral Dispositions. This proficiency is evaluated throughout the program in all interactions with faculty, staff, administrators, supervisors, adjuncts, and fellow students; including both verbal and written communications.
5. Demonstration of the ability to work within the worldview of diverse clients and integrate faith and spirituality into counseling where appropriate in an ethically competent and culturally sensitive manner.

Candidacy e-Portfolio

From the start of their program, doctoral learners work on their Candidacy e-Portfolio and plan to have it completed after the following program milestones: Core Courses, Practicum, and Internship. This capstone activity requires students to present an overview of their professional development, as counselor educators to their Doctoral Committee and CES Core Faculty. CES learners will not be able to enroll in PCE-955 until their e-Portfolio has been accepted. The Candidacy e-Portfolio reflects the student's proficiency in the Ph.D. in Counselor Education and Supervision Program Learning Objectives, readiness for the rigors of Dissertation Research, and solidity as a counselor-leader.

Doctor of Philosophy in General Psychology (Ph.D.)

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province.

Non-Degree Programmatic Progression Requirements

HS Dual Enrollment

Each fall, continuing high school students must maintain a 3.0 GCU enrollment cumulative GPA, as well as the required high school GPA, in order to continue in the HS Dual Enrollment program. Students who fail to meet the 3.0 GCU enrollment cumulative GPA in the fall semester will not be able to participate in the spring semester of the same academic year. Students may enroll in no more than two online courses at a time.

Blind Review Process for Previous Arrests or Criminal Records

Previous arrests or a criminal record may prevent students from being placed at training sites, obtaining licensure, registration, certifications, or employment in the field, or otherwise compromise the ability to complete admission or programmatic requirements. In the academic context, Grand Canyon University convenes a blind review panel to review a student's criminal history when there is reasonable concern that the student may not meet such requirements. In these cases, all demographic identifiers related to the criminal record are removed and the review panel evaluates the criminal conduct as it relates to potential licensure, field placement, or other programmatic requirements. If the panel determines that the student should not be cleared for continuation in the program, the student will have the option to enroll in a non-clinical or non-licensure program. This includes the College of Theology, for which admission may be denied based on criminal history that does not align with the College's Covenantal Standards. Admission denial through the blind review process cannot be appealed.

Additionally, approval to continue does not guarantee the student's placement, as sites may conduct their own background checks and determine that a student's criminal history disallows placement in their setting. Similarly, Grand Canyon University cannot determine whether an individual's criminal history will prevent future licensure. Licensing authorities may conduct their own criminal background checks and ultimately deny a student's professional licensure based on past criminal conduct

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Code of Conduct and Academic Standards

Student Code of Conduct

Grand Canyon University endeavors to create an atmosphere of value-based liberal arts education. All students who enroll in the University are expected to accept the responsibilities of university citizenship and to show consideration and respect for personal freedom and property rights of members of the civic and academic community. Students are expected to abide by ethical, professional, and academic standards that are conducive to a positive learning experience. These expectations include, but are not limited to, the expectations that the student

- Gives appropriate attention to college level work
- Attends class, exercises, and engagements as required
- Acknowledges and accepts the responsibility of honorable adherence to the University's standards, rules, policies, and procedures
- Supports and exhibits ethical behavior with fellow students, faculty, and staff
- Recognizes and embraces the diversity and personal values of others
- Exhibits self-direction and self-reliance as a college student and in the pursuit of individual and collaborative learning objectives and goals
- Acknowledges and accepts personal responsibility and accountability for his or her actions, interactions, and communication in all forms with fellow students, faculty, and staff
- Upholds confidentiality and respect for personal or professional information communicated in the classroom
- Adheres to University policies and standards of academic honesty

Conduct Violations

The following is a non-exhaustive list of actions that are considered student conduct violations, for which students are subjected to disciplinary action up to and including expulsion from the University:

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the University, or other official University documents.
- Communicating or behaving in any form that disrupts or interferes with the educational process or any institutional function
- Behaving in any manner that creates a disruption, or a hostile or offensive educational environment for a student, faculty member, or staff member
- Failing to adhere to college dispositional expectations, policies and standards, as referred to the Code of Conduct Committee by college Professional Practices Committees.
- Failing to comply promptly with any reasonable directive from a faculty member or University official
- Failing to cooperate with officials in a University investigation
- Possessing, using, distributing, or being under the influence of alcohol or illegal drugs while on University property or as part of any University activity
- Permitting anyone, with the exception of authorized persons, access to one's classroom, to attend class in one's stead, or to attend class for another
- Sharing one's password or using someone else's password for any University system or network
- Using any University system, network, or other IT resources to upload, download, or otherwise share and/or distribute any copyrighted music, video, software, written works, or other materials without the written consent of the copyrighted owner.
- Recording of any kind in the classroom (or wherever academic instruction occurs), including the use of any audio or video technology, unless provided with prior written permission from the faculty member or an approved accommodation by Student Disability Services.
- Recording of any meetings on campus, including the use of audio or video technology, between or amongst faculty, staff, students, community members, or authorized visitors, without the prior knowledge and consent of all meeting participants or where the audio or video recordings is likely to cause injury or distress.
- No student or person, individually or on behalf of such individual, business, or organization of any kind, whether for-profit or not-for-profit, is permitted to solicit, market, offer goods or services, or operate on behalf of such organization in any way on the University's campus without the prior written consent of the University's President or Provost. In addition, no student or person, individually or on behalf of any business or organization of any kind, whether for-profit or not-for-profit, may use the University's name, marks, seal, logos or other identifying symbols, or its resources, without the prior written consent of the University's President or Provost.

Campus Violence and Substance Abuse Prevention

Grand Canyon University is committed to creating a safe educational atmosphere and providing an appropriate learning environment for the University community. Therefore, the University prohibits and will take immediate action, up to and including expulsion, against the following:

- Threatening statements, behaviors, or acts of violence against students, faculty, and staff
- Acting in a manner which can be interpreted as physical assault or abuse
- Threatening to harm or endanger the safety of others.
- Behaving or acting in a manner which carries the potential for violence or acts of aggression, as interpreted by a reasonable person

Possessing a weapon on campus:

Weapons, as defined by GCU's Weapons-Free Campus Policy, and hazardous materials are not allowed on campus. Students possessing weapons on campus are in violation of GCU's Weapons-Free Campus Policy.

Students possessing a firearm on campus are subject to immediate expulsion from the University, and the expulsion is not subject to appeal. Law Enforcement Officers, on or off duty, are exempt from this provision.

Selling/Distribution of Illegal and Unprescribed Drugs:

In addition to legal consequences which may result from the involvement of law enforcement, this policy applies to students found to be selling, distributing, or possessing an amount determined to be for more than personal use of illegal or prohibited substances, or paraphernalia indicative of selling/distribution. This includes but is not limited to the intent or ability to distribute.

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Illegal drugs are defined as any controlled substance banned by the State of Arizona and/or the United States Federal Government. In addition to these banned controlled substances, GCU also prohibits the possession and distribution of synthetic marijuana products/ substitutes such as “Spice”, “K2” or “Potpourri”; “Bath Salts”; prescription medication not prescribed to the possessor and synthetic substances categorized as a drug by law enforcement. Drug paraphernalia is described as any equipment, product or material that is modified or used for making, consuming, using or concealing drugs. This includes but it is not limited to the use or possession of a Hookah pipe, glass smoking pipe or items altered to assist in the making, using or concealing drugs including the scent of drugs.

Academic Integrity Violations

As indicated in the Code of Conduct, all students are expected to possess a high standard of conduct and personal integrity in the classroom. Academic dishonesty is defined as any act of deception in an academic setting. The following examples include, but are not limited to, academic integrity violations for which students may be subjected to disciplinary action:

- Cheating, attempting to cheat, or assisting others to cheat, including dishonest activity or unauthorized use of any resource or materials in any academic exercise
- Fabricating, falsifying, forging, altering, or inventing information that applies, but is not limited to, academic coursework, any academic exercise or academic activity
- Plagiarizing, intentionally or unintentionally, the words, works, or ideas of others without proper citation or acknowledgement and representing them as one’s own in any academic exercise. Paraphrasing sources which do not represent the student’s original words or ideas without proper citation or acknowledgement
- Presenting work that has been prepared by someone other than the student, including the purchase and sharing of work
- Submitting work that has been prepared and used for a different course, wholly or in part, and without appropriate citation of the original work and prior approval of faculty
- Using materials not authorized by the faculty member to complete an assignment, or completion of an assignment by someone other than the student, including, but not limited to, providing/receiving exam answers, using faculty materials, answer keys, or solution manuals
- Collaborating in an unsanctioned manner - Students must work individually on homework, assignments, and other assigned coursework, unless collaboration has been expressly permitted by the instructor. Students who do collaborate without express permission of their instructor must inform the instructor of the nature of their collaboration
- Violating copyright laws and regulations.
- Violating the University’s policies and regulations pertaining to the use and propriety nature of the Grand Canyon University curriculum, network, networking facilities, computer use, or platform access
- Selling or providing papers, essays, discussion questions, assignments, or any part of the University curriculum, to other students, online term paper clearinghouses, or other commercial websites.

Procedure for Processing Alleged Violations of the Student Code of Conduct

The University may take disciplinary action against a student who violates the University’s Code of Conduct. Depending on where the incident occurs, violations will be reported on the Classroom Incident Report (classroom-related incidents), the Residence Life Incident Report form (for campus housing issues), or the Security Incident Report (for general campus incidents) (collectively the “Reports”). Reports submitted for specific actions, as recommended by college Professional Practices Committees, are forwarded for processing only and are not subject to the procedures outlined in this section.

Reports are forwarded to the Office of Academic Compliance upon discovery of the incident. Additionally, faculty are required to notify students that an incident report will be submitted to the Office of Academic Compliance. The Office of Academic Compliance then reviews the report, as well as any history of prior offenses. This office then notifies the student if the University intends to take further action as a result of the particular report or as a result of the history of offenses. If further action is recommended, the Code of Conduct Committee will determine whether the alleged violation has been substantiated and which University-level penalty to apply.

Students who are charged with a violation of the Student Code of Conduct are afforded an opportunity to be heard before a University-level penalty is applied. Students at risk for University-level sanctions will be contacted by the Office of Academic Compliance and offered the opportunity to present documentation and speak on their own behalf to the Code of Conduct Committee, which includes the Dean (or designee) of the appropriate College. Those at risk for University-level sanctions are offered three ways in which they may present refutation information to the Code of Conduct Committee: 1) Written statement; 2) Phone conference, and 3) In-person meeting (may be conducted virtually.) A camera is required for virtual participation. Students are responsible for any expenses incurred).

Students are not required to present information to the Code of Conduct Committee. If the student does not respond within seven days of being contacted by the Office of Academic Compliance, the student forfeits his/her right to participate in the process and a determination will be made by the Code of Conduct Committee. In order to preserve the safety of the University community, the University reserves the right to expedite the seven-day notification period in order to address egregious or emergency issues. In cases where the notification period is expedited, a student still maintains full opportunity to respond and participate in the process.

Students are not entitled to representation by any third party, personal representative, or attorney in the University disciplinary process.

In-Course Penalties

The instructor determines the penalty for academic dishonesty that occurs during the course, as it relates to the outcome of the course for the student. An in-class penalty may include, but is not limited to:

- Requiring a rewrite of the assignment or paper, with or without point deductions
- Awarding limited credit for a specific assignment or paper
- Awarding no credit for a specific assignment or paper
- An instructor may not prevent a student from attending or completing a course, as this would be a University-level decision. However, the professor can recommend such action to the Code of Conduct Committee in the Classroom Incident Report.

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University Penalties

The Code of Conduct Committee determines all University-level penalties. In making its determination, the Committee considers the severity of the offense, as well as the student's history at the University. A University-level penalty may include, but is not limited to:

- Applying an official disciplinary warning to the student record (which may result in further penalties for additional occurrences)
- Assigning a failing grade for the assignment(s)
- Assigning a failing grade for the course
- Removing a student from class
- Stipulating suspension for 15-weeks
- Stipulating expulsion for two years
- Revoking academic credit or degree

The recommendation for academic suspension, academic expulsion, and the revocation of academic credit or degree must be approved by the Assistant Vice President of Academic Compliance or a designee. Upon conclusion of a required separation period, students who are suspended or expelled from the University for a code of conduct violation may apply for reinstatement by submitting a formal appeal through a Student Services Counselor; however, re-admittance is not guaranteed.

The preceding sections notwithstanding, the University President, Provost, Registrar, or their designee, have the authority and sole discretion to carry out an immediate administrative action on behalf of the University, up through and including expulsion, when a student's continued enrollment constitutes a significant risk to members of the University community, or to the orderly functioning of the University. Removals from the University under this provision are not subject to appeal.

Grand Canyon University requires the use of plagiarism detection software, by which student work is monitored for plagiarism. The University retains all student work submitted to the plagiarism detection database.

The University reserves the right to review all courses for any purpose at any time. If unreported / undiscovered academic dishonesty is found through course examination, the University may engage in a thorough investigation of all coursework the student completed at GCU. Upon completion of the investigation, if the University believes academic dishonesty has occurred, a report will be submitted to the Office of Academic Compliance for disciplinary action by the Code of Conduct Committee.

Internal Review Policy

We expect our students, prospective and current, to be ethical and honest members of the University community and beyond. Fraudulent behavior, or attempting to commit fraud, will not be tolerated. Such fraudulent activity includes, but is not limited to:

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the University, document used to apply for financial aid, or other official University documents, including the misuse of documents, records, accounts, identification, or financial instruments.
- The inability or unwillingness of a student or prospective student to demonstrate academic intent or verify eligibility or identity.
- Acting on behalf of another student and/or allowing someone to act on one's behalf without approved documentation on file.

GCU complies with the recommendation of the Department of Education, Office of Inspector General (OIG) to have a system in place for detecting and monitoring for fraud. Therefore, individuals or groups suspected of violating these provisions will be selected for Internal Review, required to comply, and complete the review process. Such students may be placed on hold and unregistered from future courses, which may prevent any type of funding to be disbursed until cleared through the Internal Review process. Those deemed ineligible for admission may be permanently denied admittance, or dismissed from the University, by the Registrar or designee. Students administratively withdrawn through these provisions are processed separately from the Code of Conduct procedures. Students may be responsible for any balances or charges incurred.

If Grand Canyon University suspects fraud has occurred in connection with a student's application for federal student financial assistance, the individual will be referred to the Office of Inspector General of the US Department of education.

Title IX and Non-Discrimination Policy

Definitions

- *Complainant* means an individual who is alleged to be the victim of conduct that could constitute harassment or discrimination based on a protected class; or retaliation for engaging in a protected activity.
- *Day* means a business day when the University is in normal operation.
- *Education program or activity* means locations, events, or circumstances where Grand Canyon University exercises substantial control over both the Respondent and the context in which the sexual harassment or discrimination occurs and also includes any building owned or controlled by a student organization that is officially recognized by the University.
- *Formal Grievance Process* means either the Title IX Hearing Process or the Discriminatory Harassment Administrative Resolution Process.
- *Hearing Board/Decision-Maker(s)* refers to those who have decision-making and sanctioning authority within the University's Formal Grievance process.
- *Notice* means that an employee, student, or third-party informs the Title IX Coordinator of the alleged occurrence of harassing, discriminatory, and/or retaliatory conduct.
- *Parties* include the Complainant(s) and Respondent(s), collectively.
- *Remedies* are post-finding actions directed to the Complainant and/or the community as mechanisms to address safety, prevent recurrence, and restore access to the University's educational program.
- *Respondent* means an individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination based on a protected class; or retaliation for engaging in a protected activity.
- *Resolution* means the result of an informal or Formal Grievance Process.
- *Sanction* means a consequence imposed by the University on a Respondent who is found to have violated this policy.
- *Sexual Harassment* is the umbrella category including the offenses of sexual harassment, sexual assault, stalking, and dating violence and domestic violence.
- *Title IX Coordinator* is the official designated by Grand Canyon University to ensure compliance with Title IX and the

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University's Title IX program. References to the Coordinator throughout this policy may also encompass a designee of the Coordinator for specific tasks.

- *Title IX Pool* refers to the Title IX Coordinator, any Deputy or Assistant Deputy Coordinators, investigators, hearing board chairs, and any member of the Hearing Board Pool.

Notice of Non-Discrimination

Grand Canyon University, while reserving its lawful rights where appropriate to take actions designed to ensure and promote the Christian principles that sustain its mission and heritage, prohibits unlawful discrimination, including any form of harassment and/or retaliation, on the basis of age, disability, national origin, race, color, religion, sex, pregnancy, veteran status, or any other classification protected by applicable law, in its employment, admissions policies, educational programs, or activities. It is the purpose of the University to pursue the very highest and academic standards within a context that celebrates and extends the spiritual and ethical ideals of the Christian faith. This policy also complies with the Title IX requirements related to non-discrimination.

Applicable Scope

Grand Canyon University adheres to all federal and state civil rights laws and regulations prohibiting discrimination in private institutions of higher education. This policy covers nondiscrimination in both employment and access to educational opportunities. Sometimes, discrimination involves exclusion from activities, such as admission, athletics, or employment. Other times, discrimination takes the form of harassment or, in the case of sex-based discrimination, can encompass not accommodating pregnancy and pregnancy-related conditions, sexual harassment, sexual assault, stalking, sexual exploitation, dating violence or domestic violence.

Therefore, any member of the University community whose acts deny, deprive, or limit the educational or employment or residential and/or social access, benefits, and/or opportunities of any member of the University community, guest, or visitor on the basis of that person's actual or perceived membership in the protected classes listed above is in violation of the University Title IX and Non-Discrimination Policy. When brought to the attention of the University, any such discrimination will be promptly and fairly addressed and remedied according to the appropriate grievance process described below.

The Title IX Hearing Process procedures apply **only** to qualifying allegations of sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined above) involving students, staff, administrator, or faculty members. Complaints of other protected class harassment or discrimination are resolved through the Discriminatory Harassment Administrative Resolution Process. The Discriminatory Harassment Administrative Resolution Process can also apply to sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined above) when jurisdiction does not fall within the Title IX Hearing Process, as determined by the Title IX Coordinator.

Title IX Coordinator

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and procedures, may be made internally to:

Shanna Milonas, MBA
Title IX and 504 Coordinator
Assistant Vice President of Academic Compliance
3300 W. Camelback Rd. Phoenix, AZ 85017
(602) 639-5900
Email: TitleIX@gcu.edu

Web: www.gcu.edu/titleix

The Title IX and 504 Coordinator oversees implementation of the University's policy on equal opportunity, harassment, and nondiscrimination. The Title IX Coordinator has the primary responsibility for coordinating University's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy. The Title IX Coordinator oversees all resolutions under this policy and these procedures. The Title IX Coordinator manages the Title IX Pool and acts with independence and authority free from bias and conflicts of interest. The members of the Title IX Pool are vetted and trained to ensure they are not biased for or against any party in a specific case, or for or against Complainants and/or Respondents, generally. Concerns of bias or a potential conflict of interest by any other Title IX Pool member should be raised with the Title IX Coordinator.

Deputy Title IX Coordinator

Kelsey Cross, MBA
3300 W. Camelback Road
Phoenix, AZ 85017
602-639-5900
TitleIX@gcu.edu

The Deputy Title IX Coordinator reports to the Title IX Coordinator to assist with day-to-day leadership, coordination and oversight of the University Title IX program and assists with assuring institutional compliance with Title IX. The Deputy Title IX Coordinator assists the Title IX Coordinator by playing a lead role in monitoring and implementing Title IX compliance measures in accordance with applicable laws, regulations, and University policies.

Assistant Deputy Title IX Coordinators

The University has also designated Assistant Deputy Title IX Coordinators who may assist the Title IX/Deputy Coordinator with implementing and monitoring appropriate policies, procedures, training programs, best practices, and other items related to compliance with Title IX. Assistant Deputy Title IX Coordinators ensure potential Title IX issues are immediately reported to the Title IX/Deputy Title IX Coordinator.

For Students:
Tim Griffin, Ed.D
Dean of Students
3300 W. Camelback Road
Phoenix, AZ 85017
602-639-6647
Tim.Griffin@gcu.edu

For Athletics:
Jamie Boggs
Deputy Director of Athletics
Senior Women's Administrator
3300 W. Camelback Road
Phoenix, AZ 85017
602-639-6611
Jamie.Boggs@gcu.edu

Inquiries may be made externally to:

Office for Civil Rights (OCR)
U.S. Department of Education

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400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: http://www.ed.gov/ocr

For complaints involving employees: Equal Employment Opportunity Commission (EEOC)

Forms of Prohibited Discrimination and Harassment

The sections below describe specific forms harassment that are prohibited under this policy. All offense definitions encompass actual and/or attempted offenses.

Disability Discrimination and Accomodation

GCU fully complies with the Americans With Disabilities Act of 1990 (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws and regulations pertaining to individuals with disabilities. Shanna Milonas has been designated as the 504 Coordinator responsible for overseeing efforts to comply with these disability laws, including responding to grievances and conducting investigations of any allegation of noncompliance or discrimination based on disability.

Any participants, beneficiaries, applicants, or employees, including students, staff, faculty, and visitors who believes they have been subjected to discrimination on the basis of disability (or is unsatisfied with accommodations provided by the University) may file a grievance. The University has mechanisms in place to resolve concerns about disability discrimination, denial of access to services, accommodations required by law, or an auxiliary aid they believe they should have received ("disability-related issues"), such as:

- Disagreements regarding a requested service, accommodation, modification of a University practice or requirement, or denial of a request
- Inaccessibility of a program or activity
- Violation of privacy in the context of a disability

GCU encourages students and campus visitors with concerns about a disability-related issue to first discuss the matter with the Student Disability Services (SDS) Office, who will attempt to facilitate a resolution. The SDS Office can be reached at disabilityoffice@gcu.edu or 602-639-6342. In order to receive accommodations, students must complete the Steps to Accommodations, as outlined in the University Policy Handbook.

Employees and applicants for employment should first contact the HR Service Center regarding disability-related issues at hr@gcu.edu or 602-639-6549. In order to receive accommodations, an employee must complete the process outlined in the Employee Handbook.

Grievances related to disability status and/or accommodations will be addressed using the Informal Resolution Process or the Discriminatory Harassment Administrative Resolution Process.

Discriminatory Harassment

Discriminatory harassment is defined as unwelcome conduct by any member or group of the community on the basis of actual or perceived membership in a class protected by policy or law. When discriminatory harassment rises to the level of creating a hostile environment, complaints will be addressed using the Informal Resolution Process or the Discriminatory Harassment Administrative Resolution Process.

A hostile environment is one that unreasonably interferes with, limits, or effectively denies an individual's educational or employment access, benefits, or opportunities. This discriminatory effect results from harassing verbal, written, graphic, or physical conduct that is severe or pervasive and objectively offensive. If harassment creates a hostile environment, GCU will take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

Discriminatory harassment, based on a protected class, creates a hostile environment when the behavior is sufficiently serious to deny or limit one's ability to participate in or benefit from the recipient's education programs and activities or interferes with an employee's ability to perform their job. Racial and national origin is a specific form of discriminatory harassment which can take many forms, including slurs, taunts, stereotypes, or name-calling, as well as racially-motivated physical threats, attacks, or other hateful conduct.

The University reserves the right to address offensive conduct and/or harassment that 1) does not rise to the level of creating a hostile environment, or 2) that is of a generic nature and not based on a protected status, by referring the complaint to an alternatively appropriate process.

Sexual Harassment

Sexual Harassment is a specific form of discriminatory harassment and an unlawful discriminatory practice. Acts of sexual harassment may be committed by any person upon any other person, regardless of the sex of those involved. Sexual Harassment, as an umbrella category, includes the offenses of sexual harassment, sexual assault, domestic violence, dating violence, and stalking, and is defined as:

Conduct on the basis of sex that satisfies one or more of the following:

1. Quid Pro Quo:
   An employee of the University conditions the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct; and/or
2. Sexual Harassment:
   Unwelcome conduct, determined by a reasonable person, to be so severe, and pervasive, and, objectively offensive, that it effectively denies a person equal access to the University's education program or activity. Unwelcomeness is subjective and determined by the Complainant (except when the Complainant is below the age of consent). Severity, pervasiveness, and objective offensiveness are evaluated based on the totality of the circumstances from the perspective of a reasonable person in the same or similar circumstances.
3. Sexual assault, defined as:
   a. Sex Offenses, Forcible: Any sexual act directed against another person, without the consent of the Complainant, including instances in which the Complainant is incapable of giving consent.
   b. Forcible Rape: Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the Complainant.
   c. Forcible Sodomy: Oral or anal sexual intercourse with another person that is forcibly committed, and/or against that person's will (non-consensually), or not forcibly or

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against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

d. Sexual Assault with an Object: The use of an object or instrument to penetrate, however slightly, the genital or anal opening of the body of another person, forcibly, and/or against that person's will (non-consensually), or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
e. Forcible Fondling: The touching of the private body parts of another person (buttocks, groin, breasts), for the purpose of sexual gratification, forcibly, and/or against that person's will (non-consensually), or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
f. Sex Offenses, Non-forcible:
    i. Incest: Non-forcible sexual intercourse, between persons who are related to each other, within the degrees wherein marriage is prohibited by Arizona law.
    ii. Statutory Rape: Non-forcible sexual intercourse, with a person who is under the statutory age of consent of Arizona.

4. Dating Violence, defined as: Violence, on the basis of sex, committed by a person, who is in or has been in a social relationship of a romantic or intimate nature with the Complainant.
    a. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

   For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.
5. Domestic Violence, defined as: Violence, on the basis of sex, committed by a current or former spouse or intimate partner of the Complainant, by a person with whom the Complainant shares a child in common, or by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Arizona, or by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Arizona.
   To categorize an incident as Domestic Violence, the relationship between the Respondent and the Complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.
6. Stalking, defined as: Engaging in a course of conduct, on the basis of sex, directed at a specific person, that would cause a reasonable person to fear for the person's safety, or the safety of others; or suffer substantial emotional distress.
   For the purposes of this definition, course of conduct means two or more acts, including, but not limited to, acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property. Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant. Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

Consensual Relationships

Consensual sexual conduct between GCU employees and students or prospective students is strictly prohibited due to the unequal power inherent in their interactions. Certain exceptions to this prohibition may apply to unique situations, including employees and students who are spouses; employees and students who may have already been involved in a sexual relationship prior to the time they were hired or became a student.

The University reserves the right to impose any level of sanction, ranging from a reprimand up to and including suspension or expulsion/termination, for any offense under this policy.

Force, Coercion, Consent, and Incapacitation

As used in the offenses outlined in this policy, the following definitions and understandings apply:

Force: Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent.

- Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.
- Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain consent. When someone makes clear that they do not want to engage in certain sexual activity, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

Consent: Knowing, voluntary, clear permission, either by affirmative words or actions, to engage in sexual activity.

- Silence does not necessarily constitute consent.
- Valid consent requires clear words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied.
- Clear communication from the outset is strongly encouraged. If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter.
- Since individuals may experience the same interaction in different ways, it is the responsibility of each party to determine that the other has consented before engaging in the activity.
- Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease.
- Consent to some sexual contact (such as kissing or fondling) cannot imply consent for other sexual activity (such as intercourse). A current or previous intimate relationship does not sufficiently constitute consent.

Proof of consent or non-consent is not a burden placed on either party involved in an incident. Instead, the burden remains on the University to determine whether its policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the

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alleged incident occurred and any similar, previous patterns that may be evidenced.

Incapacitation: A state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the "who, what, when, where, why, or how" of their sexual interaction). Incapacitation is determined through consideration of all relevant indicators of an individual's state and is not synonymous with intoxication, impairment, blackout, and/or being drunk.

- A person cannot consent if they are unable to understand what is happening or is disoriented, helpless, asleep, or unconscious, for any reason, including by alcohol or other drugs.
- This policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs.

The Respondent is in violation of this policy if they knew, or should have known, the Complainant to be physically or mentally incapacitated. "Should have known" is an objective, reasonable person standard which assumes that a reasonable person is both sober and exercising sound judgment. The Respondent's use of alcohol or other drugs will never function as a defense for any behavior that violates this policy.

Other Civil Rights Offenses

In addition to the forms of sexual harassment described above, which fall within the coverage of Title IX, the University additionally prohibits the following offenses as forms of discrimination outside of Title IX when the act is based upon the Complainant's actual or perceived membership in a protected class. Conduct that does not otherwise constitute Title IX sexual harassment under this policy will be addressed using the Informal Resolution Process or the Discriminatory Harassment Administrative Resolution Process.

- Sexual Exploitation, defined as: taking non-consensual or abusive sexual advantage of another for their own benefit or for the benefit of anyone other than the person being exploited, and that does not otherwise constitute sexual harassment under this policy. Examples of Sexual Exploitation include, but are not limited to:
  - Sexual voyeurism
  - Invasion of sexual privacy.
  - Taking pictures, video, or audio recording of another in a sexual act, or in any other
  - sexually-related activity when there is a reasonable expectation of privacy during the activity, without the consent of all involved in the activity, or exceeding the boundaries of consent, including the making or posting of revenge pornography
  - Prostituting another person
  - Engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or a sexually-transmitted disease (STD) or infection (STI), without informing the other person of the infection
  - Causing or attempting to cause the incapacitation of another person (through alcohol, drugs, or any other means) for the purpose of compromising that person's ability to give consent to sexual activity, or for the purpose of making that person vulnerable to non-consensual sexual activity
  - Misappropriation of another person's identity on apps, websites, or other venues designed for dating or sexual connections
  - Forcing a person to take an action against that person's will by threatening to show, post, or share information, video, audio, or an image that depicts the person's nudity or sexual activity
  - Knowingly soliciting a minor for sexual activity
  - Engaging in sex trafficking
  - Creation, possession, or dissemination or child pornography
- Threatening or causing physical harm, extreme verbal, emotional, or psychological abuse, or other conduct which threatens or endangers the health or safety of any person;
- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in
- another;
- Hazing, defined as acts likely to cause physical or psychological harm or social ostracism to
- any person within the University's community, when related to the admission, initiation, joining, or any other group-affiliation activity;
- Bullying, defined as: Repeated and/or severe, aggressive behavior, likely to intimidate or intentionally hurt, control, or diminish another person, physically and/or mentally;
- Discrimination, defined as actions that deprive, limit, or deny other members of the community of educational or employment access, benefits, or opportunities, including disparate treatment.

Violation of any other University policies may constitute a Civil Rights Offense when a violation is motivated by actual or perceived membership in a protected class, and the result is a discriminatory limitation or denial of employment or educational access, benefits, or opportunities.

Sanctions for the above-listed Civil Rights Offenses range from reprimand through expulsion/termination.

Mandated Reporting

Except for those who are designated as Confidential Resources, all employees, including GCU Partner Employees, are Mandated Reporters and must promptly share with the Title IX Coordinator all known details of a report made to them in the course of their employment. Employees must also promptly share all details of behaviors under this policy that they observe or have knowledge of, even if not reported to them by a Complainant or third-party. If a Complainant expects formal action in response to their allegations, reporting to any Mandated Reporter will result in immediate referral to the Title IX Coordinator, who will take action.

Failure of a Mandated Reporter, as described above in this section, to report an incident of harassment or discrimination of which they become aware is a violation of this policy and can be subject to disciplinary.

Federal Timely Warning Obligations

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery Act, Grand Canyon University must issue timely warnings for incidents reported to them that pose a serious or continuing threat of bodily harm or danger to members of the campus community.

The University will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

Confidential Resources

Confidentiality refers to confidential employees in the context of laws that protect certain relationships, including medical and clinical care providers, mental health providers, and counselors (and those who provide administrative services related to the provision of those services). If a Complainant would like the

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details of an incident to be kept confidential, the Complainant may speak with:

- On-campus licensed professional counselors and staff
- On-campus health service providers and staff

Privacy

Every effort is made to preserve the privacy of reports. The University will not share the identity of any individual who has made a report or complaint of harassment, discrimination, or retaliation; any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, or any witness, except as permitted or required by applicable laws. For the purposes of FERPA, the University reserves the right to determine which University officials have a legitimate educational interest about incidents that fall within this policy. While there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose.

Jurisdiction

All notice/complaints are evaluated to determine whether the conduct occurred in the context of GCU's employment or educational program or activity and/or has continuing effects on campus or in an off-campus sponsored program or activity. Jurisdiction applies to all University educational programs and activities, to conduct that takes place on campus or on property owned or controlled by the University, and at University-sponsored events. Jurisdiction may also be taken when the effects of off-campus misconduct effectively deprive someone of access to the University's educational program or activities. Off-campus and/or online conduct will be evaluated by the Title IX Coordinator to determine whether the conduct affects a substantial University interest.

The Respondent must be a member of the University community for its policies to apply. When the Respondent is not a member of the University's community, supportive measures, remedies, and resources, including barring the Respondent from University property and/or events, may be accessible to the Complainant by contacting the Title IX Coordinator.

This policy includes online and cyber manifestations of any of the prohibited behaviors, when those behaviors occur in, or have an effect on, the University's education program and activities, or use University networks, technology, or equipment. While the University may not control websites, social media, and other venues in which harassing communications are made, when such communications are reported to University, it may engage in a variety of means to address and mitigate the effects, including referral to an alternatively appropriate process when the behavior may have an effect on the University's education program and activities.

Promptness

All allegations are acted upon promptly upon receipt of notice or a formal complaint. Complaints can take 60-90 business days to resolve, typically. Exceptions and extenuating circumstances can cause a resolution to take longer, but the University will avoid all undue delays within its control. Any time the general timeframes for resolution will be delayed, the University will provide written notice to the parties of the delay, the cause of the delay, and an estimate of the anticipated additional time that will be needed as a result of the delay.

Supportive Measures

The Title IX Coordinator promptly makes supportive measures available to the parties upon receiving notice or a complaint. Supportive measures are non-disciplinary individualized services offered as appropriate and reasonably available, to the parties to restore or preserve access to the University's education program or activity. This includes measures designed to protect the safety of all parties or the University's educational environment, and/or deter harassment, discrimination, and/or retaliation.

The Complainant will be made aware of the ability to file a formal complaint with the University either at that time or in the future. The Title IX Coordinator works with the Complainant to ensure that their wishes are taken into account with respect to the supportive measures that are planned and implemented. The University maintains the privacy of the supportive measures, to the extent practicable. Supportive measures will be applied in a manner that ensures as minimal an academic impact on the parties as possible and in a way that does not unreasonably burden either party.

- These actions may include, but are not limited to:
- Referral to counseling, medical, and/or other healthcare services
- Referral to community-based service providers
- Education to the community or community subgroup(s)
- Altering campus housing assignment(s)
- Altering work arrangements for employees or student-employees
- Safety planning
- Providing campus safety escorts
- Implementing contact limitations (no contact orders) between the parties
- Academic support, extensions of deadlines, or other course/program-related adjustments
- Trespass, Persona Non Grata (PNG), or Be-On-the-Lookout (BOLO) orders
- Timely warnings
- Class schedule modifications, withdrawals, or leaves of absence
- Increased security and monitoring of certain areas of the campus
- Any other actions deemed appropriate by the Title IX Coordinator

Violations of no contact orders will be referred to the University Code of Conduct process for students, or the Corrective Action Process for employees.

Disabilities Accomodations in the Resolution Process

Grand Canyon University will provide reasonable accommodations and support to qualified students, employees, or others with disabilities to ensure equal access to the resolution process. Accommodations can be requested by students contacting Student Disability Services Office, or employees contacting Human Resources, who will review the request with the Title IX Coordinator to determine which accommodations are appropriate and necessary for full participation in the process.

Emergency Removal

The University can act to remove a Respondent entirely or partially from its education program or activities on an emergency basis when an individualized safety and risk analysis has determined that an immediate threat to the physical health or safety of any student, individual, or the community justifies

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removal. This risk analysis is performed by the Title IX Coordinator in conjunction with the Threat Assessment Team.

When an emergency removal is imposed, the Respondent will be given notice of the action and the opportunity to be heard by meeting with the Title IX Coordinator and Threat Assessment Team prior to the removal being imposed, or as soon thereafter as reasonably possible, to demonstrate why the removal should not be implemented or should be modified. This meeting is not a hearing on the merits of the allegation(s), but rather is intended to determine whether the emergency removal is appropriate. The meeting must be requested within three days of notice or objections to the emergency removal will be deemed waived. A Respondent may be accompanied by an Advisor of their choice for the meeting. A Complainant will be permitted to submit a written statement outlining any concerns with the Respondent's request to amend or overturn the emergency removal.

The Title IX Coordinator and Threat Assessment Team have sole discretion to implement or overturn an emergency removal and determine the conditions and duration. Violation of an emergency removal is grounds for discipline, up to and including expulsion or termination. The least restrictive emergency actions possible, in light of the circumstances and safety concerns, will be implemented. These actions include, but are not limited to: removing a student from campus housing, placing an employee on administrative leave, restricting access to or use of facilities, permitting alternative coursework options, allowing a student to withdraw or take grades of incomplete, and suspending a student's participation in extracurricular activities, student employment, student organizational leadership, or intercollegiate/intramural athletics.

There is no appeal process for emergency removal decisions.

Ensuring Impartiality

Any individual materially involved in the administration of the resolution process may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent. The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, the affected role will be reassigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with Dr. Jennifer Lech, Executive Vice President of Academic Affairs.

Grand Canyon University operates with the presumption that the Respondent is not responsible for the reported misconduct unless and until the Respondent is determined to be responsible for a policy violation by the applicable standard of proof.

Time Limits on Reporting

There is no time limitation on providing notice/complaints to the Title IX Coordinator. However, if the Respondent is no longer subject to the University's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be limited or impossible. Acting on notice/complaints significantly impacted by the passage of time is at the discretion of the Title IX Coordinator, who may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.

Amnesty for Involved Parties and Witnesses

The University strongly encourages students to report instances of sex-based discrimination, sexual harassment, and sexual misconduct involving students. Therefore, parties or witnesses who are students, and who provide information about sex-based discrimination, sexual harassment, sexual misconduct, dating violence, domestic violence, or stalking involving students will not be disciplined by the University for any violation of the University's drug or alcohol possession or consumption policies in which they might have engaged in connection with the reported incident. Amnesty does not apply to more serious allegations such as physical abuse of another or illicit drug distribution.

False Allegations and Evidence

Deliberately false and/or malicious accusations under this policy, as opposed to allegations which, even if erroneous, are made in good faith, are a serious offense and will be subject to appropriate disciplinary action. Additionally, witnesses and parties knowingly providing false evidence, tampering with or destroying evidence after being directed to preserve such evidence, or deliberately misleading an official conducting an investigation can be subject to discipline under the University's Code of Conduct policy. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure does not constitute retaliation.

Retaliation

Protected activity under this policy includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes a violation of this Policy. Alleged retaliation should be reported immediately to the Title IX Coordinator/504 Coordinator for prompt investigation. Grand Canyon University will take appropriate steps to protect individuals concerned they may be subjected to retaliation.

No member of the University community may take materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

Notice/Complaints of Discrimination, Harassment, and/or Retaliation

Notice or complaints of discrimination, harassment, and/or retaliation may be made by filing a complaint with, or giving verbal notice to, the Title IX Coordinator. A report may be made at any time (including during non-business hours) via telephone, email, or mail. Reports may also be made to any mandatory reporter, which will ultimately be referred to the Title IX Coordinator for further processing. Upon receipt of a complaint or notice of an alleged policy violation, the Title IX Coordinator initiates a prompt initial assessment, resulting in at least one of the following responses:

1. Offering supportive measures because the Complainant does not want to proceed formally; and/or
2. An informal resolution; and/or
3. A Formal Grievance Process including an investigation resulting in a hearing or administrative resolution (requires a formal complaint to be filed with the Title IX Coordinator).

A Formal Complaint refers to a document filed/signed by the Complainant or signed by the Title IX Coordinator alleging a

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policy violation by a Respondent and requesting that the University investigate the allegation(s).

The investigation and grievance process will determine whether the Policy has been violated. If so, the University will promptly implement effective remedies designed to ensure that it is not deliberately indifferent to harassment or discrimination, their potential recurrence, or their effects.

When a Complainant Does Not Wish to Proceed

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the campus and to comply with state or federal law. The Title IX Coordinator has ultimate discretion over whether the University proceeds when the Complainant does not wish to do so. The University may be compelled to act on alleged employee misconduct irrespective of a Complainant's wishes.

The Title IX Coordinator may sign a formal complaint to initiate a grievance process upon completion of an appropriate violence risk assessment that demonstrates a compelling risk to health and/or safety that requires the University to pursue formal action to protect the community. A compelling risk to health and/or safety may result from evidence of patterns of misconduct, predatory conduct, threats, abuse of minors, use of weapons, and/or violence.

The Title IX Coordinator must also consider the effect that non-participation by the Complainant may have on the availability of evidence and the University's ability to pursue a Formal Grievance Process fairly and effectively. When the University proceeds, the Complainant may have as much or as little involvement in the process as they wish. The Complainant retains all rights of a Complainant under this Policy irrespective of their level of participation.

In cases in which the Complainant requests confidentiality/no formal action and the circumstances allow the University to honor that request, the Title IX Coordinator will offer informal resolution options, supportive measures, and remedies to the Complainant and the community, but will not otherwise pursue formal action. If the Complainant elects to take no action, they can change that decision if they decide to pursue a formal complaint later.

Initial Assessment

Following intake, receipt of notice, or a complaint of an alleged violation of the Title IX and Non-Discrimination Policy, the Title IX Coordinator engages in an initial assessment, which is typically completed in one to five business days. The steps in an initial assessment can include, but are not limited to:

- The Title IX Coordinator reaches out to the Complainant to offer supportive measures.
- The Title IX Coordinator works with the Complainant to ensure they are aware of the right to have an Advisor.
- The Title IX Coordinator works with the Complainant to determine whether the Complainant prefers a supportive response or an Administrative Resolution.
  - If a supportive and remedial response is preferred, the Title IX Coordinator works with the Complainant to identify their wishes and then seeks to facilitate implementation. A formal grievance process is not initiated, though the Complainant can elect to initiate it later, if desired.
  - If an Informal Resolution option is preferred, the Title IX Coordinator assesses whether the complaint is suitable for informal resolution and may seek to determine if the Respondent is also willing to engage in Informal Resolution.
  - If a formal grievance process is preferred, the Title IX Coordinator first determines if the misconduct alleged falls within the scope of Title IX:
    - If the alleged misconduct falls within the scope of Title IX, the Title IX Coordinator will initiate a formal investigation and the Title IX Hearing Process.
    - If the alleged misconduct does not fall within the scope of Title IX, the Title IX Coordinator will "dismiss" that aspect of the complaint, if any, and refer the matter to a formal investigation and the Discriminatory Harassment Administrative Resolution Process.
    - For both formal resolution processes, the Title IX Coordinator will direct the investigation to address an incident, and/or a pattern of alleged misconduct, and/or a culture/climate issue, based on the nature of the complaint.
- In many cases, the Title IX Coordinator may determine that a Violence Risk Assessment should be conducted by the Threat Assessment Team as part of the initial assessment.

Dismissal (Mandatory and Discretionary)

The University must dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

- The conduct alleged in the formal complaint would not constitute sexual harassment as defined in the Policy, even if proved; and/or
- The conduct did not occur in an educational program or activity controlled by the University, and/or the University does not have control of the Respondent; and/or
- The conduct did not occur against a person in the United States; and/or
- At the time of filing a formal complaint, a Complainant is not participating in or attempting to participate in the education program or activity of the University.

The University may dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing:

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein; or
- The Respondent is no longer enrolled in or employed by the University; or
- Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon any dismissal, the University will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties. This dismissal decision is appealable by any party under the procedures for appeal below. A Complainant who decides to withdraw a complaint may later request to reinstate it.

Steps in the Investigation Process

All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with all relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary. All parties have a full and fair opportunity to suggest witnesses and questions, to provide evidence, and to fully review and respond to all evidence on the record.

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During an investigation, the Investigator(s) typically engage in the following steps (this list is not exhaustive, and the steps may not be taken in this order):

- In coordination with campus partners, initiate or assist with any necessary supportive measures.
- Commence a thorough, reliable, and impartial investigation. This includes interviews with all relevant parties and witnesses, and the collection of evidence.
- Allow parties to review and verify summaries from their interview(s).
- Provide parties the opportunity to present witnesses and evidence for review.
- Allow parties the opportunity to submit questions they would like asked of the other party, as well as any witnesses.
- Write a comprehensive investigation report, fully summarizing the investigation, all witness interviews, and addressing all relevant evidence.
- Provide status updates to the parties throughout the investigation.
- For the Title IX Hearing Process, prior to the conclusion of the investigation, provide the parties a copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, for a ten (10) business day review and comment period so that each party may meaningfully respond to the evidence. The parties may elect to waive the full ten days.
- Incorporate relevant elements of the parties' responses into the final investigation report, including any additional relevant evidence, any necessary revisions, and finalize the report.

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the investigation or resolution process. If the Respondent indicates an intent to accept responsibility for all the alleged misconduct, the process will be paused, and the Title IX Coordinator will determine whether Informal Resolution can be used according to the criteria outlined in this policy. If Informal Resolution is applicable, the Title IX Coordinator will determine whether all parties and the University are able to agree on responsibility, sanctions, and/or remedies. If so, the Title IX Coordinator implements the accepted finding that the Respondent is in violation of University policy and implements agreed-upon sanctions and/or remedies, in coordination with other appropriate administrator(s), as necessary.

This result is not subject to appeal once all parties indicate their written assent to all agreed upon terms of resolution. When the parties cannot agree on all terms of resolution, the process will resume at the same point where it was paused.

Delays in the Investigation Process and Interactions with Law Enforcement

The University may undertake a short delay in its investigation (several days to a few weeks) if circumstances require. Such circumstances include, but are not limited to: a request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of parties and/or witnesses, and/or accommodations for disabilities or health conditions. Parties will be notified in writing regarding the reasoning for any delays and the anticipated duration. The investigation and resolution process will resume as soon as feasible. University action(s) are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

Counterclaims

Upon receipt of a counterclaim, the Title IX Coordinator will assess whether the allegations in the counterclaim are made in good faith or for retaliatory purposes. Counterclaims determined to have been reported in good faith will be processed using the grievance procedures below but may occur after resolution of the underlying initial allegation. Counterclaims may also be resolved through the same investigation as the underlying allegation, at the discretion of the Title IX Coordinator. When counterclaims are not made in good faith, they will be considered retaliatory and may constitute a violation of this policy.

Role and Participation of Witnesses in the Investigation

All witnesses, including employees, are expected to cooperate with and participate in the investigation and resolution process. Failure to cooperate with and/or participate in the investigation or resolution process constitutes a violation of policy and may warrant discipline.

While in-person interviews for parties and all potential witnesses are ideal, circumstances may require individuals to be interviewed remotely. The University will take appropriate steps to reasonably ensure the security/privacy of remote interviews. Witnesses may also provide written statements in lieu of interviews or choose to respond to written questions, if deemed appropriate by the Investigator(s), though not preferred.

Right to an Advisor

The parties may each have an Advisor of their choice present with them for all meetings and interviews within the resolution process, if they so choose. The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The parties may select whomever they wish to serve as their Advisor, from inside or outside of the University community, as long as the Advisor is eligible and available.

Choosing an Advisor who is also a witness in the process creates potential for bias and conflict-of-interest. A party who chooses an Advisor who is also a witness can anticipate that issues of potential bias will be explored by the hearing Decision-maker(s).

Advisor's Role

The parties may be accompanied by their Advisor in all meetings and interviews. Advisors should help the parties prepare for each meeting and are expected to advise ethically, with integrity, and in good faith. The parties are expected to ask and respond to questions on their own behalf throughout the investigation phase of the resolution process. Advisors may consult with their advisee, either privately as needed, or by conferring or passing notes during any resolution process meeting or interview. For longer or more involved discussions, the parties and their Advisors should ask for breaks to allow for private consultation.

