Grand Canyon University
University Policy Handbook
2025-2026

Fall 2025

Effective 5/5/2025

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	05/05/25	• Initial Update to Summer 2025 • Updated Financial Services
2	05/12/25	• Updated Master Degree and Graduate Certificate Programmatic Admission Requirements • Updated Baccalaureate Programmatic Progression Requirements • Updated Master Programmatic Progression Requirements
3	06/02/25	• Updated Accreditation, Authorizations, and Approvals: ABSN Locations • Updated Overload Policy • Updated Doctoral Programmatic Progression Requirements • Updated Appendix A
4	06/30/25	• Added Anti-Hazing Policy
5	07/07/25	• Updated Programmatic Technology Requirements: College of Arts and Media • Updated Programmatic Technology Requirements: Minor in Embedded Systems • Updated Programmatic Technology Requirements: Bachelor of Science in Game Design • Updated Programmatic Technology Requirements: Minor in Mixed Reality
6	07/21/25	• Updated Housing and Residence Life Policies: Eligibility – Tradiitional Housing • Updated Campus Policies & Other Information • Updated Community Standards for Ground Campus
7	08/18/25	• Updated Facilities and Locations – Miramar ABSN Location • Updated Florida Commission for Independent Education • Updated University Approved Honors Societies and Professional Organizations • Updated Baccalaureate Programmatic Progression Requirements – CONHCP Mandatory Advisement and Remediation • Updated Graduate Programmatic Progression Requirements – CONHCP Mandatory Advisement and Remediation • Updated Doctoral Programmatic Progression Requirements – CONHCP Mandatory Advisement and Remediation • Updated Master Degree and Graduate Certificate Programmatic Admission Requirements – Master of Science in Nutrition and Dietetics • Updated Master Degree Programmatic Progression Requirements – Master of Science in Nutrition and Dietetics
8	08/25/25	• Updated Programmatic Accreditations – CACREP • Updated F-1 Student Application Procedures • Updated Master Degree Programmatic Admission Requirements – Master of Science in Electrical Engineering
9	09/08/25	• Initial Update to Fall 2025 • Updated Master Degree and Graduate Certificate Programmatic Admission Requirements – Graduate Certificate in Software Engineering • Updated Programmatic Technology Requirements – Graduate Certificate in Software Engineering

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.

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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
Vice President of Academic Compliance
3300 W Camelback Rd.
Phoenix, AZ 85017
(602) 639-7289
TitleIX@gcu.edu

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson, Department of Education Building
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 Centers for Excellence (ACE)

Responsibility: Provides one-on-one and small group peer tutoring to support learning and the development of academic skills.

Phone: 602-639-8901
E-mail: ace@gcu.edu
Website: https://ssc.gcu.edu/#/page/excellence-center-resources

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

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

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

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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, Authorizations, and Approvals

Accreditation

Accreditation is a third-party peer review process which provides the public an assurance that the university is providing a quality education which meets or exceeds the accreditors stated requirements and criteria. Accreditation is key factor which may be recognized by employers, other postsecondary institutions, and licensing bodies. The US Department of Education requires accreditation from a body recognized by the agency as a key requirement for a university being permitted to disperse federal financial aid. In short, in choosing a university, parents and students should ensure their university of choice is accredited.

Institutional Accreditation

Grand Canyon University has been accredited by the Higher Learning Commission (HLC) and its predecessor continually since 1968. Every ten years, HLC conducts a comprehensive review of the university to ensure the university continues to meet HLC's standards. In June 2021, HLC reaffirmed GCU's accreditation. The next comprehensive visit is scheduled for the 2026-2027 academic year. A listing of programmatic accreditations held within each college is provided below.

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/

Programmatic Accreditations

GCU holds multiple programmatic accreditations for over 80 of its programs. These accreditations demonstrate that the accredited programs meet or exceed the standards for the profession set forth by the accrediting body. Programmatic accreditation may help graduates meet the educational requirements for professional licensure or certification. The programmatic accreditations by college are provided below.

Colangelo College of Business

Accreditation Council for Business Schools and Programs (ACBSP)

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.

College of Education

Association for Advancing Quality in Educator Preparation (AAQEP)

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

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College of Nursing and Health Care Professions

Commission on Accreditation of Athletic Training Education (CAATE)

The Bachelor of Science in Athletic Training is currently accredited by the Commission on Accreditation of Athletic Training Education.

CAATE
2001 K Street NW, 3rd Floor North
Washington, DC 20006
P: 512-733-9700

The program is currently applying to CAATE for a change in level of degree and is pending approval.

Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)

The Health Information Management accreditor of Grand Canyon University is the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College's accreditation for the baccalaureate degree in Health Information Management has been reaffirmed through 2030-2031. All inquiries about the program's accreditation status should be directed by mail to CAHIIM, 200 East Randolph Street, Suite 5100, Chicago, IL, 60601; by phone at (312) 235- 3255; or by email at info@cahiim.org

Commission on Collegiate Nursing Education (CCNE)

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 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).

Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
P: (202) 887-6791

Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)

The Master of Science in Speech Language Pathology (MS-SLP) at Grand Canyon University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a "preaccreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

Society for Simulation in Healthcare

The Grand Canyon University Pre-Licensure Nursing Immersive Simulation has been granted 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/.

Society for Simulation in Healthcare
P.O. Box 856114
Minneapolis, MN 55485-6114
Phone: 866.730.6127

College of Humanities and Social Sciences

Council on Social Work Education (CSWE) - BSW

Grand Canyon University's College of Humanities and Social Sciences' Bachelor of Social Work program is accredited by the Council on Social Work Education.

Accreditation of a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated through a peer review process. An accredited program has sufficient resources to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards. Spring 2024 University Policy Handbook 12 © 2024 Grand Canyon University. All Rights Reserved. Accreditation 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.

For more information about social work accreditation, you may contact Accreditation.

Council on Social Work Education
1701 Duke Street, Suite 200
Alexandria, VA 22314-3457
Phone: 703-683-8080

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https://www.cswe.org/

Council on Social Work Education (CSWE) – MSW

Grand Canyon University's Master of Social Work program is accredited by the Council on Social Work Education's Commission on Accreditation.

Accreditation of a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated through a peer review process. An accredited program has sufficient resources to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards.

Accreditation 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.

For more information about social work accreditation, you may contact Accreditation.

Council on Social Work Education
1701 Duke Street, Suite 200
Alexandria, VA 22314-3457
Phone: 703-683-8080
https://www.cswe.org/

National Addiction Studies Accreditation Commission (NASAC)

The Master of Science in Addiction Counseling program has been approved for accreditation through the National Addiction Studies

Accreditation Commission (NASAC). The Master of Science in Christian Counseling of Substance Use and Addictive Disorders has been approved for conditional accreditation through NASAC.

National Addiction Studies Accreditation Commission (NASAC)
44 Canal Center Plaza, Suite 301
Alexandria, VA 22314

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

Grand Canyon University's Master of Science in Clinical Mental Health Counseling (CMHC), including all CMHC emphasis areas for both online and in-person delivery methods, and the Master of Education in School Counseling (SC) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

CACREP is an independent accrediting organization recognized for its rigorous standards in counselor education. By maintaining accreditation through CACREP, institutions demonstrate the quality and integrity of their programs.

Council for Accreditation of Counseling and Related Educational Programs
500 Montgomery Street, Suite 350
Alexandria, VA 22314
(703) 535-5990
www.cacrep.org

College of Engineering and Technology

Accreditation Board for Engineering and Technology (ABET)

The College of 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.

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

ABET
415 North Charles Street
Baltimore, MD 21201
410.347.7700

Accreditation Council for Education in Nutrition and Dietetics (ACEND)

GCU's Nutrition and Dietetics Education Program has been granted candidate status by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, 312-899-0040 ext. 5400

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Grand Canyon Theological Seminary

Commission on Accrediting of the Association of Theological Schools (ATS)

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

State Authorizations

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://ppse.az.gov

California Bureau of Private Postsecondary Education

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.
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 non-collection 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.

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Colorado Commission on Higher Education

Grand Canyon University is provisionally authorized by the Colorado Commission on Higher Education to operate to offer laboratory and simulation components of the Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program at the following location:

Grand Canyon University
10700 E Gaddes Avenue, Ste 200
Englewood, Colorado 80112

Florida Commission for Independent Education

Grand Canyon University is provisionally licensed by the Commission for Independent Education, Florida Department of Education. As a result, GCU is authorized to offer laboratory and simulation components of the Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program at the following locations:

Grand Canyon University
605 Crescent Executive Court, Suite 500
Lake Mary, FL 32746

Grand Canyon University
2901 Southwest 149th Avenue, Suite 200
Miramar, FL 33027

Grand Canyon University is provisionally licensed by the Commission for Independent Education, Florida Department of Education to offer the Bachelor of Science in Applied Management, Bachelor of Science in Business Management, Bachelor of Science in Homeland Security and Emergency Management, Bachelor of Science in Information Technology with an Emphasis in Cybersecurity, and Master of Business Administration programs at the Eglin Air Force Base.

Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888) 224-6684

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, students enrolled in FL programs may file a complaint with the Florida Commission for Independent Education by following the student concern instructions on their website which can be found at the following link: https://www.fldoe.org/policy/cie/student-concerns.stml or by contacting the Commission.

Commission for Independent Education
325 W. Gaines St, Suite 1414
Tallahassee, FL. 32399-0400

Idaho State Board of Education

Grand Canyon University is registered as a Postsecondary Educational Institution with the State Board of Education under Idaho Statute, Title 33, Chapter 24. As a result, Grand Canyon University is authorized to offer skills lab and simulation components of the Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program at the following location:

Grand Canyon University
1144 S. Silverstone Way, Building 2
Meridian, ID 83642

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, Idaho students may file an appeal with the Idaho State Board of Education by following their student compliant procedures which can be found at the following link: https://boardofed.idaho.gov/higher-education-private/private-colleges-degree-granting/student-complaint-procedures/

Missouri Department of Higher Education

Grand Canyon University is certified to operate by the Missouri Coordinating Board for Higher Education. As a result, Grand Canyon University is authorized to offer skills lab and simulation components of the Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program at the following location:

721 Emerson Rd. Suite 500,
St. Louis, MO 63141

Nevada Commission on Postsecondary Education (CPE)

Grand Canyon University is licensed by the Nevada Commission on Postsecondary Education (CPE) to operate as a private postsecondary educational institution within the state of Nevada. As a result, Grand Canyon University is authorized to offer skills lab and simulation components of the Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program at the following location:

Grand Canyon University
2485 Village View Drive
Henderson, Nevada 89074

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, students enrolled in the aBSN – NV program version may file a complaint with the Nevada Commission on Postsecondary Education by filling out the Student Complaint Form which can be found on their website or at the following link:

https://cpe.nv.gov/uploadedFiles/cpenvgov/content/Students/Complaint%20Form%20Initial%202021.pdf. This form can be submitted via email, fax, or mailed to the following address:

Nevada Commission on Postsecondary Education

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2800 E. St. Louis Avenue
Las Vegas, NV 89104

New Mexico Higher Education Department

Grand Canyon University has been deemed by the New Mexico Higher Education Department to meet the standards for State Authorization through registration under the Post-Secondary Educational Institution Act (Section 21-23-1 et seq. NMSA 1978). As a result, Grand Canyon University is authorized to offer skills lab and simulation components of the Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program at the following location:

Grand Canyon University
6200 Jefferson Street NE
Suite 300
Albuquerque, NM 87109

Utah Division of Consumer Protection

Grand Canyon University is registered under the Utah Postsecondary Proprietary School Act (Title 13, Chapter 34, Utah Code).

As a result, Grand Canyon University is authorized to offer skills lab and simulation components of the Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program at the following location:

Grand Canyon University
150 Civic Center Dr
Ste 100
Sandy, UT 84070

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, Utah resident students may file a complaint with the Utah Division of Consumer Protection by following the instructions on their website which can be found at the following link: https://dcp.utah.gov/complaints.html

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

Utah Division of Consumer Protection Surety Bond

Grand Canyon University contributes to the Utah Division of Consumer Protection surety bond. This Utah requirement is used as protection against loss of unearned tuition, tuition paid for credits that a student earned but that are not transferrable to a comparable postsecondary school, book fees, supply fees, or equipment fees.

Wyoming Department of Education (WY DOE)

Grand Canyon University has been granted a Chapter 30 license by the Wyoming Department of Education (WYDOE) to offer educational services to Wyoming students. For more information, please visit the following link: https://edu.wyoming.gov/for-district-leadership/school-programs/private- school-licensing/

Wyoming Department of Education
122 W. 25th St
STE E200
Cheyenne, WY 82002
https://edu.wyoming.gov/

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, students enrolled in the program versions offered on the military base may file a complaint with the Wyoming Department of Education by completing the student complain form which can be found at the following link:

https://edu.wyoming.gov/for-district-leadership/school-programs/private-%20school-licensing/

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/.

Program Approvals

Many of GCU's programs are approved by state licensing boards or national certifying agencies to meet the educational requirements for licensure or certification or to permit a graduate to sit for a professional exam. A list of agency approvals and registrations are provided below.

The presence of specific content in textbooks or resources does not imply endorsement by Grand Canyon University. The University complies with accreditation, state, and federal requirements to prepare students for licensure and other professional industry expectations. As

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these requirements evolve, GCU will update and continue to evaluate materials to align with these professional standards, ensuring students receive necessary content.

Colangelo College of Business

Arizona State Board of Education (ASBE/ADE)

GCU'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.

Certified Financial Planner (CFP®) Board Registered Program

GCU's Bachelor's in Finance with an emphasis in Financial Planning is a Certified Financial Planner (CFP) Board Registered Program (https://www.cfp.net/get-certified/certification-process/education-requirement/certification-coursework-requirement/find-an-education-program).. As such, the program meets the education requirements for CFP® certification. Individuals who meet the CFP Board's education requirement are eligible to sit for the CFP® Certification Examination. CFP Board Registered Programs meet the education coursework requirement and help provide the knowledge required to deliver professional, competent, and ethical financial planning services to clients. For more information visit https://www.cfp.net/contact.

College of Arts and Media

Arizona State Board of Education (ASBE/ADE)

GCU'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.

Arizona State Board of Education
1700 W. Washington St.
Phoenix, AZ 85007
https://azsbe.az.gov/

Nevada Department of Education (NVDOE)

Grand Canyon University's College of Education is approved by the Nevada Department of Education to offer alternative route to licensure programs that lead to conditional licensure (credentials) for early childhood, elementary, secondary, and special education teachers.

Nevada Department of Education
700 E. Fifth St.
Carson City, NV 89701
https://doe.nv.gov/

College of Education

Arizona State Board of Education and Arizona Department 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.

Arizona State Board of Education
1700 W. Washington St
Executive Tower, Suite 300
Phoenix, AZ 85007

College of Humanities and Social Sciences

Arizona Board of Behavioral Health Examiners (AZBBHE)

Grand Canyon University's Master of Science in Clinical Mental Health Counseling program is 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/

Arizona State Board of Education (ASBE/ADE)

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.

California Consortium of Addiction Programs and Professional (CCAPP)

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, 2025.

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

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

Georgia Addiction Counselors Association (GACA)

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.

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

Wisconsin Department of Safety and Professional Services (DSPS)

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/BoardsCouncils/SubstanceAbuseCounselors/Default.aspx

College of Nursing and Health Care Professions

Arizona State Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing (Pre-licensure), Family Nurse Practitioner (Master of Science in Nursing and Post-Master of Science in Nursing options) and Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (Master of Science in Nursing and Post-Master of Science in Nursing options) are currently approved by the Arizona State Board of Nursing. For more information, go to the following link: https://azbn.gov/education/nursing-programs-lists**.**

Arizona State Board of Nursing
1740 W. Adams St., Suite 2000
Phoenix, AZ 85007
https://azbn.gov/

California Board of Registered Nursing (CA BRN)

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. Grand Canyon University is also approved by the California Board of Registered Nursing to offer the course: NRS-431N Public Health Nursing for California Nurses. Graduates from GCU's RN-BSN program who complete this course will meet the educational requirements for Public Health Nursing Certification in California. 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/

Colorado Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program in Englewood, CO has been granted Interim Approval from the Colorado Board of Nursing.

Florida Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program has been granted approval by the Florida Board of Nursing.

Department of Health
Board of Nursing
4052 Bald Cypress Way Bin C-02
Tallahassee, FL 32399-3252

Idaho State Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program is approved by the Idaho State Board of Nursing.

11341 W Chinden Blvd.
P.O. Box 83720
Boise, ID 83720-0063
https://dopl.idaho.gov/bon/

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Maryland Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing (Pre-Licensure) program has been approved by the Maryland Board of Nursing. For more information, go to the following link: https://mbon.maryland.gov/Documents/approved-out-of-state-rn-lpn-nursing-education-programs.pdf

Maryland Board of Nursing
Education Department
4140 Patterson Avenue
Baltimore, MD 21215
https://mbon.maryland.gov/Pages/education-index.aspx

Missouri State Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program has received initial approval from the Missouri State Board of Nursing and is listed on their website: https://pr.mo.gov/boards/nursing/schoolsofnursing.pdf . This level of approval is contingent on a successful site visit.

Missouri State Board of Nursing
P.O. Box 656
Jefferson City, MO 65102-0656

https://pr.mo.gov/nursing-schools-of-nursing.asp

Nevada State Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program has received approval from the Nevada State Board of Nursing and is listed on their website: https://nevadanursingboard.org/wp-content/uploads/2024/06/Nursing-Program-List-05.24.2024.pdf. This level of approval is awarded to all new programs and allows the program to admit students.

Nevada State Board of Nursing
4220 S. Maryland Pkwy. Building B, Suite 300
Las Vegas, NV, 89119-7533
http://nevadanursingboard.org/

New Mexico Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program has received initial approval from the New Mexico Board of Nursing and is listed on their website: https://www.bon.nm.gov/approval-accreditation/.

New Mexico Board of Nursing
6301 Indian School Rd NE Suite 710
Albuquerque, New Mexico 87110
https://www.bon.nm.gov/

Utah Division of Occupational and Professional Licensing (UT DOPL)

Grand Canyon University's Bachelor of Science in Nursing (RN to BSN), Master of Science in Nursing with an Emphasis in Public Health, Master of Science in Nursing with an Emphasis in Public Health Nursing, Master of Science in Nursing with an Emphasis in Health Informatics, Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems, Master of Business Administration & Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems, Master of Science in Nursing with an Emphasis in Nursing Education, 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 Doctor of Nursing Practice with an Emphasis in Educational Leadership programs have satisfied the requirements for clinical placement of nursing students by programs located outside of the state of Utah.

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, Accelerated (aBSN) program is currently approved by the Utah Division of Occupational and Professional Licensing – Nursing.

State of Utah Department of Commerce Division of Occupational and Professional Licensing
160 East 300 South
P.O. Box 146741
Salt Lake City, UT 84114-6741

Washington State Board of Nursing

Grand Canyon University is approved by the Washington State Board of Nursing 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: 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

Washington Board of Nursing
111 Israel Rd
S.E. Tumwater, WA 98501

Wisconsin Department of Safety and Professional Services (DSPS)

Grand Canyon University's RN-Bachelor of Science in Nursing, Master of Business Administration/Master of Science in Nursing Leadership, Master of Science in Nursing in Health Care Informatics, Master of Science in Nursing in Health Informatics, Master of Science

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in Nursing in Health Care Quality and Patient Safety, Master of Science in Nursing in Public Health Nursing, Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems, Master of Science in Nursing in Nursing Education, Doctor of Nursing Practice, and the Doctor of Nursing Practice in Educational Leadership programs have been approved by the Wisconsin Department of Safety and Professional Services

- Board of Nursing. For more information, go to the following link: https://dsps.wi.gov/Documents/ApprovedOutOfStateNursingSchools.pdf.

Wisconsin Department of Safety and Professional Services
4822 Madison Yards Way
Madison, WI 53705
www.dsps.wi.gov/pages/BoardsCouncils/Nursing/Default.aspx

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, Wisconsin residents enrolled in one of GCU's nursing programs listed above may file a complaint with the Wisconsin Board of Nursing. The Board accepts online complaints at the following link: https://dspscomplaintform.wi.gov/dspslsconlinecomplaint.aspx or mailed at the following address:

Wisconsin Department of Safety and Professional Services
Division of Legal Services and Compliance
P.O. Box 7190
Madison, WI 53707-7190

College of Natural Sciences

Arizona State Board of Education (ASBE/ADE)

Grand Canyon University's College of Natural Sciences 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.

College of Engineering and Technology

Cyber Defense Education (CAE-CD)

The College of Engineering, and Technology's Bachelor of Science in Cybersecurity and Bachelor of Science in Information Technology with an Emphasis in Cybersecurity programs were 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/).

Professional Licensure Disclosures and Field Experiences

Professional Licensure Disclosures

GCU strives to provide accurate, transparent information to students enrolled in all programs intended to lead to a state-issued, professional license. Grand Canyon University periodically reviews the licensure requirements of its programs in all US states and territories. Each student's Enrollment Agreement provides professional licensure disclosures stating whether a program meets the educational requirements for licensure in the student's location. GCU also publishes licensure disclosures publicly on gcu.edu. The most current disclosures are available on each program's home page clicking the "State Disclosures" link under the "Accreditation and Compliance" header in the toolbar. Students may refer to the information on GCU.edu at any time for the current disclosures.

In addition to the public disclosures, GCU provides a direct and timely notification to students if a change to the licensure determination is identified.

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. In addition, GCU encourages students to contact their state licensure board to ensure the program will meet their needs.

Field Placements within the United States

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.

International Military Field 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 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.

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Additional State-Specific Disclosures

Iowa Board of Educational Examiners

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.

Pennsylvania Department of Education (PADOE)

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

Athletics

Intercollegiate Athletics (NCAA)

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.

International Students

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.

Veteran's Administration

Veteran's Administration State Approval Agency (SAA)

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 Military.Billing@gcu.edu.

Facilities and Locations

Arizona

Main Campus – Phoenix AZ

3300 West Camelback Road, Phoenix, AZ 85017

GCU's main campus encompasses over 300 acres in Phoenix, Arizona. Comprised of 9 colleges, the campus houses over 800,000 square feet of classrooms, labs and faculty space, as well as over 300,000 square feet of office and conference space, a basketball arena, soccer stadium, baseball and softball stadiums, cyber center, and 17,500 student bedspaces, both apartment and dorm style.

Classroom equipment includes webcams, high-definition projector, drop-down screen, instructor podium with equipment rack, instructor microphone, classroom speakers, dedicated instructor computer systems, instructor touch screen overlap-to-projector image, instructor touch audio and video switcher, and 8Mbps up/down wireless. Some classrooms have additional equipment, including dedicated large flat panel student group screens

West Valley, Phoenix

2600 W. Camelback Rd.
Phoenix, AZ 85017

Auxiliary Locations

In addition to the locations listed above, the following locations provide classroom space for various GCU cohorts of students. The Arizona State Board for Private Postsecondary Education has granted approval for Grand Canyon University's main Phoenix campus to operate at variable auxiliary locations.

Chandler
4100 W. Chandler Blvd.
Chandler, AZ 85226

Kyrene School District

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8700 S. Kyrene Road
Tempe, AZ 85284

Mesa Community College
1833 West Southern Avenue
Mesa, AZ 85202-4822

Phoenix VA Healthcare
650 East Indian School Road
Phoenix, AZ 85012-1839

Pima Salt River High School
4827 N. Country Club Drive
Scottsdale, AZ 85256-2915

Boswell/Sun City aBSN Location

10484 W Thunderbird Blvd #102, Sun City, AZ 85351

GCU's Sun City location is comprised of over 21,000 square feet of classroom, lab space, simulation space, and offices including two testing/study rooms, an accommodations testing room, a simulation lab with four simulation rooms, a clinical skills lab, a common area for general student interaction, and multiple small faculty and staff offices.

Tucson aBSN Location

3500 N Campbell Ave, Tucson, AZ 85719

GCU's Tucson location is comprised of over 16,000 square feet of classroom, lab space, simulation space, and offices including two testing/study rooms, an accommodations testing room, a simulation lab with four simulation rooms, a clinical skills lab, a common area for general student interaction, and multiple small faculty and staff offices.

Colorado

Denver ABSN Location

10700 E. Geddes Ave Suite 200 Englewood, CO 80112

GCU's Colorado location is comprised of approx. 23,000 square feet of classroom, lab space, simulation space, and offices including testing/study rooms, an accommodations testing room, two simulation labs with eight simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

Florida

Miami (Miramar) ABSN Location

2901 Southwest 149th Ave Suite 200 Miramar, FL 33027

GCU's Miramar, FL location is comprised of approx. 22,000 square feet of classroom, lab space, simulation space, and offices including testing/study rooms, an accommodations testing room, a simulation lab with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

Orlando (Lake Mary) ABSN Location

605 Crescent Executive Court Suite 500 Lake Mary, FL 32746

GCU's Lake Mary, FL location is comprised of approx. 22,500 square feet of classroom, lab space, simulation space, and offices including testing/study rooms, an accommodations testing room, a simulation lab with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

Idaho

Boise ABSN Location

1144 S. Silverstone Way, Suite 200 Meridian, ID 83642

GCU's Idaho location is comprised of approx. 21,000 square feet of classroom, lab space, simulation space, and offices including testing/study rooms, an accommodations testing room, one simulation lab with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

Missouri

St. Louis ABSN Location

721 Emerson Rd. Suite 500, St. Louis, MO 63141

GCU's Missouri location is comprised of approx. 20,000 square feet of classroom, lab space, simulation space, and offices including testing/study rooms, an accommodations testing room, one simulation lab with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

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Nevada

Las Vegas aBSN Site

2485 Village View Drive, Henderson, Nevada 89074

GCU's Nevada location is comprised of over 21,000 square feet of classroom, lab space, simulation space, and offices including two testing/study rooms, an accommodations testing room, two simulation labs with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

New Mexico

Albuquerque ABSN Location

6200 Jefferson St NE, Suite 300, Albuquerque, NM 87109

GCU's New Mexico location is comprised of approx. 21,000 square feet of classroom, lab space, simulation space, and offices including testing/study rooms, an accommodations testing room, one simulation lab with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

Utah

Sandy/Salt Lake City aBSN Location

150 Civic Center Dr, Ste 100, Sandy, UT 84070

GCU's Utah location is comprised of over 26,000 square feet of classroom, lab space, simulation space, and offices including two testing/study rooms, an accommodations testing room, two simulation labs with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

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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

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

GCU is a missional, Christ-centered university with an innovative and adaptive spirit that addresses the world's deep needs by cultivating compassionate Christian community, empowering free and virtuous action, and serving others in ways that promote human flourishing.

Through academic excellence, the university equips students with knowledge of the Christian worldview, instilling in them a sense of purpose and vocational calling that enables them to be innovative thinkers, effective communicators, global contributors, and transformative leaders who change their communities by placing the interests of others before their own.

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 transition back to a tax-exempt IRS 501(c)(3) 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

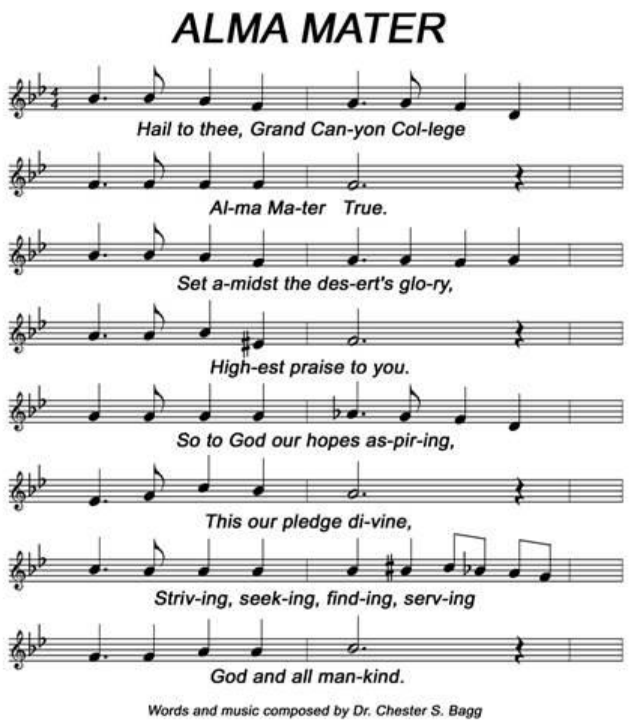
University Seal

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

Fall 2025: 9/2/25 – 12/14/25

Move in Date..... August 25, 2025 – August 27, 2025
Instruction begins..... September 2, 2025
Labor Day ..... September 1, 2025
Veteran's Day..... November 11, 2025
Final Drop Date*..... November 16, 2025
Instruction Moves to Asynchronous Online for Most Courses Ω
……..…… November 24, 2025 – November 26, 2025
Thanksgiving Break ....November 27, 2025 – November 28, 2025
Face-to-face Instruction ends .....December 12, 2025
Living Area Closure for ALL students.....December 14, 2025
End of Term .....December 14, 2025
Final Course Grades Due .....December 21, 2025
Christmas Eve/Day.....December 24-25, 2025
Christmas Break .....December 15, 2025 – January 4, 2026
See Policy Handbook Refund Policy.....Variable Dates

Spring 2026: 1/5/26 – 4/26/26

Move in Date.....January 3, 2026
Instruction begins.....January 5, 2026
Martin Luther King, Jr. Day.....January 19, 2026
President's Day .....February 16, 2026
Spring Break .....March 9, 2026 – March 15, 2026
Final Drop Date.....March 29, 2026
Good Friday .....April 3, 2026
Face-to-face Instruction ends .....April 24, 2026
Move out Deadline.....April 27, 2026
End of Term .....April 26, 2026
Final Course Grades Due .....May 3, 2026
Summer Break.....April 27, 2026 – May 3, 2026
See Policy Handbook Refund Policy.....Variable Dates

Summer 2026: 5/3/26 – 8/16/26

Instruction begins..... May 3, 2026
Move in Date..... May 8, 2026
Memorial Day ..... May 25, 2026
Session A*.....May 3, 2026 - June 21, 2026
Session B*.....June 22, 2026 - August 9, 2026
Independence Day.....July 4, 2026
Final Drop Date Summer A**..... June 7, 2026
Final Drop Date Summer B**.....July 26, 2026
Final Drop Date Summer 15 Week Courses**4 weeks prior to end of 15 week term
Summer Residents Move to Fall Housing.....July 31, 2026
Face-to-face Instruction ends ..... August 14, 2026
Move out Date for Non-Fall Residents..... August 15, 2026
End of Term ..... August 16, 2026
Final Course Grades Due ..... August 23, 2026
Fall Break..... … August 17, 2026 – September 7, 2026

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

Fall Nontraditional Campus Commencements***
All Colleges.....Week of October 13, 2025
Winter Traditional Campus Commencements***
All Colleges..... Week of December 8, 2025

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.