Sharing Information with the Advisor

The University expects that the Parties will wish to share documentation and evidence related to the allegations with their advisors. The University provides a consent form that authorizes such sharing. The Parties must complete this form before the University is able to share records with an advisor. Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with 3rd Parties, disclosed publicly, or used for purposes not explicitly authorized by the University. The University will restrict the role of any advisor who does not respect the sensitive nature of the process or who fails to abide by the University's privacy expectations. The

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University will not comply with requests that all communication be made through a Party's Advisor.

Expectations of an Advisor

The University generally expects an Advisor to adjust their schedule to allow them to attend investigation meetings when planned, but may change scheduled meetings to accommodate an Advisor's inability to attend, if doing so does not cause an unreasonable delay. The University may also make reasonable provisions to allow an Advisor who cannot attend in person to attend a meeting by telephone, video conferencing, or other similar technologies as may be convenient and available.

Expectations of the Parties with Respect to Advisors

A party may elect to change Advisors during the process and is not obligated to use the same Advisor throughout. The parties are expected to inform the Investigator(s) of the identity of their Advisor at least two (2) business days before the date of any meeting or hearing (or as soon as possible if a more expeditious meeting is necessary or desired). The parties are expected to provide timely notice to the Title IX Coordinator if they change Advisors at any time. It is assumed that if a party changes Advisors, consent to share information with the previous Advisor is terminated, and a release for the new Advisor must be secured.

Advisors in Title IX Hearings/University-Appointed Advisor

Title IX regulations require cross-examination during a hearing to be conducted by the parties' Advisors. The parties are not permitted to directly cross-examine each other or any witnesses. If a party does not have an Advisor for a hearing, the University will appoint a trained Advisor for the limited purpose of conducting any cross-examination. The University cannot guarantee equal Advisory rights, meaning that if one party selects an Advisor who is an attorney, but the other party does not or cannot afford an attorney, the University is not obligated to provide an attorney.

A party may reject this appointment and choose their own Advisor, but they may not proceed without an Advisor. If the party's Advisor will not conduct cross-examination, the University will appoint an Advisor who will do so, regardless of the participation or non-participation of the advised party in the hearing itself. Extensive questioning of the parties and witnesses may also be conducted by the Decision-maker(s) during the hearing.

An Advisor may not be called as a witness at a hearing to testify to what their advisee has told them during their role as an Advisor unless the party being advised consents to that information being shared. It is otherwise considered off-limits, and an Advisor who is an institutional employee is temporarily alleviated from mandated reporter responsibilities related to their interaction with their advisee during the resolution process.

Advisor Violations of University Policy

Any Advisor who oversteps their role as defined by this policy will be warned only once. If the Advisor continues to disrupt or otherwise fails to respect the limits of the Advisor role, the meeting will be ended, or other appropriate measures implemented. Subsequently, the Title IX Coordinator will determine how to address the Advisor's non-compliance and future role.

All Advisors are subject to the same University policies and procedures, whether they are attorneys or not. Advisors are expected to advise their advisees without disrupting proceedings. The Advisor may not make a presentation or represent their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the Investigator(s) or other Decision-maker(s) except during cross-examination in a Title IX hearing proceeding

Recording of Interviews

No unauthorized audio or video recording of any kind is permitted during investigation meetings. If Investigator(s) elect to audio and/or video record interviews, all involved parties will be made aware of audio and/or video recording.

Informal Resolution Process

If either party wishes to initiate an Informal Resolution, they must notify the Title IX Coordinator. If the alleged misconduct falls within the scope of Title IX, a Complainant will be required to submit a formal complaint prior to proceeding with an Informal Resolution. Informal Resolution can include three different approaches:

- When the parties agree to resolve the matter informally, in a manner agreeable to all parties;
- When the Respondent accepts responsibility for violating policy, and desires to accept a sanction and end the resolution process; or
- When the Title IX Coordinator can resolve the matter informally by providing supportive measures to remedy the situation.

It is not necessary to pursue Informal Resolution first in order to pursue a Formal Grievance Process, and any party participating in Informal Resolution can stop the process at any time and begin or resume the Formal Grievance Process. The University will obtain voluntary, written confirmation that all parties wish to resolve the matter through Informal Resolution before proceeding and will not pressure the parties to participate in Informal Resolution.

The Title IX Coordinator may look to the following factors to assess whether Informal Resolution is appropriate:

- The parties' amenability to Informal Resolution;
- Likelihood of potential resolution, taking into account any power dynamics between the parties;
- The parties' motivation to participate;
- Civility of the parties;
- Cleared violence risk assessment/ongoing risk analysis;
- Disciplinary history;
- Whether an emergency removal is needed;
- Complaint complexity;
- Rationality of the parties;

The ultimate determination of whether Informal Resolution is available or successful is to be made by the Title IX Coordinator. The Title IX Coordinator maintains records of any resolution that is reached, and failure to abide by the resolution agreement may result in an appropriate response, including disciplinary actions. Results of complaints resolved by Informal Resolution are not appealable.

Formal Resolution Process

Resolution process Pool

The resolution process relies on a pool of administrators ("the Pool") to carry out the process. The Pool members receive annual training; the materials used to train members of the Pool are publicly posted here: www.gcu.edu/titleix.

Pool Member Roles

Members of the Pool can serve in the following roles, at the direction of the Title IX Coordinator:

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- To act as an Advisor to the parties
- To serve in a facilitation role in informal resolution
- To serve as a hearing Chair or facilitator (process administrator, no decision-making role)
- To serve as a Decision-maker regarding the complaint
- To serve as an Appeal Decision-maker

Pool Member Appointment

The Title IX Coordinator appoints the Pool, which acts with independence and impartiality. While members of the Pool are typically trained in a variety of skill sets and can rotate amongst the different roles listed above in different cases, the University can also designate permanent roles for individuals in the Pool, using others as substitutes or to provide greater depth of experience when necessary. This process of role assignment may be the result of particular skills, aptitudes, or talents identified in members of the Pool that make them best suited to particular roles.

Withdrawal or Resignation While Charges are Pending

Should a Respondent (student or employee) withdraw/resign during the resolution process, the University will continue to address and remedy any systemic issues, variables that contributed to the alleged violation(s), and any ongoing effects of the alleged harassment or discrimination, and/or retaliation. The following stipulations will also apply:

Students: Should a student decide to not participate in the resolution process, the process proceeds to a reasonable resolution absent their participation. Should a student Respondent permanently withdraw from the University, the resolution process ends, as there is no disciplinary jurisdiction over the withdrawn student.

If a student Respondent permanently withdraws while the process is pending, they are ineligible to return to the University, and the Offices of Academic Records and Academic Compliance will be notified that they cannot be readmitted. They may also be barred from University property and/or events. If the student Respondent takes a leave of absence for a specified period of time, the resolution process may continue remotely, and that student is not permitted to return active enrollment unless the investigation is concluded and all sanctions have been satisfied.

Employees: Should an employee Respondent resign with unresolved allegations pending, the resolution process ends, as the University no longer has disciplinary jurisdiction over the resigned employee. The employee who resigns with unresolved allegations pending is not eligible for rehire with the University.

Title IX Hearing Process

The Title IX Hearing Process, as described below, applies only to qualifying allegations of sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined above) involving students, staff, administrator, or faculty members which fall within the scope of Title IX and do not meet the criteria for dismissal. If any component of the allegation meets these criteria, the Title IX Hearing Process will be utilized in lieu of the Discriminatory Harassment Administrative Resolution Process.

Notice of Investigation and Allegations

The Title IX Coordinator will provide written notice of the investigation and allegations (the "NOIA") to the Respondent upon commencement of the Formal Grievance Process.

The NOIA will include:

- A meaningful summary of all of allegations,
- The identity of the involved parties (if known),
- The precise misconduct being alleged,
- The date and location of the alleged incident(s) (if known),
- The specific policies implicated,
- Information on the ability for each party to have an Advisor of their choosing,
- Details on how the party may request disability accommodations during the interview process,
- The name(s) of the Investigator(s), along with a process to identify, in advance of the interview process, to the Title IX Coordinator any conflict of interest that the Investigator(s) may have.

Amendments and updates to the NOIA may be made as the investigation progresses and more information becomes available regarding the addition or dismissal of various charges.

Evidentiary Considerations

The formal resolution process does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) the character of the parties; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Referral for Hearing

Once the final investigation report is shared with the parties, the Title IX Coordinator will refer the matter for a hearing. The hearing cannot be less than ten (10) business days from the conclusion of the investigation –when the final investigation report is transmitted to the parties and the Decision-maker–unless all parties and the Decision-maker agree to an expedited timeline. The Title IX Coordinator will select an appropriate Chair, and Decision-makers from the Pool.

Hearing Board Composition

The Title IX Coordinator designates a three-member panel from the Pool. One of the three members will be appointed as Chair by the Title IX Coordinator. The Chair serves to facilitate the hearing and decision-making process. The Hearing Board will not have had any previous involvement with the investigation.

Notice of Hearing

Notice of the hearing will be provided to the parties (at least 10 days in advance). The notice will contain:

- A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures, and a statement of the potential sanctions/responsive actions that could result.
- The time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other campus activities.
- Any technology that will be used to facilitate the hearing.
- Information about the option for the live hearing to occur with the parties located in separate rooms using technology that enables the Decision-maker(s) and parties to see and hear a party or witness answering questions. Such a request must be raised with the Title IX Coordinator at least five (5) business days prior to the hearing.
- A list of all those who will attend the hearing, along with an invitation to object to any Decision-maker based on

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demonstrated bias. This must be raised with the Title IX Coordinator at least two (2) business days prior to the hearing.
- A statement that if any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence, and the party's or witness's testimony and any statements given prior to the hearing will not be considered by the Decision-maker(s). For compelling reasons, hearing may be rescheduled.
- Notification that the parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they do not have an Advisor, and the University will appoint one. Each party must have an Advisor present. There are no exceptions.
- A copy of all the materials provided to the Decision-maker(s) about the matter, unless they have been provided already.
- An invitation to each party to submit to the Chair an impact statement pre-hearing that the Decision-maker will review during any sanction determination.
- An invitation to contact the Title IX Coordinator to arrange any disability accommodations, language assistance, and/or interpretation services that may be needed at the hearing, at least seven (7) business days prior to the hearing.

Alternative Hearing Participation Options

If a party or parties prefer not to attend or cannot attend the hearing in person, the party should request alternative arrangements from the Title IX Coordinator at least five (5) business days prior to the hearing.

The Title IX Coordinator can arrange to use technology to allow remote testimony without compromising the fairness of the hearing. Remote options may also be needed for witnesses who cannot appear in person. Any witness who cannot attend in person should let the Title IX

know at least five (5) business days prior to the hearing so that appropriate arrangements can be made.

Pre-Hearing Preparation

Any witness scheduled to participate in the hearing must have been first interviewed by the Investigator(s) or have proffered a written statement or answered written questions, unless all parties and the Chair assent to the witness's participation in the hearing. The same holds for any evidence that is first offered at the hearing. If the parties and Chair do not assent to the admission of evidence newly offered at the hearing, the Chair will delay the hearing and instruct that the investigation needs to be re-opened to consider that evidence.

The parties will be given a list of the names of the Decision-maker(s) at least five (5) business days in advance of the hearing. All objections to any Decision-maker must be raised in writing, detailing the rationale for the objection, and must be submitted to the Title IX Coordinator as soon as possible and no later than three days prior to the hearing. Decision-makers will only be removed if the Title IX Coordinator concludes that their bias or conflict of interest precludes an impartial hearing of the allegation(s).

The Decision-maker(s) will receive the investigative materials at least five (5) business days in advance of the hearing. Any Decision-maker who cannot make an objective determination must recuse themselves from the proceedings. If a Decision-maker is unsure of whether a bias or conflict of interest exists, they must raise the concern to the Title IX Coordinator as soon as possible.

Hearing Procedures

Participants at the hearing will include the Chair, the Board members, the Investigator(s) who conducted the investigation, the parties, Advisors to the parties, any called witnesses, the Title IX Coordinator and anyone providing authorized accommodations or assistive services.

The Chair will answer all questions of procedure. Anyone appearing at the hearing to provide information will respond to questions on their own behalf. The Chair will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-maker(s) and the parties and will then be excused.

Joint Hearings

In hearings involving more than one Respondent or in which two (2) or more Complainants have accused the same individual of substantially similar conduct, the default procedure will be to hear the allegations jointly. However, the Title IX Coordinator may permit the investigation and/or hearings pertinent to each Respondent to be conducted separately if there is a compelling reason to do so. In joint hearings, separate determinations of responsibility will be made for each Respondent with respect to each alleged policy violation.

The Order of the Hearing – Introductions and Explanation of Procedure

The Chair explains the procedures and introduces the participants. The Chair then conducts the hearing according to the hearing script. At the hearing, recording, witness logistics, party logistics, curation of documents, separation of the parties, and other administrative elements of the hearing process are managed by the Title IX Coordinator.

Investigator Presents the Final Investigation Report

The Investigator(s) will then present a summary of the final investigation report, including items that are contested and those that are not, and will be subject to questioning by the Decision-maker(s) and the parties (through their Advisors). The Investigator(s) will be present during the entire hearing process, but not during deliberations.

Neither the parties nor the Decision-maker(s) should ask the Investigator(s) their opinions on credibility, recommended findings, or determinations, and the Investigators, Advisors, and parties will refrain from discussion of or questions about these assessments. If such information is introduced, the Chair will direct that it be disregarded.

Testimony and Questioning

Once the Investigator(s) present their report and are questioned, the parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Chair. The parties/witnesses will submit to questioning by the Decision-maker(s) and then by the parties through their Advisors ("cross-examination").

All questions are subject to a relevance determination by the Chair. The Advisor will pose the proposed question orally, electronically, or in writing, the proceeding will pause to allow the Chair to consider it, and the Chair will determine whether the question will be permitted, disallowed, or rephrased.

The Chair will then state their decision on the question for the record and advise the party/witness to whom the question was directed, accordingly. The Chair will explain any decision to exclude a question as not relevant, or to reframe it for relevance.

The Chair will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant), or abusive.

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The Chair has final say on all questions and determinations of relevance, subject to any appeal. The Chair may ask advisors to frame why a question is or is not relevant from their perspective but will not entertain argument from the advisors on relevance once the Chair has ruled on a question.

Cross-Examination and Inferences

Any party or witness may choose not to offer evidence and/or answer questions at the hearing, either because they do not attend the hearing, or because they attend but refuse to participate in some or all questioning. The Decision-maker(s) can only rely on whatever relevant evidence is available through the investigation and hearing in making the ultimate determination of responsibility. The Decision-maker(s) may not draw any inference solely from a party's or witness's absence from the hearing or refusal to submit to cross-examination or answer other questions.

Recording Hearings

Hearings (but not deliberations) are recorded by the University for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted. The Decision-maker(s), the parties, their Advisors, and appropriate administrators of the University will be permitted to listen to the recording in a controlled environment determined by the Title IX Coordinator. No person will be given or be allowed to make a copy of the recording without permission of the Title IX Coordinator.

Deliberation, Decision-making, and Standard of Proof

The Decision-maker(s) will deliberate in closed session to determine whether the Respondent is responsible or not responsible for the policy violation(s) in question. A majority vote is required to determine the finding. The preponderance of the evidence standard of proof is used.

The parties may each submit a written impact statement prior to the hearing for the consideration of the Decision-maker(s) at the sanction stage of the process when a determination of responsibility is reached. When there is a finding of responsibility on one or more of the allegations, the Decision-maker(s) may then consider the submitted party impact statements and any pertinent conduct history in determining appropriate sanction(s).

The Chair will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence disregarded, credibility assessments, and any sanctions. This report must be submitted to the Title IX Coordinator within two (2) business days of the end of deliberations.

Discriminatory Harassment Administrative Resolution Process

The Discriminatory Harassment Administrative Resolution Process, as described below, applies to all allegations of harassment or discrimination based on protected class status, involving students, staff, faculty members, or third-parties, that are not eligible for resolution under the Title IX Hearing Process. At any point during the initial assessment or formal investigation, if the Title IX Coordinator determines that reasonable cause does not support the conclusion that policy has been violated, the process will end, and the parties will be notified.

Notice of Investigation

If the Administrative Resolution Process is initiated, the Title IX Coordinator will provide written notification of the investigation to the parties, as applicable, at an appropriate time during the investigation. Notification will include a meaningful summary of the allegations made in writing. The notification will include the policies allegedly violated, if known at the time. The policies allegedly violated can be modified, in writing, as the investigation progresses, and details become clearer.

Investigation and Resolution

The investigation will commence in accordance with the process described in the preceding "Steps in the Investigation Process." Upon conclusion of the investigation, the Title IX Coordinator appoints a three-member decision-maker panel from the Pool members to review the investigative materials and all responses. The appointed decision-makers will conduct a thorough review and evaluate the totality of circumstances based on the preponderance of the evidence within 10 business days.

Sanctions

Upon determination of a finding of responsibility in either the Title IX Hearing Process or Discriminatory Harassment Administrative Resolution Process, the following factors are considered when determining a sanction/responsive action, which may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need for sanctions/responsive actions to bring an end to the discrimination,
- harassment, and/or retaliation
- The need for sanctions/responsive actions to prevent the future recurrence of
- discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or
- retaliation on the Complainant and the community
- The impact on the parties
- Any other information deemed relevant by the Decision-maker(s)

The sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested. The sanctions described in this policy are not exclusive of, and may be in addition to, other actions taken, or sanctions imposed by external authorities.

A. Student Sanctions

The following are the usual sanctions that may be imposed upon students or organizations singly or in combination:

- Warning: A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions/responsive actions.
- Required Counseling: A mandate to meet with and engage in either University-sponsored or external counseling to better comprehend the misconduct and its effects.
- Probation: A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions if the student or organization is found in violation of any institutional policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate.

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- Suspension: Termination of student status for a defined period and/or until specific criteria are met. After the suspension period is observed, a student is eligible to apply for reinstatement, although reinstatement is not guaranteed.
- Expulsion: Termination of student status and revocation of rights to be on campus for any reason or to attend University-sponsored events, for a period of two years. After the expulsion period is observed, a student is eligible to apply for reinstatement, although reinstatement is not guaranteed.
- Denial of Commencement Participation: The University may deny or restrict a student participation in commencement activities.
- Organizational Sanctions: Deactivation, loss of recognition, loss of some or all privileges for a specified period.
- Other Actions: In addition to or in place of the above sanctions, the University may assign any other sanctions as deemed appropriate.

B. Employee Sanctions
Responsive actions for an employee who has engaged in harassment, discrimination, and/or retaliation include disciplinary action, up to and including termination.

Notice of Outcome

Upon conclusion of either the Title IX Hearing Process or Discriminatory Harassment Administrative Resolution Process, the Title IX Coordinator, in conjunction with the decision-making body as appropriate, will prepare the Notice of Outcome, including the finding for each alleged policy violation, the rationale supporting the essential findings, and any sanction(s). The Notice of Outcome will typically be issued within three business days; the Notice of Outcome will be delivered to the parties simultaneously. The determination may be appealed by either party, therefore, the Notice of Outcome includes the grounds on which the parties may appeal and the steps to request an appeal.

Appeals

All requests for appeal consideration must be submitted in writing to the Title IX Coordinator within 5 business days of the delivery of the Notice of Outcome. Any party may appeal the findings only under the grounds described below.

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures, etc).
- To consider new evidence, unknown or unavailable during the investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
- The sanctions imposed fall outside the range of sanctions the University has designated for this offense.

Appeals will be reviewed as follows:

Grievance Process Type	Appeal Decision-Maker
Title IX Hearing Board Process	Three-member panel chosen from the pool, who were not previously involved in the resolution process.
Discriminatory Harassment Administrative Resolution Process	Three-member panel to include the Title IX Coordinator and two pool members previously uninvolved in the resolution process.
Disability Discrimination and Accomodation	Three-member panel to include the 504 Coordinator, Director of Student Disability Services, and a pool member previously uninvolved in the resolution process.

Upon receipt of an appeal, the appropriate decision-maker(s) will review the request to determine if it meets the grounds for appeal. If the appeal does not meet the established criteria, the request will be denied and the parties will be notified in writing of the denial and the rationale. If the request does meet the established appeal criteria, the decision-maker(s) will be provided all the documentation and materials used to make the initial determination. Appeals are not intended to be full re-hearings of the allegation(s). In most cases, appeals are confined to a review of documentation or record of the investigation pertinent to the grounds for appeal.

The appeal decision-maker(s) will typically issue the determination within 5 business days of receipt of the accepted appeal. A Notice of Appeal Outcome will be sent to all parties simultaneously including the decision on each ground for appeal and rationale for each decision.

Appeal Considerations

- Any sanctions imposed as a result of the hearing are postponed during the appeal process. Supportive measures may be reinstated.
- Decisions on appeal are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so.
- Appeal decision-makers have the authority to apply any administrative resolution necessary based on the merits of an approved appeal, up to and including overturning a decision or sanction, fully or in part.
- In cases where new evidence is presented which warrants further review, the appeal timeframe may be extended. The parties will be notified of any such delays.
- An appeal decision is the final determination of the University.

Failure to Comply with Sanctions

Failure to abide by the sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in a referral to the University's Code of Conduct for students for additional sanction(s)/action(s), including expulsion. Employees will be referred to Human Resources for further corrective action up to and including termination.

Multicultural, Diversity, and Inclusion Policy

Grand Canyon University is committed to policies that promote inclusiveness, social justice, and respect for all. It is expected that all students demonstrate mutual respect and courtesy to one

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another, faculty, staff and administration. Grand Canyon University also affirms that the racial and ethnocultural diversity of its community is a source of excellence, enrichment and strength. Further, Grand Canyon University acknowledges its on-going responsibility to foster fairness and respect, to create and maintain a positive working and learning environment and to promote anti-racism. The Multicultural, Diversity, and Inclusion Office is responsible for formally administering this policy and does not cover conduct prohibited by the University's Title IX and Non-Discrimination Policy.

Definitions

Bias - Prejudice; an inclination or preference, especially one that interferes with impartial judgment.

Cultural Appropriation - The adoption or misuse of icons, rituals, aesthetic standards, and behavior from one culture or subculture by another. It is generally applied when the subject culture is a minority culture or somehow subordinate in social, political, economic, or military status to appropriating culture. This "appropriation" often occurs without any real understanding of why the original culture took part in these activities, often converting culturally significant artifacts, practices, and beliefs into "meaningless" pop-culture or giving them a significance that is entirely different/less nuanced than they would originally have had.

Ethnic - Of or related to a particular race, nationality, language, religion, or cultural heritage. "Ethnic" in the context of the U.S. has also come to represent concepts, characteristics, or cultural values and norms that are not typical of white/European ancestry persons.

Intolerant conduct - lack of tolerance; unwillingness or refusal to tolerate or respect opinions or beliefs contrary to oneself. unwillingness or refusal to tolerate or respect persons of a different social group, especially members of a minority group

Race - A grouping of human beings based on a shared geographic dispersion, shared history, nationality, ethnicity, or genealogical lineage. Race is also defined as a grouping of human beings determined by distinct physical characteristics genetically transmitted.

Racism - Racism can be understood as individual and institutional practices and policies based on the belief that a particular race is superior to others. This often deprives specific individuals and groups of certain civil liberties, rights, and resources, hindering social, educational, and political advancement opportunities.

Violations

The University makes every effort to address statements, actions, or behaviors reflecting bias, prejudice, or intolerance from prospective and current students, faculty, and staff. Intolerant conduct can be physical, verbal, visual, or communicated orally, in writing, or electronically. Therefore, the Multicultural, Diversity and Inclusion Office will review and may act on reports of behavior or communication based on bias, prejudice, or intolerance that impacts the learning environment or causes a disruption to the University community, which do not violate the University's Title IX and Non-Discrimination Policy. Examples of conduct that may be considered intolerant include, but are not limited to:

- Bullying or intimidating behavior or words.
- Degrading a person or group based on a racial or ethnic characteristic.
- Communication that includes prejudicial words, graphics, or slurs regarding a protected class.
- Suggested or actual violence by one's self or encouraging others to commit violence against a protected class.
- Cultural misappropriation by taking, using, or showing disrespect toward another's culture by using items in an inappropriate manner or shows a lack of understanding of the culture.

This policy includes online and cyber manifestations of any of the prohibited behaviors. While the University may not control websites, social media, and other venues in which this behavior may occur, when such communications are reported to University, it may engage in a variety of means to address and mitigate the effects, including referral to an alternatively appropriate process.

Procedure for Processing Alleged Violations of the Multicultural, Diversity, and Inclusion Policy

Upon submission of a complaint alleging racial or ethnic intolerance, the University's Institutional Access and Compliance Office first reviews the report to determine if the reported conduct creates a hostile environment that unreasonably interferes with, limits, or effectively denies an individual's educational or employment access, benefits, or opportunities. Complaints that meet these criteria are reviewed under the University's Title IX and Non-discrimination Policy. If the complaint does not rise to the level of creating a hostile environment, the complaint is referred to the Multicultural, Diversity, and Inclusion Office for further review and processing. Depending on the status of the person being reported, concerns will be addressed differently.

1. Faculty and Staff
   The Employee Handbook and applicable employment law apply to issues regarding staff and faculty. Therefore, the manager and Human Resources will be included in the discussion regarding intolerant conduct by faculty or staff, including the investigation and any determination of sanction. The Multicultural, Diversity and Inclusion Office will document the actions taken, and keep its own records while Human Resources and the manager also keeps the records for which they are responsible.
2. Prospective Students
   Reports concerning prospective students will be first reviewed by the Equity Office, in conjunction with the Registrar, to determine whether the behavior precludes them from being a part of the GCU community. Depending on the severity of the behavior, the prospective student may be deemed ineligible for admission and notified by the Office of Academic Records. Reports concerning prospective students who are approved to continue with the admission process will be referred to the Multicultural, Diversity, and Inclusion Office for further processing.
3. Students
   All reports concerning students, regardless of modality, will be reviewed by the Multicultural, Diversity, and Inclusion Office. However, the resources and/or sanctions may be different.
4. Alumni
   The University has determined that it has no jurisdiction over alumni's behavior after completing their degree. Therefore, this policy will not be applied to any complaint regarding a graduated student. A hold will be placed on the alumni's education record to have any reported incidents reviewed by the Multicultural, Diversity and Inclusion Office prior to re-enrollment, should the alumni attempt to return to pursue another degree.

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The Multicultural, Diversity, and Inclusion Office reviews each complaint to determine the severity and implications of the behavior demonstrated by the reported student, as well as any history of prior offenses. If the Multicultural, Diversity and Inclusion Office intends to take further action as a result of the report, students are notified of their opportunity to be heard, present information, and speak on their own behalf to the Multicultural, Diversity and Inclusion Office. Students are not required to present information, however, if the student does not respond within seven days of being contacted by the Multicultural, Diversity and Inclusion Office, the student forfeits the right to participate in the process and a determination will be made by the Multicultural, Diversity and Inclusion Office, based on a preponderance of the evidence. If the behavior is substantiated, the Multicultural, Diversity, and Inclusion Office will apply an appropriate penalty.

Students are not entitled to representation by any third party, personal representative, or attorney in the process.

Penalties

The University first believes in restorative justice. Sanction and restorative outcomes preserve individual and institutional integrity and whenever possible and appropriate, seek to help an individual to learn from their mistakes, repair harms, and regain their standing in the community. If the case is more severe, higher level sanctions will be levied which may include termination for faculty and staff, and referral to the University's Code of Conduct Committee for students.

1. Faculty and Staff,
   For validated reports the sanctions for faculty and staff will follow the Grand Canyon University Employee Handbook and applicable employment laws.
2. Students
   When determining sanction(s) the institution will consider the individual's present demeanor; past conduct record(s); the nature of the offense; the severity of any damage, disruption, injury, or harm resulting there from; character statement; and other factors may be considered.

Possible sanctions include, but are not limited to:

- Deferred or Denied Admission
- Non-Disciplinary Behavioral Notice
- Disciplinary Behavioral Warning
- Apology
- Mentoring
- Mediation
- Educational Program
- Community Services
- Restitution (fines/fees)
- University Probation

If the case is extreme, or the student displays a pattern of behavior, the Multicultural, Diversity and Inclusion Office will refer the issue to the University Threat Assessment Team or Code of Conduct Committee with a recommendation for suspension or expulsion.

University Appeal Procedures

The process described herein relates only to the formal University-level procedure for student appeals, including academic and financial issues. In some cases, a student may appeal a financially or academically related University policy or decision, including tuition, fees, a Code of Conduct or an Academic Dishonesty charge when extreme extenuating circumstances merit, and where supporting documentation exists. The appeal process is designed to offer the student multiple opportunities to be heard, as illustrated in the table below. Students should be aware that appeals in which policy or process was not followed, in which extenuating circumstances are not existent, are unlikely to be approved. Additionally, in order to provide students with as many options as possible for resolving issues, University departments may attempt to address student concerns through an informal issue resolution process which is separate from the formal University-level appeal procedure. Students may request to escalate their appeal to the University Appeal process at any time; any decision made at the University-level will supersede all previous proposed resolutions.

Students must initiate the appeal by contacting their Student Services Counselor. The appeal must be completed and submitted by the student, in accordance with FERPA guidelines. The Student Services Counselor will gather the information and route to the appropriate parties at the university. All supporting documentation should clearly and explicitly describe the appeal (including the actual policy being appealed), demonstrating he or she attempted in good faith to resolve the issues with the involved parties. Students are strongly encouraged to discuss the intended appeal with a Student Services Counselor prior to submission.

The student may escalate the appeal to the second level by submitting another request via their Student Services Counselor. Not liking the first level decision is not justification for filing a second appeal. A second appeal decision requires additional documentation to justify a re-submission of the issue. The second level of appeal decision is the final decision of the University.

The following include the different appeal definitions:

- End-of-course grades: Faculty are responsible for issuing earned grades. The University supports this assessment made by the faculty based on student performance throughout the course, and overturning a grade is unlikely and only if miscalculation occurred. A student cannot appeal final grades earned unless the student has ample evidence that the grade earned was indeed miscalculated. GCU does not condone rounding grades, and therefore that is not considered miscalculation. To file a grade appeal, students must provide ample documentation indicating where the grade was miscalculated, as well as evidence the faculty and student communicated about the alleged miscalculation of the overall course grade, or the appeal will be rejected. A final grade for a course may be disputed within five weeks of the last day of the course. Students may not file a grade appeal with the University for a grade/score on an individual assignment while the course is in progress.
- Reinstatement Admission Appeals: Students who have been dismissed from the University due to a lack of academic progress or Code of Code of Conduct violations have the option to submit a Request for Reinstatement. Students may apply for reinstatement by submitting a Request for Reinstatement, describing the circumstances that led to the dismissal, and what remediation has taken place to prevent future recurrence. For both academic and disciplinary dismissal, reinstatement is not guaranteed. Students may or may not be granted re-admittance based on a variety of factors.
  - For academic reinstatements, the University will review the student's academic record, including what progress was previously made, to determine whether satisfactory academic progress can be attained through completion of an Academic Plan. Reinstated students are required to complete the Academic Plan as specified. Failure to do so will result in expulsion.

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- For disciplinary reinstatements, the University will review factors including, but not limited to, the student's academic record, history of offenses, the egregiousness of any conduct violations, and compliance with any conditions imposed as part of the sanction.

- Code of Conduct: Depending on the severity and origination of a Code of Conduct violation, a student may be subject to consequences of violating the Student Code of Conduct up to, and including, expulsion. A Code of Conduct violation that is also a violation of state or federal law will be turned over to the appropriate authorities for action and is not under the jurisdiction of the University.

Because students are afforded the opportunity to participate and present documentation during the Code of Conduct process, appeals for University-level sanctions will only be accepted on the basis of the following:

- Procedural error or omission
- New evidence that was unkown or not available during the original hearing.

To appeal a University-level sanction, students must provide ample documentation indicating how the appeal meets the criteria outlined above.

- A published policy: Students who have issues with a particular policy may in some cases appeal the policy. However, the following is a list of reasons, albeit a non-exhaustive list, for which a dispute of a published policy is not acceptable, and for which relief (tuition and fees) will not be granted:
  - Disputes arising out of a student's lack of knowledge or understanding of a stated policy
  - A student's reliance upon verbal statements which conflict with the University's written policies, regardless of the source of the verbal communication
  - A student's actions when the student failed to investigate, understand, or consider the financial ramifications of that action / decision
  - A student's failure to regularly review University communications, whether via telephone, mail, or e-mail
  - Illness or death of a person who is not a member of the student's immediate family
  - Disputes arising because of technological issues that are not in direct control of the University

For any appeal where documentation is required but not submitted, the appeal will be returned to the Student Services Counselor as incomplete, and will not be accepted for review. Documentation includes, but is not limited to, email communication, evidence showing attempts to resolve grade appeal issues with faculty, or evidence which supports specific details relating to the claim. Additional documentation may be requested by the University at any time.

Below is a list of specific policies that are not appealable, and for which appeals will be rejected:

- Graduation Requirements including requirements for academic recognition
- Residency requirement
- Upper division credit requirement
- Non-transferrable courses
- Course overload requirements
- Continuing Education Credits for certificates that do not meet the criteria outlined for GCU Approved Certificates
- Statuses as a result of Satisfactory Academic Progress (Warning/Probation/Suspension/Expulsion)
- GPA Progression statuses
- Dismissal for not meeting the terms of Accepted with Specifications requirements.
- Grade appeals where the student has not provided evidence that it meets the terms of the end-of-course grades policy
- Exceeding the maximum number of course repeat attempts
- Expulsions issued for possessing a firearm on campus
- Appeals for University-level Code of Conduct sanctions where the student has not provided evidence that it meets the terms of the Code of Conduct appeal definition.
- Immediate administrative actions carried out by the University President, Provost, Registrar, or designee
- Admission denial through the Blind Review Process for Previous Arrests or Criminal Records

Reason for Appeal	1st Appeal Level	2nd Appeal Level
University Appeals		
End-of-course grades	Program chair or equivalent in the appropriate college	Dean of the appropriate college or designee
Policies	Appeals Decision Board or appropriate department head	Executive Vice President of Academic Affairs or designee
Admission Appeals	Dean of the appropriate college or designee	Executive Director of Office of Academic Records or designee
A doctoral academic appeal	Dean of College of Doctoral Studies	Executive Vice President of Academic Affairs or designee
A DNP doctoral academic appeal	Dean of College of Nursing and Healthcare Professions or designee	Executive Vice President of Academic Affairs or designee
Athletics	Executive Senior Associate Athletic Director	Vice President of Athletics
Parking	Parking Committee	Director of Campus Development
Conduct Appeals		
Conduct sanctions up to and including suspension	Dean of the appropriate college or designee	Assistant Vice President of Academic Compliance or designee
Conduct sanction of expulsion	Assistant Vice President of Academic Compliance or designee	Executive Vice President of Academic Affairs or designee
Title IX admission appeals	Title IX Coordinator or designee	Title IX Appeal Board or designee

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Reason for Appeal	1st Appeal Level	2nd Appeal Level
Behavioral Intervention Team	Behavioral Intervention Team or designee	Threat Assessment Team
Threat Assessment Team	Threat Assessment Team or designee	Provost or designee

If the student complaint cannot be resolved after exhausting the Institution's appeal procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details. The State Board address is:

1400 W. Washington, Room 260
Phoenix, AZ 85007.
Phone: 602/542-5709
Website: http://azppse.state.az.us

Any Utah resident student enrolled at the location in Utah who has a complaint can file a complaint with the Utah Division of Consumer protection at any time. Utah residents enrolled in online programs should follow the appeals process outlined in University Appeal Procedures.

The Utah Division of Consumer Protection
160 East 300 South, 2nd Floor
P.O. Box 146704
Salt Lake City, Utah 84114-6704
dcp.utah.gov
OR by fax to: (801) 530-6001

Students can also file a complaint with our accrediting agency, the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, using their Complaint Procedures.

https://www.hlcommission.org/Student-Resources/complaints.html

SARA Grievance Process

Grand Canyon University is a SARA participating institution. The Arizona SARA Council has jurisdiction over Arizona SARA-approved institutions in relation to non-instructional complaints. Instructional complaints, such as grade grievances, are not reviewed by the Council and should not be submitted for review. Distance education students who reside in SARA states (see list of SARA states at www.nc-sara.org), may file an non-instructional complaint with the Arizona SARA council. However, non-instructional complaints may only be filed with SARA after student's have first utilized GCU's appeals process and the Arizona State Board for Private Postsecondary Education's complaint process. Non-instructional complaints may be submitted to AZ-SARA via http://azsara.arizona.edu/complaint-process.

Appeal Timelines

Appeals for both academic and non-academic concerns must be filed no later than five weeks after grades are posted for the course involving the appealed issue. Appeals received after this deadline will not be considered. If the student chooses to dispute the first appeal decision, the second appeal must be filed with the University within five weeks after the notification of the first appeal decision is issued.

The University makes every effort to come to a decision and notify the student within 15 business days of receipt of the appeal. However, in some cases the investigative process may lengthen this timeframe.

Appeal Communication

Appeal decisions are communicated to the student through postal letter. Any questions regarding the appeal must be communicated to the assigned Student Services Counselor.

Textbooks

Some courses are digitally enabled where students are charged the Canyon Connect fee to access the eBook in their Learning Management System. Other courses that may require a print textbook will direct students to purchase the print copy at the campus bookstore. For questions on print textbooks, contact 1-877-866-8917.

Grading System

Grade points are assigned to specific grades according to the grading system and are used to compute a grade point average (GPA). Only those courses in which a letter grade (A through F) is earned are included in the calculation of the GPA. The semester credits of each course are multiplied by the grade points for the grade earned in each course. The sum of these products is divided by the number of semester credits in which a letter grade (A through F) is earned. The GPA that appears on the GCU transcript is based only upon coursework completed at Grand Canyon University. Certain courses earn credit toward fulfilling academic requirements but are not included in the computation of the GPA. These courses are denoted by a grade of CR or S. A grade of U earns no credit. A degree will never post prior to the final course end date.

Please note that course assignments are thoughtfully planned and allocated specific relative values to demonstrate the achievement of student learning outcomes. Consequently, the University does not permit the rounding of assignment or course grades or the issuing of extra-credit points. For example, 92.99 is an A- on the Undergraduate Grading Scale.

Undergraduate GPA

Undergraduate students must earn a minimum grade point average of 2.0 to meet the minimum GPA graduation requirement. Undergraduate students must earn a grade of C in courses in their majors and minors. To review all graduation requirements, please visit the Undergraduate Graduation Requirements section.

Undergraduate Grading Scale

The 100-point grading scale is the standard for all GCU undergraduate courses, although point scales may differ by college or program. Previous grading scales are presented on the University's official transcript. The grade or symbol, point equivalent (scale), the GPA value of the course letter grade, and the interpretation of the level of performance are as follows:

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Letter Grade	GPA Value	Point Scale		Interpretation of Level of Performance
		COE, COFAP, CONHCP (Non-Nursing), COT, CHSS, CSET, CCOB	CONHCP (Nursing)	
A	4.0	93-100	95-100	Superior; outstanding scholarship
A-	3.7	90-92	92-94	
B+	3.3	87-89	90-91	Above average; good work
B	3.0	83-86	87-89	Average standard performance
B-	2.7	80-82	84-86	
C+	2.3	77-79	80-83	
C	2.0	70-76	76-79	Average standard performance
D	1.0	60-69	72-75	Below standard
F	0.0	<60	<72	Failure
I	NA	NA	NA	Course work is Incomplete
W	NA	NA	NA	Authorized withdrawal; No Credit
MW	NA	NA	NA	Mandatory Withdrawal
AW	NA	NA	NA	Academic Withdrawal
DW	NA	NA	NA	Deployment Withdrawal
CR	NA	NA	NA	Campus Only: Credit given, but No Grade or GPA Value
S	NA	NA	NA	Campus Only: Satisfactory Completion of Non-Credit Course
U	NA	NA	NA	Campus Only: Additional work needed to meet requirements in non-credit or non-grade course
NR	NA	NA	NA	Grade status not reported by instructor
IP	NA	NA	NA	Course currently in progress

Graduate GPA

Graduate students must maintain a GPA of 3.0 or higher to be eligible for graduation. Graduate students must earn a grade of C or better in all of their courses.

Graduate Grading Scale

The 100-point grading scale is the standard for all GCU graduate courses, although point scales may differ by college or program. In graduate courses, students will be evaluated by the grading scale shown below. Previous grading scales are presented on the University's official transcript. If a graduate student earns a grade of F, he or she will be required to repeat the course and bring up the grade in order to continue in the program. The grade or symbol, point equivalent (scale), the GPA value of the course letter grade, and the interpretation of the level of performance are as follows:

Letter Grade	GPA Value	Point Scale		Interpretation of Level of Performance
		COE, COFAP, CONHCP (Non-Nursing), COT, CHSS, CSET, CCOB	CDS, CONHCP (Nursing)	
A	4.0	93-100	97-100	Superior; outstanding scholarship
A-	3.7	90-92	93-96	
B+	3.3	87-89	89-92	Above average; good work
B	3.0	83-86	85-88	Average standard performance
B-	2.7	80-82	81-84	
C+	2.3	77-79	78-80	Below Standard
C	2.0	70-76	76-77	
F	0.0	<70	<76	Failure
I	NA	NA	NA	Course work is incomplete

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Letter Grade	GPA Value	Point Scale		Interpretation of Level of Performance
		COE, COFAP, CONHCP (Non-Nursing), COT, CHSS, CSET, CCOB	CDS, CONHCP (Nursing)	
W	NA	NA	NA	Authorized withdrawal; no credit
CR	NA	NA	NA	Campus Only: Credit given, but no grade or GPA value
S	NA	NA	NA	Campus Only: Satisfactory completion of non-credit course
U	NA	NA	NA	Campus Only: Additional work needed to meet requirements in non-credit or non-grade course
MW	NA	NA	NA	Mandatory Withdrawal
AW	NA	NA	NA	Academic Withdrawal
DW	NA	NA	NA	Deployment Withdrawal
NR	NA	NA	NA	Grade status not reported by instructor
IP	NA	NA	NA	Course currently in progress

Incomplete Grades

Students become eligible to request an incomplete grade if the following requirements have been met during the last week of the course:

- They are experiencing a physical and/or extreme circumstance that prevent them from completing the assignments by the scheduled end of the course;
- They are passing the course at the last week of the class;
- They have no outstanding Incompletes; and
- Their course fees and tuition are paid in full.
- Incompletes are not intended for students who have fallen behind in their studies and request an extension past the last day of class solely to submit materials.
- Even if the student is eligible for an Incomplete, the decision to grant the Incomplete contract lies solely with the instructor. If the instructor grants an incomplete, the following must happen:
- By the end of the course, the instructor and the student must complete the Incomplete Contract Form, which is created by the instructor and lists all eligible assignments to be completed by the student and the deadline date(s).
- When submitting final grades for the course, the instructor must enter a grade of "I" and send a copy of the Incomplete Contract Form to the Office of Academic Records.
- The student must submit all assignments within three weeks of the last day of the course.
- Within four weeks of the last day of the course, the instructor must submit a final grade for the student, or the grade of I will be changed to a failing grade.

Neither the incomplete nor the failing grade may be changed to a W grade. A student with more than one outstanding Incomplete may not register for any additional courses until the requirements for all outstanding Incompletes have been fulfilled.

Auditing Courses

Students are not permitted to audit Grand Canyon University courses.

Repeat Policy

When a course has been repeated, the credit used in computing the grade point average is the grade and credit hours earned the last time the repeated course was taken. Students who maximize the number of attempts for repeating a required course may not be able to complete their program.

Repeating Non-Passing Courses

A grade of D or lower earned at Grand Canyon University may be replaced in an undergraduate student's GPA when the identical course or course equivalent is retaken. Undergraduate students must repeat any program-specific Prerequisite courses completed in which a grade of less than C was earned. A grade of C or lower earned at Grand Canyon University may be removed from a graduate student's GPA under the same conditions and with the same results as stated above. Students may attempt the same course up to three times. Attempts include any course with an issued grade, including withdrawn courses. All attempted courses will be documented on the official transcript, but the repeat grade will be the grade of record regardless if it is higher or lower on the grading scale.

A course in a Program of Study may not be repeated once the degree has been awarded. The student should note that graduate schools or other institutions may calculate grades in an alternate fashion. This policy does not apply to special topics and independent study courses, which may consist of varying content depending on the timeframe it was offered.

For Nursing Pre-Licensure pre-requisite retake policy, please see Baccalaureate Programmatic Progression Requirements for the Bachelor of Science in Nursing (Pre-Licensure) section of the University Policy Handbook.

Repeating Passing Courses

Undergraduate students have the option to repeat any undergraduate general education course where a non-failing grade was earned. The grade earned at Grand Canyon University may be replaced in an undergraduate student's GPA when the identical general education course or equivalent course is retaken. Students have one attempt to retake the same non-failing general education course. This option can only be used for a total of two non-failing general education courses throughout their academic career at Grand Canyon University. All attempts will need approval by submitting a formal University Appeal through an

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Student Services Counselor. Students may be financially responsible for the tuition of the course. All attempted courses will be documented on the official transcript, but the repeat grade will be the grade of record regardless if it is higher or lower on the grading scale.

A course in a Program of Study may not be repeated once the degree has been awarded. The student should note that graduate schools or other institutions may calculate grades in an alternate fashion. This policy does not apply to special topics and independent study courses, which may consist of varying content depending on the timeframe it was offered.

For Nursing Pre-Licensure pre-requisite retake policy, please see Baccalaureate Programmatic Progression Requirements for the Bachelor of Science in Nursing (Pre-Licensure) section of the University Policy Handbook.

Grade Changes

A final grade may be changed by the instructor of the course within five weeks of the last day of the course for the following reasons:

- A miscalculation or error in grading has been detected by the instructor/student after final grades have been submitted.
- A University investigation of a grade dispute appeal supports a change of grade or an instructor fails to submit a final grade to replace an Incomplete grade by the deadline.

To change a student's final grade, an instructor must complete and submit a Grade Change Form to the Office of Academic Records.

Academic Honors

Dean's and President's List

GPAs for all undergraduate students' completing 12 semester credits are calculated to determine eligibility for these honors. Students whose enrollment cumulative GPA is 3.5 or above qualify for the Dean's List. Students whose enrollment cumulative GPA is 3.8 or above qualify for the President's List. Student's receiving the Dean's and President's honors will be notified by letter, at each 12-credit review.

Special Study Courses

Certain course numbers have been reserved for special study courses that departments of the University wish to approve. This fall into four categories: independent study, practicum, internship, and student teaching. To register for a special study course, students must obtain and complete appropriate forms with their Student Services Counselor. Once approved by the college, these forms are submitted to the Office of Academic Records where they are reviewed to determine student eligibility. A Special Study Request Form must be submitted no later than the last day of the regular registration period.

Independent Study

Independent Study courses may only be used when a student exhausted alternative courses, especially in the case of degree completion. Independent study courses are restricted to a case-by-case need that must be approved by the instructor, College Dean, and the Provost. A syllabus must be included.

Practicum

A practicum is a supervised practical experience in the student's major area of interest. Between 45 and 60 hours of practical experience equates to one University credit. Arrangements must be made between the agency, organization, or individual and the College Dean/designee to design and evaluate the student's experience. Practicum is reserved for junior and senior students with at least a cumulative 2.0 GPA and approval is required from the College Dean and/or Department Chair or designee(s). Practicum courses are restricted to the lock-step programs of study in the online modality.

Guidelines for University Internship

Grand Canyon University offers two types of internship opportunities: programmatic internships and non-clinical, elective internships.

- Programmatic internships are encompassed within required courses in the students' program of study and are administered by the College that houses the specific program.
- Elective internships are administered by the College of Humanities and Social Sciences.

Some internships require a student to have a certain GPA and meet additional agency-specific requirements (eg. fingerprinting or background check, CPR certification, vaccinations, site-specific training etc.).

Students must meet with a SSC to review their eligibility to participate in an elective internship and meet the following requirements:

- Undergraduate Students may earn up to 12 elective credits and must have completed one semester at Grand Canyon University.
- Graduate students can use internships to meet credit deficiencies from transfer credit up to the total number of credits required in their program.
- International students must obtain approval from the Designated School Official.
- Elective internships cannot be clinical in nature, and the University will not sign any document that indicates such.

Students may request to have their current employer evaluated for consideration as an internship assignment. If current employer is selected, the internship opportunity must show evidence of new skills outside of current position. All students, once selected, need to complete the Internship Registration packet in the student portal.

Students must be registered in an Elective Internship Course (i.e. UNV 401, UNV 410, UNV 430, UNV 601) within the add/drop period. Students are required to complete a minimum of 45 hours of documented site-based work for each academic credit earned and participate in the online classroom. In no case will academic credit be granted for work completed prior to the start date of the internship course.

Student Teaching

Student teaching provides students with the opportunity to demonstrate mastery of knowledge and skills in a live classroom setting. College of Education requires full-time placement of student teachers for 15-16 weeks, dependent upon student's program of study, in classrooms associated with their major area(s) of interest under the direct supervision of a certified educator. During this time, student teachers will assume all teaching duties and responsibilities necessary for effective

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teaching of students, including assessing students, planning and teaching lessons, and evaluating students' progress. Students must complete all associated student teaching paperwork and approvals, prior to commencing student teaching activities. Students with missing approvals on forms needed may be removed from student teaching. Student teaching may only be repeated once.

Official Enrollment Status Change and Withdrawal

The implications of discontinuing course registration differ greatly during various points. The academic and financial consequences of the specific types of enrollment status changes are outlined below.

Change of Classification

Traditional Undergraduate students who want to become a Nontraditional (Online) Undergraduate student, or vice versa, need to contact their Student Services Counselor for approval. The Student Services Counselor will assign a new Student Services Counselor to the student.

Change of Start Date

Graduate and undergraduate students who have not begun their initial start date at GCU may decide to change their start date by contacting their University Counselor. Students should be aware of the University Course Tuition Refund Policy, when considering changing their start date after the commencement and attendance in their first course.

Course Drop

When students seek to remain active in school, yet reduce the number of credits for which they are registered, the option to drop a course may be available. Students must contact their Student Services Counselor to process a course drop.

Different course drop deadlines apply to courses of varying lengths. Students who drop a course prior to the allowable deadline will earn a grade of W for the course. If students discontinue their course enrollment beyond the allowable timelines, they will receive zeroes for all missing assignments, and will earn a final course grade of A through F that is commensurate with the accumulated total for all course work.

Course Length	Course Drop, W – Grade Deadline
1-2 Weeks	Not permissible after course start
3-13 Weeks	Prior to the last 2 weeks of the course
14-16 Weeks	Prior to the last 4 weeks of the course

Cohort and Residency Classrooms also have Class Presence requirements that are separate from this policy. See Class Presence: Cohort Classrooms and/or Class Presence Residency Classrooms for more information.

Before dropping a course, students are strongly advised to speak with their Student Services Counselor to understand the academic and financial ramifications associated with dropping a course. The Course Tuition Refund Policy in the Financial Services section of the University Policy Handbook outlines the refund schedule for dropped courses. Students who delay exercising the course-drop option until after the deadline retain financial responsibility. Students are responsible for all non-refundable charges.

Add/Drop

If students drop and add courses there may be additional tuition charges depending on the timing of the drop/add action, and the length of the instructional period of the course that is being dropped or added.

Traditional Campus Students

All students may add courses after the semester has begun, but the scheduling may differ based on the length of the instructional period.

- Students enrolled in 15-week courses may add additional 15-week courses to their schedule through the second week of the semester. Students are responsible for any additional tuition charges that may be incurred as a result of adding credits based on the change. A student who is enrolled in 15-week courses, who desires to drop a 15-week course after the second week of the semester (outside the refund period) and add another course that has not yet started will be responsible for tuition charges if the number of registered credits, including the dropped course, exceeds 18.
- Students enrolled in 7-week and 8-week may add additional courses in their current 15-week semester only if the course has not yet begun, they have been actively enrolled from the beginning of the semester, and are responsible for any additional tuition charges based on the change.
- Students who unregister from a course may be eligible for a portion of their refund based on total registered credits remaining.

Before dropping a course, students are strongly advised to speak with their Student Services Counselor to understand the academic and financial ramifications associated with dropping a course. The Course Tuition Refund Policy in the Financial Services section of the University Policy Handbook outlines the refund schedule for dropped courses.

Registration Discontinuance

Students who choose to drop from courses after they have already begun participation in the courses must request to discontinue by contacting their Student Services Counselor. Students will be dropped from all current and future scheduled courses and will be considered inactive for the period discussed with their Student Services Counselor.

Although the discontinuation of registration places students in an inactive status for the requested time, students retain their admitted status within the University and should remain in contact with a Student Services Counselor. If the student is out of attendance for more than 180 days, the student will have to enroll in a program in the current Academic Catalog. Students are still subject to the Course Tuition Refund Policy and the Course Drop Policy.

Students are strongly advised to speak with their Student Services Counselor to understand the academic and financial ramifications associated with dropping a course.

University Official Withdrawal

In the event that students choose to discontinue their enrollment at GCU, they must officially withdraw from the University. Students in this situation lose all of the rights and privileges associated with being GCU students, including maintaining enrollment in their Program of Study (POS). To officially withdraw from the University, students must submit a University Official Withdrawal Form to the Office of Academic Records via the GCU Student Portal. When submitting the University Official

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Withdrawal Form, students will be asked to identify the reason for withdrawing from the University. If students notify their Student Services Counselor of their intent to withdraw from the University but do not complete the Official Withdrawal form, Student Services Counselors will notify the Office of Academic Records of the Official Withdrawal. Students may also be withdrawn from the University through the Unofficial Withdrawal policy.

Students are still subject to the Course Tuition Refund Policy and the grading policy listed above in Course Drop Policy. Before withdrawing from the University, students are strongly advised to speak with a Student Services Counselor to understand the academic and financial ramifications associated with dropping a course.

All Financial Aid students are required to complete Exit Counseling for any federal loans borrowed while in attendance at Grand Canyon University. This is in accordance with the Department of Education requirements and students should contact their Student Services Counselor for further information on how to complete the Exit Counseling.

Officially withdrawn students must reapply for admission to the University if they decide to return, and enroll in the most current POS.

Semester Official Withdrawal

Traditional Campus Students

Traditional campus students, who choose to discontinue their enrollment at GCU for the current semester enrolled, must complete a Semester Official Withdrawal Form, which can be obtained through their Student Services Counselor. Students are subject to the Course Tuition Refund Policy and the grading policy listed above in Course Drop Policy.

Military Deployment

In support of U.S. military students, the University offers special circumstance withdrawals for students who find themselves deployed without computer access or experience other circumstances that will make it impossible to complete coursework within the prescribed time frame due to temporary assignments when accompanied with official documentation. Active Duty, Reservists, and National Guard students that are currently enrolled in a degree program will be placed on a deployed status for the duration of deployment. Students will receive a tuition credit to their GCU account for the course(s) from which the University withdraws the student. A DW grade (Deployment Withdrawal) will appear on the student transcript for each class the University approves for withdraw with the expectation that students will re-take the affected courses upon re-entrance.

Students seeking this option must submit a completed GCU Deployment Form prior to deployment to be eligible, including submission of official military deployment orders to their Student Services Counselor. It is also the student's responsibility to inform the instructor of the situation. The student assumes responsibility of a course if they post into the classroom after the deployment date indicated on the soldier's Orders.

Students out of attendance for greater than 14 days may have a recalculation of financial aid completed, which may result in a balance on the student's account (if student is using Title IV). Grand Canyon University will defer collections of tuition and fees while in a deployed status.

Eligibility:

- The student must have been attending the course and completing the assignments up to the point of the deployment request.
- The student's circumstances must involve a military commitment.
- Students who determine their need for a deployment withdrawal must submit the GCU Deployment form prior to any scheduled departure date.
- Students must submit official documentation to confirm deployment and/or circumstance (official orders, letter from Commander, etc.).
- Students using Financial Aid must also complete a Deferment Form.
- Official documentation submitted by the student must confirm that the dates of the deployment and/or special circumstance coincide with the time frame of the course.

Students who are on Temporary Duty or No-Notice deployment and wish to remain in the course, must provide their instructor and their SSC with a letter from the Commander of the servicemembers unit and/or Deployment Orders if they will be absent from a scheduled course day in order to be considered for an excused absence. In the event the student withdraws from the course without presenting documentation demonstrating deployment, the student will be withdrawn with a grade of W. If the student later provides the University with the necessary deployment paperwork, the W will be changed to DW, reflecting a Deployment Withdrawal. If warranted, DW grades will be honored at any time during the course and are exempt from all other course drop deadlines.

Unofficial University Withdrawal

There are two types of unofficial university withdrawals. The first is administrative withdrawal and the second is the 14-day rule.

Administrative Withdrawal

The University reserves the right to administratively withdraw a student for the following reasons:

- Students who do not attend any of their registered classes within the first week of the course may be administratively withdrawn from all classes, current and future.
- Students who have not returned to the University in 6 months and have not provided any notification of their absence

Students withdrawn through the provisions below are processed separately from the Code of Conduct Procedures.

- Students deemed ineligible for admission as a result of the Internal Review process.
- Failing to comply with the Internal Review process

14-day Rule

An unofficial withdrawal occurs when a student has stopped attending courses for a period of 14 consecutive days or more but has not communicated a desire to officially withdraw from the University.

Student Records

Family Educational Rights and Privacy Act (FERPA)

Grand Canyon University annually informs students of the Family Educational Rights and Privacy Act of 1974. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Questions

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concerning the Family Educational Rights and Privacy Act may be referred to the Office of Academic Records.

These rights are as follows:

- The right to inspect and review educational records within 45 days of the day the University receives a request for access. Students should submit written requests that identify the record(s) they wish to inspect to the Office of Academic Records. The University will make arrangements for access and notify the student of the time and place where the records may be inspected.
- The right to request an amendment of education records that the student believes is inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the Office of Academic Records and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement, personnel, and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or appeal committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Ave., SW
  Washington, DC, 20202-5920

Grand Canyon University has designated certain information in the education records as directory information for the purposes of the Family Educational Rights and Privacy Act (FERPA). Students are required to complete a Student Information Release Form (SIRF), submitted to the Office of Academic Records, to control release of such information with respect to student records. The SIRF authorizes a 3rd party to receive designated records as requested by the student, however, it does not authorize GCU to have discussions about it, or any portion of the student's education record, or for the authorized person to take action on the account. Designated 3rd parties are expected to abide by University policy; the University reserves the right to discontinue communication if the 3rd party fails to follow policy guidelines or otherwise demonstrate an inability to communicate properly with the University or its representatives. The SIRF information is sent out to students annually. It is the responsibility of students to notify the Office of Academic Records if they would like to make any changes to their SIRF information.

Although GCU recognizes some information as directory, GCU's practice is not to release most directory components unless the University determines a need to do so (for example, police request). Some directory information will be released when it comes to athletes, or other student activities, such as theatre productions, regardless if a student opts out. Students wishing to opt out of ALL directory information disclosure must send their request to the following email address: directoryoptout@gcu.edu.

If choosing to opt out students must provide their student ID, and or, reply from their GCU email address.

- Student name
- Address
- Personal email address
- Phone number
- Date and place of birth
- Hometown
- Degrees and awards received and dates
- Dates of attendance (current and past)
- Full or part-time enrollment status
- Participation in officially recognized activities or sports
- Weight and height of members of athletic teams
- Most recently attended educational institution
- Major field of study
- Academic levels
- Photographs

European Union – General Data Protection Regulation (GDPR)

The GDPR is a privacy regulation that provides certain rights and protections to EU natural persons surrounding their personal data and how we as an organization process that personal data. These rights apply to you only if you are an EU natural person. We consider the processing of your EU Personal Data in connection with your student application process to be necessary for us to take steps with a view to creating a contractual relationship with you. GCU may use your personal data to respond to your questions, provide you specific courses, services, projects, programs and/or services you select to satisfy our contractual obligations to you. You have the right: to ask us for access to, rectification or erasure of your information; to restrict processing (pending correction or deletion); to object to communications or direct marketing; and to ask for the transfer of your information electronically to a third party (data portability). Some of these rights are not automatic, and we reserve the right to discuss with you why we might not comply with a request from you to exercise them. If you wish to exercise any of your rights regarding your EU Personal Data, please email gdpr@gcu.edu. You may also file a complaint concerning your EU Personal Data Processing with the applicable EU Supervisory Authority

Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) provides federal protections for personal health information and gives patients an array of rights with respect to that information. At the same time, it permits the disclosure of personal health information needed for patient care and other important purposes. The rule specifies a series of administrative, physical and technical safeguards for covered entities to use to

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assure the confidentiality, integrity and availability of electronic protected heath information.

Student Services Departments using health records to make decisions in regard to a student's education program will safeguard these records according to FERPA provisions.

Student Access

Mobility

Individuals who reside upon and/or visit the GCU campus are responsible for their own mobility. If assistance is needed, a golf cart ride may be available based on a disability issue; however, arrangements need to be made at least 48 hours prior to the visit and are offered as a courtesy service only. Rides are based on availability of campus resources.

For disability accommodations, please contact 602-639-6342.

Recreational Transportation

To maintain the integrity of the classroom and promote a safe environment, items used for recreational transportation will not be permitted indoors. Storage racks are available outside classroom buildings for personal use, but individuals are responsible for securing their items properly. The University is not responsible for the loss, theft or damage of a device. Recreational transportation items include, but are not limited to: skateboards, inline skates, kickstand scooters, and bicycles.

Student Disability Services

Grand Canyon University (GCU) seeks to serve all of its students equally. This plan is established in order to provide all students with equal access to GCU's programs, systems and facilities.

In order to receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to Student Disability Services. To allow the University sufficient time for processing, requests should be submitted no later than two (2) weeks (10 working days) prior to the start of the course. All approved accommodation requests turned in after the course has begun will be in place as of the date the form and documentation was received by Student Disability Services. Accommodations will not be retroactive. Processing of accommodations begins after both the request form and the appropriate documentation information is received.

Students are required to complete a new accommodation request form annually based on their original approval date. Documentation for permanent disabilities will remain on file with Student Disability Services. Students that are approved for Temporary services will be asked to provide additional documentation to extend services. (Please see Temporary Accommodations Policy for more information). Students are required to notify Student Disability Services of any schedule changes that may occur during their program of study, in order to ensure that their accommodations are applied or adjusted accordingly. Students that withdraw from the University or have been suspended will need to contact Student Disability Services upon their return in order to re-establish their accommodations. Please note that the University cannot provide accommodations that are not requested.

Steps to Accommodations:

1. Complete the Accommodation Request Form
2. Supporting documentation is required for all students requesting accommodations through Student Disability Services. The documentation must be from a medical provider (such as a doctor, psychologist, psychiatrist, etc.) or from testing services (such as Wechsler Adult Intelligence Scale and other tests). The documentation should be on letterhead from the provider or service company. The documentation is kept on file in Student Disability Services for verification purposes.
3. Turn in a copy of the above items via one of the options listed below:
4. Fax - 602.589.2652 (All documents must contain the student's name and be addressed: Attn: Disabilities Coordinator)
5. Email - disabilityoffice@gcu.edu please put the students name in the subject line of the email (last, first)
6. Hand Delivery - Take requests to the Kaibab building through the Ground Advisement Team and ask for Student Disability Services.

The student is required to provide documentation that demonstrates credible assurance of a disability issue. The documentation should directly support the student's request for accommodations. The documentation must be from a medical provider (such as a doctor, psychologist, psychiatrist, etc.) or from testing services (such as Wechsler Adult Intelligence Scale and other tests). The documentation must state the specific disability and show cause for why a student's disability significantly limits their ability to complete their educational goals at GCU. The documentation should include a summary of the student's functional limitations in order for the University to determine the appropriate accommodations. The documentation is kept on file in Student Disability Services for verification purposes.

The documentation should be typed with the appropriate official signature and contact information for the associated facility for verification purposes (on official letterhead is preferred). We do NOT accept documentation that is handwritten or submitted on a prescription note. These documents are scanned into a protected part of your permanent record and therefore, must be legible and clear. Documentation can be submitted to Student Disability Services either by fax to 602-589-2652, by email to disabilityoffice@gcu.edu or they can be hand delivered to Student Disability Services at the Main Campus in Phoenix, Arizona.

Once documentation is received it will be reviewed. If the documentation provided does not meet the University's requirements it will not be accepted as the official documentation. Students will receive notice and will be asked to provide alternative supporting documentation. The documentation is kept on file in Student Disability Services for verification purposes. Students requesting additional accommodations after their initial approval may be asked to provide additional documentation.

Temporary Accommodation Policy

GCU understands that circumstances out of a student's control may occur while attending classes at the University. Temporary accommodations may be granted to students who experience an unexpected or unavoidable major medical issue such as major surgery, hospitalization, or pregnancy. Temporary accommodations may be put in place until the end of a student's current course. Depending on the supporting documentation provided, an accommodation can be extended to six months.

For consideration, to receive temporary accommodations through the University, students will utilize the Steps to Accommodations process as outlined in the University Policy Handbook. The first step is to submit an Accommodation Request Form, and the second step is to provide supporting documentation. It is important to review the documentation criteria for guidance

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regarding what documentation to provide. Documentation is required for all students requesting accommodations through the University. It is important to note that the University cannot provide accommodations that are not requested. Additionally, in general, accommodations cannot be applied retroactively.

Service Animals and Assistive Animals Policy

For the purpose of this policy, the term "accommodation animal" refers to "service animals," "emotional support animal", "assistive animals" and "necessary assistance animals" as defined by the Americans with Disabilities Act, Fair Housing Act, and other applicable laws.

Any resident student wanting an accommodation animal to live in Grand Canyon University Housing must complete the Steps to Accommodations process. Their request needs to include an explanation of the disability-related need for the animal, the types of tasks, if any; the animal is trained to perform, as well as a description of the animal, including type and the animal's name. Students who obtain approval to have an accommodation animal in University housing will be required to sign and abide by the Resident Responsibilities.

Grand Canyon University will accept, consider and make best efforts to fulfill the request for reasonable accommodations in University housing at any time. However, if the accommodation request is made after July 1st (for Fall semester) or after December 1st (for Spring semester), GCU cannot guarantee that they will be able to meet the individual's housing accommodation needs during the scheduled term of occupancy. All housing is based on availability.

The University limits this accommodation to one animal per dwelling unit in order to ensure the safety of the animals that reside on the GCU campus. With the exception of a trained service dog, the animal should not be in residence unless/until the request is approved. Please note that the approval of a request is animal-specific and is not transferable to another or different animal.

Service Animal:

Per the ADA 2010 Revised Requirements, service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. If the animal is a trained service dog trained to perform service tasks, then the student's Request for Accommodations must answer two questions:

(1) Is this a service animal that is required because of a disability?

(2) What work or tasks has the animal been trained to perform?

Therapy/Emotional Support Animals:

If the animal is not a dog, or the animal (even if a dog) is not trained to perform service tasks but is an emotional support animal, then the student needs to request a Housing Accommodation for the assistive animal through the Student Disability Services office. In this case, the student's Request must answer these two questions:

(1) Does the student (asking to live with the animal) have a disability — i.e., a physical or mental impairment that substantially limits one or more major life activities?

(2) Does the resident making the request have a disability-related need for an assistance animal?

When the disability and/or disability-related need for the animal are not readily apparent, the student will be required to also provide supporting documentation in the form of a letter from their qualified licensed provider documenting the disability and/or disability-related need for the animal as part of their ongoing care plan. Note: As outlined in the U.S. Department of Housing and Urban Development's 2020 guidance, "Some websites sell certificates, registrations, and licensing documents for assistance animals to anyone who answers certain questions or participates in a short interview and pays a fee" and these types of documents are not acceptable as supporting documentation. This type of documentation may not provide sufficient information for approval of the student's request. The appropriate medical provider should be familiar with the individual's disability and the necessity for the accommodation as part of an ongoing care plan and outlining the following:

a. Verification of the disability the animal is supporting, and
b. How the animal serves as an accommodation for the verified disability, and
c. How the need for the animal relates to the ability of the student to use and enjoy the living arrangements available through the University, and
d. The type of animal(s) for which the reasonable accommodation is sought, and
e. The letter is subject to the Documentation Criteria as outlined in the Steps to Accommodations.

Please note that Therapy/Emotional Support animals are restricted to the residence area where the student resides only. They cannot go to class or to other communal areas of the University including the Library, the Arena, sports fields, the Rec Center, Thunder Alley, Classroom buildings, Pool area, etc Emotional Support Animals can accompany their owner at eateries with outdoor seating, but pursuant to FDA Food Code: 6-501.115, they may not be seated inside, or go inside of eateries on campus.

It is strongly recommended that if a student needs short term care for their animal, they make off campus arrangements. The approved animal is restricted to the student's specific dwelling and assigned space. Due to building access rules and roommates' rights to the space, having someone come in to care for your animal not always feasible. GCU staff and fellow students (including roommates) shall not be required to provide care or feeding for any approved animal.

GCU Sponsored Travel

Individuals with approved Emotional Support Animals are not allowed to bring the ESA's with them on any GCU sponsored travel. GCU sponsored travel is for University related competition or business purposes. Since the ESA designation limits the animal to an individual's dwelling under HUD, the animal would be restricted from accompanying the individual while traveling and would have no access to the business/competition related event.

Service Dogs are permitted to travel with their owner as they provide a specific service as outlined in the Department of Justice guidance.

If traveling without your animal is an issue, please connect with Student Disability Services to explore other alternative accommodations.

Guidelines for Approved Assistive Animals Living on the Grand Canyon University Campus

The following guidelines apply to all approved disability-related accommodation animals and their students who live in GCU Housing.

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Animal Behavior

1. An Exception to the Residential Pet Policy is granted for accommodation animals provided that their behavior, noise, odor and waste do not exceed reasonable standards and that these factors do not create unreasonable disruptions for students, faculty or staff.
2. Dangerous, poisonous, and/or illegal animals are not permitted.
3. The approved accommodation animal must be contained within the private residential area (room, suite, apartment, or enclosed balcony) at all times. If the Owner is going to be absent from their assigned dwelling, it is the sole responsibility of the Owner to ensure the animal is secured (crated, kenneled, or confined). When being transported outside the private residential area, the animal must be in a carrier or controlled by leash or harness at all times (City of Phoenix Code 8-14).
4. In accordance with behavior expectations, assistive animals must remain on the ground (have 4 paws on the floor) or be carried by their owner, unless completing specific tasks to aid handler.

Animal Health and Well-Being

1. Accommodation animals must be fully and completely vaccinated per Maricopa County standards for their species and have a clean bill of health to maintain the animal's health and prevent contagious diseases. Documentation of appropriate vaccinations are due at the time the Request. Grand Canyon University reserves the right to request updated vaccination verification during the animal's residency.

All animals must have a clean bill of health from a qualified veterinarian professional in order to live in GCU Housing.

2. Animals that live on GCU's campus fall under the licensure and health requirements for Maricopa County. Proof of compliance with those rules and regulations is part of the documentation required for approval of an assistive animal. Please visit the following link for more information: http://www.maricopa.gov/pets/

3. All accommodation animals that reside on the GCU campus are required to have the appropriate GCU issued identification cards. Service Dogs that accompany non-residential students to class or other GCU events are welcomed to obtain a GCU issued identification card as well, but are not required to do so.

Animal Cleanliness

Residents are responsible for properly containing and disposing of all animal waste, including but not limited to:

1. Indoor animal waste, such as cat litter, must be placed in a sturdy plastic bag and tied securely before being disposed of in outside trash dumpsters. Litter boxes should be placed on mats so that feces and urine are not tracked onto carpeted surfaces. For example, litter boxes should be in an agreed upon spot within the student's assigned dwelling.
2. Outdoor service animal waste, such as dog feces, must be immediately retrieved by resident, placed in a plastic bag and securely tied before being disposed of in outside trash dumpsters.
3. With respect to common areas, the University reserves the right to designate specific sites indoors/outdoors for elimination of animal waste and to prohibit (even if there is immediate clean up afterwards) animal waste in any other common area. Animals are not permitted to use the synthetic turf (fake grass), including some living area courtyards. The quad lawn in front of the arena, NCAA facilities or practice fields, or Club Sports fields are prohibited.

The University utilizes a third party vendor for identification of improperly disposed of animal waste. (Please see DNA Registry Disclosure for additional details.)

Animal Cruelty and Neglect

In accordance with AR13-2910 (Cruelty to Animals; Interference with Working or Service Animals), the University outlines the following. The Owner is required to ensure the animal is well cared for at all times. Evidence of any individual (not limited to the owner) inflicting mistreatment, neglect, abuse, or threating to harm the animal may result in University disciplinary action for the responsible individual and/or potential removal of the animal. The University will report any animal abuse or neglect to the appropriate authorities, in addition to applicable disciplinary actions under the Student Code of Conduct or the appropriate respective Human Resources process.

Removal of Assistance Animal

Grand Canyon University may require the individual to remove the animal from University Housing if:

1. The animal or owner violates the standards for behavior and cleanliness as outlined in this policy and in the Resident Responsibilities.
2. The animal poses a direct threat to the health or safety of others or causes substantial property damage to University property or the property of others.
3. The animal or its presence creates an unmanageable disturbance or interference with the University community.
4. The animal does not have official approval from the Student Disability Services office to be in University Housing or on the University campus.

Removal of an animal from University property will be reviewed on a case by case basis.

Denied Requests

Requests for an assistive animal as a disability-related accommodation may be denied if granting the request would constitute an undue financial or administrative burden, or would fundamentally alter the nature of the housing option. In addition, animal accommodation requests may be denied if:

1. The specific assistance animal in question poses a direct threat to the health or safety of others that cannot be reduced or eliminated by another reasonable accommodation, or
2. The specific assistance animal in question would cause substantial physical damage to the property of others that cannot be reduced or eliminated by another reasonable accommodation. Breed, size, and weight limitations are not applicable to an assistance animal, or
3. If the individual is unwilling to accept an alternative housing placement option offered based on availability or if there are not available housing options to meet the accommodation request.

Grand Canyon University will review each Emotional Support Animal request on a case by case basis. The University may also consider if the animal's presence would force another individual from individual housing (e.g. severe allergies, fear of the animal).

Unapproved Animals

Having any animal on the GCU Campus prior to official approval may result in immediate removal of the animal from Campus property, until official approval, and may be subject to:

1. Community Service Hours
2. Monetary fines
3. Code of Conduct referral

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Resident Responsibilities

1. The student is responsible for assuring that the accommodation animal does not interfere with the routine activities of their fellow resident students or cause unreasonable difficulties for student, faculty or staff. Residential community living requires respect for the needs of residents with allergies and those who may fear animals.
2. The student is financially responsible for all consequences caused by the actions of the accommodation animal, including bodily injury or property damage which may necessitate replacement or repair of damaged furniture, carpet, drapes, or wall covering, etc. If an accommodation animal causes substantial physical damage to the property of others that cannot be reduced or eliminated by reasonable accommodation, the animal may be excluded from living in the residence.
3. The University shall have the right to bill the student's account for unmet obligations arising for damage caused by an accommodation animal.).
4. The student's place of residence may be inspected for fleas, ticks or other pests once per semester or as needed. If fleas, ticks or other pests are detected through inspection, the residence will be treated using approved fumigation methods by a university-approved pest control service.
5. The student must notify Student Disability Services in writing if the accommodation animal is no longer needed as an accommodation or is no longer in residence within 48 hours.
6. Even if the student previously obtained permission for an accommodation animal, the student must file a new request for accommodations if s/he wishes to bring in a new/different accommodation animal in substitution of the previous accommodation animal.
7. The University has the ability to relocate resident and accommodation animal as necessary provided the new site is consistent with the terms of the current contractual agreement.
8. All roommates or suitemates of the student are provided a copy of the Service Animal/Assistive Animal Policy. In the event that one or more roommates or suitemates do not consent to be housed with the animal, either the student and animal, or the non-approving roommates or suitemates if they volunteer, may have housing reassigned to a more suitable location as determined by the Student Disability Services and Housing.
9. Student agrees to continue to abide by all other residential policies. An exception to a policy that otherwise prohibits having an animal does not constitute an exception to any other policy.
10. Any violation of the above rules will be reviewed through the University's Code of Conduct and the resident will be afforded all rights of due process and appeal as outlined in that process.

DNA Registry Disclosure

As part of the University's efforts to ensure responsible animal ownership and community standards for all students, the University utilizes a third party vendor. The third party vendor is a company that specializes in DNA registry for waste management.

All dogs residing in University housing are required to complete the DNA registration upon their approval. In order to provide a DNA sample, the owner will be provided a DNA collection kit, which will be used to cheek swab the dog's mouth in the SDS office with SDS staff present. The SDS Office will then provide the materials collected to the dog registration company. The registry will be kept by Student Disability Services and only used for the purpose of identifying the perpetrator of animal waste on GCU property that is not appropriately disposed of. Failure to provide a swipe sample may result in a referral to Code of Conduct for failure to comply with a reasonable University directive.

The University pays for the registration, set up costs of the animal in the vendor's registration system, and testing of collected animal waste. Waste matching to any approved animals on campus will result in specific owners being subject to all clean-up costs, a referral to Code of Conduct and a $200 fine for failure to properly dispose of waste on campus. Owners will be provided with the test result for any positive match.

The University reserves the right to request Service Dogs that accompany commuter students or staff to campus to register their dogs if a waste problem is identified in a nonresidential area of campus

Student Driver Waiver

Students are required to acknowledge the statement below within the Student Driver Waiver document in their Student Portal.

Students may participate in both mandatory and voluntary off-site events (including classes, internships, externships, clinicals, training, student teaching, volunteer work, school events, etc). Students driving in a personal motor vehicle will be personally responsible for their travel to and from off-site events. Students waive, release, and discharge any and all claims against GCU for damages for death, personal injury, or property damage to students or others that may arise as a result of operating a motor vehicle while traveling to and from any off-site events.

University Technology Requirements

Students and faculty participating in Online and Traditional Web-Enhanced courses must have access to the following minimum hardware and software. Some programs of study at Grand Canyon University require additional technology requirements, which can be found under the Programmatic Technology Requirements section.

*We are working on optimizing our online learning system for mobile devices. Until this optimization is complete, some functions may not be fully available and system navigation may appear different on your mobile device than on your computer. Some error messages may intermittently appear about your mobile browser not being supported.

**Please note that most mobile devices, including tablets, smart phones and PDA devices, as well as many eBook reader devices, do not support eBook (PDF) files with embedded digital right management (DRM) restrictions that require connecting to a live server for authentication.

	Microsoft Windows PC Minimum
Operating System	Windows 8.1 or Windows 10
Processor Speed	Intel i5 equivalent or better
CPU Memory	8 GB or more
Internet Connection	Cable Broadband or DSL

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	Microsoft Windows PC Minimum
Internet Browser	Current version: • Internet Explorer • Mozilla Firefox • Google Chrome • Microsoft Edge
Internet Browser Configuration	• Pop-Up Blocking Disabled • JavaScript Enabled • AJAX Enabled
Java Runtime Environment	1.6.0 or higher
Hard Disk Space	256 GB Free
Audio Card	24-bit or better
A/V	Built-in or external Webcam, Speakers, microphone.
Software	• Office 365 (Word, Excel, PowerPoint, and more) • Adobe Acrobat Reader 11 or newer • An up to date anti-virus software

	Apple Macintosh Minimum
Operating System	macOS: High Sierra, Mojave, or Catalina
Processor Speed	Intel i5 equivalent or better
CPU Memory	8GB or more
Internet Connection	Cable Broadband or DSL
Internet Browser	Current version: • Safari 9 • Mozilla Firefox • Google Chrome
Internet Browser Configuration	• Pop-Up Blocking Disabled • JavaScript Enabled • AJAX Enabled
Java Runtime Environment	1.6.0 or higher
Hard Disk Space	256 GB Free
Audio Card	24-bit or better
A/V	Built-in or external Webcam, Speakers, microphone.
Software	• Office 365 (Word, Excel, PowerPoint, and more) • Adobe Acrobat Reader 11 or newer • An up to date anti-virus software

Computers and Software

The Department of Information Technology Services provides computing services at GCU. Students have free access to computers on the GCU campus. The GCU Library is outfitted with new Chromeboxes offering Internet access. Each student has an individual login that includes secured space on a server for the storage of personal files. In addition to the library Chromeboxes, wireless access is available for students with laptops.

Library Hours: https://library.gcu.edu/

Contact Information

1-800-800-9776

Location

GCU Library, Student Union

The Data Base (Computer Repair Bar)

The Data Base offers free computer repair to current GCU students and faculty. Services available: Computer clean-ups, virus removal, software installation, limited hardware repair, and password resets for student/faculty portal and email.

Hours of Operation

Monday – Friday:	8:00am – 8:00pm
Saturday:	8:00am – 5:00PM
Sunday:	12:00pm – 6:00pm

Contact Information

(602) 639-7700

helpdesk@gcu.edu

Location

2nd floor of Student Union

GCU Accessibility Standards

Grand Canyon University is committed to providing accessible website content and functionality. "Accessible" means that regardless of any visual impairment, an individual is able to independently access and utilize GCU's websites to obtain information and services offered by the University. It is GCU's goal that all students, faculty and staff are able to use the same web services with equivalent ease of use.

In order to achieve this goal, GCU has adopted the following standards for new web development:

1. GCU websites will be designed and developed to be compatible with screen reader software.
2. All website functionality will be accessible through keyboard commands.
3. Site navigation will be arranged so that a user can progress logically from start to finish through the site content.
4. Web sites will be designed to permit screen readers to skip repetitive navigation menus.
5. Frames will be titled with text to allow navigation and identification.
6. Data tables will include identified row and column headers.
7. Multimedia elements will have text alternatives provided.
8. Descriptive text elements will be included for all non-text elements of the page that relate to the page content and functions.
9. Alt tags will be included for pages that contain images.
10. All videos will be closed-captioned and a descriptive text transcript will be made available for blind users.
11. All audio content will include transcripts.
12. All form controls must be labeled.
13. Elements that expand / collapse must be labeled to announce change to the screen reader.
14. If a timed response is required, the user must be alerted and given a method to request more time.
15. All elements must be visible in high contrast mode (Windows).

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16. Any information conveyed by color will also be available without the use of color.
17. All pages will be understandable without their associated style sheet.
18. All elements will be designed to avoid causing a screen flicker in the frequency range of 2Hz to 55Hz, inclusive. If a video is unable to meet these standards due to content, a warning label will be included.
19. GCU will use tools provided by W3C to scan new websites and attempt to resolve accessibility suggestions before the website is made available.

In addition to the above standards, GCU offers Technical Support for individuals to work in a one-on-one basis to assist with navigation of a GCU website. Individuals requiring assistance can contact Technical Support or Student Disability Services for assistance.

Programmatic Technology Requirements

Students and faculty participating in the programs below must have access to the following minimum computer hardware and software.

Colangelo College of Business

Bachelor of Science in Business Analytics, Bachelor of Science in Applied Business Analytics, Bachelor of Science in Business Information Systems, Bachelor of Science in Applied Business Information Systems, Master of Science in Business Analytics

In addition to the University Technology Requirements for general education course software requirements, students must have access to the following computer hardware and software minimum requirements:

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 8.1 or Windows 10
CPU Speed	Intel Core i7 with 4 cores, min. 2.8GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Drive Storage	512GB HD, upgradable later to 1 TB
Screen	15” or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	USB 3.0, HDMI
Software (Free)	• Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) • Visual Studio via Microsoft Imagine (Instructor will advise students the version required) • Don Ho Notepad++ editor
Service Plan (optional)	3-4 years including accidental damage (recommended)

Laptop	Apple Macintosh Minimum
Operating System	macOS: High Sierra, Mojave, or Catalina
CPU Speed	Intel Core i7 with 4 cores, min 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Drive Storage	512GB SSD, upgradable later to 1 TB
Screen	15” or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor cables for USB 3.0 and HDMI
Software (Free)	• Microsoft Windows 10 through Parallels (via Microsoft Imagine) or Bootcamp • Visual Studio via Microsoft Imagine (Instructor will advise students the version required) • Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) • Bare Bones TextWrangler editor
Service Plan (optional)	3-4 years Apple Care+ (recommended)

College of Arts and Media

Bachelor of Arts in Advertising and Public Relations with an Emphasis in Advertising Design

Advertising and Public Relations with an Emphasis in Advertising Design majors must have access to the following computer hardware and software:

	All Students
Software	• Subscription to Adobe Creative cloud - Paid monthly by student • Microsoft Office (free to students)
Peripherals	• Mouse • Graphics Tablet (Wacom Intuos, size choice is up to the student)(optional)

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 8.1
CPU Speed	Intel Core i7 Extreme with 6 cores 2.6 GHz
RAM memory	16GB
Hard Drive Storage	512GB SSD for back-ups
Screen	16” Ultra HD resolution WLED, contrast 600:1 (for games 1000:1 recommended)
Built-in AV	Built-in AV
Service Plan (optional)	3-4 years including accidental damage

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Laptop	Apple Macintosh Minimum
Operating System	macOS: High Sierra, Mojave or Catalina
CPU Speed	Intel Core i7 Quad-core 2.2 GHz
RAM memory	16GB
Hard Drive Storage	512GB for back ups
Screen	15” Retina Display
Built-in AV	Webcam, Speakers
Service Plan (optional)	3-4 years Apple Care+

Bachelor of Arts in Digital Film (Nontraditional Only)

Digital Film majors must have access to the following computer hardware and software:

	All Students
Software – Screenwriting Students	• Final Draft • Celtix • Fade In
Software - Production	• Subscription to the Adobe Creative Cloud, paid monthly by the student, to include Adobe Premier, After Effects, Audition. • DaVinci Resolve 16 (free or paid version)
Camera & Tripod	All Digital Film Majors are required to have a camera and a tripod. The camera must be able to manually adjust the aperture, shutter speed, frame rate, white balance, and ISO/Gain. Two models we recommend are listed here. Only one 18-55 lens is required. DSLR cameras that take video are recommended as well as Prosumer level video camera like (Canon C100, Sony FS100, or Blackmagic Cinema Camera).
Lighting	Lighting needs are practical lamps and foam core bounce cards.

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 10 (64-bit) minimum: build:1803 recommended build:1809 or later
CPU Speed	Intel 7th generation or newer or AMD equivalent
RAM memory	16GB for HD Media; 32GB or more for 4k media
Hard Drive Storage	1TB SSD or 512GB SSD upgradable later to 1TB
Screen	16” Ultra HD resolution WLED, contrast 600:1 (for games 1000:1 recommended)
Wireless	Wi-Fi, Bluetooth
Networking	Firewire, USB3.0, HDMI

Laptop	Microsoft Windows PC Minimum
Service Plan (optional insurance available at time of purchase from computer manufacturer)	3-4 years including accidental damage

Laptop	Apple Macintosh Minimum
Operating System	macOS v10.13 or later
CPU Speed	Intel 7th generation or newer – Or AMD Equivalent
RAM memory	32GB or 16 GB with capability to expand later to 32GB (2Ghz speed)
Hard Drive Storage	1TB SSD or 512GB SSD upgradable later to 1TB
Screen	15” Retina Display
Wireless	Wi-Fi, Bluetooth
Networking	Thunderbolt, USB 3.0, HDMI
Service Plan *(recommended)*	3-4 years Apple Care+

Bachelor of Arts in Digital Design

Bachelor of Arts in Advertising and Graphic Design

Bachelor of Arts in Social Media

All Digital Design majors with an emphasis in Web Design or Animation and Advertising and Graphic Design majors must have access to the following computer hardware and software:

	All Students
Software – Web Emphases Advertising and Graphics	• Active subscription to Adobe Creative cloud - Paid monthly by the student • Basecamp – Free project management software • FIGMA – Free prototyping software • Web Domain and Hosting service – Identified in class • After Effects plug-ins – Identified in class
Software – Animation Students	• Active subscription to Adobe Creative cloud, paid monthly by the student • Basecamp – Free project management software • Maya Student download – Free for students for 3 years. Access in 3D class (http://www.autodesk.com/education/free-software/maya) • Additional Maya plug-ins – Identified in class • AfterEffects plug-ins – Identified in class

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	All Students	
Software & Perpherals – Social Media	• Active subscription to Adobe Creative cloud - Paid monthly by the student • Basecamp – Free project management software • Additional software, primarily phone apps, will be identified in class • Students must have a current smartphone with a camera. If purchased within the past 3 years, it will be sufficient • A cell-phone gimbal will be required, but identified within the first DSM course. • A variety of cell phone apps will be required throughout the degree. Additional cell-phone lenses and tools will be introduced throughout the degree program of study.	
Peripherals	• 3 Button Mouse • Back-up drive, either cloud or plug-in • Graphics tablet such as Wacome or iPad are optional	
Camera & Tripod	Design students should have a camera, They are required if you take the photography classes. The camera must be able to manually adjust the aperture, shutter speed, frame rate, white balance and ISO/Gain. DSLR cameras that take video are recommended.	
	Cannon	Nikon
	EOS Rebel T3i or equivalent	Nikon D3200, D3300 or equivalent
Laptop	Microsoft Windows PC Minimum	
Operating System	Windows 10 (64-bit) minimum: build:1803 recommended build:1809 or later	
CPU Speed	Intel 7th generation or newer – Or AMD equivalent	
RAM memory	16GB minimum 64GB preferred	
Hard Drive Storage	1TB or more	
Graphics Card	NVIDIA GeForce GT or GTX	
Screen	15” minimum 1920x1080 or greater	
Wireless	Wi-Fi, Bluetooth	
Networking	Firewire, USB3.0, HDMI	
Built-in AV	Webcam, Speakers	
Service Plan (optional insurance available at time of purchase from computer manufacturer)	3-4 years including accidental damage	

Laptop	Apple Macintosh Minimum
Operating System	macOS v10.13 or later
CPU Speed	*Most recently available – Newer modesl will have Apple M1 chips. Minimum: Intel Core i7 2.3Ghz
RAM memory	16GB preferred
Hard Drive Storage	1TB
Graphics Card	Apple M1 integrated graphics
Screen	13.3” minimum 2560x1600
Wireless	Wi-Fi, Bluetooth
Networking	Thunderbolt, USB 3.0, HDMI
Built-in AV	Webcam, Speakers
Service Plan (optional insurance available at time of purchase from computer manufacturer)	3-4 years Apple Care+

Bachelor of Arts in Music

Bachelor of Arts in Music Education

Bachelor of Arts in Music and Bachelor of Arts in Music Education majors, all emphases, must have access to the following computer hardware and software. Please note, in order to be successful in their coursework, access to these minimums is essential. Additionally, a laptop is required, as the computer will be utilized within the classroom for completion of curriculum:

	All Students – Microsoft Windows PC
Operating System	8.1 (64 bit), or Windows 10 (64 bit). (Windows 10 is recommended).
Processor	Intel i5 processor or equivalent/better.
CPU memory	4GB (8GB+ recommended) of RAM or more
Wireless	Wi-Fi enabled
Hard Drive Storage	256 GB+ free
Screen	• 1280x800 display
Graphics Card	• Integrated, 24-bit or better
AV	Built-in or external Webcam, speakers, microphone
Connectivity	USB 2.0+, VGA, and HDMI (adapters OK)

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	All Students – Microsoft Windows PC
Software	• Finale • Microsoft Office 365 (Word, Excel, Powerpoint) • Windows Media player 12 or newer • Adobe Acrobat reader 11 or newer • Up to date anti-virus software • Focusrite Interface Drivers (free) Auralia/Musition 6 (integrated into course fee)
Service Plan (optional)	3-4 years including accidental damage. Available at time of purchase from computer manufacturer.

	All Students – Apple Macintosh
Operating System	macOS: High Sierra, Mojave, or Catalina
Processor	Intel i5 processor or better.
CPU memory	8 GB or more
Wireless	Wi-Fi enabled
Hard Drive Storage	256 GB+ free
Screen	• 1280x800 display
Graphics Card	• Integrated, 24-bit or better
AV	Built-in or external Webcam, speakers, microphone
Connectivity	USB 2.0+, VGA, and HDMI (adapters OK)
Software	• Finale • Ableton Live • Focusrite interface Drivers (Free) • Auralia/Musition 6 (integrated in course fee) • Microsoft Office 365 (Word, Excel, PowerPoint) • Adobe Acrobat Reader 11 or newer • An updated anti-virus software
Service Plan (optional)	3-4 years Apple Care +

College of Nursing and Health Care Professions

In addition to the University technology requirements, students enrolled in the APRN programs must have access to a laptop.

GCU Pre-licensure BSN program requires all students in the clinical portion of the program to own a laptop computer. Chromebooks are not recommended. The minimum hard and software requirements will follow the University Technology Requirements policy in the University Policy Handbook.

Students will be required to perform all necessary updates to their devices prior to any testing event.

	APRN Students
Software	• ProctorU Auto • ProctorU Live+ • Log Me In Rescue
Hardware	Laptop • Microsoft Windows 8.1 or later. Or Apple macOS High Sierra, Mojave, or Catalina
Audio Visual	• Webcam, Speakers

College of Science, Engineering, and Technology

All Engineering Programs

Laptop	Microsoft Windows PC 15” Minimum
Operating System	Windows 10 Professional or Academic Edition (Home Edition is not supported)
CPU/Processor Speed	Intel Core i7 or i9 or AMD Ryzen 5, 7 or 9 (ARM processors are not supported)
RAM Memory	16GB with capability to expand later to 32GB
Hard Disk	Solid State Drive 512 GB or larger
Networking	Wi-Fi (802.11AC), Ethernet
Graphics Card	Discrete Graphics: Nvidia GeForce; Nvidia Quadro preferred
Peripherals	Wireless Mouse
Service Plan (recommended)	4 years including accidental damage

Laptop	Macbook Pro 15” Minimum
Operating System	Latest version of MacOS*
CPU/Processor Speed	Intel Core i7 or i9 (Apple M series not supported)
RAM memory	16GB with capability to expand later to 32GB
Hard Disk	512GB or larger
Networking	Wi-Fi (802.11AC), Ethernet Adaptor (USB-C to Gigabit Ethernet)
Graphics Card	Descrete Graphics: Radeon Pro

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Laptop	Macbook Pro 15” Minimum
Peripherals	Wireless Mouse
Service Plan (recommended)	Apple Care +

Required Software

Biomedical Engineering | Mechanical Engineering | Engineering | Engineering with an Emphasis in Robotics | Engineering with an Emphasis in Project Management | Mechanical Engineering Technology

- Matlab/Simulink, SolidWorks and Labview/Multisim.