2025 Online Christmas Break Schedule◆
Graduates .....December 25, 2025 – December 31, 2025
Undergraduates .....December 22, 2025 – December 28, 2025

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

**The Traditional Campus spring break does not apply to Traditional Campus Students taking online courses scheduled during the spring break.

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

◆Students who begin a course during the Christmas break have a shortened break.

Ω During this asynchronous instructional period some courses require in-person attendance (i.e Nursing, Sciences, Engineering, etc.) Faculty will notify students.

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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 1/1/25	X	X	X	X
Martin Luther King Day 1/20/25	X	X	X	X
President's Day 2/17/25	X	X	X	X
Good Friday 4/18/25	X	X	X	X
Memorial Day 5/26/25	X	X	X	X
Independence Day 7/4/25	X	X	X	X
Labor Day 9/1/25	X	X	X	X
Veteran's Day Observed 11/11/25		X	X	X
Thanksgiving *and the following Friday* 11/27-11/28/25	X	X	X	X
Christmas Day 12/25/25	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
- Innovation and Corporate Entrepreneurship (Qualitative Research)
- Innovation and Corporate Entrepreneurship (Quantitative Research)
- 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

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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
- 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

Professional Programs

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.

Master Programs

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
- Reading Education K-12
- 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
  - Business Analytics
  - Cybersecurity
  - Finance
  - Health Systems Management
  - Leadership
  - Marketing
  - Project Management
  - Sports Business
  - Strategic Human Resource Management
  - Supply Chain 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.

- Emphasis in:
  - Nursing Leadership in Health Care Systems

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
- Early Childhood Education and Early Childhood Special Education
- Educational Administration
  - Emphasis in Christian Education
  - Emphasis in School Business and Finance
- Educational Leadership
  - Emphasis in K-12 Christian Education
- 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

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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
  - Emphasis in Tax Compliance and Planning
- Addiction Counseling
- Artificial Intelligence
- Athletic Training
- 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
- Cybersecurity Management
- Data Science
- Electrical Engineering
- Exercise Physiology
- Forensic Science
- Health Informatics
- Information Assurance and Cybersecurity
- Information Technology
- 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 Psychiatric Mental Health Nurse Practitioner
  - Emphasis in Public Health Nursing
- Nutrition and Dietetics
- 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
- Speech-Language Pathology
- Sustainability

Master of Science in Health Administration

- Emphasis in:
  - Health Care Quality and Patient Safety

Master of Social Work

- Emphasis in:
  - Advanced Standing

Post-Master of Arts Graduate Diploma/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.

- Theology
  - Emphasis in Introductory Biblical Languages

Post-Master of Science Graduate Diploma/Certificate

- Counseling
  - Emphasis in Addiction Counseling
  - Emphasis in Childhood and Adolescence Disorders
  - Emphasis in Marriage and Family Therapy
  - Emphasis in Trauma
- Nursing
  - Emphasis in Acute Care Nurse Practitioner Certificate with an Emphasis in Adult Gerontology
  - Emphasis in Family Nurse Practitioner Cert
  - Emphasis in Nursing Education Certificate

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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.

- Innovation and Corporate Entrepreneurship
- Leadership
- Performance Psychology
- Advanced Biblical Languages
- Christian Theology
- Cybersecurity
- Data Science
- Instructional Coaching
- Learning Behavior Specialist 1
- Ministry Education
- Servant Leadership
- Software Engineering
- Canyon L.E.A.P. to Teach Pathway, Elementary Education
- Canyon L.E.A.P. to Teach Pathway, Secondary Education
- Biblical Foundations
- Christian Counseling
- Communication
- Distance Learning
- English
- Forensic Psychology
- GeroPsychology
- Health Care Quality and Patient Safety
- Health Psychology
- History
- Homeland Security and Emergency Management
- 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
- Project Management
- Sociology
- Teaching English to Speakers of Other Languages
- Special Education: Mild to Moderate
- Special Education: Moderate to Severe

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
- Broadcasting
- Christian Ministry
- Christian Studies
  - Emphasis in Biblical Studies
  - Emphasis in Biblical Studies
  - Emphasis in Global Ministry
  - Emphasis in Global Ministry
  - Emphasis in Philosophy
  - Emphasis in Philosophy
  - Emphasis in Worship Leadership
  - Emphasis in Worship Leadership
  - Emphasis in Youth Ministry
  - Emphasis in Youth Ministry
- Commercial Music
- Communication
  - Emphasis in Broadcasting and New Media
  - Emphasis in Interpersonal Communication and Human Relationships
- Dance
- Dance Secondary Education
- Digital Design
  - Emphasis in Animation
  - Emphasis in Web Design
- Digital Film
  - Emphasis in Editing and Visual Effects
  - Emphasis in Production
  - Emphasis in Screenwriting
- English
- English for Secondary Education
- Game Design
- Government
  - Emphasis in Legal Studies
  - Emphasis in Public Administration
- 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 Media and Production Ministry
  - Emphasis in Worship 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 Cybersecurity Management

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- Applied Entrepreneurship
- Applied Human Resources Management
- Applied Management
- Applied Marketing and Advertising
- Applied Technology
- 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
- Biological Sciences
- Biology
  - Emphasis in Pre-Dentistry
  - Emphasis in Pre-Medicine
  - Emphasis in Pre-Pharmacy
  - Emphasis in Pre-Physician Assistant
  - Emphasis in Pre-Veterinary Medicine
- Biology for Secondary Education
- Biomedical Engineering
- Business Administration
- Business Analytics
- Business Information Systems
- Business Management
- Chemistry
- Communication Sciences and Disorders
- Computer Engineering
- 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
- Cybersecurity Management
- Early Childhood Education
- Early Childhood Education and Early Childhood Special Education
- Economics
- Educational Studies
- Electrical Engineering
  - Emphasis in Power Systems
- 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 Project Management
- Entrepreneurial Studies
  - Emphasis in Engineering Management
  - Emphasis in Technology Management
- Environmental Science
  - Emphasis in Environmental Chemistry
- Exercise Science
  - Emphasis in Pre-Athletic Training
  - Emphasis in Pre-Physical Therapy
  - Emphasis in Sports Performance
- Finance
  - Emphasis in Financial Planning
- Finance and Economics
- Fire Science
- Forensic Science
- Game Development
- Health Care Administration
- Health Information Management
- Health Science
- Health Sciences
- Homeland Security and Emergency Management
- Hospitality and Tourism Management
- Hospitality Management
- Industrial Engineering
- Information Technology
  - Emphasis in Cybersecurity
- Justice Studies
- Law Enforcement Advancement
- Marketing and Advertising
- Mathematics for Secondary Education
- Mechanical Engineering
  - Emphasis in Aerospace
  - Emphasis in Robotics
- Mechanical Engineering Technology
  - Emphasis in Mechatronics
- Medical Laboratory Science
- Molecular and Cellular Biology
- Nursing
  - Emphasis in Pre-Licensure
  - Emphasis in Pre-Licensure
  - Emphasis in RN to BSN
- Nutritional Sciences
- Occupational Therapy Assistant
- Physical Education
- Professional Sales and Marketing
- Psychology
  - Emphasis in Forensic Psychology
  - Emphasis in Performance and Sport Psychology
- Public Health
- Risk Management
- Sociology
- Software Development
  - Emphasis in Mobile Application Development
- Software Engineering
- Sports and Entertainment Management
- Sports 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

- Biblical Studies
- C#.NET Programming
- Christian Theology
- Christian Worldview Studies
- CNC Machinist
- Cybersecurity Foundations
- Elec
- Full-Stack Software Development
- Java Programming

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- Programming in C#

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

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

3. COVID Exceptions:
   - Due to the educational effects of the pandemic on high school academic achievement, ground traditional students will be admitted with a 2.8 GPA for COVID affected students (January 2020 to June 2022) until pandemic-era students have graduated high school and had the opportunity to apply to GCU. This GPA will apply through Fall 2026.

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. Students need to work with their advisor to determine the correct exam to complete.

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

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.

Prospective students may complete an audition for performance scholarship consideration, but it is not required for acceptance into the major.

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 Natural Sciences

Bachelor of Science in Medical Laboratory Science

Essential Functions

The following essential functions represent requirements of the profession that a student must be able to do to meet the requirements of a Medical Laboratory Science (MLS) program. Individuals are required to navigate their assigned responsibilities independently. Students who are unable to meet the Essential Functions are responsible for discussing the possibility of reasonable accommodations with Student Disabilities Services.

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Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Motor Skills	Gross and fine motor abilities to provide safe and effective work and documentation	• Reach, manipulate and operate equipment, instruments, and supplies • Electronic documentation/ keyboarding • Lift, carry, push and pull (50 lbs. minimum without assistance)
Hearing	Auditory ability to monitor, assess, and document laboratory needs	• Hears a range of alarms and signals
Visual	Visual ability sufficient for observations and assessment necessary in laboratory setting, accurate color, hue, shading, and clarity discrimination.	• Discriminates color and shading changes. • Accurately reads measurements on laboratory equipment and output
Math	Accurately calculate for chemical solution characteristics, counts, concentrations, and any needed information specific to the laboratory setting in a timely manner	• Able to convert measurements • Able to calculate mathematical formulas accurately

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Behavioral/Interpersonal (relationships)	Develop mature, sensitive, and effective relationships with Individuals and groups of various social, emotional, cultural, and intellectual backgrounds. Demonstrate ethical behaviors.	•Nonjudgmental behavior. • Demonstrate a high level of patience and respect. • Establish rapport with clients and members of the lab and healthcare team. • Adhere to GCU policies, procedures and requirements as described in the University Policies Handbook (UPH), 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 laboratory procedures. • Document testing outcomes. • Validate responses/messages with others. • Use appropriate nonverbal communication. • Ability to perform a variety of technological skills

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Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
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	• Able to integrate theory and correlate patient data and outcomes. • Identify cause-effect relationships in laboratory and testing settings. • Handles multiple priorities in stressful situations
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 with clients with communicable diseases or conditions. • Maintain focus and appropriate behavior.

Should a student require an accommodation due to a disability issue in order to meet any of the essential elements of the program, they would need to contact Student Disability Services to go through the accommodation process.

Admission and Progression Requirements for MLS and clinical coursework

Current GCU students or transfer students who have completed, or are in the process of completing, the MLS prerequisite coursework may apply for secondary admission to GCU's Medical Laboratory Science program's MLS coursework. Students who have completed a NAACLS-accredited Associate's degree program in Medical Laboratory Technician (MLT) studies, or who are currently qualified to receive their certification as an MLT, can apply for admission into the MLS program's didactic, 400-level MLS coursework. The admission policies and criteria are different for these two applicant groups. Details are outlined below.

Admission Requirements for MLT-certified or MLT-eligible Applicants

The applicant must be eligible to receive or already have received MLT certification by the American Society for Clinical Pathology (ASCP) or American Medical Technologists (AMT). The completion end date of their NAACLS-accredited MLT program must be within 7 years of their GCU start date OR they must provide evidence of current MLT certification.

There is no minimum GPA requirement for this group.

These applicants, once admitted to GCU, would not complete the MLS 300-level coursework. They would complete the MLS 400-level coursework and any additional courses and credits necessary for the conferring of the Bachelor's degree. Applicants entering this path may be eligible for block transfer of all pre-MLS coursework but must also successfully complete or have completed CHM-350/L: Fundamental Biochemistry and Lab and BIO-358: Immunology and BIO-335: Medical Terminology, or their equivalents.

Secondary Admission Requirements for Applicants not MLT-certified or MLT-eligible

For current GCU students or transfer students who have completed, or are in the process of completing, the MLS prerequisite coursework, secondary admission into the MLS program coursework is based on a prerequisite course GPA. Admissions decisions will be made on a rolling basis unless program enrollment becomes restricted, in which case admission decisions will be made based on a stacked-rank process.

Progression to the MLS coursework cannot and will not be guaranteed. Applications for secondary admissions must be complete 7 calendar days prior to semester start. Applications that do not meet the minimum requirements by the application deadline will be denied without consideration. Students denied may re-apply for future admission cycles; a new application is required as applicants would be expected to provide new prerequisite course completion information.. The Medical Laboratory Science admissions committee will conduct a review of the student's records to determine their admissibility to begin MLS coursework on the main GCU campus.

Applicants must meet the minimum prerequisite course GPA of 3.0 in order to progress. This GPA will be calculated based on the coursework following courses or their equivalents:, including any transfer courses used to meet those course requirements. Transfer course grades will be assessed on the same 4-point scale (A=4.0) used by GCU:

Prerequisite Courses used in GPA calculation for Secondary Admission		
General Chemistry I, with lab	4 cr	GCU CHM-113/L
General Chemistry II, with lab	4 cr	GCU CHM-115/L

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Prerequisite Courses used in GPA calculation for Secondary Admission		
Fundamental Biochemistry, with lab	4 cr	GCU CHM-350/L
Human Anatomy and Physiology I, with lab	4 cr	GCU BIO-201/L
Human Anatomy and Physiology II, with lab	4 cr	GCU BIO-202/L
Microbiology, with lab	4 cr	GCU BIO-205/L
Probability and Statistics	4 cr	GCU MAT-274

Required courses must be completed within 7 years of the student's GCU start date. If students have attempted a prerequisite course multiple times, the highest grade earned will be used for the secondary admissions GPA calculation.

Repeating Passing Courses

Undergraduate students have the option to repeat any undergraduate general education course where a non-failing grade was earned, subject to the policy outlined in the University Policy Handbook. In addition to that standard allowance, students seeking progression to the MLS coursework can repeat non-failing prerequisite coursework to improve their prerequisite course GPA. The earlier grade earned may be replaced in an undergraduate student's GPA when the equivalent program major course is retaken. Students have one attempt to retake the same non-failing program major course. Any attempt will need approval by submitting a formal University Appeal through a Student Services Counselor. Students may be financially responsible for the tuition of the course. Students who have already been admitted to the MLS coursework cannot repeat non-failing program major coursework.

Additional Progression Requirements for Students admitted to MLS coursework

Students can only retake MLS coursework due to nonpassing grades a total of 3 times, whether the same or different courses, during their program; any subsequent nonpassing grades in MLS coursework may result in dismissal from the MLS program. Students must meet with the MLS program director to develop a student success plan prior to starting the repeat of a non-passing MLS course. Students who are dismissed from the MLS program under this policy will not be considered for re-entry.

MLS Lab attendance and participation is mandatory. MLS lab make-ups will only be considered once per semester in each MLS lab course, under extreme circumstances, and approved by the MLS Program Director (or designee). Examples of extreme circumstances include but are not limited to:

- A communicable disease which can be transmitted to patients, staff, or other students. Examples of such communicable diseases can be found in the Bachelor of Science in Medical Laboratory Science Field Experience Manual.
- A car accident requiring immediate medical attention
- Hospitalization
- Extended illness or injury

Once a student progresses into the MLS coursework, they will not be allowed to participate in Study Abroad.

All MLS students are responsible for following the policies and requirements in the current version of the Bachelor of Science in Medical Laboratory Science Student Handbook.

Lab Safe Practice Requirements

Students must always know and practice safe guidelines while in lab. 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. Standard precautions should be always followed when there is exposure or potential exposure to blood or body fluids.
3. No equipment or supplies are to be removed from the lab.
4. Any damage to the equipment or supplies should be reported immediately to the Lab staff or instructor.
5. Students and Lab Faculty/Instructors are responsible for placing needles and other "sharps" into the red biohazard bins and wall-mounted containers.
6. 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).
7. Students must demonstrate proper body mechanics for moving, lifting, and transferring.
8. If an injury or exposure occurs during lab the student must notify the faculty/instructor immediately.
9. It is the responsibility of all those who use the laboratories or simulation areas to keep the equipment and space clean, particularly during and after use.

Bodily Fluids Exposure and/or Injury

Grand Canyon University acknowledges the inherent risks associated with working around or with patient specimens, including a potential exposure to blood and body fluids. Once in a clinical laboratory 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 all safety procedures at each clinical site.

The following are details of student responsibilities in this area:

A. If required by a clinical experience site, you must have and maintain current health insurance.
B. GCU and the clinical agencies that provide clinical experiences for our students are not responsible or liable for the costs of medical follow-up or expenses incurred.
C. 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.
D. If students are injured or exposed to blood and body fluids, students will:
   a. Immediately notify clinical instructor or site supervisor
   b. Wash the area immediately and thoroughly with soap and water.

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c. Within 24 hours, follow-up with the students' Primary Care Provider who will determine immunization status and give appropriate prophylaxis or referral for appropriate prophylaxis.
d. Assume full responsibility for disease sequelae.
e. Follow the policies of the agency (if any).
f. 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 Program Director and placed in the student's file.

Communicable Disease Policy

Students will be exposed to communicable diseases during clinical experiences. It is important for students to adhere to the required immunizations and safe clinical practice standards.

Students may not participate in clinical 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 clinical experiences until they have been reevaluated by a healthcare provider and released with written verification of full release. Students must contact the clinical 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
- COVID-19

Clinical Experience Course Requirements

Students must complete the total number of clinical experience hours required for each course and site. Students are assigned to clinical experiences and may not refuse their assignments.

Students should plan to meet the commitments of the supervised experiential learning requirements. Most sites are often limited to daytime and weekdays for providing clinical hours, so it may be necessary to adjust one's schedule accordingly. It is important to note that failure to complete the required minimum hours within the timeframe of the clinical course or failing to properly document completed hours for the clinical experience, will result in failure of the course.

Students are responsible for meeting all requirements of their clinical placement site prior to beginning their experiential course. These requirements typically include liability insurance, background check, HIPAA training, substance screening, medical insurance, and proof of immunization and/or immunity. Site requirements will be conveyed by the Office of Field Experience as students approach the clinical experiences.

Students are required by Grand Canyon University to obtain individual liability insurance coverage prior to the beginning of clinical experiential learning. All students are required to purchase and maintain professional liability insurance before they can enter a class with face-to-face experiential learning- there are no exceptions to this policy. The minimum coverage specified by GCU for its students is $1,000,000 per claim and $3,000,000 aggregate. No student will be allowed to begin experiential learning without this coverage. An insurance affidavit or confirmation of coverage must be submitted to the Office of Field Experience to include copies of pages specifying coverage limits, dates of coverage, and limits of liability. These documents are submitted through your student portal.

Students with criminal convictions cannot be guaranteed clinical placement or employment as placement and employment is at the sole discretion of the site or employer.

Clinical experience attendance and participation are mandatory. Clinical make-ups will only be considered under extreme circumstances and approved by the MLS Program Director (or designee). Examples of extreme circumstances that could warrant a clinical make up may include, but are 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 a clinical experience, the student will contact the following at least one (1) hour prior to the scheduled start of the event:

- MLS Program Director (or designee)
- Clinical laboratory assigned

A determination for a potential make-up for the event will be made after review of appropriate documentation and absence verification is completed through Student Disability Services. Make-up requests are reviewed on a case-by-case basis. For the University to consider a Clinical 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 clinical setting with no restrictions and can perform the Essential Functions. This will be required whether the student misses one clinical day or consecutive days. GCU may verify the information contained in the documentation with the provider. Students will be notified of

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the approval or denial of the clinical make-up via email to their GCU email address. The MLS Program Director will determine the mechanism of make-up hours. The primary method will be via an additional clinical rotation. If clinical rotations cannot be arranged, the MLS Program Director may choose to use simulated case studies to meet the clinical objectives.

Students must make-up missed clinical experiences and may not decline the make-up experience identified. Students may risk failing the course for nonattendance. Students must submit any assignments associated with the makeup 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 have to complete the clinical make-up assignments to progress in their course and in the program.

Site Requirements and Affiliation Agreements

The College of Natural Sciences and the Office of Field Experience (OFE) must have an agreement with the site prior to the student beginning field experiences. It is the student's responsibility to provide OFE their site's education coordinator information, so that the OFE can work directly with the facility to obtain the required paperwork. It is important to remember that the existence of this agreement does not guarantee placement availability, and that arrangements beyond the agreement must be implemented to enable student placement.

If a student desires to perform a clinical experience at a site that does not have a current affiliation agreement, the student must assure the OFE that the site:

- Is accredited by CAP, COLA or CLIA
- Has enough volume and variation in test menu to provide a complete experience.
- Can provide a preceptor that meets educational and certification requirements and that is willing to adhere to the duties outlined in the Student Handbook.

If a current agreement is not already in place, the legal contract will be sent directly to the preceptor's site from the OFE. Completing new site agreements can be a lengthy process and the Affiliation Agreement must be in place prior to the course start date. Students should allow at least four to six months for a new agreement to be finalized. Failure to provide site information accurately and entirely can slow this process and may prevent the student from beginning the field experience on time. Once an Affiliation Agreement has been finalized, students will be notified via email.

Some sites may have specific requirements for documentation for a placement. Students are to work with both the site and OFE to ensure all requirements are met (e.g., a hospital may require a background check different from the original background check and has the right to specify their own institutional requirements that are not within the control of the University).

Clinical Tardy Policy

Tardiness is defined as being greater than 5 minutes (>5 minutes) from the start of a clinical experience event. Any anticipated tardiness within the 5 minutes timeframe must be reported to the faculty and an appropriate clinical contact. A student failing to "call-in" would be considered as an "unexcused absence" which will result in failure of the course as per the Clinical and Participation policy. Dependent on the clinical site, a student who is tardy and/or has missed time may be requested to leave. In this situation, the student will not be able to complete the scheduled clinical. the event will be considered an unexcused absence. The student may be required to complete a make-up. Consequences of being tardy within the same course will be as follows:

- First Tardy: Student will receive a warning.
- Second Tardy: Student will be referred to the Professional Practice Committee.
- Third Tardy: Student will fail the clinical experience.

Evaluation of Supervised Experiential Learning Sites

Students will complete and submit the Evaluation of Site form within one week of completing their experience.

The Program Director will review each evaluation and obtain more information as needed.

Favorable evaluations will be shared immediately with preceptors, while constructive feedback will be discussed personally via email or phone with preceptor.

The Program Director will use the data obtained from the student feedback to make decisions regarding the continued utilization of each site.

Responsibilities of an Experiential Learning Student

The staff of the Office of Field Experience is available for consultation and can assist with most issues. Students' primary responsibilities include, but are not limited to:

- Comply with all reporting and documentation requirements.
- Maintain daily time logs using the appropriate record keeping process as outlined within the course.
- Complete the required hours for the courses, complete courses with a passing grade.
- If you are in danger of not accumulating the required hours or failing a practicum/internship course, contact the Office of Field Experience immediately to discuss your options. Failure to do so may result in you having to retake the course at your own expense.
- Always conduct yourself in a professional manner. Experiential learning students must operate according to site guidelines, procedures, and supervision as well as the state and national boards of the profession. If a supervisor gives a directive that appears to conflict with the student's values or ethics, or creates a personal conflict, which cannot be resolved in ordinary communication with the supervisor, the student must immediately contact the Office of Field Experience.
- Arrive on time and work the scheduled times. It is best that the student and Preceptor agree to a set schedule, if possible.
- Discuss with your Preceptor the goals and/or skills you would like to attain.
- Be receptive to guidance and instruction from your Preceptor, that is, be attentive to feedback and suggestions from your Preceptor and follow through on such instructions promptly. It may be necessary to take notes during supervision to execute all instructions identified by your Preceptor.
- Inform your Preceptor of any difficulties you are having in the areas of completing paperwork or coordinating professionally with other staff.
- Students must provide their own, dependable transportation to the sites. GCU, in conjunction with these agencies, makes every attempt to minimize the distance that students travel to their field experience, but sometimes additional travel is unavoidable.
- All hours must be completed on-site and under direct supervision. Time taken to complete assignments for the

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Practicum course does not count toward completion of the hours.
- All hours must be completed and signed off/approved by their preceptor. Faculty members will provide final validation of all practicum hours.
- Field Experience Counselors are available for questions and assistance with this program if needed.

Student Professional Dispositions

One important aspect of the experience here at Grand Canyon University 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, the college lists the following key dispositions. When students fail to demonstrate these professional dispositions, they jeopardize their program or employment continuation. 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

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

Work Ethic

- Demonstrate regular attendance
- Demonstrate punctuality
- Complete work in a timely manner
- Demonstrate organizational skills
- Know and observe all pertinent policies and procedures
- Demonstrate a disposition toward personal ownership of learning and professional development

Professionalism

- Demonstrate a commitment to work with faculty, and staff in appropriate, professional, and respectful ways
- Demonstrate an awareness of community, state, national, and world contexts that have an impact on the profession and the learning process
- Follow all safety and PPE requirements
- Treat everyone fairly, equitably, and respectfully
- Accept constructive criticism and adjusts performance accordingly
- Express and demonstrate interest in and enthusiasm for learning
- Adapt to new and diverse situations
- Adapt to differences among people including differences of gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.
- Maintain confidentiality about all student, patient, faculty, and staff records unless disclosure serves a professionally compelling purpose or is required by law
- Demonstrate discretion when discussing colleagues, faculty, experiential learning sites, and personal information
- Respect the points of view of others
- Contribute meaningfully, appropriately, professionally, and respectfully to discussions by asking questions, giving opinions, and listening to others
- Project an appropriate professional appearance in professional settings
- Project an appropriate professional and respectful demeanor
- Be open to leadership and opportunities for growth
- Understand and practice professional ethical standards
- Recognize personal at-risk behavior: Behavioral choice that increases risk where risk is not recognized, or is mistakenly believed to be justified
- Recognize personal reckless behavior: Behavioral choice to consciously disregard a substantial and unjustifiable risk
- Acts overall in a manner that furthers the interests of others (enlightened self-interest)
- Utilize social media responsibly, avoiding issues regarding privacy and confidentiality by not communicating information regarding field experiences or documents contained in a client record.

College of Nursing and Health Care Professions

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 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

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- 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:

- All RN-BSN candidates must meet GCU's Bachelors Admission Requirements and provide evidence establishing the candidate's initial prelicensure degree (Associates in Science of Nursing or Associates Degree in Nursing) is from an accredited nursing school that is not currently under investigation for or previously found to have committed fraud by a law enforcement agency, in connection with conferring fraudulent degrees, and/or issuing fraudulent transcripts.
- Submit official transcripts bearing evidence of a cumulative GPA of 2.8.
- Possess a current unencumbered, unrestricted license as a registered nurse (RN).

Non Degree-Bearing/Nursing Diploma Candidates:

- All RN-BSN candidates must meet GCU's Bachelors Admission Requirements and provide evidence establishing the candidate's initial prelicensure degree (Nursing Diploma) is from an accredited nursing school that is not currently under investigation for or previously found to have committed fraud by a law enforcement agency, in connection with conferring fraudulent degrees, and/or issuing fraudulent transcripts.
- Submit official transcripts bearing evidence of a cumulative GPA of 2.8.
- Possess a current unencumbered, unrestricted license as a registered nurse (RN).
- 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:

- All RN-BSN candidates must meet GCU's Bachelors Admission Requirements and provide evidence establishing the candidate's initial prelicensure training is from an accredited nursing school that is not currently under investigation for or previously found to have committed fraud by a law enforcement agency, in connection with conferring fraudulent degrees, and/or issuing fraudulent transcripts.
- 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	33
Total program requirements	120

Bachelor of Science in Occupational Therapy Assistant

The Bachelor of Science in Occupational Therapy Assistant (BS-OTA) is a significantly rigorous program, both academically and based on the time commitment required. Students who choose to apply for secondary admission to the BS-OTA program should understand all the additional BS-OTA policies students must adhere to in order to be admitted, progress, and graduate from the program. Although it may be possible for some students to work 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 their work hours or choose not work at all 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. For a student to be considered for the BS-OTA program major core and clinical fieldwork portions of the program, the student must complete a secondary application and meet all requirements. Students may apply for secondary admission to attend GCU's BS-OTA program offered in person at the main campus or via the online hybrid format (students will still need to travel to GCU's main campus to complete their on-campus experiences even if choosing the online hybrid format).

The BS-OTA program major core has limited seats available and secondary applicants are reviewed based on a rolling admissions process (i.e., students will be offered acceptance in the order they have applied until all seats are filled, contingent on the secondary applicant having met all requirements at the time they submitted their secondary application). Admission cannot and will not be guaranteed.

- Once admitted into the secondary/clinical portion of the program, students will not be allowed to participate in Study Abroad.
- Students are permitted to test out of required general education courses via College Level Examination Program (CLEP).
- Required general education courses taken and successfully completed at GCU are subject to GCU's Repeating Passing Courses policy.
- The BS-OTA program does not accept credit for work experience or credit for occupational therapy assistant coursework completed at another institution.

The Bachelor of Science in Occupational Therapy Assistant program is designed for students who meet the following requirements:

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- A minimum of 62 transferable college credits from an accredited institution (applies to all current, prior, and prospective GCU students).
- If applicable, submit a valid Fingerprint Clearance Card for the state in which your intended fieldwork will take place. Students should contact their admissions representative or student services counselor for more information on this requirement.
- 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 Lead, Academic Fieldwork Coordinator, and Student Services Counselor via email within 10 days. Students with misdemeanors will be reviewed to determine potential clinical placement based on the individual's record. Students who are admitted with misdemeanors can in no way be guaranteed licensure, as licensure is at the sole discretion of the State Boards of Occupational Therapy. In addition, students who 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:	UNV-103*, CWV-101, ENG-105, ENG-106, MAT-144, BIO-181/L, PSY-102, SOC-102

*UNV-103 can be waived for students with a minimum of 24 transfer credits and a 3.0 transfer GPA.

Required Prerequisite Courses:	BIO-201/L, BIO-202/L, BIO-335, EXS-335/L, PSY-357, OTH-100, MAT-274

- The completion end date of all required pre-requisite courses must be within seven years of the secondary application deadline for the semester in which the student is applying for secondary acceptance. 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. In the scenario where a student has two or more passing grades on file for the same pre-requisite course, each completed within the allowable seven-year timeframe, the highest grade earned will be used in the pre-requisite GPA calculation.

Students must meet minimum Cumulative GPA, Prerequisite GPA, and HESI A2 Entrance Exam requirements (see table below):

Criteria	Minimum Required GPA's and HESI A2 Scores
Cumulative GPA	3.0
Prerequisite GPA	3.0
HESI A2: Composite Score of Reading Comprehension, Grammar, and Vocabulary	75
HESI A2: Math	75
HESI A2: Human Anatomy and Physiology	75

HESI A2 Entrance Exam: Students must pass all required sections during the same exam attempt to meet standards. Students cannot use/combine the highest subtest scores from different exam attempts. Students can have up to four total attempts within two years of the secondary application deadline to achieve the required passing scores. Exam results, whether passing or failing, will only be considered if the exam date was within two years of the student's secondary application deadline and all prior results greater than two years will not be taken into consideration. Results from exams will only be accepted if taken through GCU.

HESI A2 Retakes: Students must wait 14 full days to lapse in between HESI A2 exam attempts. The count of 14 days will begin the day following the previous exam attempt (e.g., Attempt #1 taken on day 1, 14-day wait time = days 2-15, attempt #2 can be taken on day 16). Attempts taken less than the full 14 days in between attempts will be nullified.