Electrical Engineering | Electrical Engineering Technology

- Matlab/Simulink, Labview/Multisim, PSPICE, OrCad and Visual Studio

Bachelor of Science in Computer Science

All Computer Science majors must have access to the following computer hardware and software:

Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 or better
CPU Speed	Intel Core i7 with 4 cores, 2.8 GHz
RAM memory	16GB or greater (2 GHz speed)
Hard Disk Storage	512GB HD or SSD, upgradable later to 1 TB
Screen	15” or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	USB 3.0, HDMI
Software (Free)	• Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) • Visual Studio via Microsoft Imagine (Instructor will advise students the version required) • Don Ho Notepad++ editor • Jetbrains CLion • Cygwin • Larus QT-SPIM • RStudio and FOAS RStudio Desktop Open Source Edition • Lexxmark WinFlex-Bison (required in last semester)
Software (Additional Charge)	• None
Service Plan *(recommended)*	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	Latest macOS

Laptop (No Tablets)	Microsoft Windows PC Minimum
CPU Speed	Intel Core i7 with 4 cores, min 2.8 GHz
RAM memory	16GB or greater (2 GHz speed)
Hard Disk Storage	512GB GB SSD, upgradable later to 1 TB
Screen	15” or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor cables for USB 3.0 and HDMI
Software (Free)	• Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) • Bare Bones TextWrangler editor • GNU Bison-Unix (required in last semester) • Jetbrains CLion • GNU Flex-Unix (required in last semester) • Larus QT-SPIM • RStudio and FOAS RStudio Desktop Open Source Edition • Apple Xcode
Software (Additional Charge)	• None
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Science in Cybersecurity

Master of Science in Cybersecurity

All Cybersecurity majors must have access to the following computer hardware and software:

Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 or better
CPU Speed	Intel Core i7 with 4 cores, 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Disk Storage	512GB HD or SSD, upgradable later to 1 TB
Screen	15” or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	USB 3.0, HDMI
Software (Free)	• VMware Workstation • Media Computation Jython Environment for students • Kali Linux • NMAP Nmap and Zenmap • Cisco Packet Tracer • WIRESHARK Wireshark network protocol analyzer

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Laptop (No Tablets)	Microsoft Windows PC Minimum
Software (Additional Charge)	• Amazon Web Service
Service Plan *(recommended)*	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	Latest macOS
CPU Speed	Intel Core i7 with 4 cores, min 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Disk Storage	512GB GB SSD, upgradable later to 1 TB
Screen	15” or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor cables for USB 3.0 and HDMI
Software (Free)	• VMware Fusion • Media Computation Jython Environment for students • Kali Linux • NMAP Nmap and Zenmap • Cisco Packet Tracer • WIRESHARK Wireshark network protocol analyzer
Software (Additional Charge)	• Amazon Web Services

Bachelor of Science in Information Technology

Bachelor of Science in Applied Technology

All Information Technology majors must have access to the following computer hardware and software:

Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 or better
CPU Speed	Intel Core i7 with 4 cores, 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Disk Storage	512GB HD, upgradable later to 1 TB
Screen	15” or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	USB 3.0, HDMI

Laptop (No Tablets)	Microsoft Windows PC Minimum
Software (Free)	• VMware Workstation • Media Computation Jython Environment for Students • Kali Linux • NMAP Nmap and Zenmap • Cisco Packet Tracer • WIRESHARK Wireshark network protocol analyzer
Software (Additional Charge)	• Amazon Web Services
Service Plan *(recommended)*	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	Latest macOS
CPU Speed	Intel Core i7 with 4 cores, min 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Disk Storage	512GB GB SSD, upgradable later to 1 TB
Screen	15” or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor cables for USB 3.0 and HDMI
Software (Free)	• VMware Fusion • Media Computation Jython Environment for Students • Kali Linux • NMAP Nmap and Zenmap • Cisco Packet Tracer • WIRESHARK Wireshark network protocol analyzer
Software (Additional Charge)	• Amazon Web Services
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Science in Software Development

All majors in the Bachelor of Science in Software Development program must have access to the following computer hardware and software:

Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 or later
CPU Speed	Intel Core i7 with 4 cores, min. 2.8 GHz

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Laptop (No Tablets)	Microsoft Windows PC Minimum
RAM memory	16GB with capability to expand later to 32GB (2Ghz speed)
Hard Disk Storage	512GB HD, upgradable later to 1 TB
Screen	15” or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	USB3.0, HDMI
Software (Free)	• Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) • Visual Studio via Microsoft Imagine (Instructor will advise students the version required) • Don Ho Notepad++ editor
Software (Additional Charge)	• Amazon Web Services • Web Hosting (e.g. Bluehost, HostGator, etc.)
Service Plan *(recommended)*	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	Latest macOS
CPU Speed	Intel Core i7 with 4 cores, min. 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Disk Storage	512GB SSD, upgradable later to 1 TB
Screen	15” or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor cables for USB 3.0 and HDMI
Software (Free)	• Microsoft Windows 10 through Parallels (via Microsoft Imagine) or Bootcamp • Visual Studio via Microsoft Imagine (Instructor will advise students the version required) • Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) • Bare Bones TextWrangler Editor
Software (Additional Charge)	• Amazon Web Services • Web Hosting (e.g. Bluehost, Host Gator, etc.)
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Science in Software Engineering

Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 or better
CPU Speed	Intel Core i7 with 4 cores, min. 2.8 GHz
RAM memory	16GB or greater (2 Ghz speed)
Hard Disk Storage	512GB SSD or higher
Screen	15” or larger
Wireless	Wi-Fi, Bluetooth, Webcam/Mic
Peripherals	Adaptors/Cables for USB3.0, HDMI
Software (Free)	• Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) • Visual Studio via Microsoft Imagine (Instructor will advise students the version required) • Eclipse (Latest Version) • Don Ho Notepad++ editor • Intel Quartus Prime Software
Software (Additional Charge)	• Amazon Web Services • Web Hosting (e.g. Bluehost, HostGator, etc.)
Service Plan *(recommended)*	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	macOS High Sierra, Mojave, Catalina
CPU Speed	Intel Core i7 with 4 cores, min. 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Disk Storage	512GB SSD, upgradable later to 1 TB
Screen	15” or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor/Cables for USB 3.0 and HDMI
Software (Free)	• Visual Studio via Microsoft Imagine (Instructor will advise students the version required) • Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) • Bare Bones TextWrangler Editor • Antivirus+ malware protection • Single-Board Computer (details will be provided in relevant courses)
Embedded Systems Hardware (Additional Charge)	• Terasic DE10-Standard Development Kit with Cyclone V SoC FPGA • Edimax N150 Wi-Fi Nano USB Adapter • 16GB SD card

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Master of Science in Data Science

Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 Professional or Academic Edition (not Home Edition), with an Ubuntu Linux Partition (or dual boot or virtual machine)
CPU/Processor Speed	Intel Core i7 with 4 cores 3.3 GHz or higher
RAM memory	16GB with capability to expand later to 32GB
Hard Drive Storage	1TB SSD (preferred) or 512GB SSD
Wireless	Wi-Fi, Bluetooth
Built-in AV	Webcam, Speakers, built-in microphone
Software	• Linux to make computer dual boot for Windows and Linux • Microsoft Word, Excel, and PowerPoint • Python 3.6 or Later • NumPy • PyCharm • R, R. Studio • Scikit-Learn, Matplotlib, Pandas • NLTK, Tensorflow • Dplyr, Data.table, DataTables • Ggplot2, Ggvis, Gbm • Ploty, RandomForest, Xgboost • markdown, kintr, shiny • Antivirus + malware protection
Service Plan *(recommended)*	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	macOS High Sierra, Mojave, Catalina
CPU/Processor Speed	Intel Core i7 Quad-core 3.3 GHz or higher
RAM memory	32GB (if available) or 16GB
Hard Drive Storage	1TB SSD (preferred) or 512GB SSD
Wireless	Wi-Fi, Bluetooth
Built-in AV	Webcam, Speakers

Laptop (No Tablets)	Microsoft Windows PC Minimum
Software	• Linux to make computer dual boot for Windows and Linux • Microsoft Word, Excel, and PowerPoint • Python 3.6 or Later • NumPy • PyCharm • R, R. Studio • Scikit-Learn, Matplotlib, Pandas • NLTK, Tensorflow • Dplyr, Data.table, DataTables • Ggplot2, Ggvis, Gbm • Ploty, RandomForest, Xgboost • markdown, kintr, shiny • Antivirus + malware protection
Service Plan (recommended)	3-4 years including accidental damage

Master of Science in Computer Science

Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 Professional or Academic Edition (not Home Edition), with an Ubuntu Linux Partition (or dual boot or virtual machine)
CPU/Processor Speed	Intel Core i7 with 4 cores 3.3 GHz or higher
RAM memory	32GB or 16GB with capability to expand later to 32GB
Hard Drive Storage	512GB SSD or higher
Wireless	Wi-Fi, Bluetooth
Built-in AV	Webcam, Speakers, built-in microphone
Software	• Linux to make computer dual boot for Windows and Linux • Microsoft Word, Excel, and PowerPoint • Microsoft Visual Studio • Eclipse Oxygen (or newer) • C Compiler • PyCharm • R, R Studio • Python 3.6 or higher • Frame Works: Open MP, MPI • Antivirus + malware protection • Single-Board Computer (details will be provided in relevant courses)
Service Plan *(recommended)*	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	macOS High Sierra, Mojave, Catalina
CPU/Processor Speed	Intel Core i7 Quad-core 3.3 GHz or higher

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Laptop (No Tablets)	Microsoft Windows PC Minimum
RAM memory	16GB or higher
Hard Drive Storage	1TB SSD or 512GB SSD upgradable later to 1TB
Wireless	Wi-Fi_33, Bluetooth
Built-in AV	Webcam, Speakers
Software	• Choose 1 of 2 Options: Install Windows to make computer dual-boot MAC OS/Windows (FREE via BootCAmp) Install virtualization software (VMware, Parallels, VirtualBox, etc.) and install Windows 10 OS on top • Microsoft Word, Excel, and PowerPoint • Microsoft Visual Studio (on Windows) • Eclipse Oxygen (or newer) • C Compiler • PyCharm • R, R Studio • Python • Frame Works: Open MP, MPI, CUDA • Antivirus + malware protection • Single-Board Computer (details will be provided in relevant courses)
Service Plan (recommended)	3-4 years Apple Care+

College of Theology

Bachelor of Arts in Worship Arts with an Emphasis in Digital Media

All majors in the Bachelor of Worship Arts with an emphasis in Digital Design program are required to have a PC or Mac laptop computer and the appropriate software. When selecting a laptop, students may choose from a variety of makes and models provided that the laptop meets the following technical specifications:

	All Students
Software – Worship Arts Production	• Finale or any DAW (Digital Audio Workstation) • Vectorworks • Subscription to Adobe Creative cloud • Will be required by instructor for purchase in semester-long increments during particular courses
Peripherals	• Mouse • External storage – 16 GB USB drive

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 10 or better
CPU Speed	Intel Core 2 Duo 2.0GHz processor or better
RAM memory	4 GB minimum, 8 GB (or more) recommended
Hard Drive Storage	8 GB - 16 GB hard drive space recommended
Software	• Finale or any DAW (Digital Audio Workstation) • Vectorworks • Adobe Creative Cloud ○ Will be required by instructor for purchase in semester-long increments during particular courses
Ports	2 available USB port
Service Plan (recommended)	3-4 years including accidental damage

Laptop	Apple Macintosh Minimum
Operating System	Latest macOS
CPU Speed	Intel Core 2 Duo 2.0 GHz processor or better
RAM memory	8 GB RAM Required
Hard Drive Storage	8GB - 16 GB hard drive space
Software	• Finale, Garageband, or any DAW (Digital Audio Workstation) • Vectorworks • Adobe Creative Cloud ○ Will be required by instructor for purchase in semester-long increments during particular courses
Ports	2 available USB port
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry

All majors in the Bachelor of Worship Arts with an emphasis in Worship Ministry program are required to have PC or Mac laptop computer and the appropriate software. Please note that in order to be successful within this program, meeting these technological requirements will be vital. When selecting a laptop, students may choose from a variety of makes and models provided that the laptop meets the following technical specifications:

	All Students
Software – Worship Arts Worship Ministry	• Finale • Auralia and Musition Cloud Software – (Paid Subscription – Specified courses only) • Noteflight Learn Software – (Paid Subscription – Specified courses only) • Focusrite Interface Drivers – (Free)
Peripherals	• Mouse • External storage – 16 GB USB drive

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Laptop	Microsoft Windows PC Minimum
Operating System	Windows 8.1 (64 bit), or Windows 10 (64 bit). (Windows 10 is recommended)
Processor	Intel i5 processor, or equivalent/better.
CPU memory (RAM)	4GB (8GB+ recommended)
Hard Drive Storage	256GB+
Screen	1280x800 display
Graphics Card	Integrated
Sound Card	Integrated
Wireless	Wi-Fi enabled
Connectivity	USB 2.0+, VGA, and HDMI (adapters OK)
Service Plan (optional)	3-4 years including accidental damage. Available at time of purchase from computer manufacturer

Laptop	Apple Macintosh Minimum
Operating System	Latest macOS
Processor	Intel i5 processor, or equivalent/better
CPU memory (RAM)	4GB (8GB+ recommended)
Hard Drive Storage	256GB+
Screen	• 1280x800 display
Graphics Card	Integrated
Sound Card	Integrated
Wireless	Wi-Fi enabled
Connectivity	USB 2.0+, VGA, and HDMI (adapters OK)
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Arts in Worship Arts with an Emphasis in Media and Production

All majors in the Bachelor of Worship Arts with an emphasis in Media and Production program are required to have a PC or Mac laptop computer and the appropriate software. Please note that in order to be successful within this program, meeting these technological requirements will be vital. When selecting a laptop, students may choose from a variety of makes and models provided that the laptop meets the following technical specifications:

	All Students
Software – Worship Arts Media Production	• Finale • SketchUp – (Free) • iLok Smart Key • DaVinci Resolve – (Free) • Planning Center Online – (Free) • SongSelect – (Free) • Focusrite Interface Drivers – (Free)
Peripherals	• Mouse • External storage – 16 GB USB drive

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 8.1 (64 bit), or Windows 10 (64 bit). (Windows 10 is recommended)
Processor	Intel i5 processor, or equivalent/better.
CPU memory (RAM)	8GB (16GB+ recommended)
Hard Drive Storage	500GB+
Screen	1280x800 display (1920x1080 or larger recommended)
Graphics Card	NVIDIA GeForce® GTX 970 / AMD Radeon™ R9 290 / Intel® HD Graphics 5000 equivalent or greater; Current public GPU driver—a recent driver is required
Sound Card	Sound card compatible with ASIO protocol or Microsoft Windows Driver Model
Wireless	Wi-Fi, Bluetooth
Connectivity	Firewire, USB3.0, VGA, and HDMI (adapters OK)
Service Plan (optional)	3-4 years including accidental damage. Available at time of purchase from computer manufacturer

Bachelor of Arts in Worship Arts with an Emphasis in Worship Production

All majors in the Bachelor of Worship Arts with an emphasis in Worship Production program are required to have a PC or Mac laptop computer and the appropriate software. When selecting a laptop, students may choose from a variety of makes and models provided that the laptop meets the following technical specifications:

	All Students
Software – Worship Arts Production	• Subscription to Adobe Creative cloud • Finale
Peripherals	• Mouse • External storage – 16 GB USB drive

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Laptop	Microsoft Windows PC Minimum
Operating System	Windows 8.1 or Windows 10 (recommended)
CPU Speed	Intel Core 2 Duo 2.0GHz processor or better
RAM memory	4 GB minimum, 8 GB (or more) recommended
Hard Drive Storage	8 GB - 16 GB hard drive space recommended
Software	• Finale or any DAW (Digital Audio Workstation) • Vectorworks • Adobe Creative Cloud ○ Will be required by instructor for purchase in semester long increments during particular courses
Ports	2 available USB port
Service Plan (recommended)	3-4 years including accidental damage

Laptop	Apple Macintosh Minimum
Operating System	Latest macOS
CPU Speed	Intel Core 2 Duo 2.0 GHz processor or better
RAM memory	8 GB RAM Required
Hard Drive Storage	8GB - 16 GB hard drive space
Software	• Finale, Garageband or any DAW (Digital Audio Workstation) • Vectorworks • Adobe Creative Cloud ○ Will be required by instructor for purchase in semester long increments during particular courses
Ports	2 available USB port
Service Plan (recommended)	3-4 years Apple Care+

All Graduate Programs

All Undergraduate Christian Studies Programs

All graduate and undergraduate Christian Studies students in the College of Theology are required to have a PC or Mac computer, a viable internet connection, and the appropriate hardware and software for required use of BONGO at various points within each program of study. When selecting a computer, students may choose from a variety of makes, models, and accessories provided that the computer meets the following technical specifications:

	All Students
BONGO	https://bongolearn.zendesk.com/hc/en-us/articles/360003760493-Basic-System-Requirements-
Software	Computers must have a current version of Adobe Flash. Students should visit http://get.adobe.com/flashplayer/ to check their Flash version and update if needed. If a student is using a Mac, check Flash settings to ensure Flash is allowed to work. All new Mac computers are defaulted to restrict Flash so one must change the settings before BONGO will work. Follow the steps on the Flash Tutorial for Mac article for help with Mac settings. If video editing is necessary to reduce the size or trim the starting or ending point, students may elect to use a standard program like Microsoft Movie Maker or iMovie. These programs should be on most computers or can be added easily.
Other Hardware	Students must have a webcam and microphone available with their computers. Most computers have 'built in' webcams and mics, and if not they can be purchased at minimal cost and added to a computer. Review current computer documentation to find the system settings for mic level and control of the webcam. Students may also use an external video camera or smart phone to record video for some assignment types. If using an external video camera, students need to be familiar with its record function and process for moving the video files from the camera to the computer for upload. Recording in medium to low quality settings is preferred. High definition video is not required and will only increase the size of the file and require further editing.

Intellectual Property Rights

The Digital Millennium Copyright Act (DMCA) amends federal copyright law to provide certain liability protections for online service providers, when their computer systems or networks carry materials that violate (infringe) copyright law. To qualify for liability protection, the University is required to have a policy under which the computer accounts of users will be terminated if they repeatedly infringe the copyrighted works of others.

The objectives of this policy are to minimize liability while also providing support for the activities of students, faculty, and staff. In the context of copyright and other intellectual property, this means that the Chief Information Officer should be advised as soon as possible of any suspected infringement. The Chief Information Officer will work with the University content provider to establish any defenses. However, if there is inadequate information to provide a defense, or it appears that no defense exists, the best route to minimize University damages will be prompt removal of the allegedly infringing material.

Policy Statement

Compliance with federal copyright law is expected of all students, faculty, and staff at Grand Canyon University. "Copyright" is legal protection for creative intellectual works,

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which is broadly interpreted to cover just about any expression of an idea. Text (including e-mail and Web information), graphics, art, photographs, music, and software are examples of types of works protected by copyright. The creator of the work, or sometimes the person who hired the creator, is the initial copyright owner.

Students may "use" all or part of a copyrighted work only if (a) they have the copyright owner's permission (in writing—either e-mail or letter), or (b) they qualify for a legal defense (the most common defense is called "fair use"). "Use" of a work is defined for copyright purposes as copying, distributing, making derivative works, publicly displaying, or publicly performing the work.

Copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information. Even an innocent, unintentional infringement violates the law. Violations of copyright law that occur on or over the University's networks or other computer resources may create liability for the University as well as the computer user. Accordingly, repeat infringers are subject to the appropriate disciplinary review procedures as set forth in the disciplinary policies for students, faculty or staff. Violations of law may also be referred for criminal or civil prosecution.

The University has a legal duty to ensure that official Web sites, official e-mail, and other official communications and expressions do not violate the intellectual property rights of third parties. The most common intellectual property rights found on the Internet involve copyright and trademark/service marks.

"Official" Web sites and communications include those that are funded or otherwise sponsored by the University for a University purpose, or which are created by an employee or agent of the University who is acting within the authorized scope of employment or agency on behalf of the University (e.g., posting Canyon Connect on the web for educational use of enrolled students).

Removal of official University content, especially Canyon Connect, can be harmful to academic freedom, to teaching effectiveness, and to the University's educational mission. Therefore, faculty and staff are encouraged to secure copyright permission, a license, or a legal basis for use of someone else's intellectual property, before using the material.

Procedures

A Notice and Counter Notice for material that may infringe on Intellectual Property Rights:

Notice: A copyright owner, or person acting for the owner, must provide the University's designated agent, the Chief General Council, with written notice that information residing on the University's computer systems or networks is an infringement of the copyright. The notice requirement also applies to information in system cache and to information location tools (e.g., hypertext links) that infringe copyright.

If a person working for the University has independent knowledge of a copyright violation on a University computer system or network, the University may have a duty to remove the infringing material. This is true even if there is no "notice" from the copyright owner and this person should report the violation to the General Council as soon as possible.

The University has "notice" of possible infringement when a third party advises a University official that there is an infringement, or when it appears to a University official that material is likely to be infringing based on the circumstances (e.g., copies of nationally syndicated cartoons appear on a University Web site without any statement of copyright permission).

When the University has notice of a possible intellectual property infringement in official University-provided content, it will in good faith:

- Attempt to establish who truly owns the copyright (or other intellectual property) through consultation with the author of the University content and the party claiming ownership.
- Attempt to determine if any legal defense (e.g., "fair use") exists to allow the material to be used by the University.
- Attempt to negotiate a permission or settlement if it appears that the content is infringing or if it appears that settlement is preferable to litigating an unclear claim. If permission or settlement is not feasible and it appears that the material is infringing, the University will promptly remove the material and the designated agent will notify the computer user and the person who complained of infringement.
- When copyright ownership is clear and sharing of the copyrighted material on the University's network appears to violate the law, the University will take appropriate, interim actions to discontinue sharing of the copyrighted materials on the University's network.
- Determine if any disciplinary action is appropriate against the person who posted infringing content. In the case of repeated infringement or bad faith infringement, disciplinary action may include suspension or termination of computing privileges, disciplinary review, termination of employment, and/or legal action.

Network Use

To assure reliable operation of the Grand Canyon University computer network in a manner compliant with all applicable federal, state, and local laws and regulations, the Information Technology Services department enforces each of the policies listed below. All network users must agree to abide by these policies. Use of the network or any portion thereof for any purpose implies such consent.

Network Goals and Priorities

The Grand Canyon University Information Technology Services department operates and maintains the computer network for the purpose of facilitating the timely transfer of digital information relevant to and essential for the research and educational activities of Grand Canyon University. In particular, the network is intended to enable information transfer among students, faculty, staff and administrators as necessary to observe the following goals:

- To facilitate student and faculty research;
- To enable access to published literature relevant to teaching and research efforts at Grand Canyon University;
- To allow the receipt and transmission of electronic mail both within the campus and between the campus and off-campus institutions and individuals; and
- To provide access to Internet-based information resources of value to teaching and research efforts at Grand Canyon University.

For all students, faculty, and administrators of Grand Canyon University Information Technology Services, all networking activities not directly related to one of the above goals are considered to be of secondary importance and should not impede or interfere with activities which serve the stated goals of the network.

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Media Licensing and Compliance with Copyright Protection Legislation

It is strictly forbidden for any student of Grand Canyon University to engage in any illegal activity while on Grand Canyon University property or during performance of coursework or any other duties related to their involvement with the University. Because unauthorized copying of software is a form of theft and theft is illegal, the illegal copying or "pirating" of software, music, videos, or other media is forbidden by Grand Canyon University policy.

Software Purchase and Installation

To fully comply with Grand Canyon University policy governing software copyright protection, each registered network user must agree that (s)he will not install or use any software that is not legally purchased and registered.

Copyrighted Materials and Usage of Peer-to-Peer and Other File Sharing Systems

Grand Canyon University strictly forbids the sharing and distribution of copyrighted digital materials, including music, movies, photos, etc. Peer-to-Peer File-sharing software including, but not limited to LimeWire, BitTorrent, and Kazaa shall not be activated on any computer that is attached to any GCU network without express written permission from the Information Security. The University shall monitor its networks for indications of such file sharing systems and refer all violations for disciplinary action.

Discipline and Consequences of Policy Violation

If there is discovery of illegally installed software or inappropriate possession, use, or sharing of copyrighted materials, the user may be subject to disciplinary action which may include but is not limited to the loss of network access privileges, suspension, dismissal, and/or criminal prosecution. The individual involved shall be held responsible to fully reimburse the Grand Canyon University for all losses resulting from such discovery.

Installation and Detachment of Network Devices

No device may be connected to the network without authorization of the network manager for the Information Technology Services department. This includes hardware or software, routers, printers, modems, servers, wireless access points and new computers. Violation of this policy that results in network crashes, or other downtime, may result in loss of network privileges.

Computer Virus Protection

All computers connected to the Grand Canyon University Network will be required to have anti-virus software installed and providing active protection. The software must be configured to check for updates on a daily basis. Upon request, the Information Technology Services department will provide students legal sources for free and/or low cost anti-virus software that meets these requirements.

User-Caused Network Service Interruptions

Any user who repeatedly causes service interruptions in any network segment, either through knowingly or unknowingly performing disruptive procedures, introducing viruses, or by attempting procedures for which the user is unqualified, can lose the privilege of access to the network. It is incumbent upon the individual user to use reasonable care to make sure that his/her computer is free of computer viruses that may infect other network computers before each attachment to the network. In cases of malicious vandalism of the network and/or tampering with other user files, the perpetrator may be financially liable for all damages, subject to disciplinary action, and can be subject to criminal prosecution.

Hacking

It is expressly forbidden to make any attempt to defeat any security system in operation on the network. It is also forbidden to reconfigure any common use machine without the express authorization of the network manager responsible for supporting that machine. No computer attached to the network may be used for any illegal activities, including attempts to penetrate the security of other networks. Any user who knowingly or negligently attempts to defeat security may be subject to disciplinary action including but not limited to loss of network access.

Desktop Support

Desktop support is defined as the support required to keep a desktop personal computer up and running. This includes the installation, set-up and trouble-shooting of desktop hardware including hard drives, computer cards, monitors, modems, printers, memory upgrades, etc.

University Information Technology Services does not provide desktop support to students.

Software Support

Students will not receive software support from the Grand Canyon University Information Technology Services department.

Network Access and Support

The Grand Canyon University Information Technology Services department will provide support for student computers to connect to the University network and access the Internet.

The Grand Canyon University Information Technology Services department assumes no responsibility for the loss of any data that resides on student owned computers.

Student computers must have a network interface card (NIC) or wireless network adapter in order to connect to the GCU network.

Students are required to be present when a representative from the Information Technology Services department is working on a student owned computer.

Warranties

It is a recommendation that students maintain manufacturer warranties for the computer and any software installed.

Intellectual Property Policy and Student Works

As a creative community of teachers, artists, scientists, and scholars, Grand Canyon University ("Grand Canyon University" or "GCU" or "Institution") is committed to encouraging the creation of new works, new ideas, and new forms of creative and scholarly expression. This Intellectual Property Policy ("Policy") is provided to protect the interests of those who create as well as the interests of Grand Canyon University itself, which supports this creative and scholarly work.

The objective of Grand Canyon University's Intellectual Property Policy is to promote creative enterprise and to commercialize

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innovations that contribute to social prosperity. GCU recognizes that fostering a culture of innovation and entrepreneurship – building collaborations with industry – will provide greater opportunities for our students and faculty. These policies are designed to make GCU a preferred partner for collaborative research and development. They also recognize that clear ownership and protection of Intellectual Property is imperative for its optimal utilization. GCU will endeavor to lower the barrier to agreements with industry through commercialization-friendly Intellectual Property terms.

Aligning with GCU's overall mission to provide an academically challenging, values-based curriculum for its students as future leaders, GCU's policy on Sponsored Work is aimed at encouraging collaboration with industry experts to afford the greatest educational opportunities for our students while mutually benefitting the Sponsor. GCU's top priority is our students and their success and not deriving a revenue stream from Intellectual Property generated at the University or as a result of Sponsored Work. In short, GCU's principle is to create mutually beneficial collaborations for the development of an improved workforce. Accordingly, GCU's policy on ownership of Intellectual Property developed as a result of Sponsored Research is not only progressive but also distinct from that of other universities.

This Policy expresses Grand Canyon University's policy regarding ownership and usage rights with respect to Intellectual Property (as hereinafter defined). It covers all those who are a part of Grand Canyon University – faculty, staff, students, visiting artists, visiting scholars, industry partners or other participants enrolled, employed, or affiliated with Grand Canyon University. This Policy governs the ownership and usage of and rights in Intellectual Property in all circumstances, unless Grand Canyon University has modified it through a separate written agreement. Should there be any conflict between the provisions of this Policy and the terms of a separate written agreement between Grand Canyon University and any party, the terms of that separate written agreement will govern. This Policy is not intended to limit "fair use" as defined by U.S. laws.

Definitions (if applicable)

The following terms are used throughout the Policy and are defined as follows:

a. Copyright - Copyright means the intangible property rights granted for a limited period of time for an original work of authorship fixed in any tangible form of expression or medium. Copyright provides the owner with a bundle of exclusive rights, including the exclusive right to reproduce the work, to prepare derivative works based on the work, to distribute copies of the work to the public by sale or other transfer of ownership (or by rental, lease, license or lending), to display the work publicly, and to perform the work publicly (if relevant).
b. Commissioned Work - Commissioned Work means any Work (as defined in paragraph II.L.) that is produced or created pursuant to a written agreement with the Institution and for Institution purposes by (a) individuals not under the employ of the Institution or (b) Institutional Employees (as defined in paragraph II.D.) acting outside the scope of their regular Institution employment, as determined by their existing Institution employment arrangement or contract, in Institutional Employees' free time and without the use of Institutional Resources (as defined in paragraph II. E.).
c. Independent Academic Effort or Creative Activity - Independent Academic Effort or Creative Activity means the inquiry, investigation, research, or creative activity that is carried out by faculty, staff, Institutional Employees, and Students (as defined in paragraph II.J.) working without any use of Institutional Resources (as defined in paragraph II.E.), that advances knowledge or the development of the arts, sciences, humanities, or technology where the specific direction, methodology, and content of the pursuit is determined by the faculty, staff, Institutional Employees, or Students without the direct assignment, supervision, or involvement of the Institution or any person acting in their capacity as an Institutional Employee.
d. Institutional Employee - Institutional Employee means any full-time or part-time faculty member, visiting faculty, adjunct faculty, artist, scholar, fellow, full-time or part-time staff member, or Student who is employed by the Institution or who is working under an Institution contract, either express or implied.
e. Institutional Resources – Institutional Resources means any use of Institution equipment, facilities, property, working time, personnel, materials, funding, or other financial support including, without limitation, resources commonly provided to Institutional Employees, such as offices, library facilities, artistic facilities, laboratory facilities, and everyday telephone, computer, computer network support, and monetary expenditures.
f. Intellectual Property – Intellectual Property means any intellectual and industrial property and other similar proprietary rights arising anywhere in the world, including all of the following and similar intangible property and related proprietary rights, interests and protections, however arising, pursuant to the laws of any jurisdiction: (i) trademarks, service marks, trade names, brand names, logos, trade dress, and other proprietary indicia of goods and services, whether registered or unregistered, and all registrations and applications for registration of such trademarks, including intent-to-use applications, all issuances, extensions and renewals of such registrations and applications, and the goodwill connected with the use of, and symbolized by, any of the foregoing; (ii) internet domain names, whether or not trademarks, registered in any top-level domain by any authorized private registrar or Governmental Authority, and any brand names, user names or other identifiers for social media or networking websites; (iii) original works of authorship fixed in any tangible form of expression or medium, whether or not published, including all educational training materials, books, musical and other recordings, compositions, lyrics, software, audio/video content, illustrations and photographs, advertising and promotional content, website content, and all other copyrights (whether registered or unregistered), all registrations and applications for registration of such copyrights, and all issuances, extensions, and renewals of such registrations and applications for any of the foregoing; (iv) any rights of publicity including rights in a name, image, and/or likeness; (v) confidential information, designs, devices, technology, know-how, source code, research and development, inventions, methods, processes, compositions, and other trade secrets, whether or not copyrightable or patentable; (vi) patented and patentable designs and inventions, all design, plant, and utility patents, letters patent, utility models, pending patent applications and provisional applications, and all issuances, divisions, continuations, continuations-in-part, reissues, extensions, reexaminations, and renewals of such patents and applications; and (vii) all rights to sue, recover, and retain damages, costs, and attorneys' fees for past, present, and future infringement and any other rights relating to any of the foregoing.

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g. Patent - Patent means the grant which gives the owner of the Patent a right to exclude others from making, using, or selling the claimed invention for a set period of time.
h. Sponsored Work - Sponsored Work means any Work (as defined in paragraph II.L.) that is produced or created under an agreement between the Institution and a sponsor which provides the sponsor (or in certain instances, the Institution) with ownership and/or usage rights, whether wholly or jointly, to the Work and Intellectual Property produced under the agreement. Sponsored Works do not include Works created through Independent Academic Effort or Creative Activity, even when based on the findings of the sponsored project, so long as an agreement does not state otherwise.
i. Sponsor – Sponsor means those industry partners that have entered into an agreement with the Institution to collaborate, oversee, and/or develop a Sponsored Work.
j. Student - Student means any regularly registered, full- or part-time, undergraduate or graduate student at the Institution, including students attending the Institution in exchange programs or through special grants, fellowships, or programs.
k. Trademark and Service Mark - Trademark and Service Mark means any word, phrase, name, symbol, logo, slogan, device, or any combination thereof that is used in trade to identify and distinguish one party's goods or services from those of others.
l. Work - Work means any of the items identified in Sections (i), (iii), (v) and (vi) of the definition of Intellectual Property in paragraph II.F.
m. Work Made for Hire - Work Made for Hire means any Work prepared by an Institutional Employee within the scope of his or her employment or any Work specially ordered or commissioned by Grand Canyon University for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work, as a compilation, as an instructional text, as a test, as answer material for a test, or as an atlas, if the parties expressly agree in a written instrument signed by them that the Work shall be considered a work made for hire.

Student Works

As a general rule, all Intellectual Property created or developed by a Student whether through Independent Academic Effort or Creative Activity or by use of Institutional Resources, will be owned by the Student ("Student Intellectual Property").

1. This general rule is subject to the following exceptions, and the following shall not constitute Student Intellectual Property:
   a. Intellectual Property developed as a Sponsored Work.
   b. Intellectual Property developed under a grant which imposes rules or restrictions requiring that Grand Canyon University, the government, and/or a third party hold ownership rights, in whole or in part, to the Intellectual Property.
   c. Intellectual Property developed by Students who are hired by GCU to carry out specific tasks from which such Intellectual Property results; such Intellectual Property constitutes Work Made for Hire, and therefore, Students retain no rights of ownership in whole or in part to such Intellectual Property or to the Student's contribution to such Work Made for Hire.
2. All Students grant to GCU a royalty-free, worldwide, perpetual, irrevocable, sublicensable and transferable license to use, record, reproduce, distribute, modify, create derivative works of, publish, display, broadcast, perform, and otherwise duplicate Student Intellectual Property (excluding any such Student Intellectual Property created or developed by a Student through Independent Academic Effort or Creative Act) for use by GCU in connection with educational, research, clinical, promotional, commercial, noncommercial, public relations, and marketing campaigns, and any other use that GCU deems necessary. Students will receive no compensation at any time for use by GCU of the Intellectual Property.
3. All Students agree to participate in any promotional, commercial, public relations or other marketing campaigns of any nature related to Student's Intellectual Property when requested by GCU.

Sponsored Works

As a general rule, Intellectual Property developed as a Sponsored Work shall be owned by the Sponsor; provided, however that the Sponsor will be responsible for the patent process, and GCU shall be afforded reasonable windfall and license rights as set forth herein.

1. Patent Filing. The Sponsor shall be responsible for filing patent applications for such Intellectual Property at Sponsor's expense. Patent expenses include the cost of patent filing, prosecution, and maintenance in the United States and any foreign country in which the patent application is filed, or any patent is issued. If Sponsor decides to abandon the patent application or any issued patent, it shall inform GCU at least thirty (30) days prior to any office action deadline such that GCU might complete the patent process or maintain the patent at its own expense, if it so desires. If GCU elects to complete the patent process or maintain the patent, GCU shall receive, and Sponsor shall take all steps necessary to transfer to GCU, full ownership of such patent application, issued patent and any resulting Intellectual Property.
2. Windfall Rights. Any separate written agreement between the Institution and a Sponsor for the development or commercialization of a Sponsored Work shall include a reasonable windfall provision whereby, in the event of commercialization of the Intellectual Property by a Sponsor, GCU may receive a royalty. The terms of such a provision, such as the windfall threshold, royalty amount, and payment terms, will be determined on a case-by-case basis. All royalties received by GCU will be divided equally between GCU and GCU's Scholarship Foundation. GCU reserves the right to revoke or otherwise withdraw such allocated royalties from GCU's Scholarship Foundation at any time at its discretion.
3. License Rights. Any separate written agreement between the Institution and a Sponsor for the development or commercialization of a Sponsored Work shall include a license or licenses granting to GCU the royalty-free, worldwide, perpetual, irrevocable, and transferrable rights to: (i) publish such Intellectual Property, its role in the development of such Intellectual Property, and the relationship between GCU and the Sponsor for educational, promotional, commercial, noncommercial, public relations, and marketing campaigns; (ii) use such Intellectual Property for research, clinical and education purposes; and (iii) use such Intellectual Property in subsequent sponsored research projects at GCU.
4. For Sponsored Work of Students only, any separate written agreement between GCU and a Sponsor shall include a

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provision whereby Sponsor agrees to make a reasonable effort in conjunction with GCU to employ Student(s) upon graduation at Sponsor's institution whenever feasible.

5. Grant-Funded Work. As an exception to this general rule, Intellectual Property developed as a Sponsored Work under a grant is subject to the rules or restrictions imposed by the granting organization which may require Grand Canyon University, the government and/or a third party to hold ownership rights, in whole or in part, to the Intellectual Property.

Grants

Intellectual Property developed under a grant may impose rules or restrictions requiring that Grand Canyon University, the government and/or a third party hold ownership rights, in whole or in part, to the Intellectual Property. Sponsor and/or Student will retain ownership rights in the Intellectual Property to the extent permitted under the applicable grant rules and the terms of this Policy. The distribution of grant funding shall be subject to grant requirements and will be disbursed accordingly.

Revenue Sharing

As a general rule, absent a written agreement, GCU does not share revenue derived from GCU owned Intellectual Property with the creator of such Intellectual Property. GCU is, however, committed to recognizing the special efforts of GCU students and/or employees participating in certain research and design activities and in those circumstances, GCU will share revenue with the creator(s) (and all other contributing individual(s), if applicable) per the terms of a separate, written agreement.

Additional Policy Provisions

1. The rights of Grand Canyon University to a royalty-free, perpetual, irrevocable, sublicensable, transferable, worldwide license (exclusive or non-exclusive, as Grand Canyon University deems necessary), to use and reproduce copyrighted materials for educational, research, clinical, non-commercial and promotional purposes shall be included in any agreement with a non-Institution sponsor.
2. If any Intellectual Property is developed jointly by Grand Canyon University and a non-Institution party, the parties' respective ownership and usage rights in the resulting Intellectual Property shall be set forth in a separate written agreement.
3. Students working on a project governed by an existing written agreement to which Grand Canyon University is a party are bound by all terms of that agreement.

Institution's Marks

Intellectual Property comprised of, or associated with, Grand Canyon University's Trademarks and Service Marks, including but not limited to its name, logos, slogans, insignia, and other symbols of identity (collectively the "GCU Marks") belongs exclusively to Grand Canyon University and/or its affiliates. This Policy is designed to protect the reputation of Grand Canyon University and its affiliates, and to prevent the illegal or unapproved use of the GCU Marks.

The GCU Marks shall not be used without the prior, written authorization of the appropriate authorities of Grand Canyon University. No products or services may be marked, offered, sold, promoted, or distributed with or under the GCU Marks without Grand Canyon University's prior written permission and compliance with the licensing policies of Grand Canyon University. All requests for use of the GCU Marks must be submitted in writing to an officer designated by the Institution.

Notwithstanding the foregoing, faculty, staff, Institutional Employees, and Students may identify their status or professional affiliation with Grand Canyon University as appropriate. However, any use of the GCU Marks in this regard must avoid any confusing, misleading, or false impression of affiliation with, or sponsorship or endorsement by, Grand Canyon University.

Reservation of Rights

Grand Canyon University reserves the right at any time in its sole discretion to modify and/or make changes to this Policy. Grand Canyon University agrees, however, that it will endeavor to notify the Grand Canyon University community of its intention to make modifications and/or changes to the Policy prior to their enactment.

Effective Date

This Policy supersedes any preexisting Institution policy on intellectual property and will remain in effect until modified or revoked by Grand Canyon University. This Policy will be binding on all parties who create Intellectual Property before or after the effective date, and this Policy and other agreements that represent modifications to this Policy shall remain binding on such creators even after their relationship with Grand Canyon University changes or terminates. By continuing one's relationship with Grand Canyon University, one agrees to these changes.

To review GCU's Intellectual Property Policy in its entirety, students may contact their Student Services Counselor.

Responsible Conduct of Research for Sponsored Research

Overview

Grand Canyon University (University) is committed to providing its faculty, staff, and students with the training needed to ensure a safe and productive research environment. This Responsible Conduct of Research (RCR) Policy (the "Policy") is intended to comply with the requirements of the National Science Foundation's (NSF) implementation of the requirements of Section 7009 of the American Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Act (42 U.S.C. 1862o-1), the National Institutes of Health (NIH) requirements found in NOT-OD-10-019, and the U.S. Department of Agriculture (USDA) National Institute of Food and Agriculture (NIFA) program's RCR training requirements. This training must be completed prior to receiving the research funding. This Policy may be applicable to others conducting research at the University.

Scope

This Policy applies to all investigators, staff, and students (undergraduates and graduates) involved in projects funded by the NSF, the NIH, and the USDA. While this Policy applies specifically to individuals involved in projects funded by the agencies named above, all University individuals (faculty, research staff, students, and research administrators) conducting or proposing to conduct research, scholarly, or creative activities through the University are expected to complete training relevant to the research activity. When conducting research involving Humans or Animals, guidelines for submitting protocols to the Institutional Review Board (IRB) or Institutional Animal Care and Use Committee (IACUC), respectively, must be followed.

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Definitions

a. Collaborative Institutional Training Initiative (CITI) is a web-based online training program used by the University to provide basic training in the responsible conduct of research.

b. Investigator includes the principal investigator (PI), project director (PD), co-principal investigators (co-PIs), and any other person who is responsible for the design, conduct, or reporting of research or educational activities funded or proposed for funding by an external agency.

c. Institutional Animal Care and Use Committee oversees the University's animal care and use program and is responsible for reviewing and approving all activities utilizing vertebrate animals for research, teaching, and testing, ensuring compliance with federal animal welfare regulations, inspecting animal facilities and investigator laboratories, investigating animal concerns, and overseeing training and educational programs.

d. Institutional Review Board is responsible for the protection the rights and welfare of human research subjects recruited to participate in research activities conducted under the auspices of the University. The IRB is charged with the responsibility of reviewing, prior to its initiation, all research (whether funded or not) involving human participants.

e. Research is the careful study of a given subject, field, or problem, undertaken to discover facts or principles.

f. Responsible Conduct of Research (RCR), as defined by the NIH, is "the practice of scientific investigation with integrity. It involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research".

g. Sponsored Project/Sponsored Research is an activity that is sponsored, or funded, by an external organization, such as a federal, state, or private organization or agency.

Policy

All members of the University research community are expected to adhere to the highest ethical and professional standards as they pursue scholarship and research activities. It is the policy of the University that all investigators, staff, graduate, and undergraduate students who receive support from the NSF, NIH, or USDA, whether through wages or a stipend, are required to complete training in the Responsible Conduct of Research (RCR). External consultants and subcontractors participating on a sponsored project funded by these agencies are also required to complete the training.

Investigators involved in the University's research enterprise must complete RCR training for all grant-funded research, regardless of how their research is funded. RCR training is required for staff with pre-and post-award functions of sponsored projects in the Office for Research and Innovation. The training must be completed prior to receipt of the research funding.

The University encourages all students, faculty, and research-related staff that are involved in research projects to complete RCR training.

Students and trainees engaged in sponsored research at the undergraduate or graduate level will receive instruction in ethical considerations and decision making in the responsible conduct of research that is appropriate for their disciplines and stage of research education and curricula. It is the responsibility of the Investigator to ensure that all students and trainees are informed of this requirement and that it has been met.

Basic RCR training is offered by the University through the Collaborative Institutional Training Initiative CITI. To meet NIH, NSF, and USDA requirements, Investigators are required to include substantial face-to-face instruction in the responsible conduct of research to their students/trainees.

The Office for Research and Innovation (ORI) is responsible for ensuring the implementation of RCR training for principal investigators, co-investigators, research and assistants involved in sponsored projects. ORI will maintain records of completed RCR training for investigators with funded projects.

Procedure

Office for Research and Innovation

The ORI is responsible for overseeing the University's overall compliance to this Policy. ORI will maintain documentation of completion of RCR by University Investigators, to include faculty, research staff, and undergraduate/graduate students involved in sponsored projects. ORI will provide information about RCR training to faculty, staff, and students who are involved in scientific and empirical research, and guidance with regard to RCR requirements/issues.

The Office for Contracts and Grants (OCG) will ensure that an up-to-date record of RCR training for each Investigator (PI) or co-PI of a research grant application is on file before a grant application is submitted to the NSF, NIH, or USDA, or other sponsor, as required.

Investigator

All University investigators involved in sponsored research must complete required online training modules provided by the CITI program prior to the distribution of the research funds. When conducting research involving Humans or Animals, guidelines for submitting protocols to the Institutional Review Board (IRB) or Institutional Animal Care and Use Committee (IACUC) must be followed.

Investigators funded by an NSF project in which undergraduate or graduate receive support are responsible to the sponsor and the University for ensuring that students/trainees are aware of and fulfill the NSF RCR training requirement.

Staff

University staff who are involved in the administration and/or conduct must complete the online training modules defined by their job responsibilities or research role, required by the ORI provided by the CITI program. This includes training related to the acquisition and/or reporting of data. This online training should be completed within six (6) weeks of beginning the research or research-related activities.

Students

1. All students/trainees receiving NSF, NIH, or USDA support at the University shall complete RCR training as follows:
   a. Completion of University approved CITI RCR Modules. Contact the ORI for modules that meet the appropriate agency requirements.
   b. Formal and/or informal instruction guided by the Investigator, as documented in a submitted training plan. The training plan must include the activities to be completed, the dates of expected completion, and be signed by the Investigator and the student.
   c. For research involving human or animal subjects, any training activities required by the University IRB or IACUC, respectively.
2. When the required training activities are complete, the required documentation should be submitted to ORI by the Investigator.

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3. The completed RCR Modules and Training Plan should be submitted to the ORI prior to any payment/stipend support being provided to the student

Forms

Agreement to Provide and Monitor Responsible Conduct of Research (RCR) Training for NIH

Agreement to Provide and Monitor Responsible Conduct of Research (RCR) Training for NSF

Student/Trainee Responsible Conduct of Research Training Plan

References

US Department of Health and Human Services, Office of Research Integrity (https://ori.hhs.gov/ori-introduction-responsible-conduct-research)

Update on the Requirement for Instruction in the Responsible Conduct of Research (https://grants.nih.gov/grants/guide/notice-files/NOT-OD-10-019.html)

US Department of Agriculture, National Institute of Food and Agriculture, Responsible and Ethical Conduct of Research (https://nifa.usda.gov/responsible-and-ethical-conduct-research)

National Science Foundation America COMPETES Act RECR Training Requirements (https://www.nsf.gov/bfa/dias/policy/rcr.jsp)

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Financial Services

The financial information presented in this Handbook was current when published. Many of the policies, interest rates, limitations, etc., are set by organizations (private or governmental), which may change after this Handbook is published. We strongly urge students to confirm all such information with the student's Student Services Counselor before making financial decisions or commitments.

Payment Policy

Method of Payment

The University offers students the option of one or more of the following methods of payment:

- Cash Payment Options
- Direct Bill
- Financial Aid

Students choose primary and secondary methods of payment upon completing the application for admission. Students are expected to clear their account balances using the specified methods of payment, unless other arrangements are approved. Upon clearing their account, students may contact their Student Services Counselor to arrange different methods of payment for future courses.

Cash Payment Options

Cash

For the protection of Grand Canyon University students and employees, cash payments are only accepted in the Advisement Center with a Student Services Counselor. Students should not send cash through the mail.

Check

The University accepts personal checks, traveler's checks, bank money orders, and cashier's checks. When paying by check, students must include their full name and GCU Student ID on the face of the check. Remit payments to the Accounting Department at P.O. Box 11590, Phoenix, AZ 85061-1590. A service fee of $25.00 is charged for each check returned by a bank for any reason. The University may refuse future payments by check for individuals whose payment is returned by a bank.

Charge

The University accepts Visa, MasterCard, Discover and American Express. All credit card payments are subject to authorization by the issuing bank. If authorization is denied, payments cannot be processed. Credit card payments can be made online via the Student Portal at http://gcuportal.gcu.edu/ The Portal displays student balances by payment period. Enter payment information and submit. An e-mail will be sent to the GCU e-mail address with confirmation of payment received.

Monthly Installment Plan

The Tuition Payment Plan enables students to spread tuition payments across an agreed upon timeframe. Participation requires a non-refundable $25.00 enrollment fee and advanced approval by their Student Services Counselor. Students who fail to meet the requirements of the payment plan may be prohibited from participating in future payment plans. For additional information, students may contact their Student Services Counselor.

Direct Bill Payment Options

Corporate

Students may have employers that pay school tuition directly to GCU which is different from Deferred Payment. In this situation, the Employer will create an account with GCU, and the GCU Accounting Office will send a billing statement directly to the Employer. This payment relationship bypasses the students; however, students must have their employer complete a Direct Bill Voucher, and submit with their application. Students should contact their assigned Student Services Counselor with questions. In addition, students must pay any balance that Employers do not cover or on which Employers default by selecting an alternative payment option before the end of each payment period.

Military

In order to support those who are currently serving and their spouses or those who have served in the military and are able to utilize military education benefits, Grand Canyon University offers a special military rate per credit hour. Consideration is given to students who can provide the following supporting documentation which must be presented in advance of the term to receive the scholarship:

- Military Transcripts;
- Copy of DD-214 (Release or Discharge from Active Duty);
- Letter from Commanding Officer;
- VA Letter Certifying Military Service;
- Benefit Documentation (TA form, COE, VA form 1905);
- Copy of Military Orders;
- Leave and Earnings Statement (LES); and
- Copy of Military Personal Record.

There are numerous education benefits from the Veterans Administration and the Department of Defense based upon military status at the time of separation from the service as well as for active duty military personnel. Students may utilize Veterans' Administration educational benefits at GCU such as Post-911 GI Bill® (Chapter 33) Montgomery GI Bill® (Chapter 30), Montgomery GI Bill® Select Reserve (Chapter 1606), Survivors and Dependents' Educational Assistance DEA (Chapter 35), Tuition Assistance (Top-Up), and Vocational Rehabilitation (Chapter 31). In addition, Active Duty Military may qualify for Military Tuition Assistance.

For additional information on VA Benefits, please call 888-442-4551 or visit www.gibill.va.gov.

For additional information on TA Benefits, please reach out to your Military Education Services Officer (ESO) for your branch.

GCU is approved for the education and training of Veterans under the provisions of title 10 and 38, United States Code including the Post 9/11 GI Bill®. Due to the delay in processing of VA benefit applications and claims for benefits, upon Registration, any person who is eligible for and has provided proof of application for Veterans Administration education benefits (Chapter 33) or VRE benefits (Chapter 31) will receive a deferment of payment of covered tuition and fees, with no interest charge or other penalties until the claim has been processed by the Veterans Administration and payment has been received by the University. Online and Cohort students must enter into a signed Tuition Deferral Agreement. Traditional campus students must provide a Certificate of Eligibility or VA-1905 verification of benefits form prior to the start of the term in order to be considered for a deferment.

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Grand Canyon University will continue to seek payment for non-covered expenses which include but are not limited to:

- Housing and Meal Plans
- Application Fees
- Parking Fees
- Schedule Change Fees
- Other Fees not eligible under VA Benefits

In addition, if the VA determines the student is not eligible for federal VA education or employment benefits or it is determined that the student's Certificate of Eligibility is for less than 100%, the student is responsible for paying any difference between the eligibility determination and the tuition and fees charged by the University.

International Student Payment

Students attending GCU as F-1 visa holders are required to make payment of school tuition, fees and housing in full 30 days prior to the start date of each semester. Delays in satisfying payment may prevent students from attending classes and jeopardize their F-1 status. If international students anticipate payment issues for the following semester, they must consult with the International Students Office immediately.

As noted under the admission policy, Grand Canyon University reserves the right to require a $6,000 refundable deposit from applicants before an I-20 will be issued. A refund will be granted only if the visa is denied and evidence of denial is provided to the International Students Office.

Financial Payment Options

Students may use financial aid to fund their education. Refer to the Financial Aid section for information on applying for aid and the types of aid available.

Payment Deadlines

Tuition and fees are assessed to students as follows: Online (Nontraditional) students are assessed at the time of attendance and Ground (Traditional Campus) students are assessed on the start date of the term. All cash payment options must be paid in full by the start date of the course or term, unless other payment arrangements have been agreed to. Students are able to view their outstanding balance and account activity as well as initiate a credit card payment by logging on to their student portal. Any financial related questions should be directed to the student's assigned Student Services Counselor.

All direct-bill payment options must be paid in full within 30 days of invoicing unless other terms are agreed to with the vendor. Balance notices will be generated and sent to the responsible third party on Day 10 of the course after all rosters have been confirmed.

Accounts that remain delinquent past 30 days are subject to collection efforts that may include credit reporting and placement of the account with a third party collection agency. Accounts that are placed with a third party collection agency will be assessed the associated collection fees. It is the sole responsibility of the students to adhere to payment deadlines of their tuition and fees, regardless of the method of payment or contract with their employer.

Late Payment Fee

Traditional Campus Students

Traditional campus students are required to establish payment arrangements prior to the first day of the semester and to fulfill those payment arrangements, as scheduled, on a monthly basis. Students who do not fulfill the established terms of payment, by failing to submit required financial documents or making full payment as scheduled, will be assessed a monthly fee of $25.00 until the account is current.

Additionally, students who do not pay their balance in full prior to the term's completion may be removed from future university classes, residential housing, and/or have their Meal Plan access restricted, depending on the reason for the balance.

Schedule Change Fee

Traditional Campus Students

Traditional campus students are permitted to change their schedule up to 14 calendar days prior to the semester's start date without financial penalty. Students who make schedule changes within two weeks of the course start are subject to a $25 Schedule Change Fee. Once the term has started the Schedule Change Fee increases to $50. Schedule changes include exchanging courses, adding or dropping courses, or transferring to another section of the same course.

The schedule change fee will be waived for students adjusting schedules based on institutional initiated changes. Schedule changes stemming from participating in a GCU club or activity will be evaluated and verified with the Club/Activity Owner.

Failure to Pay

Failure to pay the balance does not cancel registration or responsibility for tuition and fee charges or related taxes. Non-attendance does not cancel registration or responsibility for tuition and fee charges or related taxes. All cash and direct-bill payment options must be received in full by their due date or a Finance hold will be placed on the student's account on day 30 of the payment period.

** The only exception to this rule includes CASH-paying students who are making regular and consistent payments through Tuition Payment Plans or students with a Deferred Payment Voucher. These students will not incur holds on their accounts.

A Finance Hold will prohibit any future class registration as well as prohibit the purchase and distribution of any official Grand Canyon University transcripts or diploma. Any students who have a hold placed on their account will be subject to Grand Canyon University's Collection Policy.

Failure to comply with the stated policies of the University may result in an administrative withdrawal from classes and/or submission to an outside collection agency, with the student assuming all additional costs.

Student Bankruptcies

Upon notification that a student has filed a bankruptcy petition, the University will immediately cease any collection efforts on the student's account, including removing any Collection Hold that had been issued.

In addition, the University will immediately place a Bankruptcy Hold on the student's account. The purpose of a Bankruptcy Hold is to identify a student with a pending bankruptcy petition. A Bankruptcy Hold allows the University to:

- Release the student's transcript upon receipt of an Official Transcript Request Form and Fee, if applicable.
- Allow the student continued enrollment and attendance in current course(s).

Students that file a bankruptcy petition will have their files referred to the University's legal department for processing. Students in this situation may continue to attend their current classes without interruption, but must prepay for future enrollment.

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Course Tuition Refund

The University will refund tuition according to the following policy. Refer to the Official Enrollment Status Change section of the University Policy Handbook for a complete explanation of the University's Withdrawal Policy.

Nontraditional Students

Nontraditional students include students who are enrolled in a degree seeking program of study, taking single course(s) and/or students enrolled in Continuing Education (CTE) coursework.

Students who drop/withdraw from a course/all courses are eligible for the following refund:

Before Week 1..... 100% tuition refund
During Week 1 ..... 75% tuition refund
During or after Week 2.....No refund

Traditional Campus Students

Students who drop/withdraw from a course/all courses within the 15-week semester at the ground campus in Phoenix, Arizona, are eligible for the following refund. The refund policy is based on the start date of the semester regardless of where the course falls within the semester.

Before Week 1..... 100% tuition refund
During Week 1 ..... 90% tuition refund
During Week 2 ..... 75% tuition refund
During Week 3 ..... 50% tuition refund
During or after Week 4 .....No refund

Course Fee Refunds

Nontraditional Students

All fees, including materials fees, are non-refundable after the start of a course.

Traditional Campus Students

With the exception of course-related fees and student insurance, which are non-refundable after the start of class, all instructional and ground campus-related fees are refundable during Week 1. After Week 1, all fees are non-refundable.

Military Refund Policy

The Department of Defense has specific regulations that require the University to apply a proportional refund policy on tuition for students that receive Tuition Assistance (TA) benefits. Benefits are earned proportionally during an enrollment period up to 60 percent complete. Upon earning 60 percent of the benefit, no refund will be applied. Unearned TA benefits will be returned to the military department not to the student. If the returned portion creates a balance the student will be required to remit payment. Proportional amounts will be determined by days up to the following amounts. See Appendix B

Sales/Use/Excise/Gross Receipts Taxes

It is the policy of the University to collect and remit sales, use, excise, and/or gross receipts taxes in compliance with state and local taxing jurisdiction regulations which require the University to remit tax where applicable. These regulations vary by student location. Please note: It is also the policy of the University to require payment of sales, use excise, and/or gross receipts tax. Payment of tax is ultimately the student's financial responsibility to the University regardless of the financing arrangements.

Per Hawaii requirements: It is hereby stated that students residing in the State of Hawaii will be charged Hawaii General Excise Tax on all transactions. Students living in the District of Oahu will be charged 4.712%. Students residing in other Hawaii districts will be charged 4.1666%.

Institutional Aid (GCU Scholarships and GCU Grants)

Traditional Campus Students

Grand Canyon University institutional aid reduces the cost of tuition, room and board, materials, and lab fees.

Institutional aid is not available for the summer semester except in certain circumstances.

Eligibility

Applicants may be required to:

1. Complete and submit a GCU Admissions Application.
2. Secondary (high school) transcript, documenting no less than 75% of the coursework needed for degree completion, with an unweighted grade point average (GPA) of 3.00 or above. Degree-bearing transcript must be submitted when conferred. If final transcript negatively impacts admissibility, acceptance status may be rescinded or modified to include specifications
3. Submit final transcripts noting high school graduation date and unweighted GPA to allow final institutional aid to be awarded by the University due date. Scholarships are locked in on the due date and cannot be increased for any transcripts or test scores received after the University due date. University Due dates are as follows:
   a. Fall Semester Start Date: August 1st
   b. Spring Semester Start Date: January 5th
4. Submit post-secondary (college) transcripts, if applicable
5. Submit math and reading SAT and ACT scores (writing does not need to be included.
6. Students must be fully accepted into the University. Students who are Accepted with Specifications ("AS") may not be eligible for institutional scholarships and will remain ineligible even if they meet full acceptance criteria after their first semester. Students who are approved for AS and have a weighted GPA that is eligible for an academic scholarship may receive the academic scholarship only and all other scholarships requiring admissibility are not eligible for this exception.
   a. Students already receiving an employer tuition discount are not eligible for institutional aid including scholarships offered for RA positions or for participation in spiritual life groups. If an employee or dependent chooses to rescind their employee tuition discount, their scholarship(s) may then be applied. Requests to rescind employee discount must be in writing.
   b. If an employee or dependent becomes ineligible for the employee tuition discount and they still have remaining eligibility for a previously forfeited scholarship, the employee or dependent may have their scholarships reinstated.
7. Students attending the traditional campus and eligible for scholarship aid are required to sign their scholarship memorandum of understanding (MOU) to secure their scholarship award. Students who have not signed their MOU will have their scholarship award cancelled

Institutional Aid Limits

Institutional aid can be combined up to an annual limit (commonly referred to as caps). Institutional aid limits vary by enrollment period and set as a maximum amount a student can receive in institutional scholarships per academic year. Institutional aid limits vary based on academic scholarship award

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type and vary based on housing selection per semester. Institutional aid programs, not including those designated for housing, are applied towards tuition and fees only.

Institutional Aid Renewal Eligibility

The following University institutional aid renewal criteria do not supersede requirements that may be specifically outlined within other GCU scholarship programs.

1. Students must maintain full-time continuous enrollment which is defined by program (typically 12 credits per semester) and meet minimum GPA requirements. Students who are not enrolled full-time will forfeit their scholarship award for that semester unless they are in their final year with GCU (less than 24 credits remaining). If students are in their final year and unable to take a full-time semester course load, their scholarship(s) will be pro-rated based on the number of credits attempted.
   - Students are typically re-evaluated at the end of the University's academic year.
2. If students become ineligible to participate in the institutional aid program, they may lose eligibility for any future institutional aid.
3. GPA for the Fall semester will be evaluated using either the previous Spring or Summer semester, whichever is later. Therefore, students may use the Summer semester to increase their GPA, if needed.
4. Institutional aid is renewable up to eight semesters for freshman students and up to six semesters for transfer students.
5. Many forms of institutional aid vary based on housing selection and are adjusted on a semester basis.
6. Students enrolled in a double major or double degree may extend their institutional aid for additional semesters if needed, but only if they were enrolled in the double major or double degree prior to their first semester
7. As of Fall 2020, when students are accepted into the clinical portion of the BS in Nursing program will no longer be eligible for institutional aid. Institutional Aid that is considered performance-based aid may be allowed, but is subject to GCU approval.

Scholarship Revocation

Students who are unable to fulfill the requirements of their institutional aid will have their award immediately revoked in the full amount for the current semester, regardless of the calendar date or amount of time spent in their program of study.

Students transitioning from Online, Evening-Satellite or Evening-Campus to the Traditional Campus may qualify for an Indirect Academic Scholarship if they have completed a minimum of 12 GCU credits and have a GCU GPA that meets the academic scholarship eligibility.

GCU reserves the right to decline institutional aid at any time. Typically, students will be re-evaluated at the end of the University's academic year.

Financial Bridge Program / Regaining Eligibility Program

The Financial Bridge Program is available to students who began as new students at GCU in the Academic Scholarship Program during the 2014-2015 academic year or later.

The Regaining Eligibility Program is available to all students at GCU who have lost eligibility for their Academic Scholarship Program.

The University provides a 'Financial Bridge' opportunity to students who originally qualified for a Freshman Entry academic scholarship but earned a cumulative GCU GPA of 2.8-2.99 upon completion of their first year. During the 'Financial Bridge' period (the second academic year at GCU), students are eligible for $4,000 per year (on-campus resident) or $3,000 per year (off-campus). Students are required to bring their cumulative GCU GPA to a minimum of 3.0 to continue receiving this level of funding. Once a student participates in the 'Financial Bridge' program, s/he forfeits the right to participate in the original Academic Scholarship program for future academic years.

If, upon the completion of an Academic Year, your GCU cumulative GPA falls below 2.8, you are ineligible for the 'Financial Bridge' program and will not receive any academic aid for the subsequent Academic Year. However, through the 'Regaining Eligibility' program, students can secure aid for the following academic year if a minimum 3.0 GCU cumulative GPA is earned. This 'Regaining Eligibility' program awards $4,000 per year to an on-campus student and $3,000 per year for an off-campus student. This level of aid is renewable annually as long as a minimum 3.0 GCU cumulative GPA is maintained. Once a student participates in the 'Regaining Eligibility' program, s/he is ineligible to participate in the Academic Scholarship program for the future academic years.

Common Institutional Aid Awards

Following is a list of commonly awarded forms of Institutional Aid for new students who enrolled for the first time during the 2021-2022 Academic Year*. This is not a comprehensive list and excludes the Institutional Aid program requirements for prior years. For more information about the specific requirements for any Institutional Aid program not listed, please contact your Student Services Counselor.

Direct Academic Scholarships (0-23 credits)

This program is only available for freshman students attending GCU and coming directly from High School:

- Students who have fewer than 24 transfer credits.
- Students who completed college coursework while enrolled in high school are exempt from the 24 transfer credit limit. These students may choose to use their transfer GPA, if preferred. If the student chooses to use their transfer GPA, the transfer GPA will be used for In-Direct Academic Scholarship eligibility. Transfer GPA's cannot be used to determine Direct Academic Scholarship eligibility.
- This award is evaluated annually and can be renewed by maintaining satisfactory academic progress.
- Once enrolled, Maintain continuous and full-time enrollment at GCU.

Scholarship Options	Award Amount for new Freshman students
Chancellor's Scholarship	• $9,400 per year ($4,700 per Semester) • Minimum incoming 4.0 GPA (un-weighted)
President's Scholarship	• $7,400 per year ($3,700 per Semester) • Minimum incoming 3.9 GPA (un-weighted) or SAT: 1350 / ACT: 31
Provost's Scholarship	• $6,400 per year ($3,200 per Semester) • Minimum incoming 3.6 GPA (un-weighted) or SAT: 1225 / ACT: 27
Dean's Scholarship	• $5,400 per year ($2,700 per Semester) • Minimum incoming 3.5 GPA (un-weighted) or SAT: 1100 / ACT: 24
Faculty Scholarship	• $4,400 per year ($2,200 per Semester) • Minimum incoming 3.2 GPA (un-weighted) or SAT: 1050/ ACT: 22

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Scholarship Options	Award Amount for new Freshman students
Antelope's Scholarship	• $2,900 per year ($1,400 per Semester) • Minimum incoming 3.0 GPA (un-weighted) or SAT 1000/ACT 20

*Freshman students who started prior to Fall 2016 need to contact their Student Services Counselor for award amounts and requirements.

Transfer Academic Scholarships (24 or more transfer credits) – Non- Nursing

This program is only available for transfer students who must:

1. Submit transcripts showing cumulative GPA for 24 or more college credits.
2. Submit official transcripts for all previously completed coursework by day 21 of the semester.
3. Maintain continuous and full-time enrollment at GCU once enrolled.
4. This award is evaluated annually and can be renewed by maintaining satisfactory academic progress.

Scholarship Options	Award Amount
Transfer President's Scholarship	• $6,400 per year ($3,200 per Semester) • Minimum incoming 3.75 GPA
Transfer Provost's Scholarship	• $5,400 per year ($2,700 per Semester) • Minimum incoming 3.5 GPA
Transfer Dean's Scholarship	• $3,400 per year ($1,700 per Semester) • Minimum incoming 3.25 GPA
Transfer Faculty Scholarship	• $2,400 per year ($1,200 per Semester) • Minimum incoming 3.0 GPA
Transfer Antelope Scholarship	• $1,400 per year ($700 per Semester) • Minimum incoming 2.5 GPA

*Transfer students who started prior to Fall 2016, need to contact their Student Services Counselor for award amounts and requirements.

Priority Registration Grant

This scholarship/grant is for new students only. Award amounts are limited to select number of student per year. The award amount per Priority Registration Grant may vary, and the student must meet Direct or Indirect Academic Scholarship eligibility. There is no wait list for these funds.

Once awarded, student must maintain a 3.0 cumulative GPA and maintain continuous full-time enrollment to retain this scholarship/grant.

Early Registration Scholarship & New Student Grant

This scholarship/grant was not awarded to new students for the 2015-2016 Academic Year. Students who are currently receiving this scholarship will remain eligible as long as the following criteria are met:

This scholarship/grant is for new students only. Award amounts are based on date of registration, housing selection per semester and incoming GPA: Direct students must have a minimum incoming 2.75 GPA (un-weighted) and Indirect students (24 or more transfer credits) must have a minimum 2.25 cumulative GPA.

Once awarded, students must maintain a 2.75 GPA and maintain continuous full-time enrollment to retain this Scholarship.

Programmatic Scholarships

Effective February 13, 2012, this Institutional Aid program was eliminated. New students enrolled in an applicable program prior to this date will remain eligible to participate in this program on an ongoing basis, as long as the following criteria are met:

- Students must maintain a minimum 2.5 GPA.
- Students must complete a minimum of 12 credits per semester.
- Students must stay enrolled in the applicable program.
- If the student changes programs and the new program was originally designated for programmatic scholarship eligibility for the year the student enrolled, the student will be eligible for the new award amount, as long as it is of equal or lesser value.

For a list of eligible programs and the Scholarship values per Academic Year, please contact your Student Services Counselor.

Tuition and Fees

Effective Spring 2022 for Traditional Campus and 1/1/22 for Non-Traditional Campus

Traditional Campus Programs	
Undergraduate Tuition	
Credits 1-11	$687.50/credit
Block Tuition (12-18 credits)	$8,250.00
Credits 19+ (Block +)	$8,250.00+$687.50/ per credit above 18 credits
Summer Traditional Undergraduate rate (except pre-licensure nursing cohorts) (Effective 8/29/16)	$310/credit
Accelerated BSN Program (Tucson and Sun City)	$850/credit
Traditional Campus Programs	
Graduate Tuition	
Credits 1-11	$687.50/credit
Block Tuition (12-18 credits)	$8,250.00
Credits 19+ (Block +)	$8,250.00+$687.50/ per credit above 18 credits
Credits 19+ (Block+)	$8,250.00+$687.50/ per credit above 18 credits

*No In-State/Out-State rates
*Traditional campus undergraduate students are required to take a minimum of 9 credits in the Traditional Campus format during the Fall and Spring semester
*Traditional campus students taking courses in the online format will be charged the regular traditional tuition rates.

Non-Traditional Campus	
Undergraduate Tuition	
Education and Science Programs	$447/credit
Theology Programs	$402/credit
Online and Professional Studies (all programs other than those listed above)	$477/credit

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Non-Traditional Campus	
Active Duty and Active Reserve (Online and Professional Studies)	$250/credit
Pre-Requisites for Accelerated BSN Program	$425/credit
Graduate Tuition	
Education Programs	$572/credit
MDIV Program	$372/credit
Business Programs	$622/credit
Advanced Practice Nursing Programs	$702/credit
Online and Professional Studies (all programs other than those listed above)	$557/credit
Active Duty and Active Reserve Military	$400/credit
Doctoral Programs – (includes dissertation courses 966-970)	$702/credit
Doctoral Programs- Active Duty and Active Reserve Military	$617.50/credit
Continuing Education (CTE) Tuition	
Online	$150/credit
Fees	
Canyon Connect-Undergraduate	$110
Canyon Connect-Graduate	$120
Canyon Connect-Doctoral	$130
Canyon Connect for RN to BSN Program, courses with an NRS-prefix and HLT-362V	$120/course
Canyon Connect for Advanced Practice Nursing Programs	$450-$500/Course
Learning Management Service Fee (New Online & Professional Studies students)	$550
Doctoral Residencies	$1,050/residency
Additional Doctoral Residency (Optional)	$1,450/Residency
MDiv Residencies	$850/residency
Doctoral Programs –Dissertation Continuation (Optional zero credit course)	$500
Accordance Bible Software	$285 (one-time)
Gleim Accounting Software (Master of Science in Accounting)	$1,150 (one-time)
Credential Evaluation (International) Basic Evaluation	$175
Credential Evaluation (International) Course-by-Course Evaluation	$250
Returned Check Fee-All returned checks	$25
Transcript Fee	$8
Graduation Fee	$150

Non-Traditional Campus	
Traditional Campus Programs	
Fees	
Canyon Connect-Undergraduate	$110/course
Canyon Connect for Pre-licensure Nursing Program	$160/course
Student Activity Fee (Traditional campus students excluding students accepted into Pre-Licensure nursing program)	$300/ semester
Computer Science, Computer Programming, Cybersecurity, Engineering, and Information Technology, & Software Engineering Program Premiums	$1,000/ semester
Nursing Program Premium (Pre-Licensure nursing program)	$2,500/semester
Worship Arts Premium (includes minors)	$250/ semester
Hospitality Management Premium	$100/ semester
Student Parking Fee	$300
Health Insurance	$2,480 per Academic Year
Housing Application Fee	$250
Registration Deposit (non-refundable)	$50
Housing Pre-Payment (Returning residents only, non-refundable)	$200
Health Fee	$100/semester
Health Center Visit Fee (With Insurance)	$25
Health Center Visit Fee (Without Insurance)	$50
Graduation Fee	$150
Global Studies Portfolio Fee	$90
Schedule Change Fee (2 Weeks Prior to Semester Start-Continuing students only)	$25
Schedule Change Fee (After Semester Start-all students)	$50
Late Payment Fee	$25
Residence Hall Rates: (Students are required to carry at least Canyon 1350 Meal Plan)	
Triple Occupancy: Camelback Hall / Sedona Hall / Saguaro Hall / Chaparral Hall / Prescott Hall / Ocotillo Hall	$2,050
Triple Occupancy: Acacia, Ironwood, Juniper, Willow	$2,050
Double Occupancy: Canyon Hall, Cypress Hall	$2,350
Double Occupancy: Prescott, Camelback, Sedona, Chaparral, Saguaro, Ocotillo	$2,650
Double Occupancy: Acacia, Ironwood, Juniper, Willow	$2,650
Apartments Rates (Students are required to carry at least Canyon 750 Meal Plan)	
Double Occupancy: North Rim	$2,950
Single Occupancy: North Rim	$3,200
Single Occupancy: Papago Studio	$2,950

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Non-Traditional Campus	
Single Occupancy: Agave, Agua Fria, Antelope, Cactus, Diamondback, Encanto, Jerome, Palo Verde, Ponderosa, Roadrunner, Salt River, Sonora, Verde River	$3,400
Summer Housing Rates	
Triple Occupancy	$990/ semester
Double Occupancy	$1,300/ semester
Apartment	$1,650/ semester

Dining Dollars

All resident students are required to purchase a meal plan. New students residing in on-campus apartments are required to purchase at minimum the $1,000 meal plan and students returning to the on-campus apartments are required to purchase at minimum the $750 meal plan. All students residing in a residence hall are required to purchase at minimum the $1,350 meal plan. Students residing on campus cannot purchase the Commuter Student meal plans. Commuter students may purchase any of the available meal plans.

Meal Plan (Dining Dollars) changes may be made through Week 2 of the semester. Dining Dollars may not be transferred from the purchasing student to any other individual. Dining Dollar refunds will be calculated less the actual usage and based on the applicable refund percentage at the time of the dining option cancellation. (Week 1 – 90%, Week 2 - 75%, Week 3 – 50%). After the first three weeks of the term, there will be no Dining Dollar refunds.

Starting in Fall 2018, unused dining dollars will not expire as long as the student remains enrolled at the university. These unused dining dollars will be classified as Rollover Dining Dollars. Students continuing from spring, must be registered for the upcoming summer or fall semester no later than May 31st in order for the unused Dining Dollars to remain eligible for use. Rollover Dining Dollars are not eligible for a refund and are forfeited at the time of graduation or when the student is no longer attending the university. Rollover dining dollars that were forfeited are not available to be reinstated at any time.

Effective 2020-2021

Dining Options	Details	Price
Canyon $250 Dining Dollars (Commuter Only)		$250/semester
Canyon $800 Dining Dollars	Exclusive to only apartment and remote housing residents. Minimum requirement for Papago and North Rim Residents.	$800/semester
Canyon $1,075	Minimum requirement for new, incoming apartment residents	$1,075/semester
Canyon $1,425 Dining Dollars	Residence Hall Minimum	$1,425/semester
Canyon $1,900 Dining Dollars		$1,850/semester
Canyon $2,200 Dining Dollars		$2,100/semester
Canyon $2,800 Dining Dollars		$2,650/semester

Students who have special dietary needs should contact Dining Services in person or at (602) 639-6924.

Lopes Cash

Lopes Cash is a form of payment separate from Dining Dollars. Funds can be loaded to a student's campus ID card by their Student Services Counselor. Lopes Cash can be used at all dining locations, to check out resources and books from the GCU Library, and to print from computers.

At the end of the academic year, a student no longer attending the University has 30 days to request a refund of any unused Lopes Cash with their Student Services Counselor. If a request is not made by the student to the University, the Lopes Cash will be forfeited. For both attending and non-attending students, unused Lopes Cash may be used to cover any other outstanding balance the student has with University prior to a refund being issued.

Campus ID Cards

Campus ID cards are issued for accessing GCU services as well as for security on campus. Campus ID cards can be used for Dining Dollars access, to check out resources and books from the GCU Library, or discounts on, certain GCU-sponsored events (sporting events, etc.). Students may obtain a campus ID card by visiting the Enrollment Office during normal business hours. Do not give your card to another student or person to use for building access, event admission or for meals. If a student allows another to use his or her card to access food services, both students may receive disciplinary sanctions. Students are issued one card for use during the entire time at GCU at no charge.

It is the responsibility of the student to ensure the security of their student ID card. Any ID cards that are lost or stolen will not receive a refund on any Dining Dollars or Lopes Cash that had been used during the time the card was stolen. If a card is lost or stolen, please notify your Student Services Counselor to put a hold on it for protection. There is a $10.00 fee to replace a lost or stolen card.

Special Course Fees

Certain University classes require payment of fees or deposits for materials, breakage, and/or rental. Contact the Program Director in the pertinent College for specific information.

- Any course where digital materials are provided will be charged the course materials fee. Digital course materials include but are not limited to, simulations, multimedia content, eBooks and/or custom created content. Some courses will include electronic textbooks for which students will be charged a Canyon Connect fee.

Special Course Fees	
Course Fee (EXS-415)	$30

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Special Course Fees	
Course Fee (DAN-100, DAN-101, DAN-120, DAN-130A, DAN-130B, DAN-180A, DAN-180B, DAN-200, DAN-210, DAN-250, DAN-260, DAN-270, DAN-280A, DAN-280B, DAN-300, DAN-310, DAN-312, DAN-313, DAN-350, DAN-353, DAN-360, DAN-363, DAN-370, DAN-373, DAN-380A, DAN-380B, DAN-385, DAN-390, DAN-412, DAN-413, DAN-430, DAN-435, DAN-450, DAN-453, DAN-465A, DAN-465B, DAN-470, DAN-480, HLT-665, NUR-665E, NUR-670, NSG-301, NSG-303, NSG-321, NSG-323, NSG-401, NSG-403, NSG-421, NUR-300, NUR-300N, NUR-300HN, NUR-315, NUR-316, NUR-318, NUR-320, NUR-320C, NUR-322, NUR-322C, NUR-432, NUR-432C, NUR-436, NUR-436C, NUR-442, NUR-442N, NUR-444, NUR-444N, UNV-300, DNP-801, PCN-662B, SWK-550, SWK-635, PCN-662D)	$50
Course Fee (Online only) (HOS-200, HOS-440, HOS-450, HOS-460, HOS-465, HOS-470)	$50
Course Fee (BUS-232, BUS-372, MKT-373, BUS-635, BUS-655)	$60
Course Fee (MUS-130, MUS-262, MUS-326, MED-320, WSA-205, WSA-215, WSA-310)	$75
Course Fee (Online only) (PCN-490, PCN-622, PCE-905)	$80
Course Fee (INT-101, INT-102, INT-201, INT-202)	$80
Laboratory Fee (BIO-181L, BIO-182L, BIO-201L, BIO-202L, BIO-205L, BIO-320L, BIO-360L, BME-356L, BME-460, CHM-101L, CHM-113L, CHM-115L, CHM-231L, CHM-232L, CHM-235L CHM-360L, CHM-365L, CST-210, CST-211, CST-215, CST-217, CST-217HN, CST-305, CST-307, CST-310, CST-315, CST-320, CST-405, CST-410, CST-415, CST-416, CST-425, CST-435, CST-440, CST-452, EEE-213L, ESG-202L, ESG-250, ESG-360, ESG-435, ESG-455, EXS-200L, EXS-202L, EXS-335L, EXS-340L, EXS-455L, HIM-410, HIM-412, HIM-450, HIM-484, NSG-320C, NSG-322C, NUR-442N, PHY-111L, ITT-430, ITT-450, MEE-340L, MEE-352, MEE-460, PHY-111L, PHY-112L, PHY-121L, PHY-122L, STG-110L, STG-242L, STG-330, STG-350L, STG-430, UNV-112)	$100
Technology Fee (CST-105, CST-111, CST-117, CST-126, CST-135, CST-201, CST-221, CST-227, CST-235, CST-236, CST-247, CST-256, CST-323, CST-326, CST-341, CST-361, ITT-116, ITT-121, ITT-201, ITT-307, ITT-340, ITT-370)	$100

Special Course Fees	
Course Fee (ATP-310, ATP-320, ATP-330, ATP-440, ATP-450, ATP-460, ATP-485, BIO-440, CST-451, EEE-302, EEE-320, EEE-431, ESG-451, ESG-452, ITT-306, ITT-455, STG-451, STG-452)	$100
Course Fee (FOR-515, FOR-530, FOR-540, FOR-560, FOR-575, INT-494, PCN-662A, PCN-662C, SCN-600)	$150
Course Fee (CNL-664A, CNL-664B, CNL-664C, PCE-910, PCE-911, SCN-605, SCN-615, SCN-625, SWK-550, SWK-620, SWK-635)	$200
Course Fee (SWK-535)	$280
Course Fee (NRC-634)	$350
Music & Worship Arts-Private Applied Instruction Fee (MAP-118, MAP-128, MAP-218, MAP-250, MAP-313, MAP-318, MAP-350, MAP-450, MAP-451, MBE-113, MBE-123, MBE-213, MBE-223, MBE-313, MBE-323, MBE-413, MBE-423, MEN-318, MIE-113, MIE-123, MIE-213, MIE-223, MIE-313, MIE-323, MIE-413, MIE-423, MSE-113, MSE-123, MSE-213, MSE-223, MSE-313, MSE-323, MSE-413, MSE-423, MVA-119, MVA-129, MVA-219, MVA-229, MVA-319, MVA-329, MVA-419, MVA-429, MWE-113, MWE-123, MWE-213, MWE-223, MWE-313, MWE-323, MWE-413, MWE-423, WGA-111, WGA-112, WGA-211, WGA-212, WGA-310, WGA-311, WGA-312, WKA-111, WKA-112, WKA-211, WKA-212, WPA-211, WPA-212, WPA-310, WPA-311, WPA-312, WPA-411, WVA-111, WVA-112, WVA-211, WVA-212, WVA-310, WVA-311, WVA-312)	$300
Music & Worship Arts-Private Applied Instruction Fee (MAP-120, MAP-130, MAP-220, MAP-230, MAP-320, MAP-330, MAP-420, MAP-430, MBE-115, MBE-125, MBE-215, MBE-225, MBE-315, MBE-325, MBE-415, MBE-425, MIE-115, MIE-125, MIE-215, MIE-225, MIE-315, MIE-325, MIE-415, MIE-425, MSE-115, MSE-125, MSE-215, MSE-225, MSE-315, MSE-325, MSE-415, MSE-425, MVA-120, MVA-130, MVA-220, MVA-230, MVA-320, MVA-330, MVA-420, MVA-430, MWE-115, MWE-125, MWE-215, MWE-225, MWE-315, MWE-325, MWE-415, MWE-425)	$600

Student Health Insurance

All GCU students must ensure they follow the federal guidelines for insurance coverage under the Affordable Care Act. Insurance coverage must be demonstrated or secured by the first of the month prior to the semester.

Deadline	Semester
August 1	Fall
January 1	Spring

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Deadline	Semester
May 1	Summer

The student populations below are required to secure suitable insurance coverage while attending GCU

- All traditional campus undergraduate students taking 12 credits or more, regardless of registered credits, are required to carry health and accident insurance.
  - The University-sponsored plan is provided by Aetna Life Insurance Company. The plan provides in-and-out patient coverage up to the required limit (see current brochure for limit) of reasonable and customary charges. Insurance brochures are available in the Cooke Health and Wellness Center.
    - Annual Period: Coverage for all insured students enrolled for the Fall semester, will become effective at the start of the fall semester.
    - Fall Semester Period: Coverage for all insured students will become effective at the start of the semester and conclude at the duration of the fall semester.
    - Spring Semester (Newly Enrolled) Period: Coverage for all students first entering Grand Canyon University in the Spring semester will become effective at the start of the spring semester, and will terminate at the end of the summer semester.
    - New Enrolled Summer Semester Period: Coverage will be determined prior to the start of the Summer semester.
    - NOTE: The health insurance rate for the full academic year is $2,729. It is $1,037 for Fall semester and $1,692 for the combined Spring and Summer semesters. The rate for students who enroll for the first time during the Spring semester is $1,692. Insurance charges may be subject to change in Fall 2017.
- All international students with an F-1 visa (all programs of study) will be automatically enrolled into the University-sponsored plan and do not have the option of waiving.
- All student athletes (all programs of study) are required to provide proof of suitable coverage by semester deadline, or they will be automatically enrolled into the University-sponsored plan and are required to pay the premium.
- Students in the following programs, are required to provide proof of suitable coverage by semester deadline, or they will be automatically enrolled into University-sponsored plan and are required to pay the premium. International students cannot opt out of the coverage.
  - Pre-licensure Nursing - upon entry/acceptance of Level 1 into the program
  - Athletic Training- upon entry/acceptance as a Level 1 into the program
  - Theatre Education- upon entry/acceptance as a Freshman into the program
  - Theatre and Drama- upon entry/acceptance as a Freshman into the program
  - Dance Education- upon entry/acceptance as a Freshman into the program

Waiving Insurance

Student athletes and nursing students (in their clinical portion of their program) with comparable health insurance, including coverage for acute and follow-up health care in the Phoenix area, may apply to waive the University-sponsored plan. To submit a waiver, student should visit http://www.aetnastudenthealth.com. Student must complete the insurance waiver process by the posted semester deadlines. No other means of acceptance will be acknowledged. A new waiver must be completed each academic year. All waivers are subject to verification and approval. The University cannot waive student health insurance later than the deadline and fees cannot be appealed

Federal Financial Aid

The purpose of financial aid is to provide funding resources to students who otherwise would be unable to pursue a postsecondary education. The primary responsibility for meeting University costs lies with students and their families.

General Eligibility Requirements

To receive federal Title IV financial assistance, all students must be admitted to the University, be enrolled in a degree Program of Study, be in good academic standing, and be making satisfactory academic progress. Students who are Accepted with Specifications are eligible for financial assistance according to the University's admission policy. According to federal regulations, financial aid recipients must be U.S. citizens or eligible non-citizens, not owe money back on a federal student grant, and cannot be in default on any federal student loans.

Financial Aid Application Process

Annually students must complete the Free Application for Federal Student Aid (FAFSA) which is the first step in determining financial need. The application can be accessed at https://studentaid.gov/. If a student does not have Internet access, a paper FAFSA may be obtained directly from the Department of Education. The University does not require any of the supplemental forms processed by the College Scholarship Service (CSS) or American College Testing (ACT), for which there is a fee charged.

The results of the FAFSA will be sent electronically to the financial aid department. Eligibility will be determined and funds will be awarded after receipt of all required documentation. Before any federal loans can be awarded, both a Master Promissory Note (MPN) and Entrance Counseling must be completed on the Department of Education's website, https://studentaid.gov/

Verification

Based on information reported on the FAFSA, the Department of Education will require certain applicants to complete the verification process before becoming eligible for TIV aid. If a student is selected for verification, the University will request that the student provide all required documentation which may include, but is not limited to:

- IRS Tax Return Transcript
- Verification of household size and number in college
- Documentation of high school completion
- Government Issued Photo Identification
- Statement of Educational Purpose

Additional documentation may be required to complete the verification process. All paperwork must be submitted as soon as possible but no later than the earlier of 120 days after the student's last day of enrollment or the end of the award year which runs through the month of September. Federal awards will not be processed until the verification process is completed.

Preference/Deadline Dates

Both new and returning students are strongly encouraged to submit initial or renewal FAFSA applications as soon as possible

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each year as some types of financial aid have limited funding and those students whose FAFSA applications are delayed run an increased risk of receiving reduced awards. Effective with the 17/18 award year, students will able to complete the FAFSA as early as the preceding October of the award year. Only students who have applied for admission to Grand Canyon University will be issued a financial aid award notice through the Student Portal.

Financial Need and Expected Family Contribution (EFC)

Aid for most federal funding is awarded based on financial need. The EFC is a measure a family's financial strength and indicates how much of students' and students' families (for dependent students) financial resources should be available to help pay educational costs.

The EFC is calculated from information reported on the FAFSA using a formula established by law. Family income and assets are considered in determining the EFC along with household size and number of family members attending a postsecondary school. The EFC can be found on the Student Aid Report (SAR) which is the document produced from the information supplied on the FAFSA.

To determine financial need for federal student aid programs the EFC is subtracted from the Cost of Attendance (COA) which is an estimated amount it will cost to attend school for an academic year. Estimated costs include tuition and fees, room and board, allowances for books, supplies, transportation, and personal expenses. Federal grants and other financial aid are used to meet financial need.

Upon completion of all required paperwork, Title IV funds will be awarded. A financial aid award letter will then be available on the student's portal.

Any changes made to original reported information on the FAFSA may result in a change in financial aid award amounts. If the FAFSA is selected for verification, any changes made during the verification process may also change financial aid award amounts.

Traditional Academic Calendar

The majority of aid for the Traditional campus is processed using the Scheduled Academic Year calendar which consists of a Fall and Spring term (semester) with aid for a Summer term optional. To receive maximum financial aid benefits, undergraduate students must be enrolled full-time (minimum 12 credits per term). Undergraduate students enrolled less than full-time may be eligible for prorated amounts of federal aid depending on the funding source. Undergraduate programs require enrollment of at least six credits per term for federal loan eligibility. Students who receive any institutional scholarships (i.e., academic, departmental, endowed, and/or merit) must maintain a continuous full-time enrollment status. Courses taken at other colleges do not count towards determining enrollment status at Grand Canyon University for financial aid/scholarship purposes.

Nontraditional Academic Calendar (Online and Cohort)

Nontraditional campus aid is processed using the Borrower-Based, Non-term academic calendar. An academic year for undergraduate programs is defined as a minimum of 24 earned credits and 30 instructional weeks. The academic year for masters programs starting July 2012 and after is defined as a minimum of 16 earned credits and 32 instructional weeks. Doctoral programs utilize an academic year definition of 12 earned credits and 32 instructional weeks.

An academic year begins with participation in the first eligible course of a degree program and ends when a student successfully completes both the credits and instructional weeks requirements. An academic year has no calendar time constraints and continues through periods of non-attendance that are less than 180 days until both the credit and weeks requirements are met.

The academic year is divided into two payment periods (terms). The first payment period consists of half of the credits and instructional weeks as defined in the academic year. The second payment period begins when a student has successfully completed the first payment period requirements and has continued on into the next scheduled course. Aid is packaged and disbursed using these definitions. Payments of financial aid awards are made in two equal disbursements following the appropriate payment period rules.

Inform the Office of Financial Aid

Students who receive additional outside assistance must report this fact to the Office of Financial Aid through their assigned Student Services Counselor. Students who have received any Title IV aid from a prior school or are currently receiving Title IV aid at another institution while attending Grand Canyon University must also notify the Office of Financial Aid through their assigned Student Services Counselor as this other source of funding may affect students' eligibility to receive maximum Title IV aid with GCU.

Student Responsibilities

All students should do the following:

- Accurately complete and return all applications, required documentation, verification forms, and any additional information that is requested by any GCU department or any other agency providing financial assistance. Errors or omissions may delay the awarding and disbursement of eligible funds.
- Read and understand all documentation and agreements that are signed and submitted to any department or agency.
- Review the award letter and all other notices issued regarding the responsibilities and conditions that must be adhered to by students receiving financial aid.
- Understand what portion of the financial aid package is need based aid (grant and scholarships that does not have to be repaid) and what portion is non-need based aid (funding that must be repaid such as student loans). If any portion of the aid is in the form of a student loan, understand the total amount of the loan, the interest rate assessed to the amount borrowed, the repayment schedule, the timeframe of the repayment schedule, and the start date of the repayment schedule.
- Notify the servicer of any changes to personal name, address, and enrollment status.
- Review and understand the amounts pertaining to the cost of attendance and the Course Tuition Refund Policy for Grand Canyon University as stated in the Financial Services section.
- Review and understand the amounts pertaining to the cost of attendance and the Course Tuition Refund Policy for Grand Canyon University as stated in the Financial Services section.
- Review and comply with all rules and regulations pertaining to academic, financial, and University conduct policies
- Understand that any intentional misrepresentation of information provided on applications or documents submitted for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal

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Code and will be reported to the Office of Inspector General (OIG)

Disbursement of Title IV Funds for Books and Supplies

If a Pell grant eligible student meets all requirements to receive Title IV funds at least 10 days before the start of a payment period, any Title IV funds in excess of the amount owed to the school at the that time (Title IV credit balance funds) are to be made available to the student up to the amount needed to obtain books and supplies.

The school must make the Title IV credit balance funds for books and supplies available to the student by the 7th day of the payment period.

If a student has not yet established eligibility to receive Title IV funds at least 10 days before the beginning of a payment period due to outstanding verification requirements, unresolved "C" codes on the Student Aid Report (SAR), or conflicting information, this requirement does not apply.

In determining whether a Title IV credit balance exists, the school considers all Title IV funds that could be disbursed at least 10 days before the term/payment period, regardless if funds have been received by the institution. It is the student's eligibility to receive Title IV funds at that time, rather than the school's schedule for receiving or disbursing those funds, that determines the existence and amount of a Title IV credit balance for this purpose.

If a student requires monetary assistance with purchasing books and supplies, he should contact his Student Services Counselor to determine if he meets the qualifications listed above. If the Student Services Counselor determines that the student is eligible to receive assistance in purchasing books/supplies, the student will have a maximum of $300 available to purchase the required books/supplies.

The student is under no obligation to take advantage of this provision.

Excess Funds - Stipend Checks

Many times students request aid in excess of the total account charges. Once funds post to the student's account, any funds in excess of the posted charges create a credit balance on the account. In compliance with federal regulations, the University will mail an excess funds (stipend) check within 14 calendar days from the date the Title IV credit balance was created on the account.

It is University policy to mail all stipend checks to the current address on file. Students who wish to change their address must go through the Office of Academic Records, update their address on the Student Portal, or contact their SSC to make this change. Students may be subject to a $25 charge for stop payments made after 21 business days of mailing date. Any credit balance created that is a result of a credit card payment will be returned to the credit card that was initially used or can be used to pay for charges in the next payment period. Any unrequested credit balances that are less than $1 will be donated to the Institutions scholarship fund.

Stipend checks are processed according to federal regulations and University policies. For further details, please contact your Student Services Counselor.