Secondary applications are accepted and reviewed on a rolling basis. Students should only submit a secondary application once they have met all requirements for secondary admission. Secondary applications that have not met all requirements at the time of submission will be denied.

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.

Prior to enrollment, students must meet health and safety requirements (examples: Influenza, TDAP, Tuberculosis, etc.) as thoroughly outlined within the University Policy Handbook (UPH). Grand Canyon University does not require the covid-19 vaccine for students or staff, however, if a student is provided a placement at a fieldwork facility that requires this vaccine, proof of vaccine must be provided prior to fieldwork clearance. Healthcare agencies determine exemption criteria and if offered at the site, students will need to be approved and compliant prior to fieldwork deadlines.

If for any reason a secondary applicant is not admitted or is admitted but does not start, they may seek secondary admission for any future semester. However, a new secondary application will be required for each semester the student is applying. It is important to understand that all secondary admission requirements must still be met at the time of each individual application (including, but not limited to, a passed HESI A2 exam taken within two years of the respective secondary application deadline).

College of 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

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Placement Exam or fulfilling the course prerequisites.

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 the College of Theology 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.

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
- BA in Worship Arts with an Emphasis in Media and Production
- BA in Worship Arts with an Emphasis in Worship Ministry

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 42 degree applicable credits or upon enrollment when transferring between 42 and 60 degree credits. In order to complete this form, students must meet the following:

- Be enrolled in an approved Bachelor of Arts program in the College of Theology
- 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

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- 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.

Honors College *Effective for Fall 2024 Students*

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

Incoming freshman students are eligible for automatic 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 unweighted, cumulative high school GPA of 3.8 or greater

   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

Transfer students are eligible for automatic acceptance into the Honors College if they meet all of the following criteria:

1. Be admitted into the University
2. Possess a minimum, cumulative college GPA of 3.75 or greater
3. Currently enrolled in a college level honors program, honors college or honors society.
4. Has a minimum of 40 remaining credits remaining prior to degree completion.

Internal transfer students are eligible for automatic acceptance into the Honors College if they meet all of the following criteria:

1. Enrolled as a full-time undergraduate student on the traditional campus
2. Possess a minimum, cumulative GCU GPA of a 3.75 or greater
3. Has a minimum of 40 remaining credits remaining prior to degree completion

All other students must apply for consideration by completing the following steps.

1. Be admitted into the University
2. Submit an Honors College admissions application for review by the Honors College administration
   a. Complete the online admissions application form on students.gcu.edu
   b. Complete a written essay demonstrating passion for community service and leadership
   c. Submit an activity resume to include employment, leadership and community service experiences within the last 5 years.

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

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

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.

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- 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 students entering the bridge must have an Undergraduate degree AND must have completed thirty (30) business-related credits (courses may include business, mathematics, economics, marketing, finance, management, entrepreneurship, statistics, analytics, applied coursework within a business-related program of study.)

College of Nursing and Health Care Professions

Bridge to Master of Science in Nursing

1. All MSN bridge candidates must meet GCU's Master Admission Requirements and provide evidence establishing the candidate's initial prelicensure degree (Associates in Science of Nursing, or Associates Degree in Nursing) is from an accredited nursing school that is not currently under investigation for, or previously found to have committed fraud by a law enforcement agency, in connection with conferring fraudulent degrees, and/or issuing fraudulent transcripts.
2. Candidates' transcripts must reflect a cumulative grade point average of 3.0 or above.
3. 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

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

Master of Science in Accounting with an Emphasis in Tax Compliance and Planning

All entering students must have completed the following:

- 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 491 Auditing or the equivalent course
  AND
- Completed 30 business-related credits (courses may include business, mathematics, economics, marketing, finance, management, entrepreneurship, statistics, analytics, applied coursework within a business-related program of study).

It is strongly recommended to complete courses in Accounting Information Systems, Accounting Analytics, Ethics in Accounting, and Taxation II prior to sitting for the CPA exam, but not required to enter the program.

Eligibility for Certified Public Accountant (CPA) licensure is separate from the admission criteria for this program of study. Students may need to complete additional coursework in order to be eligible for CPA licensure.

A University Appeal should be submitted to be reviewed by the Colangelo College of Business if the student is eligible for the bridge to Master of Science in Accounting, but believes not all coursework is needed. Prior coursework and experience should be provided for consideration.

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 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.

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College of Education

Master of Education in Educational Administration

Program applicants who complete the program requirements for Master of Education in Educational Administration program are eligible to apply for a principal license, upon completion of all state licensure requirements. In addition to the Master Degree and Graduate Certificate Admission Requirements policy, program applicants for this program are required to provide the following:

- Documentation of at least two years of verified, full-time teaching (teacher of record) experience. Candidates must review state-specific requirements as some states may require additional years of verified teaching experience and/or additional hours of internship to be eligible to obtain principal certification.
- Program applicants must also have access to an accredited PK-12 school (public or licensed/accredited non-public school setting) with an on-site licensed administrator/principal available to mentor during practicum and/or internship experiences. Candidates must review state-specific requirements as some states may require a certain setting for hour completion.

Master of Education in Educational Leadership

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. In addition to the Master Degree and Graduate Certificate Admission Requirements policy, program applicants for this program are required to provide the following:

- A copy of a current PK-12 teaching certificate

OR

- Provide documentation of verified, full-time teaching (teacher of record) experience

OR

- An undergraduate or graduate degree in one of the following fields: business, finance, human resources, psychology, communications, educational studies, character education, and political sciences who seek a leadership role in education

In addition, all program applicants must:

- Have access to an accredited PK-12 school (public or licensed/accredited non-public school setting) with an on-site administrator available to mentor during practicum/field experiences.
- Understand if seeking a transfer from the MEd Educational Leadership to an MEd Educational Administration program and seeking licensure, candidates must follow the Master of Education in Educational Administration Admission policy that includes verified teaching experience, etc.

Master of Arts in Curriculum and Instruction

Master of Arts in Reading with an Emphasis in Elementary Education

Master of Arts in Reading with an Emphasis in Secondary Education

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

Master of Science in Instructional Technology

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

Graduate Certificate of Completion in Distance Learning

In addition to the Master Degree and Graduate Certificate Admission Requirements policy, program applicants for the above programs are required to provide the following:

- A copy of a current PK-12 teaching certificate

OR

- One year of verified, full-time teaching (teacher of record) experience (Teacher Verification Form)

OR

- Earned degree from a GCU licensure program.

Master of Arts in Autism Spectrum Disorders

In addition to the Master Degree and Graduate Certificate Admission Requirements policy, program applicants for the above program are required to provide the following:

- A copy of a current special education teaching certificate

OR

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

OR

- 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

- 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.
- Letter of intent to hire or teaching contract
- 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.
- A current Arizona IVP Fingerprint Clearance Card.
- Important Note (not required for admissions but must be completed prior to start of first course): Candidates must submit completed Canyon L.E.A.P to Teach Packet

Graduate Certificate of Completion in Special Education, Mild to Moderate

Graduate Certificate of Completion in Special Education, Moderate to Severe

In addition to the Master Degree and Graduate Certificate Admission Requirements policy, program applicants for the above programs are required to provide the following:

Students enrolling in the above programs must provide:

- A copy of current PK-12 teaching certificate
  AND
- Documentation of 3 years of verified full-time teaching (teacher of record) in PK-12 (public or private setting)
- AND
- Copy of current Fingerprint Clearance Card in accordance with the fingerprint policies of the state of residence.

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Graduate Certificate in Instructional Coaching

In addition to the Master Degree and Graduate Certificate Admission Requirements policy, program applicants for the above programs are required to provide the following: Students enrolling in the above programs must provide:

- Copy of a current PK-12 teaching certificate
- OR 1 year of full-time teaching (teacher of record) experience in a licensed educational facility

Graduate Certificate in Learning Behavior Specialist 1 (LBS1)

In addition to the Master Degree and Graduate Certificate Admission Requirements policy, program applicants for the above programs are required to provide the following:

Students enrolling in the above programs must provide:

- Copy of a current PK-12 teaching certificate

AND

- Copy of current Fingerprint Clearance Card in accordance with the fingerprint policies of the state of residence.

In addition, all program applicants must:

- Have access to an accredited PK-12 school (public or licensed/accredited non-public school setting) with certified educator available to mentor during practicum/field experiences
- Understand that program applicants in the state of Illinois must hold a current and valid Professional Educator License (PEL) in Illinois to be eligible to add the LBS1.

College of Humanities and Social Sciences

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 Athletic Training

The Master of Science in Athletic Training Program is rigorous, both academically and in terms of the time commitment required. Students who choose to apply for admission to the program should understand all additional athletic training policies students must comply with to be admitted to the program, successfully progress thru the program, and graduate. Students who cannot meet program requirements or prioritize the rigorous, academic work, will likely have difficulty being successful in the program.

Admission and Clinical Requirements for the Professional Program

Application Deadline and Additional Requirements

The number of students admitted into the Master of Science in Athletic Training program is dependent on the availability of clinical spaces at the point of application and may vary each application period. Applications are reviewed on a rolling basis. Applicants that meet all minimum admission requirements can apply to start in the Fall, Spring, or Summer semesterAdmission cannot and will not be guaranteed.

Requirements

- Minimum cumulative GPA of 3.0 on a 4.0 scale from a conferred baccalaureate degree earned at an accredited institution
- Minimum grade of C or better for each required pre-requisite course (listed below):

General Pre-Requisite Content	Pre-Requisite Courses Offered at GCU
General Biology lecture and lab*	BIO-181, BIO-181L
Human Anatomy lecture and lab, four credit minimum*	BIO-201 and BIO-201L OR BIO-210 and BIO-210L

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General Pre-Requisite Content	Pre-Requisite Courses Offered at GCU
Human Physiology lecture and lab, four credit minimum*	BIO-202 and 202L OR BIO-211 and 211L
General Chemistry lecture and lab, four credit minimum*	CHM-113 and CHM-113L
General Physics lecture and lab, four credit minimum*	PHY-111 and PHY-111L
Exercise Physiology	EXS-340 and EXS-340L
Introduction to Psychology*	PSY-102
Introduction to Nutrition	NSC-150 or BIO-319
Kinesiology	EXS-335 and 335L

*CAATE requirement (Standard 54)

- For GPA, the highest grade (within the previous seven years) will be considered for admission.
- Dependent upon the specific transferrable coursework a student has completed, it may or may not apply to their MSAT program-of-study or pre-requisite coursework.
- Completed GCU Background Check (dated within the last six months of the application deadline).

Full admission is subject to successful completion of all required pre-requisite courses, and all other minimum criteria required for admission. All minimum criteria must be successfully met no later than 7 days prior to the start date of the first MSAT course. Students not admitted to their selected term, may elect to re-apply. Students must re-apply for the semester they wish to be considered for admission. A new application will be required for each admission cycle.

Students must pass an approved Background Check, and the order date must be within six months of the 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 10 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 certification or licensure, as certification is at the sole discretion of the Board of Certification, Inc. (BOC) and licensure is at the sole discretion of the State Board of Athletic Training. 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 Upon Admission

Students must complete the following upon admission into the program:

1. Attend a mandatory athletic training program orientation
   a. This meeting will address the following programmatic requirements for all clinical levels:
      i. College of Nursing and Health Care Professions training or approved in-classroom training on requirements relating to patient privacy.
      ii. Communicable Disease Policy
      iii. Blood-Borne Pathogen training and policy
      iv. Chain of Command for the College of Nursing and Health Care Professions
      v. Updates to policy and accreditation standards
2. Complete and submit an Arizona Department of Public Safety Level One IVP Fingerprint Clearance Card application
3. Complete and submit a First Aid course completion card from one of the following approved providers listed in the Guidelines for Graduate Field Experiences document.
4. Submit a Professional Rescuer CPR course completion card. CPR course must meet the Board of Certification (BOC) Emergency Cardiac Care (ECC) requirements (www.bocatc.org). Course completion card from one of the following listed in the Guidelines for Graduate Field Experiences document.
5. Submit a completed HIPAA and FERPA confidentiality acknowledgement form prior to any involvement in a clinical setting.
6. Submit evidence of National Athletic Trainers Association Membership.

Required Before Beginning Clinical Experiences

Students must complete the following (30) days before the date of their first clinical experience:

NOTE: Some requirements must be updated / repeated according to screening/immunization schedules. Please refer to the Guidelines for Graduate Field Experiences for additional information.

a. Health History and Physical Examination form.
b. ATP Technical Standards Form.
   i. The technical standards are to ensure all students meet the essential qualities necessary to be a successful athletic training student. Students are able to request reasonable accommodations through the Student Disability Services. Requests for accommodation are not used prejudicially against students.
c. Current health insurance coverage
d. Provide proof of valid professional liability insurance for students.
e. Proof of DPS Level 1 IVP Fingerprint Clearance Card
f. Proof of immunization and/or immunity (as in the Guidelines for Graduate Field Experiences Manual) are required.
   i. Although Grand Canyon University does not require students or faculty to receive certain vaccines, all students currently attending clinicals and those applying and receiving admittance to the athletic training program will have to abide by the healthcare partner requirements to successfully complete the clinical portion of their program.
   ii. Vaccines required or recommended:
      a. Tuberculosis (TB) screening (2-step)
      b. Hepatitis B (signed waiver is required if the vaccination series is not completed or declined by the student)
         - Lab evidence (titer) of immunity required
         - This vaccination has a separate form that is required to fill out prior to the start of clinical rotations.
         - Hepatitis B (signed waiver is required if the vaccination series is not completed or declined by the student)
      c. MMR (measles, mumps, rubella) (required; not waivable)
      d. Varicella Zoster (VZV) (required; not waivable)
      e. Tetanus-Diphtheria and Pertussis (Tdap) (required; not waivable)
      f. Influenza (recommended; not required)
      g. Hepatitis A (recommended; not required)
      h. COVID-19 Vaccination (recommended; not required)

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iii. Students requesting medical and/or religious exemption for any vaccine should understand the risks when requesting an exemption, if clinical agencies are unable or unwilling to accommodate student exemption requests. Risks include but are not limited to:
   a. limited clinical location options,
   b. inability to progress and/or complete the program due to limited or lack of clinical sites accepting student exemption requests for the various types of clinical experiences required,
   c. delayed graduation

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)

Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner

1. All MSN candidates must meet the GCU's Master's Admission Requirements and provide evidence establishing the candidate's initial prelicensure degree (Associates in Science of Nursing, Associates Degree in Nursing, or Bachelor of Science in Nursing) is from an accredited nursing school that is not currently under investigation for, or previously found to have committed fraud by a law enforcement agency, in connection with conferring fraudulent degrees, and/or issuing fraudulent transcripts.
   a. Candidates' transcripts must reflect a cumulative grade point average of 3.0 or above. All MSN applicants who have graduated or are transferring from an institution that only provides pass/fail grades (no GPA) on transcripts, may only be admitted and fully accepted from those institutions who provide disclosures indicating that a passing grade is equivalent to a B or better.

   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 an active, 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 one year full-time work experience as a Registered Nurse (RN) within the last 12 months, related to the area of specialization.
4. FNP and AGACNP students must submit a Letter of Intent.
5. Advanced pharmacology, advanced pathophysiology and advanced health assessment are non-transferrable courses. If, however, these courses are taken within five years of the program start date, an appeal can be submitted for review which will include a GAP Analysis of the APRN core courses (3P) to ensure they are graduate level, post-licensure, and that the content has addressed the lifespan.

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 a minimum of one year prior to application to the program.

- Students applying to the Family Nurse Practitioner or Psychiatric Mental Health 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.

NOTE: Boards of Nursing from each state may have different requirements when applying for prescribing and dispensing privileges which could require additional pharmacology hours or pharmacology related content. 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.

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 Leadership in Health Care Systems

Master of Science in Nursing with an Emphasis in Public Health Nursing

Master of Business Administration and Master of Science in Nursing with an Emphasis in 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

Master of Science in Nursing with an Emphasis in Healthcare Quality and Patient Safety

1. All MSN candidates must meet the GCU's Master's Admission Requirements and provide evidence establishing

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the candidate's initial prelicensure degree (Associates in Science of Nursing, Associates Degree in Nursing, or Bachelor of Science in Nursing) is from an accredited nursing school that is not currently under investigation for, or previously found to have committed fraud by a law enforcement agency, in connection with conferring fraudulent degrees, and/or issuing fraudulent transcripts.

a. Candidates' transcripts must reflect a cumulative grade point average of 3.0 or above. All MSN applicants who have graduated or are transferring from an institution that only provides pass/fail grades (no GPA) on transcripts, may only be admitted and fully accepted from those institutions who provide disclosures indicating that a passing grade is equivalent to a B or better.

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.

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 MS-HA 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 MS-HA 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.

Master of Science in Speech-Language Pathology

The Master of Science in Speech-Language Pathology Program (MS-SLP) is rigorous, both academically and in terms of the time commitment required. Students who choose to apply for admission to the program should understand all additional MS-SLP policies they must comply with to be admitted to the program, successfully progress through the program, and graduate. Students who cannot meet program requirements or prioritize the rigorous, academic work will likely have difficulty being successful in the program.

Admissions and Clinical Requirements for the Professional Program

The number of students admitted into the Master of Science in Speech-Language Pathology program is dependent on the availability of clinical spaces at the point of application and may vary each application period. Applications are reviewed on a rolling basis. Applicants that meet all minimum admission requirements can apply to start in the Fall or Spring semester. Admission cannot and will not be guaranteed.

Requirements

- Minimum cumulative GPA of 3.00 on a 4.0 scale from a conferred baccalaureate degree earned at an accredited institution.
- Minimum cumulative GPA of 3.25 or higher on all required prerequisites. Prerequisite GPA is calculated based on all required prerequisite courses, whether transferred in or taken at GCU. When a student has completed multiple courses that could be used to fulfill the same prerequisite requirement, the course with the highest grade 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.
- Program admission requires a grade of C or better for each required prerequisite course.
- Students must complete a minimum of 25 guided and verified observation hours in a speech-language pathology setting with an ASHA-certified SLP.
- Completed GCU Background Check (dated within the last six months of the application deadline).
- Demonstrated English language proficiency for applicants whose native language is not English. Please refer to the International Student Application Procedures.
- An Arizona Department of Public Safety Identity Verified Prints (IVP) Fingerprint Clearance Card will be required at the time of application for students completing practicum/clinical in AZ. For students completing practicum in other states, a fingerprint clearance card from that state is required. If your state does not issue fingerprint clearance cards, you will need to obtain the AZ IVP clearance card.

General Pre-Requisite Content (with Possible Content Areas)	Pre-Requisite Courses Offered at GCU
Biological Science o General Biology o Cellular Biology o Cybernetics Biology o Bioscience, Life Science o Ecology o Cytology o Embryology o Evolutionism, Theory of Evolution, Theory of Organic Evolution o Genetic Science, Genetics o Microbiology o Molecular Biology o Morphology o Neurobiology o Physiology o Radiobiology • Sociobiology	BIO-130, BIO-155, BIO-181, BIO-182, BIO-191, BIO-192, BIO-195, BIO-201, BIO-202, BIO-205, BIO-215, BIO-220, BIO-257, BIO-320, BIO-322, BIO-328, BIO-333, BIO-343, BIO-360, BIO-415, BIO-457, BIO-470, BIO-483

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General Pre-Requisite Content (with Possible Content Areas)	Pre-Requisite Courses Offered at GCU
Physical or Chemical Science ○ Basic Principles of Physics for Non-Majors ○ Basic Principles of Mechanics ○ Basic Principles of Sound ○ Basic Principles of Thermodynamics and Statistical Mechanics ○ Basic Principles of Electricity and Magnetism ○ Basic Principles of Energy ○ Functional Groups and Important Biological Molecules ○ Chemical Principles in Human or Animal Physiology (i.e., Organic Chemistry) ○ Atomic Structure ○ Chemical Bonding ○ Radioactivity ○ Behavior of Gases and Solutions ○ Behavior of Acid and Bases • Hydrocarbons	CHM-101, CHM-110, CHM-113, CHM-231, CHM-235, CHM-315, CHM-333, CHM-350, CHM-360, PHY-102, PHY 111, PHY-121
Social or Behavioral Science ○ Anthropology ○ Ethnic and Cultural Studies ○ Archaeology ○ Area Studies ○ Economics ○ Gender and Sexuality Studies ○ Geography Organizational Studies ○ Political Science ○ Psychology ○ Psychobiology • • Criminology and Cognitive Science	SOC-100, SOC-102, SOC-220, SOC-330, PSY-102, PSY-102, PSY-352, PSY-362, PSY-402, PSY-470
Statistics (Research/Clinical Methods does not apply)	MAT 274, MAT-374, PSY-380
Speech Language Development*	CSD-220*
Phonetics and Phonology*	CSD-230*
Anatomy and Physiology of Speech, Hearing and Swallowing*	CSD-310*
Speech, Language and Hearing Sciences*	CSD-320*
Introduction to Audiology*	CSD-330*
Aural Rehabilitation*	CSD-410*

* The completion date of these courses must be within seven years of the semester start date for which the student is seeking admission.

Application Deadline and Additional Requirements

Full admission is subject to successful completion of all required prerequisite courses and all other minimum criteria required for admission. All minimum requirements must be met no later than 7 days prior to the start date of the first MS-SLP course. If for any reason an applicant is not admitted or is admitted but does not start, they may seek admission for any future start date. However, a new application will be required for each start date the student is considering. It is important to understand that all admission requirements must still be met at the time of each individual application. MS-SLP applicants are required to be fully accepted prior to starting MS-SLP coursework.

MS-SLP students cannot be accepted with specifications.

Criminal Background Check Policy

All MS-SLP students must pass a GCU Background Check, and the order date must be within six months of the application deadline. MS-SLP 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 admitted student is charged with a felony or undesignated offense either before admission or during the program, he/she must notify their Program Lead, Field Experience Counselor, Clinical Education Coordinator and Student Services Counselor via email within 10 days.

Students with misdemeanors will be reviewed to determine potential clinical placement based on the individual's record, but this may delay or prevent the clinical practicum. Students who are admitted with misdemeanors can in no way be guaranteed certification or licensure, as certification is at the sole discretion of the American Speech-Language-Hearing Association (ASHA) and licensure is at the sole discretion of each individual state Board of Speech-Language Pathology. In addition, students who are admitted with misdemeanors can in no way be guaranteed employment, as employment is at the sole discretion of individual employers.

Students who currently hold a professional license, certification, or registration issued by a state licensing board or national certifying body, must notify their Student Services Counselor and Field Experience Counselor regarding any changes in status, including accusations, infractions, disciplinary actions, participation in a diversion program (whether voluntary or involuntary), and any reportable incident (including incidents currently under investigation). Any of the above status changes may delay or prevent clinical practicum experience. Failure to provide this notification could result in disciplinary consequences.

Required Before Beginning Clinical Practicum Experiences

Supervisor and practicum site requirements are outlined in the Guidelines for Graduate Field Experience Manual. The Clinical Education Coordinator (CEC) will help secure a clinical practicum placement on the student's behalf in conjunction with the Office of Field Experience (OFE).

Students will have the chance to submit contact information for potential placement sites not already affiliated with the university. They must submit the information using the form provided via email within the clinical education course (CE) course they are enrolled in two semesters prior to the placement start date. Deadlines for submitting new site/supervisor information are 6 months prior to the start date to allow for the extended time it often takes to establish new agreements.

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Students must submit the following at least eight weeks before the date of their practicum placement:

- HIPAA/FERPA Confidentiality form
- CPR/BLS or ACLS (online certification is not acceptable)
- Proof of personal health insurance
- Acknowledgement of Field Experience Guidelines
- Supervisor License (verified with state agency)
- Supervisor Resume
- GCU Background Check (within 6 months of clinical)
- Negative Drug Screen (within 6 months of clinical)
- Fingerprint Clearance Card: An Arizona Department of Public Safety Identity Verified Prints (IVP) Fingerprint Clearance Card will be required at the time of application for students completing practicum/clinical in AZ. For students completing practicum in other states, a fingerprint clearance card from that state is required. If your state does not issue fingerprint clearance cards, you will need to obtain the AZ IVP card.
- Any additional documentation required by the clinical practicum site, which may include a background check, drug screening, or additional vaccinations. OFE will work with students to determine what is required.

Students should submit all practicum related documentation early to avoid a delay in their practicum start date.

Required Immunizations:

Tuberculosis (TB) For continued enrollment – required annually	Initial Tuberculosis testing must be a 2-step PPD (repeated PPD) or IGRA test (QuantiFERON®, T-Spot). A TB test is valid for one year. TB records must be current and on file. For positive skin tests, an annual symptoms checklist is required, and date of positive conversion provided. CXRs will be required. A chest x-ray is valid for 1 year. The IGRA test (QuantiFERON®, T-Spot) may be accepted in lieu of the PPD or chest x-ray
MMR: Measles, (Rubeola), Mumps, Rubella	Documentation of history of measles, mumps, and/or rubella is not sufficient. Student must be vaccinated with two doses of MMR vaccine, separated by at least 28 days. Students must show proof of positive immunity (lab evidence indicating positive MMR titers). If titers results are negative, equivocal, or borderline documentation of the two doses of MMR must be submitted.
Tetanus-Diphtheria-Pertussis (Tdap) For continued enrollment - required 10 years from date of last vaccine.	Documentation of Tetanus-Diphtheria with Acellular Pertussis vaccination administered within the past 10 years.
Influenza (Flu) For continued enrollment - required annually.	Flu vaccines are available from September through early May. Students are required to have a flu vaccine for the current season on file no later than September 30th of each year in order to enter the clinical setting. Influenza vaccine is required annually. If you have a medical condition which does not allow for current immunization, then you must speak to your Field Experience/Clinical Counselor on potential options.
Hepatitis B	Hepatitis B vaccine (2 or 3 doses depending on vaccine), Hepatitis B Waiver, or blood titers are required. A lab confirmation must be presented (see below) if using blood titers. You will be required to repeat the vaccine series if there is no immunity. If you have repeated vaccination series and completed a second titer and the results are still negative, equivocal, or borderline, then you may sign a waiver for this disease. A waiver is required if vaccine not administered. If you have a medical condition which does not allow current immunization, then you may sign a waiver and upload it into your student portal to document your medical exception. Evaluation will be made on an individual basis.
Varicella (Chicken Pox)	Documentation of history of chicken pox is not sufficient. Students must show proof of positive immunity (lab evidence indicating positive varicella titers) or vaccination records showing two doses of Varicella vaccine.

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COVID-19*	The number of doses needed depends on which vaccine you receive. Two Pfizer-BioNTech vaccine doses should be given 3 weeks (21 days) apart. o Two Moderna vaccine doses should be given 1 month (28 days) apart. o Johnson & Johnsons Jansen (J&J/Janssen) COVID-19 vaccine requires only one dose. If you receive a vaccine that requires two doses, you should get your second shot as close to the recommended interval as possible. However, your second dose may be given up to 6 weeks (42 days) after the first dose, if necessary. You should not get the second dose earlier than the recommended interval. *Grand Canyon University does not require the covid-19 vaccine for students or staff, however, if a student is offered 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. Should a student decline clinical placement offered for any reason, including covid-19 vaccine, that student will need to secure their own placement for that term prior to clearance for class.

Students requesting medical and/or religious exemption for any vaccine should understand the risks when requesting an exemption if clinical agencies are unable or unwilling to accommodate student exemption requests. Risks include but are not limited to:

- limited clinical location options,
- inability to progress and/or complete the program due to limited or lack of clinical sites accepting student exemption requests for the various types of clinical experiences required,
- delayed graduation

Transfer of Clinical Clock Hours

Students may transfer a maximum of 50 clinical clock hours accumulated from an accredited undergraduate clinical program toward the fulfillment of the practicum requirements for their master's degree. ASHA stipulates at least 325 of the required 375 clinical clock hours must be obtained at the graduate level.

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

1. All MSN program post master candidates must meet GCU's Post Master's Admission Requirements and provide evidence establishing the candidate's initial prelicensure degree (Associates in Science of Nursing, or Associates Degree in Nursing, or Bachelor of Science in Nursing) is from an accredited nursing school that is not currently under investigation for or previously found to have committed fraud by a law enforcement agency, in connection with conferring fraudulent degrees, and/or issuing fraudulent transcripts. Degree bearing transcripts must reflect a cumulative grade point average of 3.0 or above (on a 4.0 scale). All Post-MSN applicants who have graduated or are transferring from an institution that only provides pass/fail grades (no GPA) on transcripts, may only be admitted and fully accepted from those institutions who provide disclosures indicating that a passing grade is equivalent to a B or better.
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. .

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. All MSN program post master candidates must meet GCU's Post Master's Admission Requirements and provide evidence establishing the candidate's initial prelicensure degree (Associates in Science of Nursing, or Associates Degree in Nursing, or Bachelor of Science in Nursing) is from an accredited nursing school that is not currently under investigation for or previously found to have committed fraud by a law enforcement agency, in connection with conferring fraudulent degrees, and/or issuing fraudulent transcripts. Degree bearing transcripts must reflect a cumulative grade point average of 3.0 or above (on a 4.0 scale). All Post-MSN applicants who have graduated or are transferring from an institution that only provides pass/fail grades (no GPA) on transcripts, may only be admitted and fully accepted from those institutions who provide disclosures indicating that a passing grade is equivalent to a B or better.
2. Possess an active, 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 one year full-time work experience as a Registered Nurse (RN) within the last 12 months 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,

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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

Graduate Certificate of Completion in Health Care Quality and Patient Safety

1. Candidate must possess a baccalaureate degree and meet the required University admission requirements for graduate students.

College of Engineering and Technology

Graduate Certificate 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.

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 Data Science

If students completed BS or MS Degree in Data Analytics, Computer Science, Data Science, or Mathematics, the student may waive the following fundamental course associated with their programs of study: DSC-505.

Master of Science in Electrical Engineering

Undergraduate or Graduate Degree in any Engineering or Engineering Technology Discipline from an ABET accredited university.

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, Electrical Engineering, Software Development, Business Information Systems, Computer Programming, Computer Information Systems, Mechanical Engineering, 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 Natural Sciences

Master of Science in Biology with an Emphasis in Education

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 with labs (i.e., BIO-181, BIO-181L, BIO-182, BIO-182L).

Master of Science in Chemistry with an Emphasis in Education

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 General Chemistry with labs (i.e., CHM-113, CHM-113L, CHM-115, CHM-115L), 1 year of Organic Chemistry with labs (i.e., CHM-231, CHM-231L, CHM-232, CHM-232L), and a course in Biochemistry with lab (i.e., CHM-350, CHM-350L, or CHM-360, CHM-360L).

Master of Science in Exercise Physiology

Applicants must hold a bachelor's degree in Exercise Science, Kinesiology, Exercise Physiology, Biology, Biomedical Science, or other closely-related subject;

OR

Bachelor's or higher degree with completion of 6 credits of Anatomy and Physiology with Lab(combined), or 3 credits of Anatomy and 3 credits of Physiology (students must have completed both Anatomy and Physiology, together or separately).

Program Requirements

Students must complete all required courses in the MS in Exercise Physiology program (34 credits) including experiential learning (600 hours) in order to receive a Master of Science in Exercise Physiology. Students are required to complete the courses in the order listed, though exceptions may be made for extenuating circumstances.

Course Plan

Course/Course Title	Clinical Hours	Credits	Length (Weeks)
UNV-507 Introduction to Graduate Studies	0	2	4

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Course/Course Title	Clinical Hours	Credits	Length (Weeks)
EXS-520 Exercise Research Methods	0	4	8
EXS-530 Clinical Exercise Physiology	0	4	8
EXS-540 Cardiovascular and Pulmonary Physiology	0	4	8
EXS-610 Advanced Exercise Testing, and Health Risk Appraisal	0	4	8
EXS-620 Advanced Exercise Prescription Cardiopulmonary Rehabilitation	0	4	8
EXS-680 Clinician Exercise Physiology Experience I	300	4	16
EXS-660 Theory of Behavior Change and Health Promotion	0	4	8
EXS-680 Clinician Exercise Physiology Experience II	300	4	16

Documentation for Certifying Exam

Students must provide necessary supporting documentation to ACSM in order to register for the Clinical Exercise Physiology certifying exam. Following completion of all program requirements, and once the degree is officially posted, students can request official transcripts reflecting degree completion. The program director will also provide additional supporting documentation sufficient for exam registration. These include program course curriculum, course descriptions, content requirement mapping, and documentation of clinical experience hours.

Academic Program Calendar

The academic calendar for Grand Canyon University can be found here: https://www.gcu.edu/academics/calendar. Two credit courses run 4 weeks, while four credit courses will be 8 or 16 weeks based on content and supervised clinical experience requirements. University holidays may not correspond with the schedule of clinical experience requirements; students are expected to follow the schedule of the site hosting their clinical experience.

Assessment of Prior Learning

Clinical experiences completed prior to the start of the program will not be considered as replacements of the program's required clinical experiences. Previous graduate-level didactic coursework successfully completed in a similar program may be considered for transfer credit and allowed to waive similar coursework. The decision of the program director is final when assessing potential transfer credit.

Supervised Clinical Experience

This program requires a minimum of 600 hours of supervised clinical experience. Supervised clinical experience will be established prior to the start date of the clinical experience courses and in collaboration with the GCU Office of Field Experience (OFE). Students must identify their own supervised clinical experience sites. This information must be submitted to the Office of Field Experience based on their policy timeline. If sites are not able to be identified, the Office of Field Experience will assign student to currently established site. When students complete supervised clinical experience hours, the preceptor and employer must not use the student to replace an employee. If the student is employed at the facility, a workplace consent form will be required.

Office of Field Experience

Grand Canyon University College of Natural Sciences faculty and the Office of Field Experience (OFE) team serve as a support to students in programs with supervised clinical experience. The assigned Field Experience Counselor or Field Clinical Counselor will communicate with students throughout their program to ensure they meet GCU's high academic standards. The OFE team will determine if all of the site requirements necessary to begin the clinical experience courses have been met.

Additional responsibilities of the OFE Counselor are as follows:

- Reinforce the students understanding of the supervised clinical experience and the expectations involved.
- Assist in ensuring all required health and safety documents and site requirements have been met.
- Be available to counsel students as situations dictate.
- Communicate with the clinical experience instructors and faculty as necessary.

Time Commitment for Supervised Clinical Experience

Students should plan ahead to meet the commitments of the supervised clinical experience requirements. Most sites are often limited to daytime and weekdays for providing clinical experience hours, so it may be necessary to adjust one's schedule accordingly. Students must complete all of their supervised clinical experience hours to the host agency even if they have successfully completed their logged clock hour commitment. They must discuss, and agree upon, their clinical experience start and end dates with their preceptor. It is important for students to confer with the preceptor on how they will be expected to provide closure to their assigned projects. It is important to note that failure to complete the required minimum hours within the timeframe of the clinical experience course or failing to properly document completed hours for the clinical experience will result in failure of the course.

The course curriculum is developed to be taken concurrently as the student is fulfilling their clinical experience hours. If the student experiences an extenuating circumstance that will require the early completion of hours, the student must receive program director permission before doing so.

Logging Practice Experience Hours

The Lopes Activity Tracker (LAT) is used to track clinical experience hours throughout the student's experience.

This hour tracking system can be found in the Student Portal.

- All hours must be completed on-site and under direct supervision. Time taken to complete assignments for the

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clinical experience course does not count toward completion of the hours.
- All hours must be completed and signed off/approved by their preceptor no later than at mid-term and end of term. Faculty members will provide final validation of all clinical experience hours.
- Field Experience Counselors are available for questions and assistance with this program if needed.
- Students are not to log hours until they have been cleared by the OFE.

Transportation/Travel to Field Experience Sites

Students must provide their own, dependable transportation to the sites. GCU, in conjunction with these agencies, makes every attempt to minimize the distance that students travel to their clinical experience, but sometimes additional travel is unavoidable. All students are required to show proof of current vehicle registration and insurance. Information will be kept on file by program director.

Injury/Illness

During supervised clinical experiences, should a student become ill or injured, the student must notify the agency supervisor and Program Director immediately. The student must also obtain documentation for the injury or illness by visiting the health center or healthcare provider. The student must arrange with the agency supervisor how and when to make up missed hours and activities. Makeup opportunities for missed classes due to illness or injury are at the discretion of each instructor and their course policies. If sick leave becomes excessive or is patterned during the supervised clinical experience portion of the program, the student will be counseled by the Program Director and subject to dismissal from the program if warranted.

Affiliation Agreements

The College of Natural Sciences must have an agreement with the site prior to the student beginning clinical experiences. It is the student's responsibility to provide OFE their site's education coordinator information, so that the OFE can work directly with the facility to obtain the required paperwork. It is important to remember that the existence of this agreement does not guarantee placement availability, and that arrangements beyond the agreement must be implemented to enable student placement.

If a current agreement is not already in place, the legal contract will be sent directly to the preceptor's site from the OFE. Completing new site agreements can be a lengthy process and the

Affiliation Agreement must be in place prior to the course start date. Students should allow at least four to six months for a new agreement to be finalized. Failure to provide site information accurately and entirely can slow this process and may prevent the student from beginning the clinical experience on time. Once an Affiliation Agreement has been finalized, students will be notified via email.

Some sites may have specific requirements for documentation for a placement. Students are to work with both the site and OFE to ensure all requirements are met (e.g., a hospital may require a background check different from the original background check and has the right to specify their own institutional requirements that are not within the control of the University).

Insurance Requirements

Students are required by Grand Canyon University to obtain individual liability insurance coverage prior to the beginning of on-site clinical experiences. All students are required to purchase and maintain professional liability insurance before they can enter a class with face-to-face clinical experience - there are no exceptions to this policy. The minimum coverage specified by GCU for its students is $1,000,000 per claim and $3,000,000 aggregate. No student will be allowed to begin clinical experiences without this coverage. An insurance affidavit or confirmation of coverage must be submitted to the Office of Field Experience to include copies of pages specifying coverage limits, dates of coverage, and limits of liability. These documents are submitted through your student portal.

Medical insurance is the responsibility of the student. Some sites may require proof of medical insurance based on site requirements.

Student Learning and Evaluations

Formal evaluation of students occurs at pre-determined times throughout the supervised clinical experiences using forms available in GCU's Learning Management System. Evaluations

include both assessments of the student's progress as well as assessments of the student's knowledge and performance in supervised clinical experience. Preceptors completing the evaluation do so within GCU's Learning Management System and review with the student prior to submitting to the program director. Students can expect to receive formal evaluations in the following formats:

- Written evaluations from preceptors
- Assignment Rubrics
- Preceptor reviewed assignments, such as case studies. Many opportunities exist for informal feedback about performance. These should be viewed as opportunities to gain insight and adjust performance. Examples of informal evaluation include, but are not limited to, daily feedback and discussions with preceptors and instructors on skill development, clinical documentation, presentations and projects.

A pre-conference will occur prior to the start of the supervised clinical experience. This meeting is intended for the student and preceptor to review course and student-specific learning objectives as well as the roles, responsibilities, and expectations of student and preceptor during this clinical experience. The preceptor and student will attest to meeting by signing the Preceptor-Faculty-Student Conferences and Evaluations form and submitting to the classroom in the first week for OFE approval of the proposed experiences.

The evaluations are electronic and stored in GCU's Learning Management System. The course faculty will send the evaluation to the preceptor and input evaluation data electronically with input from preceptor on student performance. The final evaluation will be completed by the preceptor and reviewed with the student.

The valuable feedback/input given by the preceptors on the students' performance will then receive a final review and evaluation by the faculty. The student and preceptor will attest to reviewing these evaluations together by again signing the Preceptor-Faculty-Student Conferences and Evaluations form and submitting to the classroom both mid-course and in the final week.

Any student who scores "below expectations" at mid-term will meet with the Program Director to complete a remediation form and plan.

At the end of clinical experiences, students will submit an evaluation of the site supervisor, preceptor and site that is reviewed by the faculty. All evaluations that have any "below expectations" will be sent to the Program Director for review and further investigation.

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Drug Testing and Criminal Background Check

Students may be required to complete drug testing and a criminal background check prior to the start of supervised clinical experiences, as requested by the agency. The student will be responsible for all associated fees. If the student fails the drug test or criminal background check, the student will be unable to complete supervised clinical experience at that agency and will need to work with the OFE to find an alternative placement.

Student Professional Dispositions

One important aspect of the experience here at Grand Canyon University 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 the program lists the following key dispositions. When students fail to demonstrate these professional dispositions, they jeopardize their program or employment continuation. 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

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

Work Ethic

- Demonstrate regular attendance
- Demonstrate punctuality
- Complete work in a timely manner
- Demonstrate organizational skills
- Know and observe all pertinent policies and procedures
- Demonstrate a disposition toward personal ownership of learning and professional development

Professionalism

- Demonstrate a commitment to work with patients, their families, students, faculty, and staff in appropriate, professional, and respectful ways
- Demonstrate an awareness of community, state, national, and world contexts that have an impact on the profession and the learning process
- Treat everyone fairly, equitably, and respectfully
- Accept constructive criticism and adjusts performance accordingly
- Express and demonstrate interest in and enthusiasm for teaching/learning
- Adapt to new and diverse teaching/learning situations
- Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.
- Maintain confidentiality about all student, patient, faculty, and staff records unless disclosure serves a professionally compelling purpose or is required by law
- Demonstrate discretion when discussing colleagues, faculty, experiential learning sites, and personal information
- Respect the points of view of others
- Contribute meaningfully, appropriately, professionally, and respectfully to discussions by asking questions, giving opinions, and listening to others
- Project an appropriate professional appearance in professional settings
- Project an appropriate professional and respectful demeanor
- Be open to leadership and opportunities for growth
- Understand and practice professional ethical standards
- Recognize personal at risk behavior: Behavioral choice that increases risk where risk is not recognized, or is mistakenly believed to be justified
- Recognize personal reckless behavior: Behavioral choice to consciously disregard a substantial and unjustifiable risk
- Acts overall in a manner that furthers the interests of others (enlightened self-interest)
- Utilize social media responsibly, avoiding issues regarding privacy and confidentiality by not communicating information regarding field experiences or documents contained in a client record

Program Retention & Remediation Procedures

The College of Natural Sciences may take disciplinary action against candidates who demonstrate insufficient performance, inappropriate dispositions, conduct unbecoming, or are terminated by a clinical experience site. The College of Natural Sciences Professional Practice 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.

Disciplinary & Termination Procedures

Graduate students must maintain good academic standing in order to be eligible to continue or return to the University. 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. 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. If a student is under suspension, they will be required to set up a remedial instruction contract with the program director. If the contract is violated, they will be terminated from the program. If a student is terminated, the student will be counseled into career paths that are appropriate to his/her ability.

Master of Science in Forensic Science

Upon evaluation of their official transcripts, students who have taken courses with equivalent content at the undergraduate level may be able to waive FOR-525. Only courses with equivalent content and earned grades of C or better will be allowed to waive FOR-525.

Undergraduate degree in Forensic Science or another natural or physical or biomedical science

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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, and 1 semester of Genetics or Molecular/Cellular Biology.

Employment in certain Forensic Science laboratories may have specific coursework requirements not included in this program or its prerequisites; prospective students should investigate their desired career path to ensure they will meet current requirements

Master of Science in Nutrition and Dietetics

In addition to these policies, students are required to follow all procedures outlined in the current version of the Masters in Nutrition & Dietetics Field Experience Manual & Graduate Student Handbook.

Admission into the program is competitive, based principally on prerequisite coursework GPA and time since completion of prerequisite coursework, recommender evaluations, and answers to application questions.

A student may be accepted into the University, but secondary acceptance into the program is not guaranteed. Applications that do not meet the minimum requirements by the application deadline will be denied without consideration. Final acceptance into the program will be determined by the Master of Science in Nutrition and Dietetics Admissions Committee. Master of Science in Nutrition and Dietetics students cannot be Accepted with Specifications

- Applicants must hold a bachelor's degree and a transcript(s) reflecting completion of all prerequisites listed below..
- The transcript(s) must show successful completion of the following courses at the college level with a C or better:

Content Requirement	Minimum Credits Required	GCU Courses Meeting Requirement
General or Introductory Chemistry	9 credits in any combination of course work covering all three content areas	CHM-110, CHM-113, CHM-115, CHM-101[1]
Organic Chemistry		CHM-101[1] , CHM-111, CHM-231, CHM-232, CHM-235
Biochemistry		CHM-101[1] , CHM-350, CHM-360
Anatomy	6 credits in any combination of coursework covering both content areas	BIO-201L, BIO-202L, BIO-210L, BIO-211L
Physiology		BIO-201, BIO-202, BIO-210, BIO-211
Statistics	3 credis	MAT-274
Microbiology	3 credits	BIO-205, BIO-215
Non-Introductory Nutrition	3 credits	BIO-319, NSC-305, NSC-350, NSC-419

[1] The content of GCU CHM-101 fulfills all of the chemistry content requirements listed above, but students will still need to meet the overall 9 credits of chemistry.

*These courses of those above are within GCU's Bachelor of Science in Nutritional Sciences degree program and meet the pre-requisite requirements, but students may be able to meet the requirements with different coursework if completed in another program or at another institution.

- Grades earned in prerequisite coursework will be reviewed for admittance into the program and the overall GPA will be calculated on a 4.0 scale. Students must have a prerequisite GPA of 3.0 to be considered for admission.
- Applicants will be asked to indicate any work history in nutrition, dietetics, or related fields.
- Applicants must provide contact information for two current/previous instructors or volunteer or employment supervisors who are willing to complete a recommendation for the applicant.
- There are a limited number of available seats for each start date so applicants who meet all minimum admissions criteria but are denied admission should improve their application if possible and apply for the next available start date. Applicants are limited to two application attempts; a third and final attempt will be considered only via a University Appeal

An offer of admission will be valid for 12 months. Applicants denied admission may reapply after they have met the minimum admission requirements and/or improved their application.

Students will be admitted on a biannual basis with start dates occurring twice a year. Students must adhere to all necessary deadlines for application and admittance.

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.

Students currently enrolled in a non-accelerated Bachelor-level program may be allowed to enroll in Grand Canyon Theological Seminary's graduate level courses after filling out the "College of Theology Graduate Electives Form." Students successfully completing those courses will earn elective credit towards their bachelor degree and have the corresponding courses waived upon

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entrance into an eligible master's program at Grand Canyon Theological Seminary.

Master of Divinity

Traditional Campus:

Applicants must have an Undergraduate or Graduate degree from an accredited, GCU approved college, university, or program. They must have a grade point average of 2.8 or higher on the degree-bearing transcript in order to be accepted and admitted. Students who do not meet this requirement, will not be allowed to enroll in the traditional campus offering of this degree

Non-Traditional Campus:

Applicants must have an Undergraduate or Graduate degree from an accredited, GCU approved college, university, or program. Students who do not have a minimum grade point average of 2.8 on their degree bearing transcript may be Accepted with Specifications as outlined in the University Accepted with Specifications admission policy for degree-bearing transcripts.

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.

College of Doctoral Studies

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.

College of Humanities and Social Sciences

Bridge to Doctor of Philosophy in Counselor Education and Supervision

Applicants unable to verify completion of coursework including (a) CACREP entry-level core curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level curricular requirements of a specialty area (e.g., addiction counseling, school counseling) so that any missing content can be completed before or concurrently with initial doctoral-level counselor education coursework can be fulfilled through the PHD-CES Bridge.

The Bridge allows for enrollment in up to four (4) entry-level core curricular standards and up to six (6) credit hours of entry-level professional practice standards. These courses will be offered in conjunction with the College of Humanities and Social Sciences entry-level counseling program.

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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

Entry Level Professional Practice Standards:

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

Appeals

Applicants may 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 prerequisite core curricular or professional practice coursework can be completed before or concurrently with initial doctoral-level counselor education coursework. (These courses can be taken through the PhD CES Bridge program (or equivalent).

College of Nursing and Health Care Professions

Doctor of Nursing Practice (DNP)

1. All DNP program candidates must meet GCU's Admission Requirements and provide evidence establishing the candidate's initial prelicensure degree (Associates in Science of Nursing, or Associates Degree in Nursing, or Bachelor of Science in Nursing) is from an accredited nursing school that is not currently under investigation for or previously found to have committed fraud by a law enforcement agency, in connection with conferring fraudulent degrees, and/or issuing fraudulent transcripts.
2. 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.
3. 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.

Non-Degree Program Admission Requirements

HS Dual Enrollment

Dual enrollment is an opportunity for high school or secondary school students to take select GCU courses while still enrolled in high school or secondary school. Students in grades 9 through 12 are eligible to enroll in this program, provided they are currently registered as high school students.

A. International students applying for dual enrollment may be admissible based on the secondary or upper secondary school system of their home country. Transcript requirements will be provided at the time of admissions.

Students at the 9th or 10th grade level must carry a minimum un-weighted cumulative high school GPA of 3.25. Students at the 11th or 12th grade level must carry a minimum un-weighted cumulative high school GPA of 3.0.

Dual enrollment students must meet all course prerequisites.

Dual Enrollment students may take a maximum of 60 credits (up to 15 courses) in the program. 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.

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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.

*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: Traditional

Ground traditional students may be Accepted with Specifications due to their final high school GPA, college transfer GPA, test score or approval of an Accepted with Specifications Essay. Students who are Accepted with Specifications are considered Regular Students as defined by Department of Education regulations and eligible for applicable aid. To be eligible to attend GCU, students must acknowledge the "Accepted with Specifications Acknowledgement" prior to starting. If they fail to acknowledge the "Accepted with Specifications Acknowledgement" in their student portal, their Accepted with Specifications decision will be rescinded and they will not be eligible to attend. These students will be reviewed after the first, second, third and fourth semester with GCU and will be considered to "meet specifications" if they have achieved a 2.0 GPA at the evaluation period.

Students who are Accepted with Specifications are still held to Satisfactory Academic Progress (SAP) policies so may be dismissed prior to their fourth semester due to SAP Policies. While Accepted with Specifications, students must adhere to the constraints outlined in the Student Success Plan. If an Accepted with Specifications student fails or withdraws from coursework applicable to their program of study, they must be scheduled for retakes of the coursework in the subsequent semester(s) while they are Accepted with Specifications.

Students who have failed to adhere to their Student Success Plan each semester they are Accepted with Specifications will be dismissed for 12 months. Additionally, students who have not achieved the 2.0 GPA requirement by their fourth semester will be dismissed from the university for 12 months. Students may be dismissed for both SAP and Accepted with Specifications policy, the stricter of these policies applies so the student would need to complete the 12-month suspension period if Accepted with Specifications at the time of the dismissal. Any student who is dismissed for not meeting Accepted with Specifications requirements will need to appeal for reinstatement once they have fulfilled the 12-month dismissal period and will have to adhere to an Academic Plan. Accepted with Specifications are allowed to change their program of study while Accepted with

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Specifications and are also allowed to request a program of study change as part of their appeal for reinstatement.

Accepted with Specifications: Non-Traditional

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.

For all students, regardless of modality, Failed grades (F), and Withdrawals (W) will count as attempted credit hours. In the event a student retakes a course, both the original attempt and the retake will factor accordingly (ex. 1st attempt is an F and 2nd attempt is a B, the F will count as an attempt even though the B replaces the grade in the GPA). 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. After 12 months of being out of attendance, students may apply for reinstatement by submitting a Request for Reinstatement. While reinstatement is not guaranteed, 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 the student must complete. The student's progress under the terms of the Academic Plan will be monitored, and no program or modality changes can occur until the Academic Plan is complete. 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 who have not completed secondary school at the time of application must submit their official transcript evaluations upon graduation from the 12th-grade equivalent. Students who have completed their high school from an International Baccalaureate (IB) Diploma program (DP) and/or an overseas US accredited (MSCESS, Cognia, WASC or NEASC) high school must have their transcripts with proof of high school completion sent directly to Grand Canyon University.
   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

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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 Commerceand Computer Application).

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) and Association of International Credentials, Inc. (AICE). 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:
   - Academic and Professional International Evaluations, Inc. (APIE)
   - Academic Credentials Evaluation Institute, Inc. (ACEI)
   - American Education Research Corporation (AERC)
   - Arizona International Credential Evaluators (AZICE)
   - Association of International Credentials Evaluators, Inc. (AICE)
   - 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)
   - International Consultants of Delaware, Inc. (ICD)
   - International Education Research Foundation, Inc. (IERF)
   - Joseph A. Silny Associates (JS&A)
   - Scholaro
   - 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.
   *** 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 completed an International Baccalaureate (IB) Diploma Program (DP), where English is the language of instruction or at an overseas US accredited (MSCESS, Cognia, WASC or NEASC) high school meet English Proficiency requirements.
   d. 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 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

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Minimum Scores			
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.

Due to strict Student Exchange Visitor Program (SEVP) regulations, there are programs offered to GCU ground students that are not approved for F-1 international students because of the number of courses delivered in an online delivery method throughout the program. These programs include but are not limited to: Bachelor of Science in Nursing: Pre-Licensure, Accelerated and Bachelor of Science in Communication Science Disorders. F1 students should consult their Counselor when choosing a degree program because other factors like low enrollment may impact their ability to comply with these regulations, resulting in the need to change their program of study.

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 U.S. 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**
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**

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Valid United States Visas	
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
K-1	U-3
K-2	U-4
K-3	U-5
K-4	V-1

Valid United States Visas	
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

GCU is required to determine the physical location of distance education students, evidenced by a student's address. 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; 12-16 earned credits and 32 instructional weeks for master's programs; and 12 earned credits and 32 instructional weeks for doctoral programs.

For nontraditional students, when an equivalency in determination of a semester is needed, the equivalency is determined to be:

- Fall: Courses scheduled to begin the day after the traditional summer semester ends
- Spring: Courses scheduled to begin the day after the traditional fall semester ends.
- Summer: Courses schedule to begin the day after the traditional spring semester ends.

For nontraditional students, the equivalency of completing a semester is determined to be:

- Nontraditional undergraduate students: Earning 8 credits in the equivalent of a semester, or prior to 15 weeks.
- Nontraditional graduate students: Earning 6 credits for a bachelor student or 6-8 for a master or doctoral student in the equivalent of a semester, or prior to 15 weeks.

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-

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- 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, 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 24 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

Nontraditional Students

Due to the amount of time required for coursework, nontraditional students take one class at a time. Students may be eligible to take two classes at one time, but must meet specific criteria outlined below. Taking two classes at a time is defined as courses that overlap by more than two weeks. Students who do not meet the requisite degree level criteria may not be overlapped

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for periods greater than two weeks total during any course, regardless of whether it is at the beginning or end of the course.

Students are never allowed to exceed 3 total courses at once. Students who want to take 3 courses at one time must file an appeal that outlines their ability to commit 45 hours of time per credit hour during the timeframe the courses overlap.

All coursework is subject to course availability so students are not guaranteed overlaps solely by meeting the criteria below and/or having an approved appeal.

The criteria by degree level for overlaps is outlined below. Students must meet one of the requirements at the specific degree level in order to qualify:

Baccalaureate students

- Complete at least 12 credits at Grand Canyon and obtain a cumulative GCU GPA of 3.0
- GCU Alumni student with a cumulative GPA of 3.0 or better in graduated enrollment
- Official transcript showing a conferred high school, associate, baccalaureate, master's or doctoral degree from another institution with a GPA of 3.0 or higher.
- Student is enrolled in a program of study where corequisites must be completed, as designated by the curriculum.

Master students

- Complete at least 6 credits at Grand Canyon at the graduate level or higher with a cumulative GCU GPA of 3.5 for the graduate level coursework taken.
- GCU Alumni with a cumulative GPA of 3.5 or better in graduated enrollment.
- Official transcript showing a conferred master's or doctoral degree from another institution with a GPA of 3.5 or higher.
- Student is enrolled in a program of study where corequisites must be completed, 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.

Doctor of Nursing Practice

Doctor of Nursing Practice learners may not take more than one course at any time except in these specific instances. 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.

For the Doctor of Nursing Practice Program through CONHCP, all courses are taken in succession with the exception of DNP with an Educational Emphasis. Learners in DNP with an Educational Emphasis may take the following courses together and in this order, if the classes are available and running:

- DNP-805A concurrently with emphasis course DNP-836A
- DNP-810A concurrently with emphasis course DNP-837A
- DNP-825A concurrently with emphasis course DNP-838A
- DNP-835A with DNP-840A

Please note a course may be canceled if there are not enough students registered. 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.

For the Doctor of Nursing Practice Program through CONHCP the Doctor Of Nursing Practice without the Educational Leadership student may take the following courses together and in this order, if the classes are available and running:

- DNP-805A concurrently with DNP-810A.
- The DNP learner may not take DNP-805A with DNP-810A when they are in the DNP Educational Emphasis.
- DNP-820A and DNP-825A concurrently if they have an approved PICOT in DNP-815A.
- DNP-835A with DNP-840A

Please note a course may be canceled if there are not enough students registered. The classes must be available and running. 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 in the MSCMHC, MSAC, and MSCCSUAD programs cannot take didactic courses concurrently with practicum and/or internship courses.
- Students cannot take field experience related courses concurrently
- Due to the structure of the MSCMHC in-person cohort model, students in this modality are expected to follow the prescribed course sequence and take one cohort course at a time. Students who wish to take more than one course concurrently must submit a formal appeal.
- Taking or overlapping three courses at any time in the MSCMHC, including (emphasis areas) and MEdSC programs is not permitted and is not appealable
- 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. In the event Traditional students are taking online courses that do not last the duration of the term, college approval may be required.

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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.
- 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,
  - 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.
- 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 in program major, they will be permitted to return to their initial program version.
- 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.

*Students out of attendance for 180 days or less, and are changing their emphasis only are not subject to this policy. Doctoral Students who have started RES-885, RES-871, PSY-825, or the 900 course series will be allowed to remain in their current program of study.

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

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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.

First Course Completion Policy

Nontraditional Students

Grand Canyon University believes the foundational skills and experiences learned in the first course of a student's program is imperative to student success. In the event, a student fails or withdraws from the first course in their program of study, the student will receive one more attempt to retake that course before they are dismissed for First Course Completion Policy.

Therefore:

- If the student has already started the next course in the sequence, they will be dropped from the second course with an MW* and placed back into the retake of the first course.
- If the student knows they will fail their first course before the grade posts in that course, they should contact their counselor to have their schedule updated.
- If the student changes their program of study after failing the first course attempt, they will be allowed to change their program of study, but will need to pass the first course in the new program on the first attempt in order to avoid dismissal for First Course Completion Policy.

Upon retake of the first course in the Program of Study sequence, students who do not successfully complete that attempt will be dismissed from the University (even if they passed the second course in the sequence). The dismissal period for the First Course Completion Policy is 12 months in length. If the student wishes to return after their dismissal period, they must apply for re-enrollment to GCU. Once a student has fulfilled this policy, they are not subject to it again for any future program of study (e.g., GCU Alumni, program changes, etc.). Students who change modality from traditional ground to nontraditional are not subject to this policy since they already completed coursework as ground traditional students.

*Students are not financially responsible for courses dropped with a grade of MW.

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.

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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. Online students that previously took a GCU course, or is enrolled in a course, may not participate during the break. New to GCU students may enroll during the break.

Online courses taken by Traditional Campus Students do not include a spring break. Students are expected to follow the syllabus and post work during that week.

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:

- 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

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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)

All MDiv residency requirements must be fulfilled as a graduation requirement.

Essential Elements

The residency experience within the Master of Divinity program is set up as an intensive and immersive conference style interaction. Students are in the midst of preparing for ministerial leadership that may entail similarly intensive and immersive tasks and activities. The dynamic nature of the Residency experience creates an environment of support and guidance as well as the advantage of spiritual, professional, and scholarly dialogue. It connects students directly with resources to help them establish the essential scaffolding of theological content. In the week-long residency experience, students have access to faculty, department chairs, college leadership, peers and Christian leaders. Students will have the opportunity to interact with and get immediate feedback from peers, scholars, and current ministers, while presenting ideas and working collaboratively with others on the same journey. This critical milestone on the path to the graduation and overall completion of the program is considered an essential element making attendance mandatory.

In order to help ensure student progression and to provide them with the tools to complete critical components of each program, residency is required three times within the Master of Divinity 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. On-Campus Experiences may occur on any day of the week (Sunday-Saturday. All requirements must be successfully completed and include, 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.

Tardiness is defined as arriving after the designated start time of the Mandatory On Campus Experience. The consequence of being tardy will be a referral to the Professional Practices Committee and automatic course failure.

Students who are 15 minutes or more tardy, will not be able to complete the scheduled mandatory On- Campus Experience event.

Absence Verification Policy (Traditional Campus Only)

The purpose of this process is for traditional undergraduate students who see a provider and have missed class due to illness. This process is a service to the faculty to assist them with verifying absence documentation.

Students must submit documentation to the Student Disability Services Office, for verification. 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.

- Absence Verification only applies to classes that meet face to face.
- Absences may not be verified the week of Finals.
- The Absence Verification Process is limited to 5 days per semester. If students have a medical need to miss more than 5 days (per semester), 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.

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, any missed points, including participation, may or may not be able to be made up depending on the class requirements of the missed day, and will be reviewed by the faculty member.

The SDS Office processes these requests and verifies the documentation only. Any follow-up regarding absences, excused or un-excused, including but not limited to assignments, participation, or grades, is between the student and the faculty. Students are responsible for reaching out to faculty for additional information or clarification.

**If you are experiencing COVID like symptoms, you are encouraged to stay home per health and safety guidelines. Within the same 24 hours, you are required to call the GCU COVID Hotline (602-639-7300) for next steps.

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.

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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.

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

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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.