Leave of Absence – Nontraditional

Leave of Absence (LOA) refers to a specific time period during a program when a student is not in attendance. A student who requires a temporary break of enrollment in his program of study that will last for more than 14 days has the option of requesting a Leave of Absence. An LOA must meet certain conditions to be counted as a temporary interruption in a student's education rather than being counted as a withdrawal from the University. There must also be a reasonable expectation that the student will return from the LOA in order for the leave to be approved.

Leave of Absence Criteria

- An LOA request must be signed, dated and submitted on or before the last day of class attendance in a course and must include the reason for the student's request. The request must be completed on the GCU Leave of Absence form. Any request submitted after the last day of class in a course will be denied unless unforeseen circumstances prevented the student from doing so.
- GCU policy allows two LOAs of up to 60 calendar days each in any 12 month rolling calendar year.
- A third LOA can be requested within this 12 month period only if the student can demonstrate extenuating circumstances that would warrant a third leave of absence. The total time spent on an LOA in a rolling calendar year cannot exceed a 180 days.
- Students who do not return from an approved LOA will be withdrawn from the University effective the last date of documented attendance.
- Title IV loans cannot be disbursed to a student while on an LOA; Title IV grants and Perkins loan funds can be disbursed to a student while on an LOA.

A student wishing to request an LOA will need to initiate the process with his Student Services Counselor. The final approval/ denial will be completed within one week of the student's LDA. No additional charges can be assessed to a student who returns from an approved LOA.

If the LOA request is not approved or the student does not return as scheduled from the approved LOA, this time of non-attendance will be counted against any grace period for Title IV student loan repayment purposes.

Because of various federal requirements, a Leave of Absence is available only to the Nontraditional student population.

Federal Return of Title IV Funds Policy - Official and Unofficial Withdrawal

Any federal financial aid recipient who fails all courses in a semester (traditional campus), is terminated by the university for any policy violation (traditional and nontraditional) or withdraws from the University (traditional and nontraditional) is subject to a federal Return of Title IV Aid calculation. This calculation determines both the amount of federal aid that the school is allowed to retain as well as the amount that must be returned to the Department of Education. The R2T4 policy determines the amount of TIV funds the student has earned based on withdrawing before the completion of the period funded and is separate from the Institutional Refund Policy.

An official withdrawal occurs when a student has formally requested to be withdrawn from the University. The student must submit a Complete Withdrawal Form, available on the student portal. If a student notifies his Student Services Counselor of his intent to withdraw from the University but did not complete the Official Withdrawal form, the Student Services Counselor will

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notify the Office of Academic Records of the official withdrawal request.

An unofficial withdrawal for a non-traditional student occurs when the student has stopped attending any coursework for a period of 14 consecutive days or more but has not communicated a desire to officially withdraw from the University and is not on an approved Leave of Absence.

The federal refund calculation is as follows:

1. Withdrawal:
   a. Withdrawal from the University before the first day of classes, 100% of Title IV aid must be returned.
   b. Withdrawal from the University through 60% of the payment period will result in a prorated percentage of aid being earned. Any unearned aid due from the school will be returned to the appropriate funding source. In some instances, a portion of unearned aid may be the student's responsibility. Refunds due to any TIV loan program may be repaid based on the terms of the student's Master Promissory Note. Refunds to grants must be paid, the student should follow the directions on the R2T4 form to make arrangements for repayment. Failure to do so may impact future TIV eligibility
   c. Withdrawal from the University after attending more than 60% of the payment period will result in 100% of the student's Title IV aid being earned. The institution will retain 100% of funding that covers institutional costs; students may retain the remainder of funding.
2. Failing All Courses in a Semester (Traditional Campus): Traditional campus students receiving failing grades in all coursework for the semester will earn 50% of Title IV aid disbursed. If validation can be obtained of a later Last Academic Activity date (LAA), that date will be used in the calculation. The student will continue to owe tuition and fees for the entire semester and will be responsible to the University for any remaining balance on account.
3. Unofficial Withdrawal within a Term Containing Modules (Traditional Campus): Coursework taken within a term where no courses taken span the entire length of the term will be subject to modular refund rules. If the withdrawal from future courses within the term occurs after the student is no longer attending a course, Title IV aid will be earned at a 50% rate and the student will be responsible to the University for any remaining balance on account. If validation can be obtained of a later Last Academic Activity date (LAA), that date will be used in the refund calculation.
4. Students dismissed from the institution will have the refund made based on the earlier of the date the determination was made that the student was to be dismissed due to not meeting an institutional policy or the date the triggering incident occurred.

Order of Return of Title IV Funds Required to be Returned by the Institution

- Unsubsidized Direct Loans (other than Direct PLUS Loans)
- Subsidized Direct Loans
- Direct PLUS Loans (parent or graduate)
- Federal Pell Grants for which a return of Title IV funds is required
- FSEOG for which a return of Title IV funds is required
- TEACH Grants for which a return of Title IV funds is required
- Iraq and Afghanistan Service Grant, for which a return of Title IV funds is required.

Note: returns of less than $1.00 are not required to be made.

Timeframe for the Return of Title IV Funds

GCU will complete the R2T4 calculations within 30 days of the date of determination that the student has withdrawn. Any refunds that are the responsibility of the institution will be made as soon as possible and no later than 45 days from the date of determination that the student has withdrawn.

Timeframe and Requirements for Payment of Post Withdrawal Disbursements

As part of the R2T4 calculation, a determination will be made regarding any additional Title IV funds the student may be eligible to receive. These funds are considered post withdrawal disbursements (PWD). The student must have submitted a valid FAFSA for the period from which the withdrawal occurred and met all eligibility requirements, including the submission of any required supporting documentation.

The PWD determination must be made within 30 days of the date of determination that the student withdrew. In addition to meeting the PWD requirements, students must also meet the terms of late disbursement regulations (34 CFR 668.164(j)(2), which require GCU to receive a valid SAR/ISIR for the student from the Department of Education by the deadline dates established by the Department. Additionally, for a PWD to be made from an award of Direct Loan or TEACH Grant funds, GCU must have originated the loan or grant prior to the date the student became ineligible. For PWD's made from SEOG funds , GCU must have made the award to the student prior to the date the student became ineligible . If the student is eligible for a PWD, the notification will be included with the results of the R2T4 notification.

If the eligible PWD is from Federal Pell Grant or Federal SEOG funds, the funds will be posted to the student's account. If there is a credit balance on the account, a check will be sent to the student and a disbursement notification will be sent via email. If the PWD is from Federal Loan funds, the student will be notified of the availability of the PWD and the student must authorize the disbursement.

Maximum Timeframe

Federal regulations require a student to complete his Program of Study within a measured maximum time frame that cannot exceed 150% of the published length of the program. The sum of the total required credits multiplied by 150% will be the maximum number of attempted credits for which a student is eligible to receive aid. If a student reaches the 150% timeframe and has not completed his program of study, he is no longer eligible for Title IV aid. The student may continue taking required coursework, but must make other payment arrangements.

Federal Funding Sources

Federal Pell Grant Awarding

A Federal Pell Grant, unlike a loan, does not have to be repaid. It is available to eligible undergraduate students who have not earned a bachelor's degree. Student and family income information that is provided when completing the Free Application for Federal Student Aid (FAFSA) determines Pell eligibility.

Effective July 2012, the Department of Education limited the number of semesters/terms to 12 in which a student may receive a Pell grant. A student's remaining Pell eligibility will be reported on the student's Institutional Student Aid Report or

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students may contact their Student Services Counselor for this information.

Federal Supplemental Educational Opportunity Grant

FSEOG is available to undergraduate students with exceptional financial need. Students with the lowest EFCs who also receive a Pell grant for that award year have primary consideration for FSEOG funding. FSEOG is an award that does not require repayment. This award is dependent on financial need and availability of limited funds.

Iraq and Afghanistan Service Grant (IASG)

A student whose parent or guardian was a member of the U. S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001, may be eligible to receive this grant. For more information on this grant students should contact their Student Services Counselor.

Children of Fallen Heroes

Beginning with the 2018-19 award year, a Pell-eligible student whose parent or guardian died in the line of duty while performing as a public safety officer is eligible to receive a maximum Pell Grant for the award year for which the determination of eligibility is made. For more information, students should contact their Student Services Counselor.

Teacher Education Assistance for College and Higher Education Grant (TEACH)

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program was established under the College Cost Reduction and Access Act (CCRAA), to benefit current and prospective teachers. This program currently provides up to $3728 a year in grant assistance to students who plan on becoming a teacher and meet certain specific requirements. Based on the Budget Control Act of 2011, this amount will be reduced to $3724 in October. If a student who receives a TEACH Grant does not complete the required teaching obligation, the grant must be repaid as a Direct Unsubsidized Loan under the William D. Ford Federal Direct Loan Program.

To be eligible to receive a TEACH Grant, students must:

- Be enrolled in an eligible institution
- File an application and *Agreement To Serve*
- Have a 3.25 GPA

The *Agreement To Serve* requirements:

- Full-time teacher for 4 years within eight years of completing degree
- Teach in high need subject areas such as Math, Science, Foreign Language, Bilingual Education, Special Education, Reading Specialist, or a field as defined by the federal government as high need
- Comply with the requirements for being a highly qualified teacher

The amount of the grant will be treated as an unsubsidized Stafford loan and interest will accrue from the date of grant award if the student fails to complete the Agreement to Serve requirements.

For more information about this grant, students can refer to the Financial Services website.

Federal Work Study

Federal work-study provides part-time jobs for students with financial need, allowing them to earn money to help pay educational expenses. Contact Student Employment for more information.

Federal Loan Programs

Loans are often part of a financial award package as they provide students with an opportunity to defer part of their educational costs by borrowing now and paying later. Each year a student's loan eligibility is determined by completing the FAFSA. Likewise, eligibility for certain loans and loan amounts may change according to the information reported on all required documentation.

Federal Direct Loan Program

In order to receive a Federal Direct loan, a completed Master Promissory Note (MPN) is required. The MPN is a legal document in which you promise to repay your loan(s) and any accrued interest and fees to the U.S. Department of Education. It explains the terms and conditions of your loan(s), and items such as how interest is calculated, what deferment and cancellation provisions are available to you, and estimated repayment plans.

A second requirement of receiving a student loan is to complete Entrance Counseling. This is a mandatory information session which takes place before you receive your first federal student loan that explains your responsibilities and rights as a student borrower.

Upon graduation/withdrawal, Exit Counseling is also required which will reiterate your rights and responsibilities as a student loan borrower and provide useful tips and information to help manage your student loans.

All required information can be found at both Federal Student Aid and Student Loans.Gov sites.

Direct Subsidized Loans

Subsidized loans are available to undergraduate students who meet certain financial need criteria. The federal government will pay the interest on the loan while the student is attending classes on at least a half time basis and during periods when the loan is deferred.

Effective July 1, 2012, graduate and professional students are no longer eligible for this loan.

The Department of Education implemented a cap on the amount of time a student can attend an institution and continue to receive a subsidized loan. Any student who had no loan debt effective July 1, 2013 will need to complete his program of study within 150% of the published time to completion. If the student does not complete his program of study within that timeframe, he will no longer be eligible to receive additional subsidized funding. Under certain conditions, the provision also causes first-time borrowers who have exceeded the 150% limit to lose the interest subsidy on their Direct Subsidized loans

Direct Unsubsidized Loans

Unsubsidized loans are available to students regardless of financial need. Students are responsible for the interest that accrues on this loan from the date the funds are disbursed until the funds are paid back in full. The student borrower also has the option to pay the interest that is accruing while attending school or postpone payment. If payment is postponed, the interest will accrue and be capitalized (added to the principal amount of the loan).

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Plus Loans

PLUS loans are available for graduate/professional students as well as parents of dependent undergraduate students. The PLUS Loan enables parents/graduate students to borrow up to the full cost of attendance less any other financial assistance awarded to the student. PLUS Loan borrowers are subject to a credit check before loan approval.

The interest rate for new loans is determined each year and is announced during the month of July. Contact your Student Services Counselor for the current interest rates.

Repayment on the principal loan balance begins six (6) months after the borrower drops below half-time enrollment status or graduates. Normally, monthly loan payments will not be less than fifty dollars ($50) and must be repaid within the time-period specified by the terms of the borrower's repayment contract.

Annual and Aggregate Loan Limits

There are limits on the amount of subsidized and unsubsidized loans that a student is eligible to receive each academic year (annual loan limits) and the total amounts that may be borrowed for undergraduate and graduate study (aggregate loan limits).

Annual Loan Limits			
	Base Loan Dependent/ Independent Sub/Unsub	**Additional Loan Independent Unsub**	**Total Loan Amount**
Freshman	$3,500/$2,000	$ 4,000	$ 9,500
Sophomore	$4,500/$2,000	$ 4,000	$10,500
Junior	$5,500/$2,000	$ 5,000	$12,500
Senior	$5,500/$2,000	$ 5,000	$12,500
Graduate		$20,500	$20,500

Aggregate Stafford Loan Limits	
Undergraduate Subsidized Limit	$ 23,000
Undergraduate Combined Limit	$ 57,500
Graduate Subsidized Limit (including all undergraduate loans)	$ 65,500
Graduate Combined Limit (including all undergraduate loans)	$138,500

State Grants for Arizona Residents

Arizona Leveraging Educational Assistance Partnership Program (AzLEAP)

The AZ LEAP program is a state and institutional partnership which provides student financial assistance in the form of need-based grants to low-income, undergraduate, Arizona resident students who have demonstrated substantial financial need.

Minimum Qualifications:

- Must be U.S. Citizen or an eligible non-citizen
- Must be a resident of Arizona
- Must be enrolled at least half-time as an undergraduate student
- Must have substantial financial need (be Pell eligible) as determined by the Free Application for Federal Student Aid (FAFSA)
- Must meet GCU Satisfactory Academic requirements
- Must not have concurrent enrollment in undergraduate and graduate courses

Math, Science, Special Education Teach Loan Forgiveness Program (MSSE)

The Math, Science and Special Education Teacher Loan Forgiveness Program (MSSE) is a student-centered, need-based forgivable loan designed to financially support and encourage junior or senior Arizona resident college students to enter into the teaching profession and teach in a public school in Arizona.

The maximum forgivable loan is $7,000 per academic year for up to three years excluding all grants, scholarships and other tuition benefits (ex: tribal and military). Funds can be applied toward tuition, instructional materials and mandatory fees as documented in the student's Cost of Attendance (COA) at their institution.

Students must enter into an agreement with the Arizona Commission for Postsecondary Education (ACPE) to teach in an Arizona public school in a term equal to the number of years of loans received plus one year. Additionally, students must sign a promissory note acknowledging the conditions of the loan and promising to repay the loan plus interest if the teaching obligation is not met.

Minimum Qualifications:

- Must be U.S. Citizen or an eligible non-citizen
- Must be a resident of Arizona for at least the previous 12 months at the time of application
- Must be enrolled at least half-time as an undergraduate student
- Must be a junior or senior (completed at least 60 college credits) in a course of instruction with the intent to attain licensure as a teacher in math, science, special education in a public school in Arizona
- Must be seeking a first baccalaureate degree
- Must have financial need
- Must maintain satisfactory academic progress
- Must enter into an agreement with the Arizona Commission for Postsecondary Education to teach in an Arizona public school in a term equal to the number of year of loans of loan received plus one year
- Must sign a promissory note acknowledging the conditions of the loan and promising to repay the loan plus 7% interest if teaching obligations are not met.

Student Employment

Federal and Non-Federal Work Study

On campus Federal Work Study and Non-Federal Work Study employees will not be able to work without completed hiring documents. Federal and Non-Federal Work Study positions are paid bi-monthly. A student employed by GCU must be registered for at least six credit hours in order to maintain his/her exemption from Social Security taxes. Students are unable to receive state unemployment upon termination of their position.

Students are expected to do the following:

- Report to work promptly.
- Notify supervisors in advance if they will be late or absent from work.

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- Refrain from conducting personal business and schoolwork on during scheduled work hours.
- Accurately report the hours worked (sign time sheet).
- Dress appropriately according to position.
- Monitor earnings in relation to their Federal Work Study award.
- Give two weeks' notice before resigning.

International Student Employment

International students who wish to work while in the U.S. must be aware of and comply with F-1 visa employment regulations. Working illegally while in the U.S. is a serious offense that must be reported to the Department of Homeland Security (SEVIS) and can result in loss of F-1 status and benefits, and possible deportation. All international students must confer with the staff at the International Students Office before accepting or beginning any employment.

For Canadian Students: Grand Canyon University is dedicated to providing high quality service for our Canadian students. Please be advised that students are responsible for determining their eligibility for Canadian Tax Credits. Certain Grand Canyon University courses and programs may not meet certain requirements for tax credits, including but not limited to the minimum week and continuous enrollment requirements. For more information on Canadian Tax Credits, please contact The Revenue Canada Agency or visit www.cra.gc.ca.

On-Campus Employment

International students with F-1 status may be employed on campus without obtaining special permission from the U.S. Citizenship and Immigration Services (USCIS) provided they are maintaining legal immigration status. Nonetheless, international students should check with the International Students Office to be sure the prospective job is permissible.

Off-Campus Employment

After being enrolled full-time for one academic year (two semesters), international students may be eligible for employment off-campus; however, opportunities are limited. Consult with the International Students Office for more information.

Below is a listing of the three primary types of off-campus employment that are available to international students.

- Practical Training (PT) - PT is a benefit that allows F-1 students to gain practical experience working in the US in their field of study. There are two types of PT, Optional Practical Training (OPT) and Curricular Practical Training (CPT). OPT may be taken either during or following completion of the degree program, but is most feasible following completion because of the amount of time it takes to apply. Students are allowed a total of 12 months of OPT. The International Student Coordinator in the International Students Office will determine eligibility for OPT and may recommend to USCIS that work authorization for OPT be given. Prior to submitting an application for OPT, students must have completed full-time enrollment in two semesters of the degree program, and the application must be submitted to USCIS prior to completion. USCIS will review the application and upon approval will issue an Employment Authorization Document (EAD) card as legal permission to work. Students must have the EAD in their possession before they begin to work. Students are not required to have a job offer to apply for OPT.
- CPT may be authorized for those F-1 students who have enrolled in an internship course and have an internship job (firm offer) that has been certified through the college and the International Students Office. Any time up to 12 months on full-time CPT does not detract from a student's OPT. Students who complete 12 or more months of full-time CPT, however, are not eligible for OPT.
- Employment with an International Organization: This type of employment is very limited and must fit within the guidelines of the International Organization Immunities Act. It may require a change of status that could be detrimental to the student's status.

Social Security Number

A Social Security Number (SSN) is required in order to be employed in the U.S. For F-1 students to obtain an SSN, they must have employment on-campus or have other work authorization like Curricular Practical Training or Optional Practical Training. To apply for a SSN on the basis of an on-campus job, students must provide a letter from the campus department and the International Students Office, verifying the job and eligibility.

The following documentation will be necessary to present when applying:

- Unexpired passport containing F-1 visa
- Form I-94 Arrival/Departure record
- I-20 form
- One other piece of identification – a student ID card, driver's license, etc.
- Letter of eligibility from the Center of International Education
- Letter from campus department where the student will be working

To apply on the basis of Curricular Practical Training (CPT), after approval for the internship and registration for an internship course, the staff in International Students Office will generate a new I-20 that lists the student's work permission for that specific employment. In the case of Optional Practical Training (OPT), the student will apply for it in the last semester of study. Upon approval from U.S. Citizenship and Immigration Service (USCIS), the student will receive a card showing work authorization. Please see staff in the International Students Office for these types of employment.

After obtaining one of the above types of authorization and documentation, an international student may apply for a Social Security Number by going in person to the local Social Security Administration office. The International Students Office can direct students to the nearest Social Security Administration office.

International Student Tax-Reporting Responsibilities

International students have some responsibilities for reporting to the Internal Revenue Service each year. Students may be subject to U.S. taxation based on the source and type of income and the number of years they have been present in the U.S. Each tax year, all international students must file Form 8843. Those who earned income from a U.S. source must file Form 1040NR or 1040NR-EZ. Grants and scholarships may be subject to taxation. Generally, tax forms must be filed by April 15 for the previous tax year (January 1 – December 31).

It is students' responsibility to determine tax liabilities and file the appropriate forms in a timely manner.

The International Students Office is not trained as professional tax consultants and cannot complete and/or file any tax forms.

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Evaluation of Transfer Credit

The following section outlines how Grand Canyon University evaluates transfer credit from other institutions, alternative transfer credit options, and discusses general policies.

General Policies

The University generally accepts courses from accredited, GCU-approved colleges, universities, or programs provided the work is not of a highly specialized nature and a grade of C or better is earned. Transfer Credit Practices of Designated Educational Institutions, published by the American Association of Collegiate Academic Registrars and Admissions Officers, is used as a general guide in determining acceptability.

If the Office of Academic Records is unable to determine specific applicability for an acceptable course, general elective credit will be granted.

Foreign Evaluation of Transfer Credits

The following policies apply to credits students have earned at foreign institutions and wish to transfer to GCU.

In order to accurately and consistently evaluate foreign credentials, Grand Canyon University requires all international college or university transcripts to be evaluated by a University-approved evaluation service. Obtaining an evaluation is an additional step to awarding college or university credit from foreign transcripts. The fee for evaluation is the responsibility of the student.

Transferring from GCU to another Institution

Students transferring from GCU to another educational institution are subject to that institution's transfer credit policy. All institutions reserve the right to refuse credits for transfer; therefore, students are encouraged to consult that institution's policy. Grand Canyon University cannot control how, or if, other institutions accept credits earned at GCU.

Transferability of Credits Earned to Institutions of the Nevada System of Higher Education

Students transferring from GCU to another educational institution within the state of Nevada are subject to that institution's transfer credit policy. All institutions reserve the right to refuse credits for transfer; therefore, students are encouraged to consult that institution's policy. Grand Canyon University cannot control how, or if, other institutions within the state of Nevada accept credits earned at GCU.

Baccalaureate Transfer Policies

The Office of Academic Records evaluates all prior college or university course credit through an official transfer credit evaluation. The Office of Academic Records determines how each course completed at each previous school will transfer into the University in the program of study. Based on that evaluation, some credit not applicable to the program may not transfer. Evaluations occur course-by-course and are applied toward University graduation requirements to maximize transfer credit.

Courses may be accepted as upper or lower division general electives, upper or lower division major or minor electives, or as directly equivalent University courses.

GCU uses the following policies to determine acceptability of courses in an undergraduate program:

- For undergraduate programs, a maximum of 90 credits, no more than 84 credits of which can be lower-division.
- Lower division credits can meet the content of upper division GCU classes, but will not fulfill the upper division requirement.
- A maximum of 30 credits, combined from the list below, can come from alternative credit options:
  - College Level Examination Program (CLEP)
  - Prometric DSST Exams (DANTES)
  - Excelsior Colleges Exams
  - Berlitz Language Evaluation
  - Advanced Placement (AP)
  - International Baccalaureate (IB)
  - American Credit Evaluation (ACE) approved credits
  - National College Credit Recommendation Service (NCCRS) approved credits
  - Lifelong Learning Assessments (8 credit maximum)
  - GCU Approved Certificates
  - Global Studies Portfolios (GSP)
- Another 30 credits maximum can come from military schools and training.
- All other transfer credits must come from accredited, GCU-approved college(s) transcripts.
- The University will not accept transfer credits from a third-party transcript. Each transfer course must be presented on the college transcript from which the course was completed.
- Courses with a grade of Pass (P) will be considered if "P" is equivalent to a C or better. This is determined by reviewing the grade scale of the institution where the course was completed.
- The University will not accept any course for credit that is described as having remedial or developmental content.
- The University will not accept any course for credit that duplicates credit already applied to a program.
- If a student disagrees with the way credit has been awarded, he or she may appeal through the appeals process as outlined in this University Policy Handbook.
- When coursework is equivalent, transfer credit from a quarter-system institution is evaluated and converted to semester credits on a 1:0.666 ratio.

Quarter Credits	Equivalency in Semester Credits
5	3.33
4	2.67
3	2.00
2	1.33
1	0.67

Below are examples of the evaluation and conversion of quarter system courses:

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- Example A: If a student completed 4 quarter credits of ENG 101, the credits would be converted to 2.67 semester credits of English Composition at GCU. It would fulfill credits in the Communications requirement of the General Education; however, the student would earn only 2.67 credits toward the overall requirement of 120.
- Example B: If a student completed 3-quarter credits of ENG 101, the credits would be converted to 2.00 semester credits of English Composition at GCU. The 2 credits would count toward the overall requirement of 120 hours by fulfilling 2 credits in the Effective Communications requirement of the General Education; however, it does not fulfill the English composition requirement. The student would earn only 2.00 semester credits toward the overall requirement of 120.

Transfer Credit Application

Associate Transfer Plan

Students who complete a transfer-oriented associate degree at an accredited or GCU-approved college or university fulfill the University's General Education requirements, with the exception of the University Success, Christian Worldview, and required general education course, as defined in the Academic Catalog. Transfer-oriented associate degrees include the following:

- Associate of Arts
- Associate of Science
- Arizona General Education Curriculum (AGEC)
- California Intersegmental General Education Transfer Curriculum (IGETC).

Students enrolled in the Bachelor of Science in Nursing (RN to BSN) program need to refer to the Baccalaureate Programmatic Admission Requirements section for more information on general education requirements.

Alternative Transfer Credit Options

Students may transfer a total of 30 credits from all alternative transfer credit options combined. All alternative methods accepted are listed in this section. Many students who come to Grand Canyon University have achieved college-level mastery of certain subjects through advanced high school programs or by other means not generally recognized for college credit.

For this reason, the University actively participates in the following:

- High School Programs
  - Advanced Placement (AP)
  - International Baccalaureate Credit (IB)
- Alternative Testing Programs
- American Council on Education (ACE);
- Berlitz Language Evaluation
- College Level Examination Program (CLEP) of the College Entrance Examination Board;
- Excelsior College Exams
- GCU Approved Certificates
- Global Studies Portfolios (GSA)
- IT Competency Assessment
- Lifelong Learning Assessment (LLA)
- National College Credit Recommendation Service (NCCRS)
- Prometric DSST Exams (Formerly DANTES)
- Sophia Learning

Certain restrictions apply to these programs. Credit will be given only when it does not duplicate credit previously earned and is not for a course more elementary than one for which the student has earned college credit. CLEP credit will be given only for examinations completed after July 1965.

High School Programs

Student may have earned credits through two alternative credit options during high school. These include Advanced Placement Requirements (AP) and International Baccalaureate Credit (IB). Official transcripts from AP or IB will need to be sent to the University, credit is not awarded from the high school transcript. Upon receipt of official transcripts, credit will be awarded as indicated on the official transcript received.

Alternative Testing Programs

National testing exams offer students another choice to demonstrate mastery of course content. Credit awarded is based on official transcripts.

The number of credits and grade level (lower or upper division) varies based on the recommendation listed on the official transcript. Students can verify this through the other agency. If the student needs the coursework to be upper division credits, this should also be verified through the other agency before completing the exam. The University will apply the credit as recommended on the official transcript received.

For a current list of acceptable exams, students can visit transfersearch.gcu.edu. Please be advised, course mappings will be updated as other agencies recommendations change so students are always encouraged to verify with the other agency before completing the exam.

Berlitz Language Evaluation

For assessment of languages, an evaluation of language proficiency from the Berlitz Institute may be accepted for credit. Credit will satisfy the foreign language requirements. Students can take exams for any language assessed by Berlitz. A maximum of 16 lower-division credits will be awarded using the following scale:

A minimum cumulative score rating of 70 (out of 100) must be obtained in the following areas to receive 16 credits of lower division for the following skill areas:

- Writing Proficiency (WPE)
- Speaking Proficiency (SOPI)
- Listening and Reading Proficiency (BTLR)

American Council on Education (ACE)

ACE provides credit recommendations for formal courses and examinations completed outside of a traditional classroom. GCU will apply ACE evaluated credit according to the ACE transcript, first for matching course content or general education, then to electives, up to the transfer credit limits of the degree. Content must be equivalent and equal in credit to GCU courses at the masters and doctoral levels to be applied. Certificates or an ACE transcript should be submitted to the Office of Academic Records. A transcript can be requested on the ACE website at http://www.acenet.edu/ Students may submit certificates issued by the National Fire Academy (NFA) and Emergency Management Institute (EMI) as approved by the American Council on Education (ACE). All other certificates issued by NFA and EMI, as well as FEMA Independent Study and Gannett, will not be considered for alternative transfer credits.

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National College Credit Recommendation Service (NCCRS)

NCCRS (formerly National PONSI) evaluates training and education programs offered outside the traditional college classroom setting and translating them into college credit equivalencies. NCCRS-evaluated courses can be applied towards undergraduate lower-division general education requirements or toward undergraduate lower-division elective requirements. Official transcripts from the organization that sponsored the course or learning experience must be submitted to the Office of Academic Records. NCCRS does not issue transcripts. More information can be found on the NCCRS website.

GCU Approved Certificates

GCU has identified a list of international and national professional certificates that students can submit for alternative transfer credits, which are listed on the GCU Transfer Center. These certificates have been approved by the Colleges and can apply towards one of the following:

- Lower or upper division undergraduate general education, program major/core or elective requirements
- Limited graduate level coursework

Grand Canyon University will award alternative transfer credits based on the equivalencies listed below:

- 10 contact hours = 1 Continuing Education Units (CEU) credit
- 10 CEUs = 1 semester credit
- 100 CEU contact hours = 1 semester credit

Grand Canyon University will consider an academic appeal for certificate(s) not listed on the ACE website or GCU Transfer Center if the certificate meets the following criteria:

- Issued by an international or national organization (cannot be issued by an approved provider of a national or international organization)
- Name of attendee
- Name of Certification earned
- Documents number of CEU or contact hours completed
- Date certification was awarded

Lifelong Learning Assessment (LLA)

GCU defines 'Lifelong Learning Experiences' within the context of the LLA, and for the purposes of choosing an LLA topic and writing an LLA paper, as: "A real-life event that was experienced first-hand, has generated an extensive amount of personal and professional learning that is equivalent to college-level academic rigor and quality, and has created a significant life change in the learner (i.e., an increased capacity to live and apply the learning in new contexts). These learning experiences are most valued when they are job-based (or volunteerism), but they should involve engaging in activities for significant amounts of time (e.g., several years or more), are non-episodic (i.e., not one-time events), and are context-embedded within naturally occurring life events during the adult years of life."

In order to take advantage of this alternative credit method, students must first be approved to take the course ENG 135: Lifelong Learning Assessment, which teaches students the skills needed to submit up to 8 credits of Lifelong Learning Assessments with an additional 4 credits being earned from the course itself. Students create and submit an LLA paper by documenting adult life experience in the form of an expository essay focused on experiential learning as described in the paragraph above. Papers submitted for consideration of credit should follow the following guidelines to earn:

- 2 credits, complete 10 pages and a minimum of two academic references; 3 subtopics;
- 4 credits, complete 20 pages and a minimum of four academic references; 6 subtopics.

Students are given the opportunity to submit up to two LLA topics for approval. If approved for a second topic, an additional paper must be submitted for review that meets either the 2 credit or 4 credit requirements; ultimately, allowing the student to earn up to 12 credits. Papers should be written and documented following APA guidelines, including title and reference pages. These pages are not included in the page requirement.

Grand Canyon University will award credit to students for life experiences when the evaluator is convinced that such experiences meet the requirements as outlined in the grading rubric and LLA definition. Sample topic areas are as follows:

- Business Ownership
- Human Communications
- Introduction to Project Management
- Military Career (with deployment)
- Roles in Healthcare

Credit earned through the LLA process can only be used to fulfill undergraduate effective communication or elective requirements and these credits may not be transferable to another institution in the way credit for actual courses completed at GCU would be transferable.

The first LLA submissions must be received no later than 60 calendar days after the completion of the ENG-135 course. Students are allowed to submit a second LLA paper after proper approval within one year of the completion of ENG-135. Late submissions will not be considered. Students should note that incomplete LLAs or LLAs with incomplete coversheets will not be reviewed and will be returned to the student. Students will be notified of the outcome of the review within 2 weeks of receipt of the LLA. Students will only have 2 attempts to receive a passing score on their LLA paper. Completed LLA papers are submitted through the GCU LLA site.

IT Competency Assessment

Students who have experience in a course that cannot be awarded credit through a course transfer from another educational institution or approved certification may be eligible to complete a competency assessment to be awarded transfer credit. Not all courses are available for competency assessments and students can obtain a list of available competency assessments through their SSC or UC. Students must pass the competency assessment with a grade of 70% or better and scores will not be rounded. Students must take the competency assessment prior to becoming active in the course for which transfer credit may be granted. There is no cost to the student to attempt the assessment. Students may attempt the competency assessment two times.

Global Studies Portfolio (GSP)

Traditional Campus Students

The Global Studies Portfolio program will provide international opportunities for students to integrate experiential learning, personal development, disciplinary knowledge, and spiritual growth through active involvement in mission trip experiences through the Department of Spiritual Life. This program strives to prepare students to be responsible leaders and global citizens who participate in a values-based curriculum from the context of our Christian heritage.

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GSPs submitted for consideration of credit should follow the following guidelines to earn:

- 2 credits, submit 10 of the pre-determined artifacts and a minimum of two academic references. Mandatory artifact assignments include G1.9 and G3.3.
- 4 credits, submit 20 of the pre-determined artifacts and a minimum of four academic references.
- Each artifact has a detailed assignment description.

Papers should be written and documented following APA guidelines, including title and reference pages. These pages are not included in the page requirement.

Grand Canyon University will award credit to students for a Global Studies Portfolio (GSP) when the student demonstrates that such experiences meet the requirements as outlined in the grading rubric and GSP definition.

Credit earned through the GSP process can only be used to fulfill lower division elective credit requirements. These credits may not be transferable to another institution in the way credit for actual courses completed at GCU would be transferable. Credits are repeatable up to 8 total elective credits.

Students should note that incomplete GSPs with incomplete coversheets will not be reviewed and will be returned to the student. Learning will be evaluated based on content, presentation and mechanics of the portfolio. Students will be notified of the outcome of the review within 2 weeks of receipt of the GSP. Students are notified through their GCU e-mail account. Students will only have 2 attempts to receive a passing score on their GSP.

Completed GSPs are submitted to StudyAbroad@gcu.edu within 90 days of the conclusion of the GCU Mission Trip. A $90 processing fee must be submitted prior to evaluation of the GSP. Payment should be delivered to the Study Abroad Office.

Credit for Military Training and Experience

In addition to the alternative transfer credit option policy, Grand Canyon University will award additional credits for military training and experience as included on the Army/ACE Registry Transcript System (AARTS), Sailor/Marine/ACE Registry Transcript (SMART), Air University/Community College of the Air Force (CCAF), Coast Guard Institute (CGI) or Joint Services Transcript (JST). If used in conjunction with the alternative transfer credit option, a military student can transfer in 60 credits using these two options. The student can transfer up to 30 alternative credits maximum and no more than 60 credits total between military and alternative credit. Credits earned above 60 credits must come from transfer coursework up to 90 credits, of which a maximum of 84 lower-division credits would be accepted. AARTS, SMART, JST, CCAF, and CGI transcripts track all of a service member's or veteran's military training and coursework. Created by the Army, Navy, and Marine Corps in partnership with ACE and similar in format to college transfer transcripts, the documents list personal student data, courses, and occupations evaluated by ACE, including descriptions, learning outcomes, and equivalent college credit recommendations, as well as national college-level exam results. In lieu of the AARTS, SMART or JST documentation, GCU also will accept the DD Form 295, Application for the Evaluation of Learning Experiences during Military Service and DD Form 214, Certificate of Release or Discharge from Active Duty. Air University/Community College of the Air Force (CCAF) are not included in this total and are treated as standard transfer coursework.

More information is available regarding these transcripts at http://www.acenet.edu/higher-education/topics/Pages/Transcript-Services.aspx.Master Degree Transfer Policies

The University generally accepts courses from accredited, GCU-approved colleges, universities, and programs, provided the work is equivalent to a Grand Canyon University graduate-level course, has been earned in conjunction with the completion of a graduate level course, and a grade of B or better was earned. The University will accept up to 12 credits or 1/3 of the total program requirements in transfer (whichever is less).

College Transfer Restriction

The first course of the graduate program of study cannot be satisfied by transferred credits.

Master Degree Programmatic Transfer Policies

College of Nursing and Health Care Professions

Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP)

Master of Science in Nursing: Family Nurse Practitioner (FNP)

Advanced pharmacology, advanced pathophysiology and advanced health assessment are non-transferrable courses. If, however, these courses are taken within one year of the program start date, an appeal can be submitted for review.

** Exception: If a Certified Nurse Practitioner who is active and current in clinical practice, applies to Post-Masters Nurse Practitioner program, they may be able to transfer in courses

Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate

Post-Master of Science in Nursing: Family Nurse Practitioner Certificate

Advanced pharmacology, advanced pathophysiology and advanced health assessment are non-transferrable courses. If, however, these courses are taken within one year of the program start date, an appeal can be submitted for review.

- A Post-Master applicant who holds a current, active, unencumbered license as a nurse practitioner (NP) who have been approved for transfer credit will be required to take the 3P exam at the time they apply for the APRN program. Exception: GCU Alumni who have graduated from an APRN program and passed the 3P exam within the last 5 years from the date of degree conference.
- A score of 67% or greater,results in progression to clinical with no other requirements.
- A score of less than 67%, will require enrollment in the NRC-634 remediation course, re-take of the 3P exam, and a passing score of 67% or greater before proceeding to the first clinical course.
- If the 2nd attempt in NRC-634 is a successful pass of 67% or higher, progression to clinical will occur with no other requirements.
- If the student fails the 2nd attempt, they will take a 16 week survey course as a non-degree student of NUR-631 (Advanced Pathophysiology) NUR-635 (Advanced Pharmacology), and NUR-634 (Advanced Physical Assessment) content.
- The 3rd attempt of the 3P exam will occur at the end of the survey course.

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- Students who do not successfully pass the required 3P exam after three attempts will no longer be allowed to progress into any of the APRN programs. Students can transfer to a non-APRN program.

** Exception: If a Certified Nurse Practitioner who is active and current in clinical practice, applies to Post-Masters Nurse Practitioner program, they may be able to transfer in courses.

Graduate Certificate of Completion Transfer Policies

The University generally accepts courses from accredited, GCU-approved colleges, universities, and programs, provided the work is equivalent to a Grand Canyon University graduate-level course, has been earned in conjunction with the completion of a graduate level course, and a grade of B or better was earned. The University will accept one course of the total certificate requirements in transfer. This includes credits completed from a master's degree previously earned through Grand Canyon University.

Post-Master Certificates requiring 30 or more credits for completion fall under the Master Degree Transfer Policies section.

Doctoral Degree Transfer Policies

The University generally accepts doctoral-level courses from regionally accredited colleges and universities, provided the content is equivalent to a Grand Canyon University doctoral-level course, and a grade of B or better was earned. For programs that do not match current College of Doctoral Studies Degrees, the University will accept up to nine credits into the program. Coursework transferred into GCU's doctoral program must have been completed within ten years prior to transfer.

Due to the dissertation or practice improvement components integrated throughout courses in GCU's doctoral programs, the following courses are not eligible for transfer and must be completed at GCU:

- All research courses: RES, PSY-801, PSY-815, PSY-825, PSY-850
- All residency (RSD) courses
- All assessment and statistics courses: PSY-843, PSY-845, PSY-870
- All dissertation courses RES-871, PSY-885, and all 900 level courses
- All DNP and DNP-Ed courses, with the exception of DNP-825. With transfer approval of DNP-825, 50 immersion hours may need to be completed in association with DNP-825 course objectives as independent study hours prior to completion of the program. An extension course may be required if hours are not acquired during the course of the program.

For the transfer of doctoral credits from the same type of degree (EdD, PhD etc.) and content (Organizational Leadership, Business Administration, etc.), the University will employ a bulk transfer process. Up to 27 credits may be transferred (30 for the PhD CES) WITHOUT course by course evaluation, so long as these credits:

- Are from an accredited institution
- Are from courses where the student has earned a B or better
- Are not more than 10 years old.

Students using this process will enter a cut-down version of the program with a specific course sequence that matches the number of credits they have remaining. The Doctor of Nursing Practice does not fall under this transfer policy.

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Graduation Requirements

The completion of the required minimum of 120 semester credits for a baccalaureate degree usually requires four years of 30 semester hours each. The freshman and sophomore years are usually spent in general or introductory courses in diversified liberal arts areas. During the remaining two years, the student may concentrate in the field of major interest. The work for the entire program consists of General Education (GE) requirements, major and minor subjects, and elective courses. Students completing a graduate program must meet the curricular requirements per the Program of Study.

A Student Services Counselor will help each student select a combination of major, minor, and elective studies appropriate for that individual. However, it is the ultimate responsibility of the student to plan their course of study appropriately.

Designation of Academic Catalog

University and college programmatic requirements may change. A degree candidate is required to meet the requirements for graduation as outlined in the Academic Catalog in effect at the time he/she begins classes or those of any subsequent changes in the University Policy Handbook, provided the student has remained in continuous enrollment at Grand Canyon University. These requirements are also contained in the student's signed Enrollment Agreement.

Nontraditional Student

Continuous enrollment is defined as being in attendance continuously, with no break in attendance longer than 14 days.

Traditional Campus Student

Continuous enrollment is defined as consecutive semesters; enrollment in the Summer session is not relevant for the traditional campus student.

A student who has been readmitted after a period of non-attendance or after attending an institution other than Grand Canyon University (including an Arizona community college) will graduate under the requirements for graduation as stated in the Academic Catalog at the time of readmission. This provision applies whether the period of non-attendance at Grand Canyon University was voluntary or due to Academic Suspension or Academic Expulsion.

Students who complete one degree program and then wish to pursue a second degree do not do so under the same Academic Catalog as their first degree. These students must meet the Academic Catalog requirements in effect at the time they begin work toward the second degree, unless they remained in continuous enrollment for both degrees and both degrees will be posted at the same time.

Baccalaureate Graduation Requirements

Students are considered complete once all degree requirements are fulfilled and grades have been posted. Students are eligible for graduation upon submission of the Graduation Application, graduation fee, and clearance of financial responsibilities. All degrees will be posted (formally placed on the student's transcript) approximately 30 days after degree requirements are fulfilled and grades are posted. Students wishing to participate in Commencement will have additional requirements to complete. Please refer to the Commencement section for further details.

Program Credit Requirement

The minimum number of semester credits required for a baccalaureate degree is 120. Students lacking the required minimum 120 credits to graduate from their program, usually due to transfer credit may take one of the University's Service Learning courses to complete the difference in credits either in the major or elective category. Service Learning courses cannot be used to fulfill credits in the general education category. Students are required to meet the program graduation requirements of their degree including meeting the required coursework and any capstone requirements.

Traditional Campus Student

Traditional campus students who have transferred in a minimum of 24 college level credits and have a 3.0 GPA or higher can waive the University Foundations course (i.e. UNV-103, UNV-303,etc.).

Minimum GPA Requirements

Undergraduate students must have at least an enrollment cumulative 2.0 GPA for their program of study.

- Major Grade Point Average: Undergraduate students must also have at least a cumulative 2.0 GPA in their majors and are not permitted to count any course with a grade below C toward their majors. Higher GPAs are required by specific departments and colleges.
- Minor Grade Point Average: Undergraduate students must have at least a cumulative 2.0 GPA in their minors and are not permitted to count any course with a grade below C toward their minors.

Residency Requirement

Undergraduate students must complete at least 30 semester credits of course work in a Grand Canyon University program to satisfy residency requirements.

Upper Division Credit Requirement

For a baccalaureate degree, a student must earn a minimum of 36 semester credits in upper division (300 or above) courses.

Writing Intensive Course Credit

As a graduation requirement for all baccalaureate programs of study, students must successfully complete a minimum of three courses that have been designated as Writing Intensive. These courses must include ENG-105 (or its equivalent) and two courses in the major, one of which must be upper-division. Writing-Intensive courses are designed to provide students with a structured format, within which to learn and to demonstrate mastery of content through effective, discipline-appropriate written assignments. A designated writing-intensive assignment involves multiple submissions that include the following essential elements:

- Research (appropriate source selection, integration, acknowledgment, and citation)
- Pre-writing and Review (may include brainstorming, outlining, annotated bibliographies, peer-review, faculty feedback)
- Revision and Final submission

To ensure a shared focus on content, as well as style, a minimum of 30% of the final writing-assignment grade is based upon

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mechanics and organization. In all cases, revision is required, and the culminating writing-intensive assignment(s) comprise a minimum of 30% of the course grade.

The University has always accepted comparable courses from other accredited, GCU-approved institutions that, in the judgment of the faculty, meet the intent of the requirements as specified. The faculty teaching a specific discipline will be consulted when the Office of Academic Records cannot establish whether or not a particular transferred course is substantially similar to the GE requirement.

Major/Core

Undergraduate students are required to select one subject area, a major, in which they must earn at least 36 semester hours of acceptable credit. At least 36 credits of the major must be upper division. Courses with a grade of D or below (2.0 GPA) are not permitted to count toward the major.

Double Major

Traditional campus student

Students wishing to pursue two majors under a single degree (e.g., Bachelor of Arts in Communications and Bachelor of Arts in History or Master of Science in Leadership and Master of Science in Psychology):

- Must meet the admission criteria for that degree.
- Must submit request form to their Student Services Counselor of the primary major and the desire to seek a secondary major.
- Must fulfill the General Education requirements (for undergraduate programs) and all degree requirements for each major sought.
- Will have a single GPA for the purpose of determining graduation honors (undergraduate programs only).
- 24 semester credits must be unduplicated within each major for the completion of both majors if pursuing a second major.
- Will use the catalog year of the primary major to determine the secondary major requirements.
- Must file a Graduation Application with the Office of Academic Records that notes each major sought.
- Will receive a single diploma with the degree, primary major and secondary major. The secondary major will also be indicated upon the transcript.

Dual Major

Traditional campus student

- Dual major programs are specifically designed sets of University curriculum and clearly outlined in the Academic Catalog as predetermined by the University (e.g., Bachelor of Science in Elementary Education and Special Education).
- Fulfill the General Education requirements, degree prerequisites and requirements, and all other University requirements for the dual-major program.
- Will have a single GPA for the purpose of determining graduation honors.
- Will receive a single diploma with the degree, primary major and secondary major. This will also be indicated upon the transcript.

Minors (Undergraduate Programs)

Traditional campus student

Students wishing to pursue an additional minor under a single degree:

- Minors are a minimum of 16 semester credits, with a minimum of 12 semester credits being unduplicated.
- Must complete at least 12 semester credits of course work at Grand Canyon University to satisfy residency requirement for minor.
- Must submit request form to their Student Services Counselor of their desire to seek a minor.
- Must fulfill the prerequisites and requirements for the minor sought.
- Will use the catalog year of the primary major to determine requirements.
- Will have the additional minors indicated upon their transcripts. Minors will not be listed on the diploma.

Double Degree

Traditional campus student

An undergraduate student wishing to pursue two degrees simultaneously from Grand Canyon University must meet the following requirements: (e.g.: Bachelor of Science in Psychology and Bachelor of Arts in Christian Studies)

- Must meet the admission criteria for each degree.
- Must submit request form to their Student Services Counselor of the primary degree and the desire to seek a second degree.
- Complete a minimum of 30 credit hours at Grand Canyon University beyond the requirements for the first degree (e.g., a minimum of 150 credit hours if the requirements, for the first degree were completed after 120 hours).
- Must fulfill the General Education requirements, all degree prerequisites and requirements, and all other University requirements for each degree sought.
- 24 semester credits must be unduplicated within each degree for the completion of both degrees if pursuing a second degree.
- Will use the catalog year of the primary degree to determine the secondary degree requirements.
- Must file a Graduation Application with the Office of Academic Records that notes each degree sought.
- Will receive a single diploma for each degree earned. The secondary degree will also be indicated upon the transcript.
- The student will have a single GPA for the purpose of determining graduation honors.