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 program completion. SAP requirements include both qualitative and quantitative measurements.

- The qualitative component evaluates the enrollment cumulative GPA against the minimum enrollment GPA requirement for the program level. Applied transfer credits have no impact on GPA. Grades of I, D (in bachelor major), W and F are not considered to be successfully completed.
- The quantitative component evaluates the student's progression towards completion of the program within a measured maximum timeframe (MTF) that cannot exceed 150% of the published length of the program. This requires the student to successfully complete 67% of their attempted credits in the semester or payment period, as well as 67% completion for the overall program. Transfer credits applied to a program count as both attempted and completed in the quantitative calculation.
- Students who are on SAP Met, SAP Warning or SAP Probation are eligible for financial aid including Title IV funding, if otherwise eligible. All students who are on SAP Probation will receive an Academic Plan. Students in SAP Suspension are not eligible for financial aid but may appeal to regain eligibility. Students may also regain FA eligibility by meeting the SAP requirements at an evaluation point.

SAP calculations are performed at the intervals below and are calculated using both the enrollment cumulative GPA, and earned and attempted credit hours at each evaluation period.

- Nontraditional: At the completion of every payment period; students must successfully complete the credits and weeks in the payment period.
- Traditional: After final grades are posted for each semester.

Changes in grades after the deadline for posting grades for the semester or payment period, will be considered in the following

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semester or payment period GPA calculation, as applicable to the student.

SAP statuses include:

- SAP Met
  - A 67% completion after the semester or payment period, as well as 67% completion for the overall program.

  And
  - Enrollment cumulative GPA in their current program:
    - Traditional Students:
      - 1 to 36.99 credits towards their degree: 1.5 GPA
      - 37 to 59.99 credits: 1.75 GPA
      - 60 or more credits towards their degree: 2.00 GPA
    - Nontraditional Students
      - 2.0 for undergraduate level programs and certificates
      - 3.0 for graduate and doctoral level programs and certificates
    - Students remain eligible for financial aid, if otherwise eligible.
- SAP Warning
  - A student not meeting one or both requirements will be placed on SAP Warning for the next semester or payment period. Retaking failed or withdrawn coursework while on SAP Warning may help students avoid the 15-week suspension dismissal period. Students remain eligible for financial aid, if otherwise eligible.
- SAP Suspension
  - A student previously on SAP Warning and who continued to not meet one or both requirements in a subsequent semester or payment period will be placed in SAP Suspension, will lose eligibility for student financial aid and be dismissed for 15 weeks, unless they successfully appeal.
- SAP Probation
  - Students applying for reinstatement after observing suspension through an appeal are on SAP Probation and must adhere to an Academic Plan for the next semester or payment period, at minimum. Students with extended Academic Plans will not be dismissed if they continue to fulfill their Academic Plan each semester or payment period. Unless otherwise specified, financial aid eligibility is regained upon reinstatement.
    - Students must fulfill the requirements of their Academic Plan to be updated to SAP Met.
      - Students may request to change their program during reinstatement but will be required to:
      - Retake failed courses that apply to the new program (i.e., UNV, CWV, applicable general education coursework).
      - Meet all terms and conditions of the initial reinstatement.
      - Meet any programmatic admissions requirements of the new program.
      - Be academically and financially responsible for any credits previously taken, no longer applied to the new program.
      - Enroll in any additional credits needed for the new program.
    - Students that fail to meet overall requirements by the end of the Academic Plan, will be expelled from the University for one year.
      - Students may apply for a final reinstatement through an appeal after observing the expulsion period. The Academic Plan process will determine the requirements as stated above. Unless otherwise specified, financial aid eligibility is regained upon reinstatement.
      - 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.
- Appealing Suspension:
  - Students may file an appeal for a one-time, immediate reinstatement if they meet the qualifications below:
    - Bachelor-level students with a 1.95 GPA or higher, who can obtain both a 2.0 GPA and 67% completion of the semester or payment period, as outlined in the Academic Plan.
    - Master and doctoral-level students with a 2.95 GPA or higher, who can obtain both a 3.0 GPA and 67% completion of the semester or payment period, as outlined in the Academic Plan.
  - Students granted an immediate reinstatement, waiving the 15-week suspension, who fail to meet the GPA and completion rate at the next SAP evaluation point will be expelled for one year.
  - Students granted an immediate reinstatement, waiving the one-year expulsion, who fail to meet the GPA and completion rate at the next SAP evaluation point will be permanently expelled.
- SAP Notifications
  - Students not meeting SAP are notified via their student portal and via mail

Baccalaureate Programmatic Progression Requirements

Honors College *Effective for Fall 2024 Students*

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 College 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 up to 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.
2. Successfully complete an HON course with a passing "CR" grade. Students that fail to pass the HON course will be ineligible to graduate with the Honors College distinction.
3. Successfully complete 28 credits of honors coursework prior to program of study completion.
4. Refrain from committing Student Code of Conduct violations.

Honors Course Withdrawal

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

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Honors College Withdrawal

Students wishing to withdraw 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

All College of Education Programs

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 Natural Sciences

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 or non-degree coursework requiring fingerprint clearance 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/Graduate Programs (Non-Licensure and Educational Administration):

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

Please note, if a candidate changes enrollment to a licensure program, the candidate may need to provide additional clearances in alignment with the Required Fingerprint Clearance Documentation – Initial Teacher Licensure Programs and Bachelor of Science in Educational Studies policy.

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:

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.

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• 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.)

College of Education Practicum/Field Experience Expectations

Practicum/field experiences are field-based learning opportunities that focus on observation, application, and reflection. Practicum/field experiences require the candidate to spend a prescribed amount of time in real-life classroom settings to demonstrate competency with predetermined activities that are aligned to professional standards in the field of education.

Approved Practicum/Field Experience Settings

Candidates must complete practicum/field experiences in the approved settings with a certified and/or qualified teacher as referenced in program coursework and Clinical Field Experience Handbook. Settings must align to programmatic grade levels and content areas. Practicum/field experiences must be completed in a traditional in-person or approved virtual school site settings. Candidates are expected to mirror mentor teacher's instructional modality. Virtual setting options are not guaranteed. Utilizing recorded video in lieu of completing hours in the approved settings is not permitted with the exception of a temporary accommodation requested and approved with the Office of Student Disability Services. Accommodation approval for the use of recorded video is not guaranteed and would not be acceptable for the full duration of a candidate's program.

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Paid Practicum/Field Experience Opportunities

Practicum/field experience is traditionally an unpaid experience. The College of Education does not solicit, source, or guarantee paid practicum/field experience opportunities. If interested in paid opportunities, it is the candidate's responsibility to secure employment and adhere to all state, district/school site and university regulations and policies. Candidates who are currently in paid education positions (such as paraprofessional, teacher aid, teacher of record, substitute teacher, administrator, etc.) may be able to complete practicum/field experience hours in their paid role if all the below requirements are met:

- The setting aligns with the setting required in the candidate's program of study.
- The candidate has an appropriately certified mentor available at the school site to sign and verify hours on appropriate forms/documentation.
- The candidate is able to fulfill all practicum/field experience expectations, including the ability to complete all course assignments, requirements, etc.
- The candidate obtains approval from the district/school site and course instructor.
- The paid experience is not in any violation of any district/school, state, or federal policy, regulation, or law.

Utilizing paid positions to complete practicum/field experience hours is also at the discretion of the district/school site. Candidates are expected to adhere to all district/school site policies. In addition, candidates requesting to utilize a paid position to complete practicum/field experience hours must obtain approval from their course instructor to ensure alignment to coursework. Candidates utilizing paid positions cannot act as their own mentor. Candidates must have an appropriate mentor or school site administrator verify the completion of hours on the Clinical Field Experience Verification Form

Course Expectations for Practicum/Field Experiences

Candidates engaging in practicum/field experiences must also be active in a practicum/field experience course/block or in a documented college-approved plan to complete practicum/field experience hours in the field. Candidates must have current/valid fingerprint clearance(s) on file with their Field Experience Counselor prior to starting any fingerprint clearance required course. Please see Candidate Fingerprint Clearance policy.

- Candidates must complete all required practicum/field experience hours within the program of study. Failure to complete all practicum/field experience hours required within the program of study may result in ineligibility for the student teaching portion of the program, delays in program progression, and/or delays or ineligibility for Institutional Recommendation (IR). Please see the Requirements for Institutional Recommendation (Initial Program/Teacher Licensure Only) policy.
- Practicum/field experience hours are mutually exclusive. Candidates must complete all required hours for each course or block – "double-dipping" or reusing practicum/field experience hours will not be allowed.
- Candidates that receive a non-passing grade in a practicum/field experience course must redo their practicum/field experience hours and documentation of the hours on the verification form in the retake of the course.
- Verification forms for practicum/field experiences are to be completed by site mentors. Candidates who falsify hours will be referred to the Office of Academic Compliance for further review.
- If referred to the Office of Academic Compliance, candidates are required to adhere to University and College determinations related to practicum/field experience including, but not limited to, redoing the completion of practicum/field experience hours and appropriate documentation, acknowledging that site placement is not guaranteed, acknowledging that any penalty received in a course or program of study will stand as issued by the course instructor or by the Code of Conduct Committee.

Program Specific Expectations for Practicum/Field Experience

Candidates are encouraged to be proactive regarding the selection of appropriate practicum/field experience placement settings. Each course/block outlines appropriate practicum/field experience settings. Candidates are responsible for completing hours in settings that align with the grade levels and content areas associated with their program of study and intended certification. Candidates in all programs may refer to the appropriate Field Experience Handbook and additional resources in the Student Success Center.

The programs below include additional specifications, requirements, and settings regarding practicum/field experience.

- Bachelor of Science in Early Childhood 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).
  Candidates are required to complete an early childhood practicum application 8 weeks prior to the start date and will receive placement assistance from their assigned Field Experience Counselor.
- Bachelor of Science in 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 will complete two practicum courses that require University placement. Candidates must refer to their program of study and Field Experience Counselor for more information.
  Candidates are required to complete an early childhood/early childhood special education practicum application 8 weeks prior to the start date and will receive placement assistance from their assigned Field Experience Counselor. Candidates are not permitted to take Practicum I and Practicum II concurrently.

Placement Expectations for Practicum/Field Experience, Student Teaching, and Internships

The following section seeks to address responsibilities and expectations for candidates in the College of Education who are in school districts, schools and placement settings during a practicum/field experience, student teaching, or internship experience. The statements are designed to be reflective of the fundamental principles and values that are desired of a candidate and his/her professional and personal conduct in field settings. In

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addition to all University conduct policies, the conduct expectations clarify conduct unbecoming of an education candidate, and thus are subject to disciplinary action.

Candidates in the College of Education represent GCU's missional, Christ-centered values and are expected to abide by ethical, professional, and academic standards for professional educators. These expectations include, but are not limited to the expectation that the candidate:

- Gives appropriate attention to college programmatic and site placement work requirements
- Attends class and engagements as required by the college and site placement
- Acknowledges and accepts the responsibility of honorable adherence to the university's and site placement's standards, rules, policies, and procedures
- Follows all dress code requirements set by placement site(s)
- 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, site placement personnel, and the community
- Upholds confidentiality and respect for personal or professional information communicated in the placement classroom
- Represents themselves solely in all matters related to performance, evaluation, assessments, disciplinary action, etc.
- Adheres to college dispositional expectations, essential elements and functions for educations, policies, and standards of academic honesty

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 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.

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- 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

College of Education Professional Practice Committee (PPC) and Personal Improvement Plan (PIP)

GCU's College of Education does not employ districts and therefore does not have any jurisdiction of districts' placement discretion or termination of placement. Candidates are guests at placement sites and must follow all site policies and expectations. In the case a candidate has an unsuccessful attempt at student teaching or educational administration internships the candidate may be reviewed by the College of Education's Professional Practices Committee (PPC). The COE's PPC reviews unsuccessful attempts (i.e., cancellation of confirmed placements, terminations, self-terminations and/or course failures) at student teaching and the educational administration internship determines all college-level remediation or sanctions, and/or recommendation for further university-level review. The College of Education's PPC reviews all documentation, including the candidate's response to the attempt, and will make a determination on the next steps regarding program progression.

The University does not discriminate based on disability in the course of administering discipline. A student with a disability who is subject to disciplinary proceedings may request an accommodation for their disability and the University will engage in the interactive process upon such a request.

- To receive accommodations through the University, students are required to self-identify by completing the Accommodation Request Form and provide supporting documentation to Student Disability Services. Only the SDS Office can approve accommodations.
  - Students can submit the accommodation request form at https://sds.gcu.edu or in person in the SDS office.
  - Supporting documentation can be submitted via email to disabilityoffice@gcu.edu or submitted through the link while completing the Accommodation Request Form.
- All requests for disability accommodations in student disciplinary proceedings are subject to an individualized determination. Whether such a request is reasonable and/or would be a fundamental alteration of the University's disciplinary policies is determined on a case-by-case basis after evaluation of appropriate documentation.
- Students should refer to the Steps to Accommodations policy for the appropriate steps and documentation requirements.

To allow the SDS Office sufficient time for processing, requests for disability accommodations in any disciplinary process should be submitted immediately upon receipt of notification from the College of Humanities and Social Sciences

Possible outcomes for candidates referred to the College of Education's PPC may include but are not limited to:

- Removal from the student teaching or educational administration internship course(s).
- Awarding a failing grade for the student teaching or educational administration internship course(s).
- Awarding the grade earned in the student teaching or educational administration internship course(s).
- Awarding a "W" (withdraw) grade in the student teaching or educational administration internship course(s).
- Successful completion of required college-level coaching.
- Successful completion of a Personal Improvement Plan (PIP).
- Replacement in a new student teaching placement site.*
- Replacement in a new student teaching placement site after the completion of a PIP.
- Referral to the University's Code of Conduct Committee Office of Academic Compliance for further review.

An unsuccessful attempt at student teaching or the educational administration internship may have financial implications. It is the candidate's responsibility to contact their assigned Student Services Counselor to discuss any financial matters as a result of an unsuccessful student teaching or educational administration internship attempt and/or future course repeat(s).

*Replacement at a new student teaching placement site is contingent upon several factors (e.g., placement site availability/approval, required remediation, etc.) and is not guaranteed.

Personal Improvement Plan (PIP)

If required by the Professional Practices Committee, a Personal Improvement Plan (PIP) must be successfully completed to be eligible for a second and final attempt at student teaching. The PIP is personalized one-on-one support to assist teacher candidates in their second attempt in the student teaching experience. Throughout the PIP, the Teacher Candidate will work with a College of Education faculty/staff member to reflect on and remediate any areas of opportunity and growth. Please refer

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to the College of Education Student Teaching Manual for additional information.

Basic Skills and Content Area Exams (Initial Program/Teacher Licensure Only) Effective Fall 2025

College of Education Certification/Licensure Pathway

Grand Canyon University has determined the certification path for each program and state combination (e.g., Bachelor of Science in Elementary Education in Arizona; Master of Education in Special Education in Georgia, etc.). Candidates' location, and/or Intent to Certify State, is used to determine the pathway GCU requires for the candidate to become a program completer. Licensure paths were identified by GCU based on:

- Federal Regulations
- Arizona State Board of Education and Arizona Department of Education program approvals
- Arizona Private Post-Secondary Education
- State postsecondary entities
- State licensing requirements for student location or student intent for certification

Association for Advancing Quality in Educator Preparation (AAQEP) approvals

GCU policy

The general public can see individual state/program requirements on GCU.edu, on the program pages. Candidates are provided state/program disclosure information in the enrollment agreement based on their location (See Location) and/or Intent to Certify State. There are two pathways GCU candidates use to obtain a teaching license:

- Direct Certify: Candidate will complete the coursework, practicum, student teaching, exams as determined by GCU, and complete the associated state certification process.
- Certify through Arizona Reciprocity: Candidate will complete the coursework, practicum, student teaching, exams, as determined by GCU, and submit to Arizona for licensure. Candidate will then take their Arizona license and apply to their state location, or the state they indicated they would be certified in for reciprocity.

State licensing requirements may change without prior notice, and such changes are beyond the control of Grand Canyon University. GCU will notify candidates of any licensure changes for their location and/or Intent to Certify State, within 14 days of determination.

Candidates considering relocating, or candidates that have relocated to another state or outside of the United States during their program, whether relocation is permanent or temporary, may not be able to complete their program of study and/or achieve certification. Candidates should contact their Student Services Counselor immediately to determine whether their Program of Study is available in the new location.

College of Education Licensure Exam Requirements

Teacher and Principal Candidates enrolled in an initial teacher or principal licensure program must pass required educator exams, as determined by Grand Canyon University for the program/state combination in which the candidate is located and/or Intent to Certify State before they can be considered a program completer, even if coursework is completed. This may include programmatically required exams, program- and certification-aligned state-mandated basic skills exams and/or content knowledge exams (also known as subject knowledge exams), professional knowledge exams, or principal exams. GCU utilizes content knowledge exam/subject knowledge exams and licensure/certification interchangeably. Other states may utilize varying terminology. This policy applies to all initial teacher licensure and principal licensure programs.

Candidates must submit exam scores to their Field Experience Counselor. Exams will be accepted as passed only if the official score report documents a passing score ('pass' or 'passed'). Candidates must attempt all required exams as determined by Grand Canyon University for the program/state combination in which the Candidate is located and/or intending to certify. Candidates must refer to the matrix below and their Field Experience Counselor for certification exam requirements and timelines.

GCU course exams are not substitutable for state certification exams. Candidates should refer to GCU.edu and their enrollment agreement for exam requirements.

College of Education Licensure Exam Requirements			
Certification Path	**Prior to Admission**	**Prior to Student Teaching**	**Prior to Graduation**
Initial Teacher Licensure Programs			
Certify Through Arizona Reciprocity & Direct Certify	N/A	Passing state basic skills (if applicable) and content knowledge exam(s) scores	Passing state professional knowledge exam scores
Direct Certify: Provisional License with Deficiencies (Exam Deferral)	N/A	Passing state basic skills (if applicable) and content knowledge exam(s) scores OR Deferement acknowledgement	Passing state professional knowledge exams scores* OR Deferment acknowledgement
Alternative Preparation Program: Canyon L.E.A.P. to Teach	Content knowledge exam(s)	N/A-no student teaching requirement	Passing state professional knowledge exams scores
Education Administration – Principal Licensure			
Certification Path	**Prior to Admission**	**Prior to Internship**	**Prior to Graduation**
Certify Through Arizona Reciprocity & Direct Certify	N/A	N/A	Passing state administrator exams

* Professional knowledge exams (PKE) are not required for states that do not have a specific PKE requirement for certification.

Candidates must pass all program- and certification-required basic skills, content knowledge, professional knowledge, and/or principal exams prior to completing the program and being recommended for graduation. GCU will not issue an Institutional Recommendation (IR) until all required exams, coursework, and

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all other graduation requirements are met to satisfy program completion

Performance-Based Assessments (Initial Program/Teacher Licensure Only)

Some states may require additional Teacher Performance Assessments (TPA) such as edTPA. These performance-based assessments are student-centered and are used to measure a candidate's teaching knowledge and skills. Depending on the individual state's requirements, the assessment may include tasks related to skills including, but not limited to, reflection of practice, designing and implementing instruction, and analysis and planning from assessments and data.

If a performance-based assessment is required for certification in a candidate's state of residence, GCU expects the completion of portfolio items specified in the assessment during the candidate's completion of student teaching. Candidates are advised to consult with their Field Experience Counselor (FEC) to discuss if a specific performance assessment is required for their state.

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

1. 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.
2. Successfully complete all coursework, including documented practicum/field experience hours, within the program of study.
3. 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.
4. Maintain a minimum GPA of a 2.8 (undergrad) or 3.0 (graduate) as required for clinical practice/student teaching.
5. Review program progression and academic/financial eligibility with your assigned Student Services Counselor and student teaching clearance with your Field Experience Counselor.

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

If a Teacher Candidate has an unsuccessful clinical practice/student teaching attempt within 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.

Candidates seeking to complete student teaching outside of a full program of study as a single course(s) must meet fingerprint clearance as outlined in the Candidate Fingerprint Clearance policy and educator certification exam requirements. In addition, candidates are responsible for reviewing and meeting all requirements for certification outlined by state departments of education.

Application for 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.

Student Teaching (Initial Program/Teacher Licensure Only)

Student teaching is the capstone experience at the end of the initial teacher licensure program that provides candidates with the opportunity to demonstrate mastery of knowledge and skills in a classroom setting.

Teacher Candidates must meet all eligibility requirements prior to progressing into student teaching. Taken at the conclusion of all coursework, student teaching requires 15-16 consecutive weeks (dependent on Teacher Candidate's program of study) of 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.

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.

Student teaching requires a full takeover 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. Refer to the College of Education Student Teaching Manual for additional information.

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

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

Student teaching must be completed in a brick-and-mortar school (Candidates requesting to complete student teaching in a virtual school setting must refer to their Teacher Placement Counselor. Requests to complete student teaching in a virtual setting are reviewed on a case-by-case basis and not guaranteed.). 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

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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. Student teaching cannot be completed at a school site where a relative is employed or the Teacher Candidate has children who attend the school.

GCU's College of Education does not employ districts and therefore does not have any jurisdiction of districts' placement discretion or termination of placement. Teacher Candidates are guests at placement sites and must follow all site policies and expectations, including but not limited to FERPA, digital privacy/communication, social media, fingerprint clearance, etc. Refer to the College of Education Student Teaching Manual for additional information.

Paid Student Teaching (Initial Program/Teacher Licensure Only)

Student teaching is traditionally an unpaid experience. The College of Education does not solicit, source, or guarantee paid student teaching opportunities. It is the Teacher Candidate's responsibility to secure employment. Teacher Candidates may have the opportunity to student teach in the classroom(s) in which they are employed as the full-time teacher of record, paraprofessionals/teacher aides/substitutes if:

- the setting aligns with the setting required in the Teacher Candidate's program of study
- the Teacher Candidate has an appropriately certified mentor available at the school site
- the Teacher Candidate is able to fulfill all student teaching expectations, including the ability to have full take over for the minimum required time.

Teacher Candidates requesting to student teach in a paid position must complete additional documentation that requires written approval from the placement site administrator. Requests to student teach in a paid position are reviewed by the College on a case-by-case basis and are not guaranteed. Teacher Candidates should reach out to their assigned Field Experience Counselor or Teacher Placement Counselor for more information.

Requirements for an Institutional Recommendation (Educator Licensure)

Institutional Recommendations (IRs) are issued for teaching, principal, and school counseling programs that lead to initial licensure in Arizona. (Other states may refer to this as a program verification form, college verification form, etc.) The IR confirms that a candidate has met all requirements, including successful student teaching or internships, 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 specific requirements needed (i.e., basic skills/content knowledge exams, professional knowledge exams, principal exams, and/or fingerprint clearance, etc.) to obtain a certificate in their intended state of certification. Arizona IRs can be issued only within 45 days of a candidate's graduation date; otherwise, the candidate will need to apply by way of a transcript analysis to determine if certification criteria have been met. An Arizona IR is valid for one year from the date it is signed.

All candidates seeking an IR for any educator license in their intended state of licensure are responsible for determining state specific deadlines and requirements, and must complete the programmatic and state licensure requirements needed for an IR. These requirements 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 practicum/field experiences, and/or student teaching or internships in the approved setting(s).

Candidates seeking a transfer to a non-institutional recommendation (non-IR) program will no longer be eligible for an institutional recommendation (IR) and may not be eligible for certification/licensure. Candidates must reach out to their assigned Student Services Counselor (SSC) for questions regarding program changes.

Candidates should refer to their Field Experience Counselor for additional support regarding the IR process.

Bachelor of Science in Educational Studies

Bachelor of Science in Educational Studies to Master of Arts in Curriculum & Instruction (MAT) Fast Track

Candidates applying for secondary admission to the Bachelor of Science in Educational Studies to Master of Arts in Curriculum & Instruction (MAT) Fast Track program must understand and follow all College of Education and University policies as outlined in the University Policy Handbook and any subsequent College handbooks for program admission, progression, and graduation. Candidates should note the pathway's academic rigor and time commitment requirements of this program pathway.

Bachelor of Science in Educational Studies to Master of Arts in Curriculum & Instruction (MAT) Fast Track application requirements:

- Enrollment in the Bachelor of Science in Educational Studies program
- Possession of a 3.25 enrollment cumulative GPA at the time program credits are completed
- Completion of the Bachelor of Science in Educational Studies to Master of Arts in Curriculum & Instruction (MAT) Fast-Track Request Form
- Have no more than 30 alternative credits in degree program including the 9 credits from an Alternative Certification Program (ACP)
- Use a GCU approved Alternate Certification Program

Bachelor of Science in Educational Studies to Master of Arts in Curriculum & Instruction (MAT) Fast Track Completion Requirements:

Once approved, candidates must complete all applicable program coursework within the ACP program. Upon completion of the coursework, the candidate will request a letter from their ACP stating that the coursework has been satisfactorily completed. After GCU receives this official letter, candidates will be awarded nine (9) elective credits.

Candidates will receive the three courses (9 credits) upon successfully completing their ACP coursework and providing GCU with an official letter from the ACP: TCH-520: Brain-Based Learning, EDU-524: Culturally Responsive Curriculum and Instruction, and EDU-554: Methods of Instruction and Assessment.

Please be advised the Fast-Track Request Form is only available for the program listed above. Candidates electing to no longer pursue the Bachelor of Science in Educational Studies to Master of Arts in Curriculum & Instruction (MAT) Fast-Track option must contact their Student Services Advisor and enroll in undergraduate elective credits per graduation requirements.

Bachelor of Science in Educational Studies to Master of Arts in Reading Education (MAT) Fast Track

Candidates applying for secondary admission to the Bachelor of Science in Educational Studies to Master of Arts in Reading Education (MAT) Fast Track program must understand and follow all College of Education and University policies as outlined in the University Policy Handbook and any subsequent

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College handbooks for program admission, progression, and graduation. Candidates should note the pathway's academic rigor and time commitment requirements of this program pathway.

Bachelor of Science in Educational Studies to Master of Arts in Reading Education (MAT) Fast Track Application Requirements:

- Enrollment in the Bachelor of Science in Educational Studies program
- Possession of a 3.25 enrollment cumulative GPA at the time program credits are completed
- Completion of the Bachelor of Science in Educational Studies to Master of Arts in Reading Education (MAT) Fast-Track Request Form
- Have no more than 30 alternative credits in degree program including the 6 credits from an Alternative Certification Program (ACP)
- Use a GCU approved Alternate Certification Program

Bachelor of Science in Educational Studies to Master of Arts in Reading Education (MAT) Fast Track Program Completion Requirements:

Once approved, candidates must complete all applicable program coursework within the ACP program. Upon completion of the coursework, the candidate will request a letter from their ACP stating that the coursework has been satisfactorily completed. After GCU receives this official letter, candidates will be awarded six (6) elective credits.

Candidates will receive the two courses (6 credits) upon successfully completing their ACP coursework and providing GCU with an official letter from the ACP: TCH-520: Brain-Based Learning and TCH-539: Introduction to Educational Research.

Please be advised the Fast-Track Request Form is only available for the program listed above. Candidates electing to no longer pursue the Bachelor of Science in Educational Studies to Master of Arts in Reading Education (MAT) Fast Track option must contact their Student Services Advisor and enroll in undergraduate elective credits per graduation requirements.

Bachelor of Science in Educational Studies to Master of Science in Instructional Technology (MS) Fast-Track

Candidates applying for secondary admission to the Bachelor of Science in Educational Studies to Master of Science in Instructional Technology (MS) Fast-Track program must understand and follow all College of Education and University policies as outlined in the University Policy Handbook and any subsequent College handbooks for program admission, progression, and graduation. Candidates should note the pathway's academic rigor and time commitment requirements of this program pathway.

Bachelor of Science in Educational Studies to Master of Science in Instructional Technology (MS) Fast-Track Application Requirements:

- Enrollment in the Bachelor of Science in Educational Studies program
- Possession of a 3.25 enrollment cumulative GPA at the time program credits are completed
- Completion of the Bachelor of Science in Educational Studies to Master of Science in Instructional Technology (MS) Fast-Track Request Form
- Have no more than 30 alternative credits in degree program including the 6 credits from an Alternative Certification Program (ACP)
- Use a GCU approved Alternate Certification Program

Bachelor of Science in Educational Studies to Master of Science in Instructional Technology (MS) Fast-Track Program Completion Requirements:

Once approved, candidates must complete all applicable program coursework within the ACP program. Upon completion of the coursework, the candidate will request a letter from their ACP stating that the coursework has been satisfactorily completed. After GCU receives this official letter, candidates will be awarded six (6) elective credits.

Candidates will receive the two courses (6 credits) upon successfully completing their ACP coursework and providing GCU with an official letter from the ACP: TCH-520: Brain-Based Learning and TCH-539: Introduction to Educational Research.

Please be advised the Fast-Track Request Form is only available for the program listed above. Candidates electing to no longer pursue the Bachelor of Science in Educational Studies to Master of Science in Instructional Technology (MS) Fast-Track option must contact their Student Services Advisor and enroll in undergraduate elective credits per graduation requirements.

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.

Prospective students may complete an audition for performance scholarship consideration, but it is not required for acceptance into the major.

Essential Elements for Dance Program and Courses

The Dance program at GCU is a physically demanding, embodied experience. The dynamic nature of a dance course creates a challenging yet rewarding experience that promotes technical and artistic growth. Movement is a fundamental part of the program and is built into each course through course objectives and assessed in movement-based assignments. The dance program requires and expands abilities in physical strength, endurance, fine and gross motor coordination, and range of motion sufficient to execute positions, movements, jumps, turns, and movement combinations of increasing demand and complexity.

Due to the physical nature of the Dance program, its courses have movement objectives (course objectives) that are assessed in movement-based assignments. Movement-based assessments including Video Performance Exams cannot be substituted for alternative assignments.

Students must maintain appropriate hygiene and appropriate dress for the setting.

Due to the nature of the courses, physical presence is required. Failure to attend class in person may result in missed participation points and may set students behind in the class progression which can adversely impact their movement assessments.

BA Dance for Secondary Education students must also meet the Essential Elements for Teachers (located in the University Policy Handbook)

*If a student requires an accommodation to meet the essential elements of the Dance programs and their courses, they are required to go through the Accommodations process with the

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Student Disability Services office. Each request will be reviewed on case-by-case basis.

College of Nursing and Health Care Professions

All CONHCP 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. 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 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 notify the Director or Program Lead. Further concerns should be taken to the 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 SSC, 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, simulation, lab, and fieldwork/practicum policies, the Student Professional Dispositions, as well as any healthcare discipline 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. Establish and maintain mutually respectful interactions
5. 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
7. Demonstrate consistently positive attitudes towards learning and/or teaching.