Second Degree

- A student who has earned a baccalaureate degree from an accredited, GCU-approved college, university, or program may be granted an additional baccalaureate degree from Grand Canyon University upon completion of the following:
- Meet the admission criteria for that degree.
- Select a major field not used as a major for the previous degree (see specific major for number of hours required).
- Complete a minimum of 30 additional credit hours in the major area at Grand Canyon University after the conferral of the previous baccalaureate degree(s). (Note: Second Degree students do not qualify for honors at graduation.)
- File a Graduation Application with the Office of Academic Records for the degree sought.

Internal Transfer between GCU Degrees and/or Graduate Certificates of Completion

- Students who have completed a Grand Canyon University master's degree or post-master certificate that required 30 or more credits can apply the lesser of 12 credits, or 1/3 of the total program-credit requirements, to a second master's degree at GCU. All credits earned in graduate certificates of

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completion that require fewer than 30 credits can be applied towards a master's degree at Grand Canyon University.

- If students are found to have taken a course equivalent to a GCU course of differing credit, the student will still need to meet the total program credit requirements in order to graduate.

Baccalaureate Programmatic Graduation Requirements

Colangelo College of Business

Bachelor of Science in Hospitality Management

Students are required to accumulate 600 hours of paid or unpaid experience in the hospitality industry throughout their program of study. Experience may be in any aspect of the hospitality industry, subject to the Colangelo College of Business approval.

Bachelor of Science in Sports and Entertainment Management

Students are required to accumulate 300 hours of paid or unpaid experience in the sports or entertainment industry throughout their program of study. Experience may be in any aspect of the sports and entertainment industry, subject to the Colangelo College of Business approval.

Master Graduation Requirements

Students are considered complete once all degree requirements are fulfilled and grades have been posted. Students are eligible for graduation upon submission of the Graduation Application, graduation fee, and clearance of financial responsibilities. All degrees will be posted (formally placed on the student's transcript) approximately 30 days after degree requirements are fulfilled and grades are posted. Students wishing to participate in Commencement will have additional requirements to complete. Please refer to the Commencement section for further details.

- Graduate students must meet the degree requirements of the degree in which they graduate.
- Requirements include earning the total number of credits required by the program, meeting content requirements, and submitting any capstone activities. If students fail to meet any of the program requirements, a degree will not be conferred until the requirements are met.
- Graduate students must also have at least a cumulative 3.0 GPA, with no grade lower than a C.
- Students lacking the required minimum credits to graduate from their program, usually due to transfer credit may take one of the University's Service Learning courses. Students are required to meet the program graduation requirements of their degree including meeting the required coursework and any capstone requirements.

Dual-Degree Programs

Dual-degree programs are specifically designed sets of University curriculum that will convey two separate degrees (e.g., M.B.A. and M.S.) upon completion of a set of unified curriculum. Dual-degree programs are clearly outlined in the Academic Catalog and predetermined by the University.

A student wishing to pursue a dual degree:

- Must meet the admission criteria for that dual-degree program
- Must complete the requirements for both degrees before being granted either degree.
- Must file a Graduation Application with the Office of Academic Records that notes each degree sought.
- Will receive two separate diplomas, one for each degree in the dual-degree program.

Additional Emphases

Students wishing to pursue an additional emphasis under a single degree:

- An Additional Emphasis is a minimum of 8 semester credits, with a minimum of 8 semester credits being unduplicated. Graduate students have the option of completing up to two emphasis areas as part of their degree.
- Must submit request form to their Student Services Counselor of their desire to seek an additional emphasis.
- Must fulfill the prerequisites and requirements for the emphasis sought.
- Will use the catalog year of the primary major to determine requirements.
- Will have the additional emphasis indicated upon their transcripts.
- Will receive a single diploma with the degree, primary emphasis and secondary emphasis.

Doctoral Graduation Requirements

Students are considered complete once all degree requirements are fulfilled and grades have been posted. Students are eligible for graduation upon submission of the Graduation Application, graduation fee, and clearance of financial responsibilities. All degrees will be posted (formally placed on the student's transcript) approximately 30 days after degree requirements are fulfilled and grades are posted. Students wishing to participate in Commencement will have additional requirements to complete. Please refer to the Commencement section for further details.

- Doctoral learners must meet the degree requirements of the degree in which they graduate.
- Requirements include earning the total number of credits required by the program, meeting content requirements, and
- For CDS: Approval of a dissertation by the committee and the Dean as demonstrated by a signed D-80 document (See Appendix A)
- Graduation requirements for the DNP program include completion of the Quality Improvement (QI) or Internal Review Board (IRB) process, Academic Quality Review (AQR) 1 and 2 completion, chair and content expert approval and have met the minimum of 1000 Practice Immersion Hours prior to meeting eligibility. DNP Learners that are deficient hours or have a final manuscript deemed "not ready" for Dean review at the end of the program may require additional extension courses to meet programmatic requirements prior to Dean approval.
- If learners fail to meet any of the program requirements, a degree will not be conferred until the requirements are met.
- Doctoral learners must also have at least a cumulative 3.0 GPA.

Posthumous Degrees

In the unfortunate event that a student passes away prior to earning his or her degree, GCU may, if the student qualifies, grant the student's degree posthumously. The qualifications include:

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Baccalaureate Students

- Student was in good academic standing (as measured by GPA) at the time of his or her death.
- The student completed at least 90 credits toward a 120 credit degree; including completion of at least half the credits in the student's major
- A deceased student's cause of death was not due to any unlawful activity on the part of the student.

Master's/Post Master's Students

- Student was in good academic standing (as measured by GPA) at the time of his or her death.
- The student completed more than 75% of the program
- A deceased student's cause of death was not due to any unlawful activity on the part of the student.

Doctoral Students

- Student was in good academic standing (as measured by GPA) at the time of his or her death.
- The student completed more than 75% of the program
- Student's Dissertation or DPI Project Proposal had been approved by the University.
- A deceased student's cause of death was not due to any unlawful activity on the part of the student.

Commencement

Eligibility to Participate in Commencement

A candidate for graduation must meet the criteria listed below for one of the two commencement exercises.

Fall

Non Traditional Ceremonies

- Students expected to complete their degree by between 7/1 - 12/31
  - Degree posted or registered through completion with end date of final course ending on or before 12/31

*Note: The College of Doctoral Studies requires the Dean's signature on the completed committee-approved Dissertation with a signed GCU D-80 form by close of business 60 days prior to the date of the graduation ceremonies.

The College of Nursing and Health Care Professions requires the Dean's signature on the completed committee-approved Direct Practice Improvement Project with a signed project sheet by close of business 60 days prior to the date of the graduation ceremonies and have documented in Typhon a minimum of 1000 Practice Immersion Hours. DNP Learners that are deficient hours or have a final manuscript deemed "not ready" for Dean review at the end of the program may require additional extension courses to meet programmatic requirements prior to Dean approval

Winter

Traditional Ceremony

- Expected Fall graduates
  - Degree posted or registered through completion with end date of final course being on or before end of Fall Semester

Spring

Traditional Ceremony

- Expected Spring & Summer graduates
  - Degree posted or registered through completion with end date of final course being on or before end of Summer Semester

Non Traditional Ceremony

- Students expected to complete their degree between 1/1 - 6/30
  - Degree posted or registered through completion with end date of final course ending on or before 6/30

*Note: The College of Doctoral Studies requires the Dean's signature on the completed committee-approved Dissertation with a signed GCU D-80 form by close of business 60 days prior to the date of the graduation ceremonies.

The College of Nursing and Health Care Professions requires the Dean's signature on the completed committee-approved Direct Practice Improvement Project with a signed project sheet by close of business 60 days prior to the date of the graduation ceremonies and have documented in Typhon a minimum of 1000 Practice Immersion Hours.

Attendance at Commencement

A candidate for graduation is invited to attend public commencement exercises that are held in the Fall (Non-traditional/Cohort students only), Winter (Traditional students only) and Spring (Non-traditional /Cohort and Traditional students). Information regarding the commencement exercise is available at GCU Commencement Resource Page.

Academic Regalia for Commencement

Candidates for graduation participating in the commencement exercises are required to wear the prescribed academic regalia, which consist of a black gown and hood. The gown has distinguished sleeves to indicate the level of academic achievement earned.

- Undergraduate students: pointed sleeves
- Graduate students: oblong sleeves
- Doctoral students: bell-shaped sleeves

The academic colleges are represented by the color of the tassels which hang from the cap. While not an exhaustive list, the following are some of the colors that may be seen on the graduates' hoods:

- Arts, Letters, Humanities - white
- Business - drab
- Education - light blue
- Math and Sciences - gold
- Music - pink
- Nursing - apricot
- Physical Education - sage green
- Public Health – salmon pink
- Religion – scarlet
- Science – golden yellow

Those who hold the Ph.D. degree may choose either the color of their discipline or Ph.D. blue, a royal blue. American Council on Education (2012). Academic Regalia. Retrieved from: http://www.acenet.edu/news-room/Pages/Academic-Costume-Code.aspx

Graduation with Academic Recognition

Ray-Maben Scholars

This recognition represents the highest scholarship honor awarded by Grand Canyon University each year at graduation. Established by the faculty, the criteria consist of a cumulative and Grand Canyon University GPA of at least 3.9, with no more than 12 transferable semester credits.

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Latin Honors

Undergraduate students who have earned at least 60 credits at Grand Canyon University may qualify for honors at graduation by maintaining one of the following GPAs:

- 3.40 to 3.59 may qualify for graduation cum laude;
- 3.60 to 3.79 may qualify for graduation magna cum laude;
- 3.80 to 4.00 may qualify for graduation summa cum laude.

Second bachelor degree and graduate students are not eligible for honors. In academe, being admitted and completing a graduate degree is considered an honor.

For walking purposes for commencement ceremonies or exercises, honor candidates will be decided by using the GPA at the time commencement registration closes for each scheduled commencement ceremonies or exercises. Walking honors does not guarantee actual honors will be granted and displayed on the student's transcript or diploma. True honors will be determined at the time of the posting of the degree and will be displayed on the student's transcript and diploma.

University Honors

Undergraduate students who have completed less than 60 semester credits at Grand Canyon University may be eligible for University Honors. Students, who complete their degree with a cumulative grade point average of 3.5 or higher for credits earned at Grand Canyon University, will be awarded University Honors at Graduation. Honors will be displayed on the student's transcript.

Honors College

Students who complete the Honors program will be given special recognition, which will be determined at the time of the degree posting and will be displayed on the students' transcript.

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Academic Services and Resources

The following section highlights some of the academic services and resources available to students, both traditional and nontraditional. The University strives to provide and introduce additional support for students to achieve their educational goals. As new services are introduced, they will be included in this section of the University Policy Handbook.

Academic & Career Excellence

Academic & Career Excellence provides academic support through peer-to-peer Learning Advocates (LEADs) and academic workshops, along with career development including resume writing, interviewing, networking, professionalism, etc. Additionally, various career fairs, events, workshops, and employer information sessions are offered throughout the year in an effort to connect students with employers and various full-time, part-time, and internship opportunities.

Academic Excellence

Academic Excellence offer the following:

- One-on-one/group study sessions with Academic or FYE LEADs (Learning Advocates)
- After Dark series (content/course-specific academic workshops from 8pm-11-pm)
- Explore Mores
- Academic success strategies
- First Year Experience (FYE)

Career Excellence

Career Excellence offer the following:

- One-on-one appointments with ACE Advisors and Career LEADs (Learning Advocates)
- Resume writing
- Interview coaching
- Mock interviews
- Career readiness
- Career coaching/major exploration
- Career assessment
- Purpose Plan (yearly checklist)
- Career Connections – online job board, document library, resume builder, mock interviews, career events and workshops, etc.
- Employer networking
- Employment opportunities

Phone: 602-639-8901
Email: ACE@gcu.edu
Website: https://students.gcu.edu/student-resources/student-success/ace-centers.php

GCU Library

The Grand Canyon University Library supports the University's mission, vision, and values by providing quality resources and innovative services to support and enrich academic success, scholarship, and lifelong learning. RESEARCH YOUR PURPOSE! The GCU Library connects people with resources by providing personalized, on-demand research assistance that enriches the learning experience and supports intellectual inquiry and discovery.

- Ask A Librarian: Ask the GCU Library staff directly for research assistance. Contact us via phone, email or chat. We can help with personalized assistance with creating effective search strategies for research topics, basic database navigation, using the resource tools, including RefWorks & EndNote Web, personalized database accounts, RSS feeds, search alerts, APA formatting, persistent links, and more!
- GCU Library Databases & Resources: Search for journal articles, eBooks and physical books, dissertations, streaming video and streaming music, using our extensive collection of databases and resources. Organize and manage your citations with bibliographic management software tools RefWorks or EndNote Web.
- Help & Tutorials: Find general library, database, and technical support tutorials on the GCU Library's web site: http://library.gcu.edu. Sign-up for the GCU Library: Introduction webinar, where you will receive a guided tour of how to access and use the GCU Library's resources:
- Interlibrary Loan (ILL): Need materials the GCU Library does not own? Request an ILL on the GCU Library's web site: http://library.gcu.edu.

Library Contact Information & Hours:

https://library.gcu.edu

Campus Computer Center

There are two computer labs on campus (GCU Library and the College of Theology building). All labs are equipped with up-to-date computers and monitors. The computer labs offer Internet access and a host of applications for use outside of the classroom. In addition to the lab computer resources, wireless Internet access is available for students at various points on campus.

Faculty Information

A current list of GCU's full-time faculty is available at https://www.gcu.edu/faculty-list.

GCU Institutional Review Board

Grand Canyon University (GCU) is committed to quality research, scholarship, and service. All systematic research undertaken by GCU personnel or learners in which human subjects participate is subject to review under the Institutional Review Board (IRB) policy and procedures for protection of human subjects in research. The federal definition for research is "a systematic investigation, including research development, testing and evaluation, designed to develop and contribute to generalizable knowledge (Federal Regulations 45 CFR 46)." This definition includes any surveys, tests, observations of people, or experiments which involve systematic data collection that could result in knowledge reported in dissertations, publications and professional meetings.

The GCU Institutional Review Board operates under federal policies and procedures mandated by the U.S. Department of Health and Human Services and the Office for Human Research Protections www.hhs.gov/ohrp/. Policies governing academic scholarship and research activities conducted at GCU are available on the DC Research Center (http://dc.gcu.edu/irb) and the GCU website (http://www.gcu.edu/College-of-Doctoral-Studies/Institutional-Review-Board.php) apply to all research conducted at or sponsored by Grand Canyon University.

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- All research projects directed by GCU faculty, staff, or learners must receive IRB approval prior to collecting data.
- GCU researchers must complete required training in research ethics CITI Training (http://www.citiprogram.org) and adhere to the principles of respect for persons, beneficence, and justice embodied in the Belmont Report.
- Individuals from external institutions who wish to conduct research using GCU data, learners or personnel as participants must submit an application for site authorization to the Office of Academic Research, provide proof of IRB approval from their home institution, and receive approval from the GCU IRB and the Provost.
- Classroom curriculum projects, workshop evaluations, and administrative projects do not need IRB approval if they are not research. If the results will not be distributed outside the classroom, institutional setting, or if they are used solely for program review or evaluation, IRB review is not required. However, if such projects lead to generalizable information, through publication or dissemination of results external to GCU, they must undergo review. Regardless of whether the project is subject to review, all GCU faculty, staff and learners must adhere to ethical guidelines when conducting class or institutional projects with human participants.

Research activities or exercises conducted as part of curriculum for coursework are considered exempt from IRB review when the following criteria are met:

- There is minimal risk, and
- The planned classroom exercise does not involve members of vulnerable populations, and
- Information obtained is recorded in such a manner that human subjects cannot be identified, directly or through identifiers linked to subjects, and
- The information will not be made public in the form of presentation or publication outside of the classroom or education setting.

International Students Office

The International Students Office, or ISO, is housed on campus in Building 18, Room 104 and houses the International Student Coordinator's office. The ISO contains an international students' lounge, which students may use as a meeting place, study space, or area to relax between classes.

The ISO is the storehouse and archive of F-1 student documents. The International Student Coordinator manages F-1 student documents and SEVIS records, issues I-20s, and is the advisor on matters related to maintaining F-1 status.

Maintaining F-1 Status

International F-1 students are responsible for knowing the rules to maintain their F-1 status. In order to learn the obligations and privileges of being an F-1 student, they may consult with the International Student Coordinator or acquire information from the Homeland Security's website "Study in the States".

Change of Address

Students are required to report a change of residence within 10 days of your move. Contact the staff of the International Students Office, so the University can officially update the SEVIS record.

Authorization to Work

See the International Student Employment section of the University Policy Handbook.

Maintain Full Course of Study

Per federal regulations, International (F-1) students are required to pursue a full course of study; the minimum for an undergraduate is 12 credits per semester and one online class may be taken to satisfy the 12 credit minimum. The minimum for a graduate student's full course of study follows general campus policy noted above and is verified by the International Student Coordinator.

Securing a Validating Signature

Students, who need a validating signature for an I-20, should take it to the International Students Office for processing several days before the planned departure.

Immigration Documents

Students must keep immigration documents valid at all times.

Passport

Students must know passport expiration date. Do not allow the passport to expire. Students are required to have a valid passport with an expiration date that is no less than six months hence, except in those cases where the student's home country has an agreement with the U.S. To find out how to extend the validity of your passport, contact your country's consulate in the U.S. A list of foreign consular offices in the U.S. may be found at https://www.state.gov/s/cpr/fco/

F-1 Visa

The visa is a permit which allows individuals to apply for entry to the U.S. at the port of entry. It shows immigration status (should be F-1), the number of times an individual may enter the U.S. (shown as single, double, or multiple entry), and the last day on which he or she can enter the country. It does not show how long the student may stay in the U.S. While it is not illegal to be in the U.S. with an expired visa, a new visa will be required to leave and re-enter the US. (Exception: If a student travels to Canada, Mexico, or any of the islands in the Caribbean except Cuba and return within 30 days, and he or she has a valid passport, an unexpired I-20 and an I-94 card, the student may enter with an expired visa.) It is not possible to obtain a visa in the U S. If a student will be traveling outside the US and wishes to re-enter after the visa has expired, he or she should plan to visit a U.S. consulate to apply for a new visa.

Form I-20

The I-20 authorizes individuals to attend Grand Canyon University (GCU). International students are required to read the I-20 and indicate acceptance of its terms by endorsing the document.

Form I-94 Arrival and Departure Record

The I-94 demonstrates that the students have been lawfully admitted to the US. The I-94 is distributed on the airplane prior to landing. When the student passes through the immigration check station at the port of entry, the border agent will make a notation of the date of entry and visa status, and will usually staple the form into your passport. In most cases a notation of "D/S" (duration of status) will be marked on the card, indicating that the student may stay in the U.S. until the student has finished the academic program, as long as the student maintains an acceptable status. If a specific date is noted on this form instead of D/S, notify the staff of the International Students Office because the student must either exit the country by that time or file an extension. Do not lose the I-94. Only one will be issued and

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replacements are expensive and take a long time to receive. When the student travels overseas, the student must surrender the card at the airport. Few exceptions exist to this requirement, including travel to Mexico, Canada, or the Caribbean Islands (verify this information with the International Students Office). When the student re-enters the U.S., the student will be issued a new I-94.

Safeguarding Immigration Documents

Do not lose or destroy any documents received from the U.S. government or school officials. Keep all issued documents in a safe and accessible place in the event it is necessary to show them to the authorities.

Travel in F-1 Status

Always consult with the Principal Designated School Official (PDSO) in the Center of International Education before planning travel abroad. Since the circumstances of each student will differ, the information in this section is meant to provide general guidelines for students. It may not be all inclusive of the things that the student needs to determine whether or not it is appropriate to travel or whether or not the student will be readmitted to the United States. Please remember that the U.S. Customs and Border Protection (CBP) officer at the Port of Entry (POE) decides whether or not a person is admissible to the United States. This decision is based upon the facts and circumstances presented at the time that the student applies to enter, therefore it important to know the situation and carry the proper documentation.

Inside the U.S.

On and near campus

While students are on-campus or in the surrounding area, they do not need to have their passport or I-20 with them. Keep the documents safely stored, however, and know where to get them quickly, if necessary.

Away from the campus in the Phoenix area

Students should carry their passport, I-94 card and I-20 with them in case authorities ask for proof of identity.

Outside the U.S.

Students who travel abroad must show proper documentation to re-enter the U.S. They must not have been gone from the U.S. more than 5 months for the following guidelines. At the port of entry, present:

- Valid passport with expiration date at least six months from the date of entry. For exceptions, see the Passport agreement list below for countries with agreements with the US for shorter expiration dates.
- Valid F-1 visa stamp in passport
- I-20 that has been endorsed by the PDSO in the International Students Office within the last 6 months. (Technically, the signature is valid for one year, but many agents at the port of entry prefer to see the endorsement from the school more frequently.)
- Other recommended documents: Financial guarantee documents showing the student have funds to pay for your educational and living expenses while here, copy of recent transcripts, letter from CIE verifying student status at GCU.
- Exceptions to the travel documentation above apply to travel to Canada, Mexico or adjacent islands with the exception of Cuba. If the student plans to travel to one of these locations for fewer than 30 days, retain your I-94 card. Even if the visa is expired, a student may be readmitted based on an automatic revalidation of the visa.

Study Abroad and International Programs

Study Abroad programs may involve relationships with other colleges, universities, organizations, or countries. Students should contact the Study Abroad Office for more information by emailing StudyAbroad@gcu.edu. Weekly group information sessions as well as individual appointments are available. Study abroad students typically enroll at Grand Canyon University in a holding course such as UNV-300 to retain their enrollment and eligibility for financial aid. Upon successful completion of the semester, the specific credit for the experience replaces the holding course. Students are required to affirm with their Student Services Counselor how study abroad courses will apply to Grand Canyon University's requirements.

Due to the attendance taking requirements of financial aid processed for cohort and online students at Grand Canyon University, the University is unable to process financial aid if students were to choose to participate in a study abroad option. Students using financial aid would take a leave of absence, processed through a student's Student Services Advisor, for the duration they are studying abroad, and their financial aid status would be reinstated upon return.

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Drug-Free Campus and Workplace Policy

Grand Canyon University is committed to providing a drug-free campus and workplace environment. As an institution of higher education, the University recognizes the need to establish a drug and alcohol awareness program to educate faculty, staff and students about the dangers of drug and alcohol abuse. This policy is established as required by the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1989.

The sale, offer to sell, purchase, use, transfer, possession and/or manufacture of illegal drugs, including marijuana (medical or otherwise) and alcohol, are strictly prohibited on University premises including parking lots, cafeterias, and other non-work related areas. Employees may not unlawfully possess, consume or be under the influence of alcohol while working, participating in Grand Canyon University events, or present on University Premises (including parking lots, cafeterias, and other non- work related areas), unless pre-authorized by senior management.

Description of Health Risks

Drugs and/or alcohol use contribute to:

- 65% of all suicides
- 70% of all drowning deaths
- 83% of all fire deaths
- 50% of all motor vehicle accidents
- 70% of all homicides

The following are descriptions of dangerous drugs:

- Alcohol is a potentially addictive drug of significant physical and psychological consequence. Alcohol is a central nervous system depressant that affects all neurological functions. At relatively low levels it affects ones judgment and decision-making, and at higher levels it impairs the functioning of one's vital organs and can result in a coma or death. Alcohol is an irritant to the gastrointestinal tract and moderate over-indulgence ordinarily results in nausea, vomiting, and diarrhea. In addition to these significant physical consequences, there are a number of less obvious consequences to alcohol use. For example, the effects of alcohol on sleep have been well documented. Consuming several drinks before bedtime has been found to decrease the amount of REM (rapid eye movement) or dreaming sleep. The consequences of being deprived of REM sleep are impaired concentration and memory, as well as anxiety, tiredness, and irritability. Additionally, research has demonstrated that alcohol tends to decrease fear and increase the likelihood that an individual will accept risks. This lack of inhibition and judgment is a major contributor to the extraordinarily high percentage of serious accidents and accidental deaths related to alcohol use. Prolonged and excessive use of alcohol usually causes progressively more serious erosion of the gastrointestinal tract lining ranging from gastritis to ulcers and hemorrhage. Damage to the pancreas is frequent among those who have used alcohol. Interestingly, while 10% of the adult population is estimated to be addicted to beverage alcohol, (i.e., they are alcoholics), this 10% of the population comprises 35% of those hospital in-patients who receive major surgery in any given year. Alcoholism is the third major killer in the United States, second to heart disease and cancer, and acute alcohol intoxication is the second leading cause of death by poisoning.
- Marijuana (cannabis) (nicotina glauca) is an illegal drug that impairs memory, perception, judgment, and hand-eye coordination skills. The tar content in cannabis smoke is at least 50% higher than that of tobacco and thus smokers run the added risk of lung cancer, chronic bronchitis, and other lung diseases. Recently, the medical community has diagnosed the existence of an AA motivational syndrome that affects moderate to chronic users and includes symptoms of loss of energy, motivation, effectiveness, concentration, ability to carry out long-term plans, and performance in school and work.
- LSD (Lysergic Acid Diethylamide) is a semi-synthetic drug regarded as a hallucinogenic. Short-term effects of this drug are generally felt within an hour of consumption and may last from two to 12 hours. Physiologically the user experiences increased blood pressure, rise in body temperature, dilated pupils, rapid heartbeat, muscular weakness, trembling, nausea, chills, numbness, loss of interest in food, and hyperventilation. Fine motor skills and coordination are usually impaired, as are perception, thought, mood, and psychological processes. Long-term effects may include flashbacks, weeks and even months after taking the drug, mental illness, prolonged depression, anxiety, psychological dependence, and suicidal thoughts.
- PCP (Phencyclidine Hydrochloride) is a white crystalline powder that was originally used as a local anesthetic, but due to extreme side effects, was discontinued in 1967. In humans, PCP is a difficult drug to classify in that reactions may vary from stupor to euphoria and resemble the effects of a stimulant, depressant, anesthetic, or hallucinogen. Short-term effects include hyperventilation, increase in blood pressure and pulse rate, flushing and profuse sweating, general numbness of the extremities, and muscular in coordination. At higher doses it causes nausea, vomiting, blurred vision, loss of balance, and disorientation. It produces profound alteration of sensation, mood and consciousness, and can cause psychotic states in many ways indistinguishable from schizophrenia. Large doses have been known to cause convulsions, permanent brain damage, and coma.
- Psilocybin is a hallucinogenic drug occurring naturally in about 20 species of Mexican mushrooms and is also produced synthetically. It is a white powder made of fine crystals and distributed in tablet, capsule, or liquid form. Shortly after taking psilocybin, a user may experience increased blood pressure, rapid heartbeat, a rise in body temperature, dry mouth, dilated pupils, and some degree of agitation or excitement. This is followed by a decrease in the ability to concentrate or stay in touch with reality. (Hallucinations, as well as altered perceptions of time and space, may occur.) The effects are usually shorter lasting than those of LSD, yet the dangers are very similar.
- Cocaine is a naturally occurring stimulant drug which is extracted from the leaves of the cocoa plant. Cocaine is sold as a white translucent crystalline powder frequently cut to about half its strength by a variety of other ingredients including sugars and cleaning powders. It is one of the most powerfully addictive drugs in use today. Short-term effects of cocaine include constricted peripheral blood vessels, dilated pupils, increased heart rate and blood pressure. It also causes appetite suppression, pain indifference, possible vomiting, visual, auditory, and tactile hallucinations, and occasionally paranoia.

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Long-term effects include nasal congestion, collapse of nasal septum, restlessness, irritability, anxiety, and depression. Overdoses or chronic use may result in toxicity which includes symptoms of seizures followed by respiratory arrest, coma, cardiac arrest, and/or death.

- Cocaine Free-Base or Crack is the result of converting street cocaine to a pure base by removing the hydrochloric salt in many of the "cutting" agents. The end result is not water soluble, and therefore, must be smoked. It is much more dangerous than cocaine because it reaches the brain in seconds, and the intensified dose results in a sudden and intense physical reaction. This response lasts a few minutes and is followed by deep depression, loss of appetite, difficulty in sleeping, feeling revulsion for self, and worries and obsessions about getting more crack. Consequently, users often increase the dose and frequency of use resulting in severe addiction that includes physical debilitation and financial ruin. Physiologically, seizures followed by respiratory arrest and coma or cardiac arrest and death may accompany long-term use.
- Amphetamines are central nervous system stimulants that were once used medically to treat a variety of symptoms including depression and obesity. They may be taken orally, sniffed, or injected into the veins. Short-term effects disappear within a few hours and include reduction of appetite, increased breathing and heart rate, raised blood pressure, dilation of pupils, dry mouth, fever, sweating, headache, blurred vision and dizziness. Higher doses may cause flushing, rapid and irregular heartbeat, tremor, loss of coordination, and collapse. Death has occurred from ruptured blood vessels in the brain, heart failure, and very high fever. Psychological effects include increased alertness, postponement of fatigue, a false feeling of well-being, restlessness, excitability, and a feeling of power. Long-term effects include drug dependence and the risk of drug induced psychosis. Withdrawal includes extreme fatigue, irritability, strong hunger, and deep depression that may lead to suicide.

Drug and Alcohol Counseling

More information about alcohol and drugs and the risks they pose to health is available in the GCU Cooke Health & Wellness Center. Outside counseling services and support groups are available. The following is a partial list of these sources:

- Alcoholics Anonymous: 602-264-1341
- Al-Anon and Ala-teen Information: 602-249-1251
- Alcohol and Drug Abuse Hotline: 800-444-9999
- Alcohol and Drug Abuse: 602-258-7714
- Alcohol and Drug Recovery Center: 800-247-2322
- Drug and Alcohol Treatment Institute: 602-275-3233
- Crossroads (Drug and Alcohol Recovery): 602-279-2585
- Teen Challenge: 602-271-4081
- Terros, Inc.: 602-249-1749

Institutional Sanctions

The University will impose sanctions (consistent with local, State, and Federal law) upon all faculty, staff and students who violate the standards of conduct set forth in this policy. Such sanctions may include required completion (at the faculty, staff members, or students own expense) of an appropriate rehabilitation program chosen by the University, referral for prosecution, probation, suspension or expulsion of students and suspension or termination of faculty and staff members.

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Campus Policies & Other Information

This section is designed to help students settle into their new home at Grand Canyon University. It contains information regarding many aspects of Residential Life, Student Housing, and other campus policies. The Academic Catalog, Housing Operations, Residence Life and Housing Operations, and Housing Contract provide a more complete understanding of GCU policies and guidelines.

Campus Hours

Given that non-resident students do not live on campus, it is expected that they will return to their residence at night when they are done utilizing the campus for their daily activities. Campus hours vary by day, but it is generally expected that non-resident students will depart campus when normal campus activities have ended, such as the closing of the library or commuter lounge or the completion of club sports or public events. Anyone present in a non-residential area of campus after these time periods should understand that, for the safety of our campus community, public safety officials may stop them and ask for identification and the nature of their activities on campus at that time. Absent unique circumstances, if it is after hours, residential students will be allowed to remain on campus and non-residential students will be asked to depart campus and may be subject to being trespassed and submitted to Code of Conduct. Anyone who is not a student and is not associated with a resident may be trespassed and precluded from visiting campus in the future if they are present on campus after hours

Housing and Residence Life Policies

Policies

See the Housing and Residence Life websites at https://students.gcu.edu/student-affairs for polices relating but not limited to:

- Abandonment – Personal Property
- Alterations
- Appliances and Furniture
- Bed Bug Protocol
- Charges and Fines
- Fire Safety
- Health and Safety Inspections
- Housing Eligibility
- Housing Eviction
- Housing Appeals
- Housing Application Fee and Prepayment
- Accommodation Requests
- Maintenance, Preservations, and Repairs
- Mercury
- Moisture and Mold
- Movies – Group Rental
- Personal Property
- Pets
- Roommate Privacy
- Room Switches
- Smoking
- Waitlists
- Housing Cancellation and Reimbursement
- Meal Plan Cancellation and Refund
- Early Move-in and Extended Stay
- Break Housing Closures
- Sales/Solicitation

Eligibility – Traditional Housing

Student Housing Eligibility

Student housing eligibility is as follows:

- Admitted ground traditional undergraduate student at GCU
- Be in good standing with the university
- Must be at least 17 years old and younger than 26 years old at the start of the term
- Meets residential course load requirement (see below)

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- To ensure the health of the student population living on campus, Grand Canyon University requires students to submit documentation that they have received the Measles, Mumps and Rubella (MMR) vaccine or proof of immunity, and Meningococcal A vaccine prior to registering for student housing. Students can obtain additional information regarding this requirement on the Canyon Health and Wellness Center website

Individuals who pose a clear and present danger to other residents including, but not limited to, registered sex offenders are not eligible to live in university housing. Individuals with felonies on their record are required to disclose details of the felony. GCU retains the right to not offer housing to a student on a case-by-case basis at the sole discretion of GCU's Housing Background Check Committee.

GCU employees, other than student workers, are not eligible to reside in student housing.

Residential Course Load Requirement

For up to date course load requirements, students should refer to the Housing Policies document.

Eligibility – Graduate Housing

Graduate Student Housing Eligibility

Graduate student housing eligibility is as follows:

- Admitted graduate student at GCU, granted permission to live in the specified graduate housing location.
- In good standing with the university.
- At least 17 years old and younger than 26 years old at the start of the contract term.
- Meets residential course load requirement (see below).
- To ensure the health of the student population living on campus, Grand Canyon University requires students to submit documentation that they have received the Measles, Mumps and Rubella (MMR) vaccine or proof of immunity, and Meningococcal A vaccine prior to registering for student housing. Students can obtain additional information regarding this requirement on the Canyon Health and Wellness Center website

Individuals who pose a clear and present danger to other residents including but not limited to registered sex offenders, are not eligible to live in university housing. Individuals with felonies on their record are required to disclose details of the felony. GCU retains the right to not offer housing to a student on a case-by-case basis at the sole discretion of GCU's Housing Background Check Committee.

GCU employees, other than student workers, are not eligible to reside in student housing.

Exceptions to housing eligibility may be granted for specific populations or upon Housing Exception approval. Students should refer to the Housing Policies document for Housing procedures and expectations.

Entering Students' Rooms

Students can expect reasonable privacy of their rooms and personal property. However, under specific guidelines, rooms may be entered and inspected by university staff members without permission. These guidelines include, but are not limited to, emergency cases, need or request for repairs, health/safety inspections, and reasonable suspicion to believe that a violation of university regulations or federal, state or local laws may be taking place, or has taken place, in the room.

Entrance policy for staff members includes knocking on the door, stating who they are and why they are entering the room, and allowing approximately 20 seconds for a response before keying into the room or apartment. In case of an extreme or emergency situation, it is the discretion of Residence Life or Public Safety staff to use a "no knock" entrance policy. Students who submit a work request automatically give staff permission to enter their room without notice. For unplanned service or work that has not been requested, staff will attempt to notify students 24 hours in advance. Depending on the severity of the issue and the staff's ability to reach the student, advance notice cannot be guaranteed.

Personal Property Searches

In cases of reasonable suspicion, the university reserves the right to search a student's personal belongings that are on university property. Such belongings include, but are not limited to, articles of clothing, purses, briefcases, bags and backpacks.

Vehicle Searches

Students can expect reasonable privacy of their vehicles and personal property contained therein when they park on campus. However, Public Safety officers may access and inspect student vehicles without permission when reasonable suspicion exists that a violation of university regulations or federal, state or local laws may be taking place, or has taken place, in the vehicle, or during emergency situations

Background Checks for Student Leaders

To ensure that student leaders are qualified to perform the tasks they are assigned, student leaders may be required to successfully complete a background check through a third-party vendor at the University's expense. Screening may take place on a pre-scholarship basis as well as after selection. Students undergoing a background check will be given a copy of the background disclosure and authorization form. Failure to complete the form will preclude a student from consideration. Based on results obtained, the respective Student Affairs Office will utilize a Background Check Review Committee to make determinations about scholarships being withdrawn.

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Club Sports

Grand Canyon University Club Sports provides approved programs for participation by active, enrolled GCU traditional students. Club Sports athletes engage in competitive intercollegiate competition, semi-rigorous practice schedules, and travel regionally. Students must be currently enrolled in on-ground programs and able to attend practice and events held by the club.

Certain Club Sports programs may have requirements for participation, including eligibility criteria, health evaluations or try-outs. Additionally, clubs may have specific conference eligibility criteria for maintaining membership such as GPA, age, and full time status etc. While the aforementioned examples are non-exhaustive and actual eligibility and maintenance requirements may differ, Club Sports follow the University's non-discrimination policy.

A list of student clubs is available at https://clubsports.gcu.edu. For more information on clubs please see Student Engagement.

Office of Student Care

The Office of Student Care provides services to all traditional students. Additionally, master's students participating in University-sponsored activities, such as musical and theatrical performances, athletic competitions may also utilize the Office of Student Care.

Student status, such as a traditional student, or as a student participating in authorized University-sponsored activities, will be verified prior to a student's first appointment.

Student Clubs

Grand Canyon University provides and approves clubs for participation by active, enrolled GCU students or GCU alumni. Club missions vary, but many clubs provide opportunities for residential, commuter, cohort, and online students to participate. Students must be currently enrolled and active in a program and able to attend meetings and events held by the club.

Certain clubs may have requirements for participation, including program of study or criteria that require academic honors or try-outs. Additionally, clubs may have eligibility criteria for maintaining membership such as GPA, club attendance, etc. While the aforementioned examples are non-exhaustive and actual eligibility and maintenance requirements may differ, clubs follow the University's non-discrimination policy.

A list of student clubs is available at https://students.gcu.edu/student-life/student-engagement.php. For more information on clubs please see Student Engagement.

Immunization Requirement

Immunization Requirement for GCU Residents

To ensure the health of the student population living on campus, Grand Canyon University requires students to submit documentation that they have received the Measles, Mumps and Rubella (MMR) vaccine or proof of immunity, and Meningococcal A vaccine prior to registering for student housing. Students can obtain additional information regarding this requirement on the Canyon Health and Wellness Center website

Immunization Requirement for Programs

Immunization requirements for the University may differ from the immunization requirements for certain programs of study and their associated placement and/or employment opportunities, (e.g., externships, internships, student teaching, clinical, practica, lab opportunities, school district positions). Students may be required to submit immunization documentation to various third-party agencies and are, therefore, responsible for ensuring they meet their respective requirements.

GCU requires students in the following programs to provide immunization records. Students can waive this requirement by following the guidelines published in the Undergraduate/Graduate Field Experience Manuals; however, students who live on campus are not eligible to waive this requirement unless a medical waiver is provided and signed by a medical provider.

- Bachelor of Science in Athletic Training
- Bachelor of Science in Nursing (Pre-Licensure)
- Bridge to Master of Science in Nursing: Acute Care Nurse Practitioner
- Bridge to Master of Science in Nursing: Family Nurse Practitioner
- Bridge to Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems
- Bridge to Master of Science in Nursing with an Emphasis in Nursing Education
- Bridge to Master of Science in Nursing with an Emphasis in Public Health
- Master of Science in Nursing: Acute Care Nurse Practitioner
- Master of Science in Nursing: Family Nurse Practitioner
- Master of Science in Nursing with an Emphasis in Nursing Education
- Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems
- Master of Science in Nursing with an Emphasis in Public Health
- Master of Public Health
- Post-Master of Science in Nursing: Acute Care Nurse Practitioner Certificate

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- Post-Master of Science in Nursing: Family Nurse Practitioner Certificate
- Post-Master of Science in Nursing: Nursing Education Certificate
- Doctor of Nursing Practice

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Community Standards for Ground Campus

Grand Canyon University is first and foremost a Christian University and as such upholds a commitment to maintaining an atmosphere on campus that honors God. While students do not have to sign a Statement of Faith or be a Christian to attend GCU, they are expected to abide by the Community Standards. The Community Standards uphold certain University values that are believed to enhance the overall moral fabric of the community.

The Community Standards identify essential values that GCU students are expected to show mutual respect and courtesy to one another, faculty and staff. Our expectation is that students would reflect what is known as the "fruit of the Spirit" in their behavior. This includes demonstrating: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Our vision is that students would strive to treat others as they would want to be treated.

Our goal is to develop a community based on the Biblical principles of respect and honor. We as community members will strive to encourage one another, respect one another's differences, speak truthfully, and create lasting relationships. We understand that these actions are most possible as a result of choosing to put others above ourselves and to look out for the interests of others. To help accomplish this, campus residents will be required to complete a Roommate Agreement, which is designed to proactively facilitate a conversation between roommates at the beginning of each semester. Students may contact their RA for more information.

Applicability of the University Policy Handbook as it applies to the Community Standards

- The University Policy Handbook as outlined in the Community Standards applies principally to conduct outside the classroom that occurs on University property or at University-related activities or facilities (in-class conduct is addressed in the University Policy Handbook).
- Likewise, conduct engaged through electronic communication systems, including but not limited to, social media, e-mail and text messaging, is subject to the University Policy Handbook as outlined in the Community Standards section.
- Off-campus behavior may also cause a student to go through the Student Conduct Process or other appropriate administrative action when it is reasonably perceived to pose an imminent threat of harm to the safety of the student or others, adversely affects the University Community and/or the pursuits of its objectives. The Dean of Students or his/her designee will decide whether the Community Standards will be applied to conduct occurring off campus, on a case by case scenario, in his/her sole discretion. This includes, but is not limited to, remote University Housing.
- Each student will be responsible for his/her conduct from the time of application for admission through the actual awarding of a degree and/or the end of the student's housing contract, whichever comes last. Each student is responsible for their conduct even though conduct may occur before classes begin or after the classes end, as well as during the academic year and during periods between terms of actual enrollment.
- The University Policy Handbook as outlined in the Community Standards will apply to a student's conduct even if the student withdraws from school while a conduct matter is pending.
- The University Policy Handbook as outlined in the Community Standards applies to commuter students as well. It is expected that they are aware of the University policies.
- Any violation of the University Policy Handbook as outlined in the Community Standards will remain on the student's conduct record for the duration of his/her GCU academic career and will provide context for any future violations.

Community Standards

Students are held responsible to the following standards and if found in violation will go through the Student Conduct Process. See Sanctions for Conduct Violations for possible sanctions:

Alcohol

GCU maintains a dry campus and as such alcohol and/or alcohol paraphernalia are not permitted on GCU property, unless in university-designated areas permitted by state law and for patrons 21 years and older. GCU Dining Dollars/Lopes Cash may not be used to purchase alcohol. In any circumstance, students are not permitted to have alcohol outside these areas regardless of age.

Violations of the alcohol policy will be taken seriously and consequences include University-approved sanctions up to and including police involvement, suspension or expulsion from the university. Any alcohol-related offense could be grounds for expedited sanctions that could result in suspension or expulsion from the University. Violations of the alcohol policy include, but are not limited to:

- Consuming and/or possessing alcohol on campus. Alcohol bottles or containers will be treated as alcohol, opened or sealed, even if empty.
- Engaging in underage drinking.
- Providing alcohol to others underage.
- Driving while under the influence of alcohol.
- Public intoxication is the use of alcohol (even off-campus), that leads to public or obvious intoxication on campus that includes, but is not limited to, slurred speech, difficulty walking, needing medical assistance, violent behavior or any other behavior that is a disruption to the campus community.
- Refusal to take or successfully complete a breathalyzer test. When University personnel reasonably suspect a student of consuming or possessing alcohol on campus and/or when a student is believed to be publically intoxicated on campus, the student may be required to take a breathalyzer test.
- Students present where alcohol is actively being consumed will be in violation of the alcohol policy for not leaving the immediate area or reporting the violation to a University official.

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- Students with knowledge of the presence of alcohol on campus may be considered in violation of the alcohol policy for not leaving the immediate area or reporting the violation to a University official.

Arizona revised statutes make it unlawful:

1. For a person under the age of twenty-one years, to buy, receive, have in possession or consume spirituous liquor. A.R.S. 4-241.
2. For a person to buy for resale, sell or deal in spirituous liquors in this state without first having procured a license duly issued by the Arizona State Liquor Board. A.R.S. 4-244(1).
3. To consume spirituous liquor in a public place, thoroughfare or gathering as set forth in A.R.S. 4-244(20).
4. For any person to serve or to furnish spirituous liquor to an intoxicated or disorderly person, or for any person to allow or to permit an intoxicated or disorderly person to come into or to remain at an event where spirituous liquor is being served or consumed. A.R.S. 4-244(14).
5. For a person to operate a motor vehicle on any highway while consuming spirituous liquor. A.R.S. 4-244(21).
6. To conduct drinking contests, or to sell or provide to a person an unlimited number of spirituous liquor beverages during any set period of time for a fixed price or to provide more than two spirituous liquor beverages to one person at one time for that person's consumption as set forth in A.R.S. 4-244(23).
7. To sell or give liquor to underage person; illegally obtaining liquor by underage person; violation; classification; definitions A.R.S. 4-241

Good Samaritan Policy

The overall health and safety of our students is of paramount concern to all members of Grand Canyon University. All community members are expected to act out of concern for themselves and others. Recognizing that there are times when students of the community find themselves in positions where medical assistance is needed to ensure the proper care of a person, the University has established this Good Samaritan Policy.

Grand Canyon University wishes to ensure that students at medical risk as a result of alcohol or drug use will receive prompt and appropriate medical attention. Members of the Grand Canyon University community, specifically students, have an ethical responsibility to contact a Residence Life staff member or the Office of Public Safety when they believe that assistance for an intoxicated student is needed.

Students who seek assistance from these sources and the individual(s) assisted, should not fear disciplinary action should they seek help for a friend or themselves who has had too much to drink or impaired. Instead, under the guidelines of this policy, these violations will be dealt with through health and safety education initiatives instead of disciplinary action with respect to the alcohol and drug policies. Students will be considered for a one-time acceptance under the guidelines of the policy through a review of the sequence of events that occurred during their incident. This policy would only apply to a student with no prior alcohol violations.

The Office of Residence Life and Public Safety will record the name(s) of intoxicated or impaired student(s) and any other information that may enable any follow-up deemed necessary to ensure students' overall well-being. In order for this policy to apply, the intoxicated or impaired student(s) must agree to meet with a Student Conduct Officer to discuss the incident and understand the guidelines, process, and expectations. The student(s) will also agree to a timely completion of all the educational sanctions.

Students who fail to complete any of the requirements assigned will be subject to action under the Community Standards for failure to complete those initiatives. Furthermore, community members who demonstrate a consistent and repeated pattern of behavior after appropriate intervention and education from the University will not be considered under this policy.

This policy does not preclude the University from taking disciplinary action regarding other violations of the Community Standards. Students should also be aware that this University policy does not prevent action by local, state and federal authorities.

The spirit of the Good Samaritan Policy is that there is an ethical responsibility to help people in need. This policy is designed to save lives. It is an expectation that our students will take active steps to protect the health and safety and well-being of the community and one another.

Alcohol Paraphernalia

Possession of alcohol paraphernalia is not permitted on campus. Alcohol paraphernalia is defined as any product whose primary function is for containing alcohol, drinking alcohol, or advertising or promoting alcohol (paraphernalia is not actual alcohol bottles or containers). This includes, but is not limited to, beer bongs, funnels, flasks, shot glasses, and decorative alcohol displays.