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 socioeconomic status, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.
8. Maintain confidentiality about all student, client, faculty, and staff records unless disclosure is required by law or policy.
9. Demonstrate discretion when discussing information about self or others.
10. Respect others' points of view.
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 and promotes human flourishing.
19. Utilize social media responsibly.
20. Demonstrate ethical conduct. Refrain from behavior that is detrimental to the safe academic environment, including engagement in acts of lateral or vertical violence.
21. Work collaboratively with students, faculty, and professionals.
22. Accept responsibility for decisions and actions.

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

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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 Practices Committee Administrator
- Offered the opportunity to present documentation and speak on their own behalf to the Professional Practices 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 Practices Committee Administrator, the student forfeits their 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.

The University does not discriminate based on disability in the course of administering discipline. A student with a disability who is subject to disciplinary proceedings may request an accommodation for their disability and the University will engage in the interactive process upon such a request.

- To receive accommodations through the University, students are required to self-identify by completing the Accommodation Request Form and provide supporting documentation to Student Disability Services. Only the SDS Office can approve accommodations.
  - Students can submit the accommodation request form at https://sds.gcu.edu or in person in the SDS office.
  - Supporting documentation can be submitted via email to disabilityoffice@gcu.edu or submitted through the link while completing the Accommodation Request Form.
- All requests for disability accommodations in student disciplinary proceedings are subject to an individualized determination. Whether such a request is reasonable and/or would be a fundamental alteration of the University's disciplinary policies is determined on a case-by-case basis after evaluation of appropriate documentation.
- Students should refer to the Steps to Accommodations policy for the appropriate steps and documentation requirements.

To allow the SDS Office sufficient time for processing, requests for disability accommodations in any disciplinary process should be submitted immediately upon receipt of notification from the College of Humanities and Social Sciences

College-level Penalties

The Professional Practices 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. The Professional Practices Committee uses progressive disciplinary action for repeat violations.

Competency Based Assessment, Remediation, and Mandatory Advisement

All nursing programs at Grand Canyon University meet the requirements for competency attainment as defined by the Commission on Collegiate Nursing Education (CCNE) and the American Association of Colleges of Nursing (AACN). Competencies are specific statements representing knowledge, skills, behaviors, or attitudes related to the role, responsibilities, and standards of nursing practice. Competencies are introduced, reinforced, and then benchmarked throughout various points in all nursing programs. When a competency is benchmarked, a formal assessment of the learner's ability to demonstrate proficiency of that competency is measured.

Learners are required to demonstrate proficiency by attaining 85% or higher on all benchmarked competencies in an assignment. A score of less than 85% for a benchmarked competency will require the learner to complete a remediation plan with the course faculty. This excludes Prelicensure Performance-Based Assessments (PBA). Please refer to "Bachelor of Science in Nursing (Pre-licensure) to review the PBA policy.

CONHCP recognizes the importance of maintaining continuous progress and a sound knowledge base to be successful throughout the program. As such, 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 behavioral changes must be accomplished by the end of the course to progress in the program

Program Warning

Program warning is a sanction imposed by the Professional Practices Committee. Program warning is assigned to a student that commits infractions determined to be low risk. These infractions include but are not limited to:

- Failure to adhere to the Student Professional Dispositions
- Failure to complete urine drug screen within the given timeframe
- First tardy in clinical, lab, and simulation, and fieldwork/practicum

Some violations may require students to complete a Student Success Plan, to outline required changes in behavior or practice. Students will be assigned to an appropriate college leadership or faculty member 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 Practices Committee for potential additional sanctions.

Sanctions requiring a student success plan include but are not limited to:

- Failure to Follow Directives by Faculty, Clinician, Preceptor, Academic Fieldwork Coordinator, Office of Field Experience, or Staff
- Unprepared For Clinical
- Failure to Adhere to the Student Professional Dispositions

Probation

Probation is a sanction imposed by the Professional Practices Committee. Probation is assigned to a student that commits infractions determined to be high risk where additional monitoring is needed. Clinical Program Probation may be

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removed within a semester, or may cross over multiple semesters based on the severity. An automatic 5% grade reduction applies for any course in which a student was sanctioned with Probation. Faculty, in current and future terms, overseeing students on probation will be notified of the infraction and remediation requirements. These infractions include but are not limited to:

- Failing to complete the Student Success Plan Requirements
- Repeat Clinical, Lab, Simulation, and/or fieldwork/practicum Tardy
- Unexcused Clinical, Lab, and/or Simulation Absence

Program Probation Procedure

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

1. The student will receive the sanction of 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 probation. Students that do not complete the requirements will be referred to the University Code of Conduct Committee for potential disciplinary warning, 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 disciplinary warning and an automatic 8% grade reduction would apply for any course in which the student was sanctioned. Please see the Code of Conduct and Academic Standards policy for more information.

Infractions that require Code of Conduct reporting include but are not limited to:

- Academic Plagiarism
- HIPAA violation
  - Performing skills/intervention before successfully completing a Performance-Based Assessment (PBA)
  - Displaying hostility or using confrontational words or body language
  - Clinical, lab, simulation, or fieldwork/practicum abandonment
  - Performing duties or making clinical decisions that fall within the scope of practice for licensed professionals (including nurses, APRNs, athletic trainers, occupational therapy practitioners, speech-language pathologists, or speech-language pathology assistants) without proper supervision or authorization.
- Clinical Practice misrepresentation
- Academic Cheating
- Jeopardizing a Clinical Partnership
- Third tardy in the same clinical, lab, or simulation courses

Infractions that require Code of Conduct reporting include but are not limited to:

- Third unexcused absence in a clinical, lab, simulation, or fieldword/practicum course in the same semester
- Failure of urine drug screen
- Second clinical practice misrepresentation or fraud and forgery
- Failure to Report a FElong or Misdemeanor

In addition to the sanctions a student may face from the Code of Conduct Committee of the University, the most significant infractions may require the University to report the incident or behavior to the licensing board 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/clients. Patient/Client 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 the discipline's 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 when reporting is mandatory.

Each discipline should refer to their licensing agency for mandatory reporting requirements.

All students enrolled in a clinical program are required to participate in formal instruction on skills related to their respective discipline before practicing any skill on patients. Specifically for athletic training and health science students, all skills must be done under the direct supervision of a clinical preceptor / instructor/fieldwork educator/clinical supervisor. For nursing students, direct supervision by the assigned clinical faculty member or a designated staff registered nurse is required for students to perform approved invasive nursing skills, as indicated on the psychomotor skills checklist, on patients in the clinical setting. Please refer to the Lab, Simulation, and Clinical Safe Practice Guidelines

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.

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Reference: The Joint Commission. (2024). Retrieved from https://www.jointcommission.org/resources/sentinel-event/sentinel-event-policy-and-procedures

Bachelor of Science in Communication Sciences and Disorders

Before Beginning Clinical Practicum Experiences

For the Bachelor of Science in Communication Sciences and Disorders (BS-CSD) program, it is the student's responsibility to identify clinical practicum placement sites and supervisors. The CONHCP Student Success Center page hosts the Guidelines for Undergraduate Field Experience Manual, which specifies supervisor and site requirements. Should a student have difficulty securing a site, the Office of Field Experience (OFE) helps secure a placement on the student's behalf. Students must submit the following at least six months before the date of their clinical practicum placement to ensure all necessary approvals are completed which includes affiliation agreement contracts before each clinical course. Students must submit their documentation early to avoid a delay in their clinical practicum start date.

Students must submit the following at least six months before the date of their clinical practicum:

1. HIPAA/FERPA Confidentiality form.
2. Signed Field Experience Guidelines.
3. Site Information Form.
4. Clinical Supervisor License (verified with the state agency).
5. Clinical Supervisor Resume.
6. Any additional documentation required by the clinical practicum site, which may include a background check, fingerprint clearance card, drug screening, additional vaccinations, health insurance card, or tuberculosis (TB) test. OFE works with students to determine what is required.

Students must have received a passing grade (76% minimum, no rounding) on all BS-CSD program major courses to progress to the clinical portion of the program (CSD-490). Insufficient, expired, or missing documentation may result in a later start date, resulting in delayed graduation. Students should submit their documentation early to avoid a delay in their clinical start date. It is the student's responsibility to ensure that health and safety documents are current and that all other program requirements have been met. Clinical practicum sites require specific health and safety measures. Therefore, GCU cannot make exceptions to waive any health and safety requirement for any reason including religious, medical, personal, etc.

Students who refuse to provide appropriate health and safety documentation will be responsible for finding and securing their own clinical practicum placement experiences that meet the appropriate standards. Students must communicate with the OFE before 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.

GCU must receive all components of the supervisor requirements before the start of the clinical practicum course. OFE may ask students to contact their clinical supervisor to ensure timely submission of these documents.

Although GCU does not require students or faculty to receive certain vaccines, all students currently attending clinical practicum rotations as part of the BS-CSD program will have to abide by the clinical practicum site requirements. Site requirements for placements take precedence over GCU's recommended health and safety requirements and students must ensure that all requirements of the clinical practicum site are met.

In a case where a supervisor is unable to fulfill their requirements, OFE assists the student in finding alternative placements to complete the hours. If this is not possible, the student may need to withdraw and retake the course. In this case, all associated clinical hours are lost and must be repeated in the following term. Students are responsible for all costs associated with any repeat courses. OFE attempts to arrange placements 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. In some circumstances, if clinical practicum placements are not available close to a student's geographic location, extended travel, or relocation away from their permanent address may be necessary to fulfill clinical requirements.

If a supervisor is no longer willing to work with the student due to unprofessional behavior exhibited by the student, referral to the Professional Practice Committee will take place. This may impact future placement opportunities being extended for the remainder of their program as OFE does not want to jeopardize partner relationships.

Students must complete the minimum clinical hours required for each clinical practicum course in their program of study. 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. The program does not count hours accumulated during a course that receives a non-passing grade. Students may not complete additional hours to use in a future course. Students are responsible for all costs associated with any withdrawn/repeat courses.

Students must notify their Student Services Counselor and Field Experience Counselor of a change of address immediately as this may impact clinical practicum placement. A student who moves to a state in which the program is not offered will not be able to complete the program. Out of respect for providers who have agreed to supervise students at their clinical practicum site, students who have accepted OFE placements must complete the entire commitment to the site. Failure to do so may impact future placement opportunities being extended.

Communicable Disease Policy

Students will encounter communicable diseases during clinical practicums. Students need to adhere to the required immunizations, safe clinical practice standards, and the Guidelines for Undergraduate Field Experience Manual. Students may not participate in clinical experiences while 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 indicates a possible communicable disease, students must avoid contact with clients for the duration suggested by the healthcare provider. Students may not return to participation in clinical experiences until they have been reevaluated by a healthcare provider and released with written verification of full release. Students must contact the supervisor and faculty upon suspicion and verification of the disease

CSD Major Course Completion Requirements

1. Earn a grade of C (76% minimum, no rounding) or better in all CSD major courses.

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2. Complete and submit all required deliverables, including those designed to document clinical experiences and clock hours, even if the point value is "0".
3. Complete the total number of clinical practicum experience hours required for the course.
4. Score at least a three on the 4-point clinical skills rating scale at the final evaluation (CSD-490).
5. Follow the clinical practicum policies and procedures outlined in the Guidelines for Undergraduate Field Experience Manual.

Course Failure and Retakes

Failure to achieve any of these criteria results in course failure. If a student has not met one of the criteria and wants to drop the course while the course is still in session, please refer to the Course Drop Policy.

Note: Passing grades are only awarded upon successful completion of all required deliverables. Failure to complete and submit all deliverables may result in a failing grade, regardless of numerical scores on completed work.

Professional Standards and Dismissal Policy

Students must follow Grand Canyon University's academic progression policy, the CONHCP Student Professional Dispositions, and the American Speech-Language-Hearing Association (ASHA) Code of Ethics. Failure to meet course objectives, policies, dispositions, and procedures outlined in the courses, the University Policy Handbook, and the Guidelines for Undergraduate Field Experience Manual results in failure or removal from the program. Failure to meet the ASHA Code of Ethics may result in a warning, coaching, probation, suspension, or removal from the program. Students must maintain continuous growth and clinical skill acquisition as they progress through the program of study.

CSD Major Enrollment Criteria

While enrolled in the CSD major, students must adhere to the following criteria:

1. Follow the clinical practicum policies and procedures outlined in the Guidelines for Undergraduate Field Experience Manual.
2. Earn a grade of C (76% minimum with no rounding) or better in all CSD major courses.
3. All students are required to fulfill the prerequisite requirements for their enrolled courses. If a student fails a course, they may be prevented from advancing to the next CSD course until they have successfully retaken and passed the failed course and met all prerequisites for the subsequent course.

Mandatory Advisement and Remediation

CONHCP recognizes the importance of maintaining continuous progress and a sound knowledge base to be successful throughout the program. As such, 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 behavioral changes must be accomplished by the end of the course to progress in the program.

Criminal Background Check Policy

All BS-CSD 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 notify their Program Lead, Field Experience Counselor, and Student Services Counselor via email within 10 days.

Students with misdemeanors will be reviewed to determine potential clinical placement based on the individual's record but this may delay or prevent the clinical practicum.

Students who are admitted with misdemeanors can in no way be guaranteed certification or licensure, as certification is at the sole discretion of the American Speech-Language-Hearing Association (ASHA) and licensure is at the sole discretion of each individual state Board of Speech-Language Pathology. In addition, students who are admitted with misdemeanors can in no way be guaranteed employment, as employment is at the sole discretion of individual employers.

Students who currently hold a professional license, certification, or registration issued by a state licensing board or national certifying body, must notify their Student Services Counselor and Field Experience Counselor regarding any changes in status, including accusations, infractions, disciplinary actions, participation in a diversion program (whether voluntary or involuntary), and any reportable incident (including incidents currently under investigation). Any of the above status changes may delay or prevent the clinical practicum. Failure to provide this notification could result in disciplinary consequences.

Proctored Examination Policy

The program schedules and administers proctored examinations in an environment conducive to success and minimizing academic dishonesty. Many of the BS-CSD courses will include proctored exams. The College of Nursing & Health Care Professions (CONHCP) page of the Student Success Center provides specific directions. If accommodation is needed, please contact GCU's Student Disability Services office or follow the steps for accommodation outlined in the University Policy Handbook.

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. Although it may be possible for some students to work and remain in the program, based on the rigor and clinical requirements, The College of Nursing and Health Care Professions strongly recommends that students do not work or reduce work hours 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. In order for a student to be considered for the NSG and clinical coursework portion of the program, the student must submit a secondary application and meet all requirements by the respective secondary application deadline. 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) are not permitted to switch locations or their assigned cohort.

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

Admission into the program is competitive, and CONHCP stack-ranks secondary applicants based on prerequisite GPA,

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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, 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.

Students who submit a secondary application and meet all secondary admission requirements by the respective deadline for the Main Campus Fast-Track BSN program are considered a qualified secondary applicant. If there is not enough clinical space available to offer a qualified secondary applicant acceptance into the Main Campus Fast-Track BSN program, they will be provided the opportunity to enroll into GCU's accelerated BSN (ABSN) program if there is clinical space available at the ABSN satellite location the student is interested in. It is important to note that students who qualify for this opportunity will need to submit a secondary application for the ABSN program, but they will be considered auto-accepted into the ABSN program (pending clinical space availability). This opportunity is only applicable for the same semester the qualified secondary applicant was not offered acceptance for the Main Campus Fast-Track BSN program.

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
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 (non-approved college courses taken during or after high school will disqualify admittance eligibility).
- 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 DPS IVP Fingerprint 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 Office of the Inspector General (OIG)/ General Services Administration (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 Director via email within 10 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. Additionally, the college cannot guarantee clinical placements if the sites conduct their own background checks for students.
- 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).

HESI A2 Entrance Exam: Students must pass all sections of the HESI A2 Entrance Exam required by GCU (please see table below for required sections & minimum scores). Students must pass all required sections during the same exam attempt to meet standards. Students cannot use/combine the highest subtest scores

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from different exam attempts. Students can have up to four total attempts within two years of the secondary application deadline to achieve the required passing scores. Exam results, whether passing or failing, will only be considered if the exam date was within two years of the student's secondary application deadline and all prior results greater than two years will not be taken into consideration. Results from exams taken prior to 1/1/2024 will be accepted even if taken at other institutions/outside of GCU. Results from exams taken 1/1/2024 and after will only be accepted if taken through GCU.

HESI A2 Retakes: Students must wait 14 full days to lapse in-between HESI A2 exam attempts. The count of 14 days will begin the day following the previous exam attempt (e.g., Attempt #1 taken on day 1, 14-day wait time = days 2-15, attempt #2 can be taken on day 16). Attempts taken less than the full 14 days in-between attempts will be nullified

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

Prelicensure accelerated BSN (ABSN – Satellite Locations): Secondary Admission Requirements for NSG and Clinical Coursework

The accelerated Bachelor of Science in Nursing (ABSN) is designed for students who meet the following requirements:

- 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 have an opportunity to submit another secondary application for a future semester. Students are allowed to submit a maximum of three secondary applications for the ABSN program. If a student is submitting a second or third secondary application, it is important to understand that all secondary admission requirements must still be met at the time of each individual application (including, but not limited to, a passed HESI A2 exam taken within two years of the respective secondary application deadline).
- Students with two or more prior prelicensure nursing program major course failures/non-passing grades will not be eligible to enroll in the ABSN program. Nursing program major course content is defined as coursework that is comparable to the content included in GCU's NSG courses. In the context of this policy, a "course failure" is defined as any applicable course in which the student earned a grade that is considered non-progressing per the awarding institution (even if the student is allowed to subsequently retake that course per the awarding institution's policy). To verify if a grade is considered progressing or non-progressing, please refer to the nursing program policy of the awarding institution.
- Dependent upon the specific transferrable coursework a student has completed, it may or may not apply to their ABSN program-of-study.
- ABSN students are not permitted to participate in the Honors College unless they were already enrolled as an Honors student and were active in GCU coursework prior to 8/31/2024
- Students are permitted to test out of required general education courses via College Level Examination Program (CLEP).
- If applicable, submit a valid Fingerprint Clearance Card for the state in which your intended ABSN satellite location resides. Students should contact their admissions representative or student services counselor for more information on this requirement.
- 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 Office of the Inspector General (OIG)/ General Services Administration (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 Director via email within 10 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. Additionally, the college cannot guarantee clinical placements if the sites conduct their own background checks for students.
- 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

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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. In the scenario where a student has two or more passing grades on file for the same pre-requisite course, each completed within the allowable seven-year timeframe, the highest grade earned will be used in the pre-requisite GPA calculation.

Required General Education Courses	UNV-103 CWV-101 ENG-105 ENG-106 MAT-144 BIO-201/L PSY-102 MAT-274 *SOC-102 **POS-305

*SOC-102 is a specific requirement for students applying to any ABSN site that is not within the state of Nevada.

**POS-305 is a specific requirement only for students applying to an ABSN site that is within the state of Nevada.

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:

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).

HESI A2 Entrance Exam: Students must pass all sections of the HESI A2 Entrance Exam required by GCU (please see table below for required sections & minimum scores). Students must pass all required sections during the same exam attempt to meet standards. Students cannot use/combine the highest subtest scores from different exam attempts. Students can have up to four total attempts within two years of the secondary application deadline to achieve the required passing scores. Exam results, whether passing or failing, will only be considered if the exam date was within two years of the student's secondary application deadline and all prior results greater than two years will not be taken into consideration. Results from exams taken prior to 1/1/2024 will be accepted even if taken at other institutions/outside of GCU. Results from exams taken 1/1/2024 and after will only be accepted if taken through GCU.

HESI A2 Retakes: Students must wait 14 full days to lapse in-between HESI A2 exam attempts. The count of 14 days will begin the day following the previous exam attempt (e.g., Attempt #1 taken on day 1, 14-day wait time = days 2-15, attempt #2 can be taken on day 16). Attempts taken less than the full 14 days in-between attempts will be nullified.

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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: This is determined by all 60 credits of coursework applied to the student's Bachelor of Science in Nursing Pre-Licensure program of study (both GCU and transfer coursework) and the grade earned in those courses from the awarding institution. In the event no letter grade is transcribed on the official transcript, there will be no impact to the GPA calculation (e.g., alternative credit with a grade of "CR").	3.0
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-Pertussis (Tdap)
     - 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/ABSN 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. Students completing NSG & Clinical Coursework at a site located in Arizona must maintain a current/valid Level One State of Arizona Fingerprint Clearance Card. Students completing NSG & Clinical Coursework at a site located in different state (i.e., not Arizona), must maintain current/valid Fingerprint Clearance documentation in accordance with the fingerprint policies of that respective state, if applicable.
3. Maintain continuous enrollment in the nursing major courses. Fast-track students maintain enrollment for the Fall, Spring, and Summer semesters. This includes clinical rotations.
4. Earn a grade of a C (76% minimum-no rounding) or better in all nursing major courses.
5. Only first-time 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 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

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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 (no rounding) for all exams, excluding HESI Exams.
2. Earn a minimum of 76% (no rounding) or a passing grade for each of the benchmark assignments as designated in the individual course.
3. Achieve a minimum of 76% (no rounding) or higher for the course.
4. Other Requirements:
   a. Performance-Based Assessment (PBAs)
      *PBAs are assigned for (math & specified lab skills)
      *Students must successfully pass all PBAs before being permitted to perform in the clinical setting
   b. Presentation related to the content goals of the program
   c. HESI 3-Day Live Review Attendance
   d. HESI CAT Completion
5. Students must complete all assigned HESI Standardized exams in specified courses, and any associated remediation. 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

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 simulation 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% (no rounding) 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 order to be approved for re-entry, there must be enough clinical availability within the term to accommodate the 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 received a failure in one or more enrolled nursing courses within the same semester.
3. Student was administratively withdrawn from a nursing major course.
4. Student required a withdrawal with approved documented medical circumstances
5. Student required a military deployment withdrawal ROTC student requiring withdrawal for Active Camp.
   a. It is important to note that students who are required to withdraw due to military deployment or Active ROTC Camp will not be penalized when re-entering the program. Although they will still need to follow the re-entry process and established deadlines, their re-entry application will not count as one of their two maximum application attempts and their actual re-entry into the program will not count as their one allowed re-entry
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

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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. To apply for re-entry, students must complete the Application for Re-entry Consideration into the Clinical Portion of Grand Canyon University's Bachelor of Science in Nursing (Pre-licensure) Program. All re-entry applications must be submitted prior to 11:59 pm (MST) of the End of Term date for the semester preceding the intended re-entry semester, as listed within the Academic Calendar. Students will receive an email informing them if they are approved or denied for re-entry. Based on the re-entry policy criteria, students who are not re-entered after those two attempts are required to choose a different program of study. If approved for re-entry, the offer is only valid for the specific site the student previously attended and for the respective term the student requested re-entry for in their application. 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.

Re-entry applicants from each respective level and site are stack-ranked in the following order:

1. Students with approved documented medical circumstances
2. Students with documented military deployment or ROTC students deployed for Active Camp
3. Overall exam average earned for all course(s) within the unsuccessfully completed term
4. Overall HESI best 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:

- 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 skills 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. Students are 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/skills lab/simulation experiences;
- Remediation meetings and activities;
- Counseling;
- Review of Professional Practices 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 or considered to be a Bachelor of Science in Nursing (Pre-licensure) student.

Pre-licensure Nursing Exams Requirement

Students are required to complete all exams, as assigned and scheduled 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 successfully passed prior to completing Medication Administration PBA. Med Math and Med Administration PBAs must be successfully passed before a student is allowed to administering medications in the clinical setting.

The med-math and medication administration performance-based assessment consists of two-parts: Part A and Part B. 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 (Med Math PBA): Students have three attempts to successfully pass the med-math exam with a minimum score of 90% . Points will only be awarded for successfully passing on the first attempt. In the event of an unsuccessful first attempt, the next or third attempt must be completed within one week of the prior attempt. If a student fails to complete within one week, it will be counted as an attempt failure. Students who do not achieve a minimum of 90% score after the third attempt at the med-math exam will fail the course. 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 (Medication Administration PBA): Demonstrating safe medication administration in a clinical/simulated environment. Students must have first successful passed Part A before completing Part B. Students have three attempts to pass. Points will only be awarded for successfully passing on the first attempt. Students are not permitted to administer medications in any clinical setting, under direct supervision, until they demonstrate proficiency (Part A and Part B) In the event of an unsuccessful first attempt, the next or third attempt must be completed within one week of the prior attempt. If a student fails to complete within one week, it will be counted as an attempt failure. Students who cannot demonstrate safe medication administration after three (3) clinical/simulated scenarios will fail and will not be able to attend clinical, skills lab, or immersive simulation events. 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.

Performance Based Assessments (PBA)

Demonstrating safe nursing skills in a clinical/simulated environment is essential to safeguarding patient well-being in clinical settings. Students must have successfully passed all designated PBA in the skills lab. Students have three attempts to pass. Students are not permitted to perform the nursing skill in any clinical setting, under direct supervision, until they demonstrate proficiency. In the event of an unsuccessful first attempt, the next or third attempt must be completed within one week of the prior attempt. If a student fails to complete within one week, it will be counted as an attempt failure. Students who

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cannot demonstrate safe and competent nursing skill after three (3) clinical/simulated scenarios will fail the course and will not be able to attend clinical, skills lab, or immersive simulation events.

* Students enrolled in the NSG 300C course who do not successfully pass the designated lab skill Performance-Based Assessment (PBA) will be ineligible to participate in NSG-300C clinicals, skills labs, or immersive simulation events. Consequently, this will lead to course failure in both NSG-300C and the co-requisite NSG-300 courses. Similarly, student in the NSG-316 course who do not successfully pass the Vital Signs skills PBAs will not be able to attend further NSG-316 skills labs and NSG-300C skills lab, clinicals, or immersive simulation events. This will result in course failure for NSG-300C, NSG-300, and NSG-316 course.

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 Transition to Practice 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/waste/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 Director or designee. The Director or designee may refer the incident to the Professional Practice Committee.

Failure to comply with this policy is a practice violation reportable to State Boards of Nursing. 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/ABSN program pending an investigation by the Professional Practices 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. Students who struggle to obtain the adequate score, benchmark or performance measure may be required to complete remediation at the discretion of the faculty member. 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.

Items that require remediation consist of the following but not limited to:

- Students approved through the re-entry process will be required to complete remediation through a student success & growth plan, in addition to retaking any failed course(s). Students will work with their faculty to complete the student success & growth plan. Students will fail any course in which the student success & growth plan was not completed, and will not be allowed to continue in the program.
  - Medication Math PBA
  - 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 Remediation

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.

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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 HESI remediation

Lab, Simulation, and Clinical Safe Practice Guidelines

Students must know and practice safe guidelines at all times 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. Students are not permitted to leave the clinical site for lunch.
5. Standard precautions should be followed at all times when there is exposure or potential exposure to blood or body fluids.
6. 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.
7. Direct supervision by the assigned clinical faculty member or a designated staff registered nurse is required for students to perform approved invasive nursing skills, as indicated on the psychomotor skills checklist, on patients in the clinical setting. Invasive nursing skills refer to procedures that involve entry into the body or insertion of instruments or substances into the body. Examples include, but are not limited to
   - Venipuncture
   - Intravenous (IV) catheter insertion
   - Urinary catheterization
   - Nasogastric tube insertion
8. No equipment or supplies are to be removed by students from the lab, simulation, or clinical areas.
9. Any damage to the equipment or supplies should be reported immediately to the Lab staff.
10. Unused supplies are to be left in the practice area.
11. Students and Lab Faculty/Instructors are responsible for placing hypodermic needles and other "sharps" equipment into the red biohazard bins and wall-mounted containers.
12. 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).
13. Students must demonstrate safety precautions with use of their provided medication administration practice kit.
14. Students must demonstrate proper body mechanics for moving, lifting, and transferring.
15. 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.
16. 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.

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 appropriate Board of Nursing as soon as the incident is substantiated. Reporting is mandatory under the Nurse Practice Act for all states.

Examples of conduct or practice violations reportable to Boards of Nursing include but not limited to:

- 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, 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

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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 but is not limited to:

- Physical Health
- Mental Health
- Criminal Background Checks
- Substance Use Screens
- Functional Abilities
- Supervision of Clinical Activities

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

Essential Functions to Meet Clinical Requirements

The 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 a nurse to ensure protection of patient safety.
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. Mobility allowing for unrestricted bending, squating, kneeling, and twisting.	• Full mobility to independently propel wheelchairs, stretchers, assist and perform tasks.
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
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

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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.
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
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.

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

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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 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 for Licensure

It is the student's responsibility to monitor and review state board of nursing requirements in the state they desire to obtain licensure in.

General requirements consist of, but are not limited to:

- Satisfactory completion an approved/accredited nursing program.
- Free from felony convictions-Please review the state board of nursing in the state you are applying for licensure.

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 Director or designee 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.

Throughout each semester, College leadership and staff are available to answer any questions related to the program using the following methods:

- Open Meetings with Deans and Directors
- Classroom visits
- Emails
- Student Nurses' Association Advocacy
- College Leadership 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
- Skills Lab Survey
- Clinical Instructor Survey
- Clinical Site/Facility Survey
- Simulation Effectiveness Tool-Modified (SET-M)

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+). Please refer to the 'Undergraduate Grading Scale".

Testing Policy

Students are allowed 1.5 min per multiple choice question and 3 min for alternative items, per short answer and Med Math questions on exams.

Honor Code

By signing/logging into the exam platform from the link below, you are attesting: "On my honor, as a Grand Canyon University Student, I have neither given nor received unauthorized aid on this academic work" and also verifying your agreement with the Academic Success statement, "If I fail to maintain a 76.00% exam average during this term, I attest that I will make an appointment with my professor to review my exam results and seek guidance for academic success."

Administration of Exams in an On Ground Proctored Testing Environment

Prelicensure exams are administered in a face-to-face environment on site with a proctor or faculty member.

The number of items on each course exam may vary. The duration of each exam is established based on the total number and types of items included. The points assigned to each course exam may differ from one course to another, reflecting the specific learning objectives and assessment criteria of each course. Multiple choice items are graded in an all-or-nothing fashion. Alternate format questions will be graded with partial points for correct responses. Please refer to the course syllabus and student exam blueprint for additional information on the number of items on each course exam, and the points allotted to each course exam.

After all students have completed the course exam scheduled that week, the results are analyzed. Exam item analysis process involves using various statistical metrics in evaluating each question on an exam to access its quality, effectiveness, and fairness in measuring student knowledge. The statistical data is used in determining if a question will be nullified or if another answer can be accepted. Scores are recalculated after the analysis. The recalculation could result in a lower or higher score depending on the data

The goal is for examinations to be administered in an environment that is conducive to success and minimizes the opportunity for academic dishonesty.