Civility, Respect, and Nondiscrimination

It is expected that all students demonstrate mutual respect and courtesy to one another, faculty, staff, administration, and the general public. Grand Canyon University also affirms that the racial and ethnocultural diversity of its community is a source of excellence, enrichment and strength. Further, the University acknowledges its on-going responsibility to foster fairness and respect, to create and maintain a positive working and learning environment, and to promote anti-discriminatory behaviors. Physical abuse, verbal abuse, bullying, threats, intimidation, harassment, coercion, retaliation, discrimination including social media, and/or other conduct which threatens or endangers the health or safety of any person and/or causes a disruption to the campus community will not be tolerated. . For the purposes of this section, "discrimination" means any act or failure to act that is based upon an individual or group's actual or perceived status/class (sex, gender identity, race, color, age, creed, national or ethnic origin, physical or mental disability, veterans status, pregnancy status, religion, or sexual origin, or other protected status/class) that is sufficiently severe that it influences, limits, or denies the ability to participate in or benefit from the University education program(s) or activities

Harassment

For the purposes of this section, "harassment" means conduct that is directed at a specific person and that would cause a reasonable person to be seriously alarmed, annoyed or pressured and the conduct in fact seriously alarms, annoys or harasses the person.

Arizona Revised Statutes states that a person commits harassment if, with intent to harass or with knowledge that the person is harassing another person, the person:

1. Anonymously or otherwise contacts, communicates or causes a communication with another person by verbal, electronic,

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mechanical, telegraphic, telephonic or written means in a manner that harasses.

2. Continues to follow another person in or about a public place for no legitimate purpose after being asked to desist.

3. Repeatedly commits an act or acts that harass another person.

4. Surveils or causes another person to surveil a person for no legitimate purpose.

5. On more than one occasion makes a false report to a law enforcement, credit or social service agency.

6. Interferes with the delivery of any public or regulated utility to a person.

For more information:
http://www.azleg.state.az.us/ars/13/02921.htm

Title IX

Title IX regulations require non-discrimination on the basis of sex or gender. Prohibited sex discrimination includes sexual harassment, sexual misconduct, including sexual assault, domestic/dating violence, stalking, and other misconduct offenses when sex or gender is the foundation. All reports of sex or gender-based discrimination are reviewed and resolved using the process outlined in the Title IX and Non-Discrimination Policy.

Student Involved Engagements

Grand Canyon University recognizes the rights of current students to dissent as long as it does not limit the freedom of others, damage University property, or delay the opportunity of the student body, faculty or staff to proceed regularly with their work, schooling or scheduled activities. When a rally or other such gathering requires building space or public areas, clearance must be obtained 48 hours in advanced from the Dean of Students.

Grand Canyon University reserves the right to make reasonable restrictions of location, time or format of such events, using the following guidelines in order to:

1. Alleviate potential problems with safety or potential disruption of University actives

2. Facilitate a free exchange of ideas consistent with the academic environment and the University mission.

3. Comply with federal, state, university, or local laws or ordinances.

Grand Canyon University reserves the right to review, cancel, alter or restrict events, demonstrations, speakers or groups whose nature or presentation is contrary to or inconsistent with the University mission or Christ-centered character. Off campus groups, individuals, churches, ministries, former students, or individuals not connected to the University as a current employee or student will not be permitted to use University owned or operated property for demonstrations and may not, at the University's discretion, participate in them.

Disorderly Conduct

Disorderly conduct is the unreasonable or irresponsible behavior by an individual or group that creates a potentially unsafe situation for members of the community or damages property; disrupts the peace or interferes with the normal operation of the University or University sponsored events; and/or infringes on the rights of others. Disorderly conduct includes, but is not limited to, disruptive, lewd, or indecent/irresponsible behavior, regardless of intent, which breaches the peace and safety of the community. Also included is any unauthorized use of electronic or other devices to make an audio or video record of any person where the audio or video recordings is likely to cause injury or distress. This includes, but is not limited to, secretly taking pictures of another person in a gym, locker room, living area, or restroom.

Drugs: Illegal and Unprescribed

Grand Canyon University is committed to maintaining a drug-free community. Being under the influence of, using, possession of, manufacturing, or distributing illegal drugs (including, but not limited to, the intent or ability to distribute), un-prescribed medications and/or corresponding paraphernalia on campus or at university-sanctioned events will not be tolerated. This includes distribution of one's own prescription drugs as well as prescriptions not prescribed to the student. Any drug-related offense could be grounds for expedited sanctions that could result in suspension or expulsion from the University. Failure to comply with these policies will can result in legal ramifications and the possibility of a felony charge(s).

Illegal drugs are defined as any controlled substance banned by the State of Arizona and/or the United States Federal Government. In addition to these banned controlled substances, GCU also prohibits the possession of any synthetic marijuana products or substitutes, prescription medication not prescribed to the possessor, and any synthetic substances categorized as an illegal drug.

Students with knowledge of the presence of illegal or unprescribed drugs or paraphernalia on campus may be considered in violation of the drug policy for not leaving the immediate area or reporting the violation to a University official.

Drugs: Marijuana

Grand Canyon University is committed to maintaining a drug free community. Being under the influence of, using, possessing, manufacturing, or distributing marijuana and/or corresponding paraphernalia on campus or at any university-sanctioned event will not be tolerated. Any marijuana-related violation could be grounds for expedited sanctions that could result in suspension or expulsion from the University. Failure to comply with these policies could result in legal ramifications and the possibility of felony charge(s).

GCU also prohibits the possession of any synthetic marijuana products or substitutes. Students with the knowledge of the presence of marijuana or paraphernalia on campus may also be considered in violation of the marijuana policy for not leaving the immediate area or reporting the violation to a University official.

Medical Marijuana

Although the state of Arizona has medical marijuana statutes in place, the Unites States Federal Government does not currently recognize those statutes. The "Drug Free Schools and Communities Act of 1986 (20 U.S.C. 1145g)" prohibits illegal possession of controlled substances on the campus of institutions of higher education that receive Title IV funding. As Grand Canyon University is one such institution the possession and use of medical marijuana is prohibited in all campus areas.

Drug Paraphernalia

Possession of drug paraphernalia is not permitted on campus. Drug paraphernalia is defined as any equipment, product or accessory that is intended or modified for making, using, or concealing drugs. This includes, but is not limited to, the use of possession of glass smoking pipes or items altered to assist in making, using, or concealing drugs, including the scent of drugs.

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Electronic and Other Smoking Devices

The possession of e-cigarettes, vapes and accessories (including but not limited to juices, chargers, and cartridges) and/or other legal smoking devices are allowed in designated areas on campus, but not in residential living areas. These items are not permitted in any living area.

Falsification of Information

Students will be held to a standard of honesty and are not permitted to falsify (verbal or written) information.

Failure to Comply

Failure to Comply is deliberate non-compliance with reasonable directions of GCU Officials, professional staff, or GCU Public Safety Officers acting in performance of their duties, including failure to properly identify oneself to these persons when requested to do so. This would include, but is not limited to, all Public Safety staff, Office of Housing Operations, Residence Life staff, and Resident Assistants (RA's).

Fire Alarms

Students are not allowed to tamper with or adjust the fire alarm/smoke detector in any way. All students and their guests are expected to immediately evacuate any living space once a fire alarm is sounded.

In addition, any students who has non-approved items (including, but not limited to, appliances, candles, humidifiers, electronic smoking devices, or accessories such as a vape and/or vape paraphernalia) in the room when the smoke detector is triggered, will be subject to University level sanctions.

Guest Privileges

Visitation Policy

Grand Canyon University strives to cultivate a living & learning community of respect and courtesy for all students. For this reason, residential students of the opposite sex and/or significant others are allowed to visit during specified hours listed below and in the living room. Refer to the Guest Privileges section for guidelines related to off-campus guests and GCU-commuter student guests.

- In all living areas, visitation hours are 10:00 AM to 12:00 AM (midnight), seven days a week.
- In both apartments and residence halls, guests of the opposite sex and/or significant others are required to stay in the common living area of the apartment or dorm suite – they may not enter the bedroom (except for Studio Single Occupancy units in Papago 47).
- The door to the dorm suite as well as the freshmen and transfer apartments must be propped open at 90 degrees for the entirety of the visit.
- Students may continue their visitation with the opposite sex in the main lobby on the first floor of the living area, but not in the lobby, hall, stairwell, or study room of each floor.
- Intent to spend the night, sexual activity, or being in a room past hall hours may escalate to a fourth (4^{th}) visitation violation of the sanction process.
- Residence Life reserves the right to alter the visitation policy and hours as needed.

Examples of visitation violations include, but are not limited to:

- Suite door is closed
- Visitation hours are over which includes the study rooms or floor lobbies
- Being in the bedroom (suite door open or closed)
- Past hours as determined by the Residence Life Staff
- The intent to spend the night
- Spending the night
- Sexual activity as determined by the Residence Life Staff.

Guest Policy

The Guest Privileges Policy applies to students hosting off-campus and/or GCU commuter students in the apartment/dorm during guest hours. For policy related to having GCU residential students as guests, please see the Visitation Privileges section.

Students in campus housing are allowed to have guests in their apartment or dorm. Students are expected to observe the following standards:

- Guests are the responsibility of the student who is hosting them, whether the guest is a GCU commuter student or an off-campus guest. The actions of the guests are the actions of the student hosting them. In other words, if a student's guest brings drugs into the apartment or dorm suite, the student host will assume all responsibility and sanctions for the violation.
- Guests are required to abide by all the policies and rules of the University.
- Residents are required to meet their guests at a University gate. Guests will not be permitted on campus without their student host present.
- Guests, whether off-campus guests or GCU commuter students, must sign in and out of the Guest Log found at the RA Desk in the lobby of the halls/apartments and the Hub of the North Rim Apartments.
- Guests must be at least 15-years old or accompanied by their parent or legal guardian.
- In all living areas, guests of the opposite sex and/or significant others are required to stay in the common living area of the apartment or residence hall suite – they may not enter the bedroom (except for the Studio Single Occupancy units in Papago 47). The door to the residence hall suite must be propped open at 90 degrees for the entirety of the visit.
- Guests must depart all living areas when guest/visitation hours end.

Overnight Guests in Campus Housing

Students living in campus housing are permitted to have guests (on or off-campus guests including GCU commuter students) spend the night with them on campus. Overnight guests must be of the same sex and not significant others. The same standards for Guest Privileges (see above) apply to the overnight guest plus these additional guidelines:

- All overnight guests are required to complete a Guest Registration Form found at the RA Desk in the lobby of the living areas and the Hub of the North Rim apartments.
- Overnight guests are only permitted to stay no more than six (6) nights per semester in campus housing, regardless of which student they stay with.
- Students are only permitted to have overnight guests no more than six (6) nights per semester in campus housing.

Hazing

Any and all forms of hazing and initiation are illegal whether voluntary or involuntary. The University takes very seriously any alleged forms of hazing and strictly prohibits this behavior. Hazing includes, but is not limited to:

- All forms of physical activity deemed dangerous or harmful.

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- The application of foreign substances to the body.
- Scavenger hunts involving illegal activities, kidnapping, or ditching a member of the community.
- Depriving students of sleep.
- Not providing decent and edible foods.
- Depriving student's means of maintaining personal hygiene.
- Forcing, coercing, pressuring, or requiring a student to consume alcohol, or foreign or unusual amounts of substances.
- Nudity or forcing a student to dress in a degrading manner.
- Psychological hazing: any act which is likely to compromise the dignity of a student; cause embarrassment or shame to a student; cause a student to be the object of ridicule or malicious amusement; or inflict psychological or emotional harm.

Housing Guidelines

- Students, including GCU commuter students, who are found residing in other on-campus housing units other than is listed in their StarRez housing profile more than six nights, will be considered as a squatter and may be held liable for the pro-rated charge for semester housing.
- Students are not permitted to loan out their keys and passpoint, Student ID, or Parking Permit to another individual, even if it is a fellow GCU student.
- Students and/or their guests may not enter/exit a dorm room or apartment through a window.
- Students may not prop and/or use emergency exits during a non-emergency as defined by GCU.

Modesty

Modesty is showing the maturity to act and dress in a manner that reflects a person's maturity and faith, does not inhibit an atmosphere of learning and shows respect and professionalism. The University chooses not to define what constitutes modest dress but expects all student to dress appropriately for a learning and living community.

Inappropriate Language

Students are expected to avoid the use of inappropriate language (profanity and vulgarity).

Pets

Pets, other than fish or turtles in a small aquarium, are not allowed in residential facilities or on adjacent grounds. Aquariums may not be larger than 10 gallons and can be used only for fish or turtles.

Residents having pets for any length of time on campus will be subject to disciplinary action and a contract violation fine.

Pets of visitors are not permitted on campus. The same rules apply regardless of pet ownership. It is the resident's responsibility to make sure guests are aware of the rules and policies of the University.

Students who need a service animal should contact the Student Disability Services Office to arrange for accommodations. Violating the pet policy may result in prolonging the approval of an emotional support animal on campus.

Pranks

Participating in any activity on or off campus that threatens and intimidates and/or endangers the health, physical, or emotional well-being of a community member; results in damage; malicious or non-malicious vandalism, or general disregard for University or private property; or involves a violation of University policy is strictly prohibited.

Public Displays

Students residing in University housing may not publicly display signs, banners, flags, posters, or other similar items. Placement of any displays on the windows is prohibited. Such items may be placed inside University housing rooms so long as the displays contain no offensive, demeaning, prohibited, or sexual content. This includes, but is not limited to, items containing vulgar language, symbols, obscenities, alcohol, and/or drug related items. This policy shall be enforced at the discretion of University staff. Refusal to comply with a staff removal request and/or multiple violations of this policy may result in being referred to the Student Conduct Process.

Quiet Hours

In all living areas, quiet hours are from 10:00 PM to 10:00 AM, seven days a week.

Roommate Conflict Resolution

Grand Canyon University has a specific, educationally-minded conflict resolution process. Students can refer to the website for the most updated conflict resolution process here: https://pages.gcu.edu/res/roommate-conflict-resolution.php.

Residential students have agreed to nine rights of residential students located in their housing application and roommate agreement. Right number seven states students have the right to settle conflicts. Conflict between suitemates/roommates must be addressed in a healthy manner and a timely fashion within a 24-48 hour time period. If an agreement cannot be made without assistance, the residents should contact their RA. It is expected that all residents follow the process to address conflict with suitemates.

Complying with the conflict resolution process includes but is not limited to:

- Full participation in any mediation, which includes:
  - Completing the roommate agreement.
  - Coming prepared to briefly discuss (in 5 minutes or less) what has brought them to the conflict resolution meeting and what their needs and interests are in the conflict
  - Coming prepared with solutions for the conflicts being discussed and displaying flexibility/willingness to compromise
  - Complying with action items created at any step in the mediation process while living in assigned room
  - Willingness to practice action items for allotted time as determined by Resident Director
- Communicate honestly and promptly (within 24 hours) about roommate conflict with all parties involved (roommates/suitemates, Resident Assistant, and/or Resident Director)
- Respond within 24-48 hours to a Resident Assistant or Resident Director communication regarding roommate conflict (via face-to-face communication, phone, and/or GCU email)

Smoking

Smoking is permitted in designated areas only. No smoking is permitted in any building, including all living areas including apartment balconies. Violators are subject to University sanctions.

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Theft and Vandalism

Attempted or actual theft of and/or damage to property of the University community or other personal or public property, on or off campus will be considered a violation of the Community Standards.

Weapons

Weapons as defined by GCU's Weapons-Free Campus Policy and hazardous materials are not allowed on campus. Banned weapons include, but are not limited to, firearms, live ammunition, BB guns, water-balloon launchers, paintball guns, airsoft guns, bows and arrows, blowguns and hunting or pocket knives longer than four inches when open.

Student Conduct Process

As a Christian University, GCU strives to offer loving accountability and to be redemptive in its approach to students who have violated the Community Standards. Every situation is handled on a case-by-case basis. The Dean of Students or designee may refer serious violations to be heard and decided by the University Code of Conduct Committee for suspension or expulsion.

In the Student Conduct Process, the technical rules of evidence, process, and procedure used in a civil or criminal court will not apply. The Student Conduct Manager or designee will determine which process is appropriate for the student. The Student Conduct Manager or designee will determine the composition of the Student-led Community Conferences and Student Conduct Boards. Any student serving on a Student-led Community Conference and Student Conduct Board is bound by a strict confidentiality agreement. The Student Conduct Manager or designee will develop policies for the administration of various conduct procedures that are not inconsistent with the provisions of the Student Conduct Process. Decisions made by the Student Conduct office will be final, pending the normal appeal process. With any Student Conduct procedure, students are not permitted to be accompanied by third parties or attorneys and may not document the hearing by the use of a recording device. If a student fails to appear for their scheduled meeting, in most cases, the absent student will be given the same sanctions as other students who were involved in the same or similar incident.

Any question of interpretation or application of the Community Standards and Student Conduct Process will be referred to the Dean of Students or his/her designee for final determination.

The student will be referred to one of the following processes:

- Meet with a RD
- Meet with a Student-Led Community Conference. The student will be notified of the date, time and place of their meeting through text and/or email at least 24 hours prior to the meeting.
- Visitation Violation process
  - For the first three violations, the student will be emailed their sanctions.
  - The student may appeal the visitation sanction as outlined in the sanction letter or make an appointment with a Student Conduct Coordinator. This must be done within 5 five calendar days after receiving the email.
  - If necessary, due to multiple infractions or the need to expedite the visitation violation process, the Student Conduct Coordinator will require a face to face meeting.
- Informal resolution with a Student Conduct Coordinator
  - The student will be notified of the date, time and place of their meeting through text and/or email at least 24 hours prior to the meeting. Residence Life staff reserves the right to expedite this process as needed.
  - Some incidents may be designated for informal resolution with a Student Conduct Coordinator instead of a hearing with the Student Conduct Board.
  - If the student accepts responsibility that may be resolved informally without a Student Conduct Board hearing, the student must agree with and sign a "Waiver of Student Conduct Hearing" agreeing to waive their right to a student conduct hearing and accept the outcome of sanctions given by the Student Conduct Coordinator. The student is also agreeing with waiving his/her right to appeal the incident outcome. The Student Conduct Coordinator will then issue the student a letter defining the sanctions within seven calendar days.
  - If the student denies responsibility, the student will be referred to the Student Conduct Board for a formal hearing.
  - If a student fails to attend the Student Conduct Coordinator meeting, it will be up to the discretion of the Student Conduct office to determine the next action which may include holds being placed on both the academic and housing accounts until the student attends the meeting.
- Meet with the Student Conduct Board
  - Student will be given the opportunity to further discuss the incident in order to determine involvement and possible sanctions. Sanctions can be enhanced all the way up to being banned from campus housing.
- Meet with the Code of Conduct Committee
  - If the Student Conduct Board deems it appropriate based on the circumstances, a student can be referred to the Code of Conduct Committee for suspension or expulsion from the University.
- Meet with the Threat Assessment Team
  - If the Student Conduct Board deems it appropriate based on the circumstances, a student can be referred to the Threat Assessment Team.

As it relates to a student conduct hearing, students who are subject to meet with the Student Conduct Board are notified by the Student Conduct Office. The student will be notified of the date, time and place of their hearing through text and/or email at least 24 hours prior to the meeting. Residence Life staff reserves the right to expedite this process as needed.

If a student is the only person involved in the incident, the Board will base appropriate sanctions on the information found in the RD or Public Safety report and as they appear in the guidelines for sanctions.

The University will record the hearing and the recording will be University property. Students are introduced to the Board members and informed of the hearing's agenda. The students will then have a chance to speak about the incident, give their account for the incident and accept or deny responsibility for the incident. Students then will be asked any pertinent questions that the Board may have and then the student will be told the minimum sanctions, if any, for the corresponding incident. Before the student is dismissed, the student is informed of a timeline when they can expect to hear the Board's decision and meet with a Student Conduct Coordinator for a follow up meeting and to pick up their sanction letter, if applicable.

After the student is dismissed from the hearing, the Student Conduct Board will decide whether or not to hold the student responsible for the incident. The determination of the Board is made on the basis of whether it is more likely than not that the student violated the Community Standards.

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As a rule, the student will be informed of the Student Conduct Board's decision in person and in writing. If a student fails to appear for the follow-up meeting with a Student Conduct Officer or is off-campus for a semester break, the sanction letter will be emailed to the student.

A student may be referred to a restorative justice process, where there will be dialogue between the responsible party and the harmed party/community.

Appeals of Student Conduct Sanctions

Appeals of sanctions assigned during the Student Conduct process are only accepted within 72 hours of when the student is informed of the decision, either verbally or in writing, whichever is first (except for fines related to missed Hall Meetings, as noted below). Appeals are not accepted after this time. Appeals must include the student's reason for the appeal, personal contact information, and the sanctions the student is disputing. Appeals not including all this information will not be accepted.

Appeals will only be accepted for the following reasons:

- There was a procedural error in the Student Conduct Process that unfairly and materially affected the outcome of the decision.
- Evidence has been discovered that was not reasonably available at the time of the hearing.
- The sanctions that were assigned were substantially disproportionate to similar violations.

If a student wishes to appeal sanctions imposed by the Student Conduct Board or a Student Conduct Officer, they can do so by completing the appeals form online at gcu.edu/studentconductappeals.

Reason for Appeal	Time to Appeal	1st Appeal Level	2nd Appeal Level
Visitation	5 days	Student Conduct Manager or designee	Director of Resident Life or designee
Community Conferences	72 hours	Student Conduct Coordinator	Student Conduct Manager
Student Conduct Board or Officer decision	72 hours	Director of Res. Life and Res. Life Mgr. or designee	Dean of Students or designee
Fine/Charges given by office of Residence Life	30 days	Residence Life Appeal Committee	Res. Life Mgr. or designee

Suspension or Expulsion from the University

It is always the goal of the Student Conduct Board to restore and redeem a student who violates a school policy. However, there may be times when a student's suspension or expulsion from the University may be necessary for the health and safety of the entire community. In such cases, suspension or expulsion from the University will occur when a recommendation is made by the Student Conduct Board and the Dean of Students to the University Code of Conduct Committee.

Students Who Fail to Complete Sanctions

If a student fails to complete an assigned sanction by the given deadline as outlined in a sanction letter, a hold will be placed on the student's academic and housing accounts. Making changes to a student's schedule or their ability to choose housing will not be permitted until the sanctions have been completed.

Students Who Seek Retaliation after Receiving Sanctions

Students who seek retaliation after receiving their sanctions may be considered in violation and receive additional consequences.

Abuse of the Student Conduct Process

Abuse of the Student Conduct Process is strictly prohibited and includes, but is not limited to:

- Failure to obey the notice from the Student Conduct Board or a Student Conduct Officer to appear for a hearing or meeting as part of the Student Conduct Process.
- Falsification, distortion, or misrepresentation of information before a Student Conduct Board or Residence Life staff member.
- Disruption or interference with the orderly conduct of a Student Conduct Board meeting.
- Attempting to discourage an individual's proper participating in, or use of, the Student Conduct Process.
- Harassment (verbal, physical, social media) and/or intimidation of a member of a Student Conduct Board prior to, during, and/or after a Student Conduct Board meeting.

Sanctions for Conduct Violations

Every conduct situation is handled on a case-by-case basis. Sanctions (consequences) can be enhanced all the way up through being banned from housing and, if the Student Conduct Board deems it appropriate based on the circumstances, being referred to the Code of Conduct Committee for suspension or expulsion from the University. The following are examples of sample sanctions that may be given to the student found to have violated the Community Standards.

Alcohol

First Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- Community service to be determined by the Student Conduct Board/Coordinator
- If the student is under the age of 21, a parent or guardian will be required to call and speak with a Student Conduct Coordinator or his/her designee regarding the incident.
- Educational sanctions given by Student Conduct Board/Coordinator

Second Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- Up to $150 fine to be charged to the student's account.
- Community service to be determined by the Student Conduct Board.
- If the student is under the age of 21, a parent or guardian will be required to call and speak with a Student Conduct Board/Coordinator or his/her designee regarding the incident.

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- Educational sanctions given by Student Conduct Board/ Coordinator

Third Violation

In addition to legal consequences from the Phoenix PD if a minor is involved, sanctions may include, but are not limited to:

- Up to $300 fine.
- The student will lose campus housing privileges and will be banned from all residential areas on campus.
- Possible referral to the Code of Conduct Committee for suspension from the University.
- Any additional offenses may result in being referred to the Code of Conduct Committee for suspension or expulsion from the University.
- Complete an Evaluation by a Licensed Independent Substance Abuse Counselor (LISAC) and allow the facility to freely communication with the Student Conduct Office.

Driving Under the Influence

In addition to legal consequences, any student found to be driving under the influence will constitute as alcohol violation and may result in increased and accelerated sanctions, which may include loss of housing and/or referral to Code of Conduct for suspension or expulsion from the University.

Providing Alcohol to those Underage

In addition to being held to an alcohol violation, any student of legal age providing alcohol to underage students may receive loss of housing and/or referral to Code of Conduct.

Civility, Respect, and Nondiscrimination

Sanctions may include, but are not limited to:

- Mediation with both parties involved.
- Written warning
- Possible community service hours.
- Relocation
- Loss of on-campus housing, potential removal from Grand Canyon University and possible law enforcement involvement.

Physical Violence

In addition to legal and/or criminal consequences, sanctions may include, but are not limited to:

- Up to $125 fine.
- Community Service Hours
- Referral to Student Care
- Relocation
- Removal from Housing
- Possible recommendation to the Code of Conduct Committee for suspension or expulsion from the University.

Physical One-on-One Fight

Students involved in a one-on-one fight will be sent through the Student Conduct Process. In addition to legal consequences, sanctions may include, but are not limited to:

- Up to $150 fine
- Community Service Hours
- Referral to Student Care
- Relocation
- Ban from campus housing at the discretion of the Student Conduct Board
- Legal consequences depending on severity of physical harm.

Extreme Physical Fight

Students involved in an extreme physical fight which includes, but is not limited to, multiple people vs. one person fight and hate crimes will be sent through the Student Conduct Process. In addition to legal and/or criminal consequences, sanctions may include, but are not limited to:

- Up to $300 fine
- Community Service Hours
- Referral to Student Care
- Removal from Housing
- Referral to the Code of Conduct Committee for suspension for expulsion from the University
- Legal consequences outside of the University

Disorderly Conduct

Sanctions may include, but are not limited to:

- Up to $150 fine
- Community service hours
- Educational sanctions given by Student Conduct Coordinator
- Relocation
- Removal from Housing
- Possible recommendations to the Code of Conduct Committee for suspension or expulsion from the University.

Drugs: Marijuana, Illegal, and Un-prescribed

Any drug-related offense could be grounds for expedited sanctions that could result in suspension or expulsion from the University. Every situation involving illegal and/or un-prescribed drugs is handled on a case-by-case basis. Sanctions can be enhanced all the way up through being suspended from housing and, if the Student Conduct Board deems it appropriate based on the circumstances, being referred to Code of Conduct for suspension or expulsion from the University.

Selling/Distribution of Illegal and Un-prescribed Drugs

In addition to legal consequences, sanctions include, but are not limited to:

- Student will be immediately removed from campus housing.
- Student will be referred to Code of Conduct for suspension or expulsion from the University.

Illegal and Unprescribed Drugs Policy: First Violation

In addition to legal consequences, sanctions may include but are not limited to:

- Up to a $150 fine
- Community service to be determined by the Student Conduct Board/Coordinator.
- If the student is under 21, a parent or guardian will be required to call and speak with a Student Conduct Coordinator or his/her designee regarding the incident.
- The student may also be required to complete a drug assessment, at his or her expense, to determine the level of dependency or abuse plus any resulting treatment.
- Educational sanctions given by Student Conduct Coordinator

Illegal and Un-prescribed Drugs: Second Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- Student will lose on-campus housing privileges and be banned from all residential areas.

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- If the student is under the age of 21, a parent or guardian will be required to call and speak with a Student Conduct Coordinator for his/her designee regarding the incident.

Illegal and Un-prescribed Drugs: Third Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- Student will lose on-campus housing and all associated costs and be banned from all residential areas for the remainder of their academic career.
- Students will be referred to Code of Conduct for suspension or expulsion from the University.

Marijuana: First Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- Community service to be determined by the Student Conduct Board/Coordinator
- If the student is under the age of 21, a parent or guardian will be required to call and speak with a Student Conduct Coordinator or his/her designee regarding the incident.
- Educational sanctions given by Student Conduct Board/Coordinator

Marijuana: Second Violation

- In addition to legal consequences, sanctions may include, but are not limited to:
- Up to $150 fine to be charged to the student's account.
- Community service to be determined by the Student Conduct Board.
- If the student is under the age of 21, a parent or guardian will be required to call and speak with a Student Conduct Board/Coordinator or his/her designee regarding the incident.
- Educational sanctions given by Student Conduct Board/ Coordinator

Marijuana: Third Violation

- In addition to legal consequences, sanctions may include, but are not limited to:
- Up to $300 fine.
- The student will lose campus housing privileges and will be banned from all residential areas on campus.
- Possible referral to the Code of Conduct Committee for suspension from the University.
- Any additional offenses may result in being referred to the Code of Conduct Committee for suspension or expulsion from the University.
- Complete an Evaluation by a Licensed Independent Substance Abuse Counselor (LISAC) and allow the facility to freely communication with the Student Conduct Office.

Electronic and Other Smoking Devices

Students in possession of electronic or other smoking devices in living areas may be sent through the Student Conduct Process. Minimum sanctions include but are not limited to:

- Confiscation and destruction of devices by Public Safety.
- At the sole discretion of the Student Conduct Officers these items may be viewed as drug paraphernalia and treated as such. (See Illegal and Un-prescribed Drug section).

Failure to Comply

Sanctions may include, but are not limited to:

- Up to $150 fine
- Community Service Hours
- Educational sanctions given by Student Conduct Coordinator
- Relocation
- Removal from Housing
- Possible recommendations to the Code of Conduct Committee for suspension or expulsion from the University

Falsification of Identification

Sanctions may include, but are not limited to:

- Up to $150 fine
- Community Service Hours
- Educational sanctions given by Student Conduct Coordinator
- Relocation
- Removal from Housing
- Possible recommendations to the Code of Conduct Committee for suspension or expulsion from the University.

Fire Alarms

Any students and their guests who do not immediately evacuate any living space once a fire alarm is sounded will be fined $250. Any student and/or suitemates that activate the fire alarm, may be required to take an educational class on fire safety.

Any student or room that has tampered with the smoke detector/fire alarm (covering, disabling, etc.) will be charged a $250 fine. In addition, any student who has non-approved items (including, but not limited to, appliances, candles, humidifiers, electronic smoking devices, or accessories such as a vape and vape paraphenalia) in the room when the smoke detector is triggered, will be charged a $500 fine for the first offense, and $750 for the second offense. A third offense would be sent before the Student Conduct Board for possible removal from housing.

Guest Privileges

Visitation Policy

Sanctions may include, but are not limited to:

- 1st violation: Recorded incident
- 2nd violation: Community Standards Class
- 3rd violation: Education sanction and loss of visitation privileges for three weeks
- 4th violation: Meet with a Student Conduct Coordinator and receive sanctions that may include but not limited to:
  - Community Service
  - Loss of Visitation Privileges
    - Educational sanctions given by Student Conduct Coordinator
  - Fine up to $150
  - Removal from Housing
- 5th violation: Loss of Visitation Privileges and possible removal from housing
- 6th violation: Removal from housing

Intent to spend the night, sexual activity, or being in a room significantly past hall hours will result in an escalation to a fourth (4th) visitation violation of the sanction process.

Guest Policy

Violations of the Guest Policy may result in a $50 fine to the student's account.

Guest-Overnight in Campus Housing

Violations of the Overnight-Guest Policy may result in a $50 per night/per guest fine to the student's account.

Hazing

Minimum sanctions for hazing include, but are not limited to:

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- Sent through the Student Conduct Process.
- Up to $150 fine
- Community Service
- Possible counseling
- Possible removal from campus housing at the discretion of the Student Conduct Board
- Possible legal consequences depending on severity of physical harm
- Possible referral to Code of Conduct for suspension or expulsion from the University..

Housing Guidelines

Sanctions may include, but are not limited to:

- $150 fine up to the pro-rated charge for semester housing

Pets

Sanctions may include, but are not limited to:

- Sent through the Student Conduct Process
- Fine up to $150 plus damages
- Community Service
- Possible delay in any pending SDS accommodation approval, as the issue will be referred to the Code of Conduct process for review

Pranks

Sanctions may include but are not limited to:

- Sent through the Student Conduct Process.
- Fine
- Community Service
- Possible removal from campus housing at the discretion of the Student Conduct Board.
- Possible legal consequences.
- Possible referral to Code of Conduct for suspension or expulsion from the University.

Public Displays

Sanctions may include, but are not limited to:

- Public display will need to be removed
- See "Failure to Comply" section in sanctions for conduct violations

Roommate Conflict Resolution

At any time, Residence Life reserves the right to relocate a student as deemed necessary. If a student is found to be a participant in repeated roommate conflict, or causes disruption to the community due to conflict(s), the student may be asked, at the sole discretion of the Residence Life Manager, to move off-campus without reimbursement of housing expenses. Failure to participate, communicate, or respond to the conflict resolution process may result in sanctions that include, but are not limited to:

- Written warning
- Up to $150 fine
- Conflict Resolution Class
- Meeting with Student Conduct and Resident Director
- Relocation determined by Residence Life
- Removal from Housing

Smoking

Smoking in undesignated areas may result in a verbal warning or a $50 fine. Student may also have to pay cleaning & damage fines if they have smoked in their room/apartment. Triggering a fire alarm due to smoking in a living area will result in a $500.00 fine and $750.00 for the second offense

Theft and Vandalism

In addition to legal consequences the sanctions may include, but are not limited to:

- Repayment of stolen and/or damaged goods.
- Community service.
- If theft took place in his/her room, the student may be required to change rooms and live in and pay for a single room.
- Student may lose housing privileges and be banned from all residential areas on campus.
- The student may be referred to Code of Conduct for suspension from the University.
- Any additional offenses may result in being referred to Code of Conduct for suspension or expulsion from the University.
- Educational sanctions given by Student Conduct Coordinator

Weapons

Students possessing weapons on campus in violation of GCU's Weapons-Free Campus Policy may face sanctions up to and including referral to Code of Conduct and/or the Threat Assessment Team for possible suspension or expulsion from the University. Students possessing a firearm on campus are subject to immediate expulsion from the University.

Violation of the Weapons Policy (Non-Firearm) may result in:

- Verbal Warning
- Fine
- Confiscation
- Educational sanctions given by Student Conduct Coordinator
- Community Service

Behavioral Intervention and Threat Assessment

The University's Behavioral Intervention and Threat Assessment Teams are dedicated to a proactive and coordinated approach to the identification, prevention, assessment, management, and reduction of interpersonal and behavioral threats, in order to support student success and to assist in protecting the health, safety, and welfare of the Grand Canyon University community. The teams are comprised of University personnel with expertise in law enforcement, threat assessment, University policy and compliance, mental health knowledge, disability laws, and student affairs.

Behavioral Intervention Team (BIT)

BIT utilizes various reporting methods to gather information regarding concerning or disruptive behaviors, including but not limited to Wellness Checks, staff and faculty reporting, and incidents that are reported through the GCU Residence Life or Public Safety offices. The reports are reviewed in conjunction with the student's academic and conduct history to determine an appropriate response and intervention. Based on the reports, BIT may:

- Perform initial assessment of risk and develop a support plan, within existing University policies, to promote student well-being and success.

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- Coordinate follow-up with the student to ensure compliance with recommended or required support and resources.
- Monitor for ongoing concerning or disruptive behaviors to gauge whether additional follow-up is needed.
- Refer the student to the University Student Conduct Process if the student's behavior has violated any rules, policies or procedures.

The team may utilize a crisis line or mobile unit to efficiently determine the student's current risk to self or others, which may include a clinical recommendation for the appropriate level of treatment or working with the student to develop a safety plan.

Threat Assessment Team (TAT)

Reports of harmful, escalating, or threatening behavior are reviewed by the Threat Assessment Team, including, but not limited to:

- Individuals in the enrollment process: Disciplinary or behavioral concerns in misalignment with the University mission and standards of conduct may be reviewed in order to assess suitability for admission.
- Student behavior that may pose an apparent danger to the health or safety of members of the University community or the public or involves serious disruption of normal University operations.
- Weapons or firearms on campus: Students possessing a firearm on campus are subject to immediate expulsion from the University, and the expulsion is not subject to appeal. Law Enforcement Officers, on or off duty, are exempt from this provision.
- Instances in which a student has been deemed an imminent threat to themselves and/or have been admitted into a behavioral health facility, voluntarily or involuntarily.
- Other situations as deemed appropriate by University officials.

When the University becomes aware of a health and safety emergency requiring behavioral health or medical treatment, Public Safety, or Threat Assessment Team intervention, the student will be immediately restricted from campus. The BIT Case Manager, or designee, coordinates a meeting between the student and the TAT to review the incident, as well as any information provided by the behavioral health or medical facility, public safety or police, or other information as appropriate. The TAT will determine next steps on a case-by-case basis, which may include a leave of absence, completing the term from home, moving to an online modality, initiation of a Case Management Plan, or other appropriate options up to and including denial or dismissal.

Emergency Mental Health Policy

There are limits to the University's ability to care for students with serious psychological conditions and the University reserves the right to decide, in certain circumstances, when it cannot provide educational and/or other services to a particular student who creates an emergency situation. In emergency situations, the University reserves the right to do any or all of the following:

- Consult with the student and refer her/him to a GCU-Approved mental healthcare facility or provider (GCU Counseling Services, an area hospital, licensed mental health or healthcare professional, or Urgent Psychiatric Care Center) for a mental health evaluation. The cost for any off-campus referral will be at the expense of the student.
- In a non-emergency situation, if a student experiences serious psychological difficulties that become chronic, dangerous, or excessively disruptive, the Behavioral Intervention or Threat Assessment Team may require the student to be assessed by a GCU-Approved Mental Health Provider.

If the Threat Assessment Team determines a student is ineligible to return to campus housing, upon request, GCU will refund prorated housing costs for the time the student is not permitted to live in the residential facilities. On a case-by-case basis, Student Disability Services will work with the student and faculty to offer the student the ability to continue in his or her Traditional campus classes online, where available, at no additional cost. If the student is enrolled in classes which are not available online, the student will be dropped from the course(s) and the student may submit an appeal to receive a refund for the portion of the class(es) not completed.

Emergency Contact

GCU will attempt to notify the student's Emergency Contact if required.

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Glossary

The following is a glossary of commonly used terms:

Borrower-based Academic Year: A financial aid year based on each student's enrollment. The year for undergraduate programs is defined as a minimum of 24 earned credits and 30 instructional weeks. The academic year for graduate programs is defined as a minimum of 16 earned credits and 32 instructional weeks. The academic year for doctoral programs is defined as a minimum of 12 earned credits and 32 instructional weeks. All nontraditional students use this type of financial aid year.

Doctoral student: A learner who is currently taking courses that has not yet earned a doctoral degree, but already holds a master's degree.

Enrollment: A student's program of study

Enrollment Cumulative GPA: GPA earned on a program of study or enrollment

Masters student: A student who is currently taking courses that has not yet earned a master's degree, but already holds a baccalaureate degree.

Nontraditional Student: Any student who is not attending campus courses. This includes online and professional studies students.

Satisfactory Academic Progress: Students are required to maintain two measurements of satisfactory academic program, GPA and % progression as measured by attempted versus completed courses. If either of these are not maintained, a student is said to not be making satisfactory academic progress.

Semester-based Academic Year: A financial aid year based on terms, specifically the semester. All traditional campus students use this type of financial aid year.

Traditional Campus Student: Any student who is taking courses on GCU's traditional campus.

Undergraduate Student: A student who is currently taking courses that has not yet earned a baccalaureate degree.

Unencumbered license: A license that is in good standing. The formal rule definition is that " 'good standing' " means that the license or certificate is not presently subject to any disciplinary action, consent order, or settlement agreement". This means that the nurse is not under current discipline (does not include Decree of Censure as once the nurse signs, the decree is in the past). Would not include "under investigation" because there is no PRESENT disciplinary action--may be one in the future but not in the present.

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Appendix A

Dissertation Milestone Table

Review Levels and Final Approval	Learner Submitted Document(s) for Review	GCU Dissertation Form Required	Reviewing and/or Approval Authority	Optimal Progression Point	Minimum Progression Point
Level 1 Review: Prospectus Review and Recommendation	• 10 Strategic Points • Research Prospectus	No Form Required, just consensus with committee.	Chair and Methodologist	RES-885 PSY-825 RES-871	DIS-955 PSY-955 DBA-955 TLC-955 PCE-955 DHA-955
Level 2: Proposal Review and Recommendation by Academic Quality Review (AQR) Reviewer for Proposal Defense Conference Call	• Committee Reviewed Dissertation Proposal (Chapters 1-3) with Scored Criteria Tables	No Form: Email sent with AQR Reviewer's approval for Defense Call	Chair loads required documents to initiate this review. Dissertation Committee AQR Reviewer	DIS-955 PSY-955 DBA-955 TLC-955 PCE-955 DHA-955	DIS-969E PSY-969E DBA-969E TLC-969 PCE-969 DHA-969
Level 3 Review: Proposal Defense and Dissertation Committee Approval of Proposal	• Level 2 AQR Approved Dissertation Proposal (Chapters 1-3) • Updated 10 Strategic Points document • Dissertation Proposal PowerPoint Presentation for Defense Call	D-35 - AQR Dissertation Proposal Approval	Dissertation Committee	DIS-960 PSY-960 DBA-960 TLC-960 PCE-960 DHA-960	DIS-969E PSY-969E DBA-969E TLC-969 PCE-969 DHA-969
Level 4 Review: Institutional Review Board (IRB) Review and Approval	• Completed GCU D-35 Form • Approved Research Prospectus • Updated 10 Strategic Points document • Committee Approved Dissertation Proposal (Chapters 1-3) Clean Copy • Data Collection Instruments • Site Approvals • Final IRB documents (updated from Level 2/3 reviews by the Learner/approved by Chair if applicable)	D-50 – Approval to Conduct Research	IRB Director Learner loads required documents into IRB system. Chair approves and submits documents from IRB system to initiate this review.	DIS-960 PSY-960 DBA-960 TLC-960 PCE-960 DHA-960	DIS-970E PSY-970E DBA-970E TLC-970 PCE-970 DHA-970

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Review Levels and Final Approval	Learner Submitted Document(s) for Review	GCU Dissertation Form Required	Reviewing and/or Approval Authority	Optimal Progression Point	Minimum Progression Point
Level 5 Review: AQR Review and Recommendation for Dissertation Defense Conference Call	• Committee Reviewed Dissertation Manuscript (Chapters 1-5) with Scored Criteria Tables • Committee Reviewed Dissertation Manuscript (Chapters 1-5) without Criteria Tables	No Form: Email sent with AQR Reviewer's approval for Defense Call	Chair loads required documents to initiate this review. Dissertation Committee AQR Reviewer	DIS-960 PSY-960 DBA-960	DIS-967 PSY-967 DBA-967
Level 6 Review: Dissertation Review and Recommendation by Full Committee for Level 7 Review	• Level 5 AQR Approved Dissertation Manuscript (Chapters 1-5) • Dissertation PowerPoint Presentation	D-65 – AQR Dissertation Defense Approval	Dissertation Committee	DIS-965 PSY-965 DBA-965	DIS-968 PSY-968 DBA-968
Level 7 Review: Form/ Format Review & Approval **Recommendation of Dissertation for Level 8 Review**	• Committee and AQR Approved) Dissertation with all final editing and revisions from Dissertation Defense completed and approved by Chair • Form and Format Checklist Completed by Learner and Reviewed/Signed by Chair • IRB Closeout Form	D-75 – Form and Format Approval of Dissertation	Chair loads required documents to initiate this review. Form & Format Reviewer	DIS-965 PSY-965 DBA-965	DIS-970 PSY-970 DBA-970
Level 8 Review: Dean's and Final Approval of Dissertation	• Final Dissertation Manuscript for Dean's Approval and Signature	D-80 – Final Approval and Dean's Signature on Manuscript	Chair submits required documents for Dean's Review to initiate this review Dean, College of Doctoral Studies Director, Office of Academic Research	DIS-965/ After courses completed. PSY-965/ After courses completed DBA-965/ After courses completed	DIS-970/ After courses completed. PSY-970/ After courses completed. DBA-970/ After courses completed.
ProQuest Publication & Library Archive	• PDF of Dean Signed Dissertation Manuscript with Signature Page Inserted		CDS administrative staff	After courses completed.	After courses completed.

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Appendix B

Military Refund Table

# Weeks	Prior to Start	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
1	100%	No Refund															
2	100%	50%	No Refund														
3	100%	67%	33%	No Refund													
4	100%	75%	50%	25%	No Refund												
5	100%	80%	60%	40%	No Refund	No Refund											
6	100%	83%	67%	50%	43%	No Refund	No Refund										
7	100%	86%	71%	57%	43%	No Refund	No Refund	No Refund									
8	100%	88%	75%	63%	50%	38%	No Refund	No Refund	No Refund								
10	100%	90%	80%	70%	60%	50%	40%	No Refund	No Refund	No Refund	No Refund						
15	100%	93%	87%	80%	73%	67%	60%	53%	47%	40%	No Refund	No Refund	No Refund	No Refund	No Refund	No Refund	
16	100%	94%	88%	81%	75%	69%	63%	56%	50%	44%	38%	No Refund	No Refund	No Refund	No Refund	No Refund	No Refund

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Appendix C

DNP Direct and Indirect Hours and Activities

No Transfer Hours

For DNP learners who transfer in 500 hours (APRN's-please ensure you verify these hours and they are in LopesTracker by DNP-805A)- You will need to meet the minimum hours required in order to ensure you have achieved the additional 500 hours required to graduate with 1,000 hours.

For DNP learners who transfer in 500 hours (APRN's-please ensure you verify these hours and they are in LopesTracker by DNP-805A)- You will need to meet the minimum hours required in order to ensure you have achieved the additional 500 hours required to graduate with 1,000 hours

DNP Course	No Transfer Hours Indirect Immersion Hours Course Assignment	No Transfer Hours Direct Immersion Hours At the project site with mentor developing, implementing, and evaluating the project
815A	Maximum 50 ***Minimum Hours Required*** ***25 Indirect***	Maximum 50 ***Minimum Hours Required*** ***25 Direct***
840A	Maximum 50 ***Minimum Hours Required*** ***25 Indirect***	Maximum 50 ***Minimum Hours Required*** ***25 Direct***
830A	Maximum 50 ***Minimum Hours Required*** ***25 Indirect***	Maximum 75 ***Minimum Hours Required*** ***25 Direct***
955A	Maximum 100 ***Minimum Hours Required*** ***50 Indirect***	Maximum 125 ***Minimum Hours Required*** ***75 Direct***
960A	Maximum 100 ***Minimum Hours Required*** ***50 Indirect***	Maximum 125 ***Minimum Hours Required*** ***75 Direct***
965A	Maximum 100 ***Minimum Hours Required*** ***50 Indirect***	Maximum 125 ***Minimum Hours Required*** ***50 Direct***

- All learners will be required to log their direct and indirect hours in LopesTracker.

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- The minimum required hours must be substantively logged, the mentor has signed off in Lopes Activity Tracker, and the course faculty have validated the entry for course grading.
- *Learners who do not meet the minimum required hours, logged, signed off, and approved will not pass the course.
- While there may be up to 50 hours in "indirect hours," not all assignments will take 10 hours
- Indirect hours cannot be more than 10 hours in a day and be substantively posted and not duplicated in other courses
- Direct hours cannot be more than 12 hours in a day and be substantively posted and not repeated in other courses
- All learners are responsible for ensuring the proper planning of the required immersion hours towards graduation. Failure to do so may result in extension courses and additional work to acquire those hours needed to meet the 1,000 required.

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