1. Students may only use #2 lead pencils (no mechanical pencils allowed). If a student does not have a #2 lead pencil, a pencil will be provided by the proctor. A piece of scratch paper will be provided by proctor or instructor. Students are required to place their name, course, cohort, and date on the scratch paper. Student must use the calculator that is provided either on the testing platform, lockdown browser, or provided by the faculty or proctor.
2. All personal items such as, but not limited to, (backpacks, purses, cell phones, hats, snacks, water, etc.) must be placed at the front or back of the room or in designated. All pockets must be empty.
3. Only head adornments of a medical or religious nature and standard earplugs 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 faculty/proctor-designated locations.
4. Students will use their cellular devices for multi-factor authentication to log into Halo and/or testing platform. Following authentication, students must immediately turn off the device and place it in the designated area within the

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testing room. No cell phones are allowed to be near or on student's person, on desks, or in pockets during the exam.

5. Any devices with internet capability such as watches but not limited to may not be used during an exam and must be placed with the student's belongings at the front or back of the room or in designated lockers.
6. Faculty or proctor will be present during entire exam and actively monitoring students.
7. Students may not talk during the exams.
8. Students must keep their eyes on their own computer screen at all times.
9. Hands must be kept on top of the table during the exam.
10. Once the exam has begun students may not approach the faculty/proctor to ask questions or seek clarification about exam questions or content. If related to technical issues, the student will be permitted to ask the faculty or proctor.
11. Students may not leave the room once the exam has begun. Students need to use the restrooms prior to exam. If a student needs to use the restroom during the exam, the student needs to notify the faculty/proctor, all personal belongings are to remain in the room/locker, and the student must return to the classroom in a timely manner (no greater than 10 minutes). The allotted time to complete the exam will not change. Students with their own device who are having technical issues must alert the proctor/faculty for verification then the student will be allowed to leave the room to contact Tech Support. This includes course and HESI exams.
12. It is the student's responsibility to notify the faculty or proctor if they are not feeling well. If the student needs to leave, they must follow the absence verification process. Questions answered prior to leaving will remain valid. Once the absence is verified and approved, the student will be rescheduled and allowed to take or resume the exam from where they left off.
13. Reminder that the attendance policy for scheduled exams will be adhered to. Students must go through absence verification process. If the absence is unexcused, the student will receive a zero. If the absence is approved and excused, the student must take any missed exam within one week upon returning. Exams will be scheduled with a faculty member or proctor at the student's assigned site to take the exam.
14. Exams cannot be taken prior to the scheduled assigned date and time for the student's cohort.
15. Students are not allowed to repeat an exam for a better score.
16. Student are expected to be present at the start of the schedule time for the exam. If a student arrives late from the scheduled time and before the 15-minute deadline the student will still be allowed to take the exam, but the stop time will remain the same. Failure to arrive within 15 minutes from the start of the scheduled time will result as an unexcused tardy where the student will be required to take the exam within 1-2 days of the missed date and the student will have a 10% reduction off the possible total points for the exam. E.g., 100-point exam x 10%=10-point reduction off the completed exam score. Faculty/Proctor will receive direction/approval from college leadership for the exam to be rescheduled.
    For HESI exams, if a student has an unexcused tardy or absence, the student will be required to make up the HESI exam within 1-2 days of the missed date. The student will receive a 10%-point reduction from the possible total points for the HESI exam assignment.
17. Exams are timed and at end of the time allotment, the exam will end. Any remaining, unanswered questions will be graded as incorrect.
18. Students are required to install the lockdown browser. Students are prohibited to minimize the screen, exit the site, or access any other site/document/resource during the exam. Computers used to take the exam must have the screen set to full brightness, and the screen must be tilted to allow the proctor/faculty to have a clear view at all times. The proctor has the right to review the student's computer settings before, during, and after the exam.
19. Students are allotted one attempt in accessing the exam. Exam log-in is monitored which includes the time/date of access. Students are not allowed to attempt to access the exam after the one-time use or share the link with another person. Any violation of unauthorized access will result in a zero or no credit for the exam and will be reported to the University Code of Conduct Committee.
20. Student are required to display medication math calculation work on the provided scratch paper with their name. Failure to show math calculation work on the scratch paper will result in loss of points for that math question.
21. If technical issues for several students cannot be resolved in a timely manner (longer than 30 minutes), the exam will be rescheduled for all students in that cohort or scheduled time. Students will need to adjust personal schedules to allot additional time for any possible technical issues that may arise as well as adjusting personal schedules if exams are rescheduled. The rescheduled exam due to technical issues must be completed within one week of the originally schedule exam date. Faculty/Proctor will receive direction/approval from college leadership for the exam to be rescheduled. Prior answered questions will be valid as being answered on exams that the student started.
22. If individual computer technical issues occur during the exam, the instructor/proctor needs to be informed immediately to see if the issue can be resolved. If unable to resolve in a timely manner, another computer will be provided to the student to use.
23. The student needs to ensure they have answered all questions before submitting. If a student fails to answer all questions, the student will receive no points for that question.
24. After submission, the screen will indicate the student submitted their answers and a raw score will be displayed. The Raw score is the individual student's score before any adjustments are made according to the exam analysis process. The Raw score is not the finalized exam score.
25. After completing the exam, students must clear the browser history and leave their computer on the desktop and quietly exit the classroom if there is remaining class time. Students will be allowed to return afer all students have finished the exam as directed by the faculty/proctor.
26. Students are expected to be quiet in the hallway while other students are completing their exams.
27. If the exam requires use of headphones, students will use their own headphones and connect prior to accessing the exam and removed after the exam question is answered.
28. 28. Students are required to be present and well prepared to take all exams. Only students with excused absences will be given the opportunity to take a make-up exam. An excused missed scheduled exam isconsidered when extreme circumstance has occurred. Extreme circumstances are considered, but not limited too:
    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 or absence verification is

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completed through Student Disability Services. Make-up exam requests are reviewed on a case-by-case basis.

For the University to determine if a make-up exam will be granted, the student is 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 medical documentation must be dated the day of the absence. 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. The medical documentation and the Absence Verification Form must be submitted to Student Disability Services within 48 hours of the absence. GCU may verify the information contained in the documentation with the provider. Falsification of medical documentation is reportable to the State Boards of Nursing. Students will be notified of the approval or denial of the exam make-up via email to their gcu.edu email address.

Failure to abide to the absence verification process, the exam will be considered unexcused, and a zero score will be given.

Students may not make up 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 1 week from the date of return. A student who misses an exam anytime during the last two weeks of the semester or course, the college will determine the date when the exam must be schedule to make-up.

Students who are observed violating the above criteria will be asked to leave the exam, will receive a zero for the exam, and be 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).
  - 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 Director or designee 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 clinical 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 clinical 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. Please refer to the Clinical & Lab Attendance and Participation Policy.

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
- COVID-19

Refer to Clinical Absence and Participation Policy.

Clinical, Simulation & Lab Attendance and Participation Policy

Clinical, simulation and skills lab attendance is mandatory.

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Clinical, simulation and skills 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 (or designee). Examples of extreme circumstances that could warrant a clinical, simulation, or skills 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 skills lab, the student will contact the following at least one (1) hour prior to the scheduled start of the event:

- Director (or designee) and faculty

Please refer to the Guidelines for 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 Requests 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 medical documentation mus be dated the day of the absence. The provider's medical number, appropriate official signature with associate facility contact information will be required for verification purposes (an official letterhead is preferred). Students must submit the medical documentation and the Absence Verification Form to Student Disability Services within 48 hours of the absence. 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 State Boards of Nursing. Students will be notified of the approval or denial of the clinical, simulation, or skills 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, simulation, or skills lab events if approved, but the primary method will be an additional clinical rotation or skills lab/simulation event.

Students must make-up missed skills 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 have to complete the clinical, skills lab, or simulation make-up assignments in order to progress in their course and in the program.

Clinical, Lab, and Simulation Tardy Policy

Tardiness is defined as arriving after the designated start time of the clinical shift, simulation, or skills lab event. The consequence of being tardy will be a referral to the Professional Practices Committee.

Students who are 15 minutes or more tardy, will not be able to complete the scheduled clinical, lab, or simulation day. As a result, this day will be considered an unexcused absence and referred to the Professional Practices Committee. Refer to Clinical, Simulation & Lab Attendance and Participation policy.

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..

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:

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- 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 manikin as you would a real patient
- 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
- Refer to Clinical Simulation & 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 (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 (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 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 at the learning site, 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 and will be referred to the Professional Practice Committee. The College is required to report any positive screens, suspicion of substance impairment and/or refusal to the appropriate board.

Financial responsibility for substance screening testing rest solely with the student.

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, excessive and unexplained absenteeism or tardiness, or failure to complete urine substance screen within given timeframe.

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)

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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 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)

Clinical Restriction Policy

Clinical restriction is the official means of restricting the student from any field/clinical experience when students have missing, expired, or insufficient immunizations or documentation requirements on file with the Office of Field Experience (OFE). Students will be notified by the OFE 4 weeks before documentation is set to expire. Once documentation has expired, the OFE will notify the student's course faculty of your restriction status. At all times it is the student's responsibility to ensure that their 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 handbook.

Failure/Program Expulsion

If you fail to meet the course objectives, policies, and procedures outlined in the classroom and this handbook, 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. Field Experience/Clinical course failure will result in a failure of the co-requisite theory course.

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 who have been accepted into the nursing program may remain in the program if they adhere to the following criteria:

1. Maintain a 2.5 cumulative GPA on 4.0 scale in all nursing major courses.

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

Bachelor of Science in Occupational Therapy Assistant

Required Fieldwork Documents Prior to Secondary Enrollment

Clinical fieldwork experiences start in the first semester following secondary admission. Because of this, the following documentation is required and must be scanned and uploaded to the student's file via the student portal prior to secondary enrollment. Students must submit all Office of Field Experience (OFE) Health and Safety documents as follows:

- An Arizona Department of Public Safety Identity Verification Prints (IVP) Fingerprint Clearance Card will be required for students completing fieldwork in AZ. For all other states, if

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State-Specific Clearance is required, you will follow those requirements. If there are no state specific requirements, you will need to provide an FBI Background check.

- CPR/BLS or ACLS course completion card (online certification is not acceptable).
- HIPAA/FERPA Confidentiality form
- Acknowledgement of Field Experience Guidelines
- GCU Background Check (within 6 months of fieldwork)
- Proof of personal health insurance
- Negative drug and alcohol screening (within six months of fieldwork)
- Proof of immunization and/or immunity (see table below)
- Any additional documentation required by the clinical fieldwork site, which may include a background check, drug screening, or additional vaccinations. OFE will work with students to determine what is required.

Students should submit all of the above documentation early to avoid a delay in their fieldwork start date.

Required Immunizations:

Tuberculosis (TB) For continued enrollment – required annually	Initial Tuberculosis testing must be a 2-step PPD (repeated PPD) or IGRA test (QuantiFERON®, T-Spot). A TB test is valid for one year. TB records must be current and on file. For positive skin tests, an annual symptoms checklist is required, and date of positive conversion provided. CXRs will be required. A chest x-ray is valid for 1 year. The IGRA test (QuantiFERON®, T-Spot) may be accepted in lieu of the PPD or chest x-ray
MMR: Measles, (Rubeola), Mumps, Rubella	Documentation of history of measles, mumps, and/or rubella is not sufficient. Student must be vaccinated with two doses of MMR vaccine, separated by at least 28 days. Students must show proof of positive immunity (lab evidence indicating positive MMR titers). If titers results are negative, equivocal, or borderline documentation of the two doses of MMR must be submitted.
Tetanus-Diphtheria-Pertussis (Tdap) For continued enrollment - required 10 years from date of last vaccine.	Documentation of Tetanus-Diphtheria with Acellular Pertussis vaccination administered within the past 10 years.
Influenza (Flu) For continued enrollment - required annually.	Flu vaccines are available from September through early May. Students are required to have a flu vaccine for the current season on file no later than September 30th of each year in order to enter the clinical setting. Influenza vaccine is required annually. If you have a medical condition which does not allow for current immunization, then you must speak to your Field Experience/Clinical Counselor on potential options.
Hepatitis B	Hepatitis B vaccine (2 or 3 doses depending on vaccine), Hepatitis B Waiver, or blood titers are required. A lab confirmation must be presented (see below) if using blood titers. You will be required to repeat the vaccine series if there is no immunity. If you have repeated vaccination series and completed a second titer and the results are still negative, equivocal, or borderline, then you may sign a waiver for this disease. A waiver is required if vaccine not administered. If you have a medical condition which does not allow current immunization, then you may sign a waiver and upload it into your student portal to document your medical exception. Evaluation will be made on an individual basis.
Varicella (Chicken Pox)	Documentation of history of chicken pox is not sufficient. Students must show proof of positive immunity (lab evidence indicating positive varicella titers) or vaccination records showing two doses of Varicella vaccine.

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COVID-19*	The number of doses needed depends on which vaccine you receive. Two Pfizer-BioNTech vaccine doses should be given 3 weeks (21 days) apart. o Two Moderna vaccine doses should be given 1 month (28 days) apart. o Johnson & Johnsons Jansen (J&J/Janssen) COVID-19 vaccine requires only one dose. If you receive a vaccine that requires two doses, you should get your second shot as close to the recommended interval as possible. However, your second dose may be given up to 6 weeks (42 days) after the first dose, if necessary. You should not get the second dose earlier than the recommended interval. *Grand Canyon University does not require the covid-19 vaccine for students or staff, however, if a student is offered 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. Should a student decline clinical placement offered for any reason, including covid-19 vaccine, that student will need to secure their own placement for that term prior to clearance for class.

Although GCU does not require students or faculty to receive certain vaccines, all students attending fieldwork rotations as part of the BS-OTA program will have to abide by the fieldwork site requirements. Site requirements for placements take precedence over GCU's recommended health and safety requirements and students must ensure that all requirements of the fieldwork site are met.

Students requesting medical and/or religious exemption for any vaccine should understand the risks when requesting an exemption if clinical agencies are unable or unwilling to accommodate student exemption requests. Risks include but are not limited to:

- limited clinical location options.
- inability to progress and/or complete the program due to limited or lack of clinical sites accepting student exemption requests for the various types of clinical experiences required.
- delayed graduation.

Insufficient, expired, or missing documentation may result in a later start date, resulting in delayed graduation. Students should submit their documentation early to avoid delay in their fieldwork start date. It is the student's responsibility to ensure that health and safety documents are current and that all other program requirements have been met.

Criminal Background Check Policy

All BS-OTA students must pass an approved background check prior to secondary admission, and the order date must be within six months of the deadline. All BS-OTA students are expected to be clear of any felony or misdemeanor convictions at the time of secondary admission and to remain free of felony and misdemeanor convictions for the duration of the secondary portion of the program. If the prospective student or student is charged with a felony, misdemeanor or undesignated offense either before secondary admission or during the secondary portion of the program, even if charges are not verified, he/she is obligated to notify their Program Lead, Academic Fieldwork Coordinator, Field Experience Counselor, and Student Services Counselor via email within 10 days. Failure to do so may lead to immediate termination from the program. Students with misdemeanors will be reviewed to determine potential fieldwork placement based on the individual's record but this may delay or prevent the fieldwork experience.

Students with misdemeanors who are admitted into the secondary portion of the program can in no way be guaranteed certification or licensure, as certification is contingent upon the student passing the National Board Certification in Occupational Therapy Assistant examination, and licensure is at the sole discretion of each individual state Board of Occupational Therapy. In addition, students with misdemeanors who are admitted into the secondary portion of the program can in no way be guaranteed employment, as employment is at the sole discretion of individual employers.

Students who currently hold a professional license, certification, or registration issued by a state licensing board or national certifying body, must notify their Student Services Counselor, Academic Fieldwork Coordinator and Field Experience Counselor regarding any changes in status, including accusations, infractions, disciplinary actions, participation in a diversion program (whether voluntary or involuntary), and any reportable incident (including incidents currently under investigation). Any of the above status changes may delay or prevent the fieldwork experience. Failure to provide this notification could result in disciplinary consequences.

Required Fieldwork Experiences

Grand Canyon University BS-OTA students are required to attend all assigned fieldwork placements. This includes three 1-week 32-hour Level I Fieldwork placements (96 hours total), and two 8-week full-time Level II Fieldwork placements (560 hours total). Students are expected to complete the two 8-week full-time Level II Fieldwork placements back-to-back in OTH-490, after all didactic courses have been successfully completed. Failure to complete all required fieldwork will result in course failure and delayed graduation. The CONHCP Student Success Center page hosts the BS-OTA section of the CONHCP Undergraduate Field Experience Manual, which specifies all fieldwork requirements.

Required Before Beginning Fieldwork Experiences

Students must complete all didactic courses with a passing grade (76% minimum, no rounding) and maintain a cumulative 3.0 GPA in all BS-OTA program major core courses to progress to the Fieldwork II portion of the program (OTA-490). Insufficient, expired, or missing health and safety documentation may result in a later start date, resulting in delayed graduation. Students should submit their documentation early to avoid a delay in their fieldwork start date. It is the student's responsibility to ensure that health and safety documents are current and that all other clinical program requirements have been met. Fieldwork sites require specific health and safety measures. Therefore, GCU

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cannot make exceptions to waive any health and safety requirement for any reason including religious, medical, personal, etc.

Fieldwork Attendance, Make-Up, and Tardiness Policy

Fieldwork attendance is mandatory, and students are expected to arrive on time. Tardiness is not acceptable, and habitual tardiness can result in disciplinary action and/or a reduced grade in the associated course. Students must notify fieldwork educators via agreed-upon method of any absence and/or anticipated tardiness. The Academic Fieldwork Coordinator must also be notified via email within the same timeframe. More than two absences during a single placement are considered excessive and may require extended or additional placement time, potentially increasing program duration and a referral to the Professional Practice Committee. Absences impact attainment of required clinical fieldwork hours and course objectives, which may affect final grades.

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 fieldwork.
- hospitalization

Students will be asked to submit substantiating medical documentation that states: "the student may return to the fieldwork site 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 day or consecutive days at fieldwork.

GCU may verify the information contained in the documentation with the provider. Students will be required to make up their missed clinical fieldwork hours and add the hours in Lopes Activity Tracker (LAT) for approval. Fieldwork educators and the Academic Fieldwork 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 a 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 fieldwork.

Failure to complete the minimum clinical hour requirement may result in failure of the fieldwork course. Students who miss fieldwork due to extended illness are required to contact Student Disability Services. Non-compliance may result in a referral to the Professional Practice Committee, impact future placement opportunities, and may affect course grades or delay program completion.

Incomplete Fieldwork

Out of respect for those providers that have agreed to supervise students at their fieldwork site, students that have accepted a clinical fieldwork 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.

The Academic Fieldwork Coordinator attempts to arrange placements in the student's geographical area. In some circumstances, if fieldwork placements are not available close to a student's geographic location, extended travel, or relocation away from their permanent address may be necessary to fulfill clinical fieldwork requirements.

In a case where a fieldwork educator is unable to fulfill their commitment to the student, the student may need to withdraw and retake the course. Students are responsible for all costs associated with any withdrawn/repeat courses.

If a fieldwork educator is no longer willing to work with the student due to unprofessional behavior exhibited by the student, referral to the Professional Practice Committee will take place. This may impact future placement opportunities being extended for the remainder of their program as the Academic Fieldwork Coordinator and Office of Field Experience do not want to jeopardize partner relationships.

If a situation warrants a change to a fieldwork site assignment or a student withdraws during the fieldwork experience, the Academic Fieldwork Coordinator cannot guarantee a new fieldwork site assignment during the same timeframe. This may influence the student's progress in the BS-OTA program and graduation.

Students must complete the minimum hours required for each fieldwork course in their clinical program of study. Students who fail to meet the minimum number of hours required per course will receive a failing grade and will need to obtain re-entry approval to retake the course (see BS-OTA re-entry policy). The program does not count hours accumulated during a course that receives a non-passing grade. Students may not complete additional hours to use in a future course.

Change of Address

Students must notify their Student Services Counselor, Academic Fieldwork Coordinator and Field Experience Counselor of a change of address immediately as this may impact fieldwork placements. A student who moves to a state in which the program is not offered will not be able to complete fieldwork in that state. Out of respect for providers who have agreed to supervise students at their fieldwork site, students who have accepted Office of Field Experience placements must complete the entire commitment to the site. Failure to do so may impact future placement opportunities being extended.

Professional Dress During Fieldwork

Students must wear the clothing required by the fieldwork site to which they are assigned. This should be discussed with the fieldwork educator prior to starting the placement. Failure to adhere to a designated dress code may be grounds for immediate dismissal from a fieldwork placement and will result in a referral to the Professional Practice Committee.

Transportation/Travel to Fieldwork Sites

BS-OTA students are required to provide their own transportation to fieldwork sites. Travel time may not be logged for clinical fieldwork hours. Providing or obtaining transportation to and from fieldwork sites and paying for all associated costs (i.e., fuel, parking, permits, etc.) is the responsibility of the student.

Communicable Disease Policy

Students need to adhere to the required immunizations, safe clinical practice standards, and the BS-OTA section of the CONHCP Undergraduate Field Experience Manual. Students may not participate in clinical fieldwork experiences while 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

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center or healthcare provider for evaluation is required. If the evaluation indicates a possible communicable disease, students must avoid contact with clients for the duration suggested by the healthcare provider. Students may not return to participation in clinical fieldwork experiences until they have been reevaluated by a healthcare provider and released with written verification of full release provided to the Academic Fieldwork Coordinator and fieldwork educator. Students must contact the fieldwork educator and Academic Fieldwork Coordinator upon suspicion and verification of the disease.

BS-OTA Major Course and Fieldwork Completion Requirements

1. Earn a grade of C (76% minimum, no rounding) or higher in all courses and maintain a minimum cumulative 3.0 GPA in all BS-OTA program major courses.
2. Earn a grade of C (76% minimum, no rounding) on all benchmark competency assignments to pass the course. Students who score below 76% on benchmark assessments must complete remediation. Failure to achieve at least 76% upon remediation will result in course failure.
3. No points will be awarded for any assignment submitted 10 days past the due date, but submission is still required. Technical issues are not valid excuses for late work unless the problem stems from GCU servers.
4. Complete and submit all required deliverables, including those designed to document clinical fieldwork experiences and clinical fieldwork hours, even if the point value is "0." Students who fail to complete and submit all deliverables may receive a failing grade in the course.
5. Complete the total number of clinical fieldwork hours required for courses with fieldwork (OTH-320, OTH-360, OTH-400 and OTH-490). Students must complete all level II fieldwork within 16 months following completion of the didactic portion of the program.
6. Students must complete all level II fieldwork within 16 months following completion of the didactic portion of the program.
7. Score “Meets Standards” on final Fieldwork Performance Evaluations.
8. Follow the fieldwork policies and procedures outlined in the BS-OTA section of the Undergraduate Field Experience Manual.
9. Successfully pass the baccalaureate project courses (OTH-440 and OTH-445).

Course Failure, Retakes and Timeline for Program Completion

Failure to achieve any of the above criteria will result in course failure. Passing grades are only awarded upon successful completion of all required deliverables. Failure to complete and submit all deliverables may result in a failing grade, regardless of numerical scores on completed work.

If a student has not met one of the above criteria and wants to drop the course while the course is still in session, they must follow the BS-OTA Re-Entry Policy.

Only one failed course may be retaken. If a student fails a course, they may retake it one time. If the second attempt results in failure, the student will be academically dismissed from the BS-OTA program major core. Students may reapply.

Students who do not complete Fieldwork II or the baccalaureate project within the scheduled semester will need to follow the BS-OTA Re-entry Policy. Students must complete all requirements for successful completion of the BS-OTA program major core no later than 12 months from the original expected date of graduation.

Professional Standards and Dismissal Policy

Students must follow Grand Canyon University's academic progression policy, the CONHCP Student Professional Dispositions, and the American Occupational Therapy Association (AOTA) Code of Ethics. Failure to meet course objectives, policies, dispositions, and procedures outlined in the courses, the University Policy Handbook, and the Guidelines for Undergraduate Field Experience Manual results in failure or removal from the program. Failure to meet the AOTA Code of Ethics may result in a warning, coaching, probation, suspension, or removal from the program. Students must maintain continuous growth and clinical skill acquisition as they progress through the program of study.

Mandatory Advisement and Remediation

CONHCP recognizes the importance of maintaining continuous progress and a sound knowledge base to be successful throughout the program. 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. Certain remediation plans may include a referral to the Professional Practice Committee. All remediation goals must be met by the end of the course to progress in the program.

Grievances

The BS-OTA program adheres to the grievance policies outlined in the University Policy Handbook (UPH). Students who believe they are victims of unfair policies or practices should follow the CONHCP Chain of Command.

On Campus Experience Attendance

BS-OTA students are required to attend all three scheduled On-Campus Experiences (OCE) and complete all requirements including, but not limited to, skills practice, skills check-off and lecture. Students must be physically present each day from the scheduled start time to the scheduled finish time. The OCE may occur on any day of the week (Monday-Sunday).

Required attendance includes:

- Being physically present each day and participating from start to finish.
- Bringing all required materials, including required technology and any other equipment as specified by the instructor.
- Wearing professional attire or other appropriate OCE dress as specified by the instructor.
- Actively participating and engaging constructively with instructors and classmates.
- Arriving on time, returning on time from scheduled breaks, and staying until the scheduled finish time.

Make-ups will only be considered once per semester in each OCE under extreme circumstances and must be approved by the program lead (or designee). Examples of extreme circumstances that could warrant a make-up may include, but are 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 an OCE, the student is expected to contact the program lead (or designee) and OCE instructor prior to the scheduled start of the event.

Failure to attend any portion of the OCE may result in an automatic course failure. Students may be required to repeat the course and the OCE associated with the course to progress in

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their program of study, necessitating a re-entry approval by the program lead. Absences may also result in a referral to the Professional Practice Committee.

All OCEs must be fulfilled to pass the associated course and as a graduation requirement.

Mandatory Virtual Intensive Seminar Attendance

BS-OTA students are required to attend a two-day virtual intensive seminar during OTH-445. The seminar may be assigned on any day of the week, including weekends (Monday-Sunday). Failure to attend any portion of the virtual intensive seminar may result in course failure.

Required attendance includes:

- Being physically present on camera each day and participating from start to finish.
- Having all required materials prepared, including required technology and any other equipment as specified by the instructor.
- Abiding by the dress code as specified by the instructor.
- Actively participating and engaging constructively with instructors and classmates.
- Arriving on time, returning on time from scheduled breaks, and staying until the scheduled finish time.

The attendance and make-up policies for virtual intensive seminars are the same as those outlined for OCEs.

The virtual intensive seminar must be fulfilled to pass OTH-445 and as a graduation requirement.

Online and Traditional Classroom Participation

The BS-OTA Program follows the Academic Engagement Policy. Students should refer to the Academic Engagement Policy in the UPH for guidance with online and traditional classroom participation expectations.

Proctored Examination Policy

The program schedules and administers proctored examinations in an environment conducive to success and minimizing academic dishonesty. Many of the BS-OTA program major core courses will include proctored exams. Students will be notified of any additional charges associated with the verification of student identity for test proctoring services at the time of enrollment. The CONHCP page of the Student Success Center provides specific directions. If accommodation is needed, please contact GCU's Student Disability Services office or follow the steps for accommodation outlined in the University Policy Handbook.

If IT issues occur and cannot be resolved by the proctoring agency or GCU Tech Support during the designated test time, a working ticked needs to be obtained and submitted to the classroom. Faculty can then work with the student to reassign the exam. Exams will not be rescheduled without evidence of interaction with the proctoring agency or GCU tech support.

If the proctoring service is not used for that assignment/exam, the student will receive a failing grade on the exam.

Re-Entry to the BS-OTA Program Major Core

Any student who exits the BS-OTA program major core prematurely must submit a formal letter to the BS-OTA program lead to request re-entry. Re-entry to the program major core is not guaranteed and is contingent upon seat availability, clinical placement availability, and the student's demonstrated potential for successful program completion.

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. The student must meet all admission and clinical requirements to be considered for re-entry into the BS-OTA program major core and may be required for students to take additional coursework upon re-entry due to changes in accreditation standards or the BS-OTA program course walk.

The following conditions require re-entry and re-entry approval:

1. Course Withdrawal or Failure: Student withdraws from or receives a non-passing grade (W/F) in any program major core course.
2. Administrative Withdrawal: Student has been administratively withdrawn from program coursework.
3. Medical Withdrawal: Student requires documented medical leave.
4. Military Service: Student requires military deployment withdrawal.
5. Leave of Absence: Student has an approved Leave of Absence (LOA)
6. Interrupted Enrollment: Student experiences a break in attendance without an approved LOA.

Students may appeal a determination of re-entry by utilizing the University Appeal Procedures and submitting a formal appeal through a Student Services Counselor. Please refer to the University Appeal Procedures section of the UPH for specific details regarding the process.

Academic Requirements for BS-OTA Program Major Core Re-entry

- Students must maintain a cumulative GPA of 3.0 or higher in the BS-OTA program major core courses to be considered for re-entry.
- Students receiving an incomplete "I" grade must resolve it before the start of the next academic semester or by the timeline determined by the program lead.
- A maximum of one failed BS-OTA program major course may be repeated based on acceptance through the re-entry process.
- Students are responsible for re-entry fees.

Timeline and Validity

- Re-entry request letters must be submitted at least one month prior to the intended return date.
- All program major core requirements must be completed within 12 months of the original expected graduation date.
- In order to meet program major core completion time limits, re-entry approval is valid for no more than two semesters after the semester in which the withdrawal occurred. This may necessitate a change in delivery models.
- Students must reenter a new cohort and follow the new cohort sequence in effect at the time of re-entry.
- Students are eligible for only one re-entry opportunity during their academic career.

Subsequent breaks in attendance, failure, or withdrawal from any course after initial reinstatement makes a student ineligible for additional BS-OTA program major core re-entry opportunities.

Bachelor of Science in Communication Sciences and Disorders

Bachelor of Science in Occupational Therapy Assistant

Essential Elements

Motor/Physical Requirements

- Ambulatory capability to sufficiently maintain a center of gravity over your base of support when met with an opposing force as in lifting, supporting, and/or transferring a client.
- Abilities in physical strength, endurance, fine and gross motor coordination, range of motion, and mobility sufficient to

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provide safe and effective care (including the performance of client transfers and lifts from a variety of surfaces and levels) and operation of equipment.
- Ability to perform duties safely for both practitioner and client.
- Standing, sitting, lifting, reaching, bending, and stretching.
- Ability to respond appropriately in an emergency to ensure the safety of client and self.

Cognitive/Critical Thinking Requirements

- Use professional awareness to make accurate assessments and judgments.
- Retain, synthesize, calculate, evaluate, reason, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies.
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for client needs.
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills.
- Cognitive skills for problem identification and problem-solving including under stressful and/or emergency conditions, emergent demands, or a distracting environment.
- Critically examine and apply evidence-based judgment in keeping with best practices for client care and independently determine when assistance from the instructor/supervisor is required.
- Prioritize, organize, and utilize time management skills to fulfill course and clinical requirements.

Sensory Requirements

- Access sensory information to identify and differentiate functional and disordered auditory, oral, written, and visual communication.
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings (Clinical interpretation of diagnostic imaging findings is not a requirement for BS-CSD).

Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests within a reasonable time frame consistent with the task and situation.
- Possess sufficient sensory ability for client observation and assessment to ensure safety and accurate measurement.
- Possess sufficient auditory ability to discern nuances in speech for accurate transcription (BS-CSD program)
- Ability to sense clients' physical and/or emotional status through touch and movement.

Communication Requirements

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies.
- Ability to effectively interact cooperatively and communicate with individuals, families, and groups of all ages from a variety of social, emotional, cultural, and intellectual backgrounds for multiple purposes.
- Ability to observe, recognize, understand, and effectively use non-verbal behavior.
- Ability to establish and maintain a therapeutic relationship with clients.
- Use appropriate professional language and demeanor in all interactions.

Professionalism and Clinical Requirements

- Act professionally regarding timeliness, preparedness, appropriate hygiene, and professional dress.
- Adhere to GCU policies, procedures, and requirements as described in designated manuals and demonstrate ethical behavior.
- Represent the profession effectively through demonstration of professional attitude, appearance, and behavior (for example, but not limited to time management, punctuality, work behaviors, volume of work, and adherence to dress code) in both academic and clinical settings.
- Demonstrate professionalism and readiness in all settings.
- Exhibit a commitment to learning by demonstrating initiative and responsibility for your learning.
- Participate willingly in the supervisory process during classroom and clinical experiences.
- Accept critical feedback and make positive behavioral changes.
- Adhere to professional standards and the Code of Ethics, HIPAA, and clinical site-specific policies, procedures, and guidelines.
- Demonstrate cognitive flexibility and maturity.
- Transportation to and from the clinical site is the responsibility of the student.
- Meet all health and safety requirements to perform duties in assigned settings (placement sites may have additional health and safety requirements).

Academic and Technology Requirements

- Students will complete online modules including but not limited to worksheets, readings, videos, case studies, exams.
- Students will engage in collaborative group activities.
- Students will frequently participate in video communication. These may be synchronous or asynchronous including but not limited to self-recorded videos discussing course material, practicum experiences, and demonstrating clinical skills.
- A core requirement is for students to capture themselves live on video to receive feedback and demonstrate competencies.
- Demonstrate proficiency with basic computer software, word processing, library utilization, and electronic communication for academic work and electronic documentation.
- Students will frequently participate in video communication. These may be live sessions or self-recorded videos discussing course material, practicum experiences, and demonstrating clinical skills

Social-emotional Skills:

- Tolerance for a wide variety of encounters and environments that may be stressful, tedious, emotionally taxing, and subject to rapid and unpredictable adjustment, consistent with the uncertainties present in a rapidly changing health care system.
- Identification of sources of stress and development of effective and appropriate coping behaviors to function successfully under stress.

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.

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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 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.

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- 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.

The University does not discriminate based on disability in the course of administering discipline. A student with a disability who is subject to disciplinary proceedings may request an accommodation for their disability and the University will engage in the interactive process upon such a request.

- To receive accommodations through the University, students are required to self-identify by completing the Accommodation Request Form and provide supporting documentation to Student Disability Services. Only the SDS Office can approve accommodations.
  - Students can submit the accommodation request form at https://sds.gcu.edu or in person in the SDS office.
  - Supporting documentation can be submitted via email to disabilityoffice@gcu.edu or submitted through the link while completing the Accommodation Request Form.
- All requests for disability accommodations in student disciplinary proceedings are subject to an individualized determination. Whether such a request is reasonable and/or would be a fundamental alteration of the University's disciplinary policies is determined on a case-by-case basis after evaluation of appropriate documentation.
- Students should refer to the Steps to Accommodations policy for the appropriate steps and documentation requirements.

To allow the SDS Office sufficient time for processing, requests for disability accommodations in any disciplinary process should be submitted immediately upon receipt of notification from the College of Humanities and Social Sciences

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.

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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.

Essential Elements for COT & GCTS Students

- Behave in an appropriate and professional manner that fits the setting
- Act as a professional regarding:
  - Timeliness
  - Preparedness
- Maintain appropriate and professional relationships in all ministry environments
- Maintain appropriate hygiene and appropriate/professional dress for the setting or as fits the ministry occasion
- Communicate clearly and appropriately in the classroom setting as well as with peers, faculty, staff, and college administration
- Effectively communicate within the context of supervised ministry, internships, and practicum
- Complete all required components of supervised ministry, internships, and practicum
- Individuals are responsible for their own transportation to and from internship/supervised ministry/practicum

Essential Functions for COT & GCTS Students

A COT or GCTS student must:

- Possess the ability to effectively carry out service and teaching in diverse ministry contexts
- Provide appropriate leadership and service within a ministry context
- Develop professional and effective relationships with individuals, families, and diverse communities
- Comprehend content effectively and accurately when reading and studying.
- Effectively preach or teach within the context of a classroom or local church setting.

In addition to the aforementioned essential functions, a Bachelor of Arts in Worship Arts student must:

- Have the ability to meet all programmatic requirements
- Demonstrate musical ability during a required audition for the Worship Leadership emphasis. A student cannot enter this emphasis without the completion of this process.

*If a student requires an accommodation to meet the essential elements of any COT & GCTS programs they are required to go through the Accommodations process with the Student Disability Services office. Each request will be reviewed on case-by-case basis.

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 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

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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

Master of Science in Organizational Leadership and Entrepreneurship

Master of Science in Organizational Growth and Sales

The Master of Science in Organizational Leadership and Entrepreneurship and Master of Science in Organizational Growth and Sales programs have been retired:

Student wishing to return to the University will be unable to continue in this degree program and will need to submit a University appeal in order to determine the appropriate degree program. The students completed coursework will be reviewed for possible course substitutions into our Master of Science in Leadership degree program. If the student does not wish to pursue the Master of Science in Leadership, they may pursue a different program of study, but will not be considered for course substitutions.

College of Education

All College of Education Graduate Programs

COE Graduate Certificates

Candidate Fingerprint Clearance

* Candidates beginning a new program of study or non-degree coursework requiring fingerprint clearance 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

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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/Graduate Programs (Non-Licensure and Educational Administration):

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

Please note, if a candidate changes enrollment to a licensure program, the candidate may need to provide additional clearances in alignment with the Required Fingerprint Clearance Documentation – Initial Teacher Licensure Programs and Bachelor of Science in Educational Studies policy.

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:

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.

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• 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.)

College of Education Practicum/Field Experience Expectations

Practicum/field experiences are field-based learning opportunities that focus on observation, application, and reflection. Practicum/field experiences require the candidate to spend a prescribed amount of time in real-life classroom settings to demonstrate competency with predetermined activities that are aligned to professional standards in the field of education.

Approved Practicum/Field Experience Settings

Candidates must complete practicum/field experiences in the approved settings with a certified and/or qualified teacher as referenced in program coursework and Clinical Field Experience Handbook. Settings must align to programmatic grade levels and content areas. with the exception of an accommodation requested and approved with the Office of Student Disability Services. Accommodation approval for the use of recorded video is not guaranteed. Practicum/field experiences must be completed in traditional in-person or approved virtual school site settings. Candidates are expected to mirror mentor teachers' instructional modality. Virtual setting options are not guaranteed. Utilizing recorded video in lieu of completing hours in the approved settings is not permitted with the exception of a temporaryn accommodation requested and approved with the Office of Student Disability Services. Accommodation approval for the use of recorded video is not guaranteed and would not be acceptable for the full duration of a candidate's program.

Paid Practicum/Field Experience Opportunities

Practicum/field experience is traditionally an unpaid experience. The College of Education does not solicit, source, or guarantee paid practicum/field experience opportunities. If interested in paid opportunities, it is the candidate's responsibility to secure employment and adhere to all state, district/school site and university regulations and policies. Candidates who are currently in paid education positions (such as paraprofessional, teacher aid, teacher of record, substitute teacher, administrator, etc.) may be able to complete practicum/field experience hours in their paid role if all the below requirements are met:

- The setting aligns with the setting required in the candidate's program of study.
- The candidate has an appropriately certified mentor available at the school site to sign and verify hours on appropriate forms/documentation.
- The candidate is able to fulfill all practicum/field experience expectations, including the ability to complete all course assignments, requirements, etc.
- The candidate obtains approval from the district/school site and course instructor.
- The paid experience is not in any violation of any district/school, state, or federal policy, regulation, or law.

Utilizing paid positions to complete practicum/field experience hours is also at the discretion of the district/school site. Candidates are expected to adhere to all district/school site policies. In addition, candidates requesting to utilize a paid position to complete practicum/field experience hours must obtain approval from their course instructor to ensure alignment to coursework. Candidates utilizing paid positions cannot act as their own mentor. Candidates must have an appropriate mentor or school site administrator verify the completion of hours on the Clinical Field Experience Verification Form

Course Expectations for Practicum/Field Experiences

- Candidates engaging in practicum/field experience must also be active in a practicum/field experience course/block or in a documented college-approved plan to complete practicum/field experience hours in the field. Candidates must have current/valid fingerprint clearance(s) on file with their Field Experience Counselor prior to starting any fingerprint clearance required course. Please see Candidate Fingerprint Clearance policy.
- Candidates must complete all required practicum/field experience hours within the program of study. Failure to complete all practicum/field experience hours required within the program of study may result in ineligibility for the student teaching portion of the program, delays in program progression and/or delays or ineligibility for Institutional Recommendation (IR). Please see Requirements for an Institutional Recommendation (Initial Program/Teacher Licensure Only) policy.
- Practicum/field experience hours are mutually exclusive. Candidates must complete all required hours for each course or block – "double-dipping" or reusing practicum/field experience hours will not be allowed.
- Candidates that receive a non-passing grade in a practicum/field experience course must redo their practicum/field experience hours and documentation of the hours on the verification form in the retake of the course.
- Verification forms for practicum/field experiences are to be completed by site mentors. Candidates who falsify hours will be referred to the Office of Academic Compliance for further review.
- If referred to the Office of Academic Compliance, candidates are required to adhere to University and College determinations related to practicum/field experience including, but not limited to, redoing the completion of practicum/field experience hours and appropriate documentation, acknowledging that site placement is not guaranteed, acknowledging that any penalty received in a course or program of study will stand as issued by the course instructor or by the Code of Conduct Committee.

Program Specific Expectations for Practicum/Field Experience

Candidates are encouraged to be proactive regarding the selection of appropriate practicum/field experience placement settings. Each course/block outlines appropriate practicum/field experience settings. Candidates are responsible for completing hours in the settings that align with the grade levels and /content areas associated with their program of study and intended certification. Candidates in all programs may refer to the appropriate Field Experience Handbook and additional resources in the Student Success Center.

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The programs below include additional specifications, requirements, and settings regarding practicum/field experience.

- Early Childhood 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).
  Teacher Candidates are required to complete an early childhood practicum application 8 weeks prior to the start date and will receive placement assistance from their assigned Field Experience Counselor.
- Early Childhood Education and Early Childhood Special Education
  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 practicum courses that require University placement. Candidates must refer to their program of study and Field Experience Counselor for more information.
  Candidates are required to complete an early childhood/early childhood special education practicum application 8 weeks prior to the start date and will receive placement assistance from their assigned Field Experience Counselor. Candidates are not permitted to take Practicum I and Practicum II concurrently.
- Master of Arts in Higher Education Student Affairs
  Candidates must have access to an institute of higher education to complete program assignments. GCU is unable to offer/guarantee practicum/field experience access to institutions of higher education

Placement Expectations for Practicum/Field Experience, Student Teaching, and Internships

The following section seeks to address responsibilities and expectations for candidates in the College of Education who are in school districts, schools and placement settings during a practicum/field experience, student teaching, or internship experience. The statements are designed to be reflective of the fundamental principles and values that are desired of a candidate and his/her professional and personal conduct in field settings. In addition to all University conduct policies, the conduct expectations clarify conduct unbecoming of an education candidate, and thus are subject to disciplinary action.

Candidates in the College of Education represent GCU's missional, Christ-centered values and are expected to abide by ethical, professional, and academic standards for professional educators. These expectations include, but are not limited to the expectation that the candidate:

- Gives appropriate attention to college programmatic and site placement work requirements
- Attends class and engagements as required by the college and site placement
- Acknowledges and accepts the responsibility of honorable adherence to the university's and site placement's standards, rules, policies, and procedures
- Follows all dress code requirements site for by placement site Follows all dress code requirements set by placement site(s)
- 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, site placement personnel, and the community
- Upholds confidentiality and respect for personal or professional information communicated in the placement classroom
- Represents themselves solely in all matters related to performance, evaluation, assessments, disciplinary action, etc.
- Adheres to college dispositional expectations, essential elements and functions for educations, policies, and standards of academic honesty

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 workday. 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 Strengths 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 groups of various social, emotional, cultural and intellectual backgrounds; adhere to GCU policies, procedures and requirements as described in the Student Teaching

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Manual/Clinical Practice, 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 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 candidates in the College of Education. Candidates are expected not to engage in such action while in school districts, schools, and/or placement settings.

The following is a non-exhaustive list of actions that are considered clinical practice conduct violations, for which candidates 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, document related to:
  - Admission or eligibility to practicum/field experience, student teaching and/or internships
  - 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/Mentor, GCU Faculty Supervisor, faculty, or staff
  - Threatening to harm or endangering the safety of any individual in the practicum/field experience, student teaching, and/or internship setting
  - Threatening statements, behaviors, acts of violence or corporal punishment against any individual in the practicum/field experience, student teaching, and/or internship setting
- Failure to comply promptly with any reasonable directive from a Cooperating Teacher/Mentor, 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

If candidates violate any of the above or any other university or placement site policy, they are subject to review by the College and/or the Office of Academic Compliance. If candidates are found eligible to continue with the program of study, candidates are expected to complete all required actions deemed necessary by the University or College. Please note, if candidates are enrolled in an initial teacher licensure program, student teaching may only be repeated once.

Basic Skills and Content Area Exams Effective Fall 2025

College of Education Certification/Licensure Pathway

Grand Canyon University has determined the certification path for each program and state combination (e.g., Bachelor of Science in Elementary Education in Arizona; Master of Education in Special Education in Georgia, etc.). Candidates' location, and/or Intent to Certify State, is used to determine the pathway GCU requires for the candidate to become a program completer. Licensure paths were identified by GCU based on:

- Federal Regulations
- Arizona State Board of Education and Arizona Department of Education program approvals
- Arizona Private Post-Secondary Education
- State postsecondary entities
- State licensing requirements for student location or student intent for certification

Association for Advancing Quality in Educator Preparation (AAQEP) approvals

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GCU policy

The general public can see individual state/program requirements on GCU.edu, on the program pages. Candidates are provided state/program disclosure information in the enrollment agreement based on their location (See Location) and/or Intent to Certify State. There are two pathways GCU candidates use to obtain a teaching license:

- Direct Certify: Candidate will complete the coursework, practicum, student teaching, exams as determined by GCU, and complete the associated state certification process.
- Certify through Arizona Reciprocity: Candidate will complete the coursework, practicum, student teaching, exams, as determined by GCU, and submit to Arizona for licensure. Candidate will then take their Arizona license and apply to their state location, or the state they indicated they would be certified in for reciprocity.

State licensing requirements may change without prior notice, and such changes are beyond the control of Grand Canyon University. GCU will notify candidates of any licensure changes for their location and/or Intent to Certify State, within 14 days of determination.

Candidates considering relocating, or candidates that have relocated to another state or outside of the United States during their program, whether relocation is permanent or temporary, may not be able to complete their program of study and/or achieve certification. Candidates should contact their Student Services Counselor immediately to determine whether their Program of Study is available in the new location.

College of Education Licensure Exam Requirements

Teacher and Principal Candidates enrolled in an initial teacher or principal licensure program must pass required educator exams, as determined by Grand Canyon University for the program/state combination in which the candidate is located and/or Intent to Certify State before they can be considered a program completer, even if coursework is completed. This may include programmatically required exams, program- and certification-aligned state-mandated basic skills exams and/or content knowledge exams (also known as subject knowledge exams), professional knowledge exams, or principal exams. GCU utilizes content knowledge exam/subject knowledge exams and licensure/certification interchangeably. Other states may utilize varying terminology. This policy applies to all initial teacher licensure and principal licensure programs.

Candidates must submit exam scores to their Field Experience Counselor. Exams will be accepted as passed only if the official score report documents a passing score ('pass' or 'passed'). Candidates must attempt all required exams as determined by Grand Canyon University for the program/state combination in which the Candidate is located and/or intending to certify. Candidates must refer to the matrix below and their Field Experience Counselor for certification exam requirements and timelines.

GCU course exams are not substitutable for state certification exams. Candidates should refer to GCU.edu and their enrollment agreement for exam requirements.

College of Education Licensure Exam Requirements			
Certification Path	**Prior to Admission**	**Prior to Student Teaching**	**Prior to Graduation**
Initial Teacher Licensure Programs			
Certify Through Arizona Reciprocity & Direct Certify	N/A	Passing state basic skills (if applicable) and content knowledge exam(s) scores	Passing state professional knowledge exam scores
Direct Certify: Provisional License with Deficiencies (Exam Deferral)	N/A	Passing state basic skills (if applicable) and content knowledge exam(s) scores OR Deferement acknowledgement	Passing state professional knowledge exams scores* OR Deferment acknowledgement
Alternative Preparation Program: Canyon L.E.A.P. to Teach	Content knowledge exam(s)	N/A-no student teaching requirement	Passing state professional knowledge exams scores
Education Administration – Principal Licensure			
Certification Path	**Prior to Admission**	**Prior to Internship**	**Prior to Graduation**
Certify Through Arizona Reciprocity & Direct Certify	N/A	N/A	Passing state administrator exams

* Professional knowledge exams (PKE) are not required for states that do not have a specific PKE requirement for certification.

Candidates must pass all program- and certification-required basic skills, content knowledge, professional knowledge, and/or principal exams prior to completing the program and being recommended for graduation. GCU will not issue an Institutional Recommendation (IR) until all required exams, coursework, and all other graduation requirements are met to satisfy program completion

Performance-Based Assessments (Initial Program/Teacher Licensure Only)

Some states may require additional Teacher Performance Assessments (TPA) such as edTPA. These performance-based assessments are student-centered and are used to measure a candidate's teaching knowledge and skills. Depending on the individual state's requirements, the assessment may include tasks related to skills including, but not limited to, reflection of practice, designing and implementing instruction, and analysis and planning from assessments and data.

If a performance-based assessment is required for certification in a candidate's state of residence, GCU expects the completion of portfolio items specified in the assessment during the candidate's completion of student teaching. Candidates are advised to consult with their Field Experience Counselor (FEC) to discuss if a specific performance assessment is required for their state.

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College of Education Professional Practice Committee (PPC) and Personal Improvement Plan (PIP)

GCU's College of Education does not employ districts and therefore does not have any jurisdiction of districts' placement discretion or termination of placement. Candidates are guests at placement sites and must follow all site policies and

The expectations. In the case a candidate has an unsuccessful attempt at student teaching or educational administration internships the candidate may be reviewed by the College of Education's Professional Practices Committee (PPC). The COE's PPC reviews unsuccessful attempts (i.e., cancellation of confirmed placements, terminations, self-terminations and/or course failures) at student teaching and the educational administration internship determines all college-level remediation or sanctions, and/or recommendation for further university-level review. The College of Education's PPC reviews all documentation, including the candidate's response to the attempt, and will make a determination on the next steps regarding program progression.

The University does not discriminate based on disability in the course of administering discipline. A student with a disability who is subject to disciplinary proceedings may request an accommodation for their disability and the University will engage in the interactive process upon such a request.

- To receive accommodations through the University, students are required to self-identify by completing the Accommodation Request Form and provide supporting documentation to Student Disability Services. Only the SDS Office can approve accommodations.
  - Students can submit the accommodation request form at https://sds.gcu.edu or in person in the SDS office.
  - Supporting documentation can be submitted via email to disabilityoffice@gcu.edu or submitted through the link while completing the Accommodation Request Form.
- All requests for disability accommodations in student disciplinary proceedings are subject to an individualized determination. Whether such a request is reasonable and/or would be a fundamental alteration of the University's disciplinary policies is determined on a case-by-case basis after evaluation of appropriate documentation.
- Students should refer to the Steps to Accommodations policy for the appropriate steps and documentation requirements.

To allow the SDS Office sufficient time for processing, requests for disability accommodations in any disciplinary process should be submitted immediately upon receipt of notification from the College of Humanities and Social Sciences

Possible outcomes for candidates referred to the College of Education's PPC may include but are not limited to:

- Removal from the student teaching or educational administration internship course(s).
- Awarding a failing grade for the student teaching or educational administration internship course(s).
- Awarding the grade earned in the student teaching or educational administration internship course(s).
- Awarding a "W" (withdraw) grade in the student teaching or educational administration internship course(s).
- Successful completion of required college-level coaching.
- Successful completion of a Personal Improvement Plan (PIP).
- Replacement in a new student teaching placement site.*
- Replacement in a new student teaching placement site after the completion of a PIP.
- Referral to the University's Code of Conduct Committee Office of Academic Compliance for further review.

An unsuccessful attempt at student teaching or the educational administration internship may have financial implications. It is the candidate's responsibility to contact their assigned Student Services Counselor to discuss any financial matters as a result of an unsuccessful student teaching or educational administration internship attempt and/or future course repeat(s).

*Replacement at a new student teaching placement site is contingent upon several factors (e.g., placement site availability/approval, required remediation, etc.) and is not guaranteed

Personal Improvement Plan (PIP)

If required by the Professional Practices Committee, a Personal Improvement Plan (PIP) must be successfully completed to be eligible for a second and final attempt at student teaching. The PIP is personalized one-on-one support to assist teacher candidates in their second attempt in the student teaching experience. Throughout the PIP, the Teacher Candidate will work with a College of Education faculty/staff member to reflect on and remediate any areas of opportunity and growth. Please refer to the College of Education Student Teaching Manual for additional information.

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

1. 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.
2. Successfully complete all coursework, including documented practicum/field experience hours, within the program of study.
3. 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.
4. Maintain a minimum GPA of a 2.8 (undergrad) or 3.0 (graduate) as required for clinical practice/student teaching.
5. Review program progression and academic/financial eligibility with your assigned Student Services Counselor and student teaching clearance with your Field Experience Counselor.

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

If a Teacher Candidate has an unsuccessful clinical practice/student teaching attempt within 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.

Candidates seeking to complete student teaching outside of a full program of study as a single course(s) must meet fingerprint clearance as outlined in the Candidate Fingerprint Clearance policy and educator certification exam requirements. In addition, candidates are responsible for reviewing and meeting all requirements for certification outlined by state departments of education.

Application for 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:

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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.

Student Teaching (Initial Program/Teacher Licensure Only)

Student teaching is the capstone experience at the end of the initial teacher licensure program that provides candidates with the opportunity to demonstrate mastery of knowledge and skills in a classroom setting.

Teacher Candidates must meet all eligibility requirements prior to progressing into student teaching. Taken at the conclusion of all coursework, student teaching requires 15-16 consecutive weeks (dependent on Teacher Candidate's program of study) of 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.

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.

Student teaching requires a full takeover 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. Refer to the College of Education Student Teaching Manual for additional information.

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

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

Student teaching must be completed in a brick-and-mortar school (Candidates requesting to complete student teaching in a virtual school setting must refer to their Teacher Placement Counselor. Requests to complete student teaching in a virtual setting are reviewed on a case-by-case basis and not guaranteed.). 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. Student teaching cannot be completed at a school site where a relative is employed or the Teacher Candidate has children who attend the school.

GCU's College of Education does not employ districts and therefore does not have any jurisdiction of districts' placement discretion or termination of placement. Teacher Candidates are guests at placement sites and must follow all site policies and expectations, including but not limited to FERPA, digital privacy/communication, social media, fingerprint clearance, etc. Refer to the College of Education Student Teaching Manual for additional information.

Paid Student Teaching (Initial Program/Teacher Licensure Only)

Student teaching is traditionally an unpaid experience. The College of Education does not solicit, source, or guarantee paid student teaching opportunities. It is the Teacher Candidate's responsibility to secure employment. Teacher Candidates may have the opportunity to student teach in the classroom(s) in which they are employed as the full-time teacher of record, paraprofessionals/teacher aides/substitutes if:

- the setting aligns with the setting required in the Teacher Candidate's program of study
- the Teacher Candidate has an appropriately certified mentor available at the school site
- the Teacher Candidate is able to fulfill all student teaching expectations, including the ability to have full take over for the minimum required time.

Teacher Candidates requesting to student teach in a paid position must complete additional documentation that requires written approval from the placement site administrator. Requests to student teach in a paid position are reviewed by the College on a case-by-case basis and are not guaranteed. Teacher Candidates should reach out to their assigned Field Experience Counselor or Teacher Placement Counselor for more information.

Requirements for an Institutional Recommendation (Educator Licensure)

Institutional Recommendations (IRs) are issued for teaching, principal, and school counseling programs that lead to initial licensure in Arizona. (Other states may refer to this as a program verification form, college verification form, etc.) The IR confirms that a candidate has met all requirements, including successful student teaching or internships, 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 specific requirements needed (i.e., basic skills/content knowledge exams, professional knowledge exams, principal exams, and/or fingerprint clearance, etc.) to obtain a certificate in their intended state of certification. Arizona IRs can be issued only within 45 days of a candidate's graduation date; otherwise, the candidate will need to apply by way of a transcript analysis to determine if certification criteria have been met. An Arizona IR is valid for one year from the date it is signed.

All candidates seeking an IR for a any educator license in their intended state of licensure are responsible for determining state specific deadlines and requirements, and must complete the programmatic and state licensure requirements needed for an IR. These requirements which include but are not limited to verification of current/valid fingerprint clearance, passing scores on basic skills, content and professional knowledge exams, and

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successful completion of practicum/field experiences, and/or student teaching or internships in the approved setting(s).

Candidates seeking a transfer to a non-institutional recommendation (non-IR) program will no longer be eligible for an institutional recommendation (IR) and may not be eligible for certification/licensureIR. Candidates must reach out to their assigned Student Services Counselor (SSC) for questions regarding program changes.

Candidates should refer to their Field Experience Counselor for additional support regarding the IR process.

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)

In addition to all other applicable university policies, candidates enrolled in a Master of Education in Educational Administration program shall also adhere to the below policies related to field experience, internships, certification, etc.

Fingerprint Clearance

Prior to progression into any course requiring practicum/field experience and/or internships, principal candidates must submit a current and valid fingerprint clearance in accordance with the Candidate Fingerprint Clearance policy. Candidates must review state-specific and district/school site requirements as additional clearances may be required.

Practicum/Field Experience and/or Internship Hours

Principal candidates in the educational administration program must adhere to all practicum/field experience and/or internship guidelines as outlined in all applicable Educational Administration manuals. Educational Administration practicum/field experience and/or internship hours are unpaid, require placement with a certified administrator mentor and are required for an Institutional Recommendation (IR). Principal candidates must complete all practicum/field experience and/or internship hours required for the program of study. Additional hours may be needed for state certification.

Paid Educational Administration Internships

The College of Education does not solicit, source, or guarantee paid internship opportunities. It is the principal candidate's responsibility to secure employment. Principal candidates may have the opportunity to complete internship hours in a school site in which they are employed if:

- The setting aligns with the setting required in the principal candidate's program of study, with appropriate access to experiences aligned with the program's standards.
- The principal candidate has an appropriately certified mentor available at the school site.
- The principal candidate can fulfill all internship expectations as outlined in the applicable Educational Administration manual.
- The paid opportunity does not conflict with any state or district/school site policy.
- The candidate obtains district/school site leadership approval.

Eligibility for the Educational Administration (EAD) Internship

To be eligible for Educational Administration Internship coursework, principal candidates must:

- Complete all applicable prerequisites
- 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.
- Possess and submit current and valid fingerprint clearance in accordance with the Candidate Fingerprint Clearance policy.
- Meet the Graduate GPA policy.
- Principal candidates unable to meet the eligibility requirements may transfer enrollment to the Master of Educational Leadership program of study. Principal candidates must work with their Student Services Counselor to transfer programs and determine what additional coursework is needed.

Application for Educational Administration Internships

To apply for the educational administration internship, the principal candidate must meet all educational administration internship eligibility requirements. The Educational Administration Internship application is provided by the principal candidate's assigned Field Experience Counselor (FEC). Principal candidates must complete the Educational Administration application sixteen weeks prior to the first internship.

Requirements for an Institutional Recommendation

Institutional Recommendations (IRs) are issued for teaching, principal, and school counseling programs that lead to initial licensure in Arizona. (Other states may refer to this as a program verification form, college verification form, etc.) Please see the Requirements for an Institutional Recommendation (Educator Licensure) policy. Candidates should refer to the Office of Field Experience and their Field Experience Counselor for additional support and guidance).

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
- 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 ARL Bootcamp modules) are completed]
  - Signed copy of official job offer/teaching contract

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- Valid FBI fingerprint clearance (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 Praxis Early Childhood Education and the Education of Young Children exams
- 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
- 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 ARL Bootcamp are completed]
  - Signed copy of official job offer/teaching contract
- Valid FBI fingerprint clearance (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 Praxis Elementary Education: Multiple Subjects exam(s)
- 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
- Submit evidence of passing scores on the Praxis Secondary Education Content Area exam in either Language Arts, Art, Social Studies, or Music.
- 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 ARL Bootcamp modules are completed]
  - Signed copy of official job offer/teaching contract
- Valid FBI fingerprint clearance (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 Praxis Principles of Learning and Teaching (PLT): Grades 7-12 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
- Submit evidence of passing scores on the Praxis Secondary Education Content Area exam in either Biology, Physical Science, or Mathematics.
- 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 ARL Bootcamp modules are completed]
  - Signed copy of official job offer/teaching contract
- Valid FBI fingerprint clearance (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 Praxis Principles of Learning and Teaching (PLT): Grades 7-12 exam
- Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study).

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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
- 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 ARL Bootcamp moduels are completed]
  - Signed copy of official job offer/teaching contract
- Valid FBI fingerprint clearance (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 Praxis Special Education: Core Knowledge and Applications exam
- Submit evidence of passing scores on the Praxis 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

Program Objective One: The counseling programs provide learning opportunities for counselors-in-training to develop and apply the knowledge, skills, and dispositional values to become competent, ethical, and culturally responsive global contributors.

School Counselor in Training Learning Outcomes:

- Counselor Identity and Ethics: Develop best practices and counselor identity as informed by ethical and professional standards and programmatic 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: 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.

Program Objective Two: The programs will recruit, enroll, and retain qualified applicants that reflect the demographic diversity of the multicultural and pluralistic societies in which they will serve.

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Program Objective Three: Graduates of the program will complete curricular requisites in preparation to obtain licensure and secure employment in their respective specialty areas.

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 of school counselors in training (SCITs). 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. Students who fail to adhere to or demonstrate such dispositions may be subject to referral to the Professional Practices Committee for developmental support or Code of Conduct for disciplinary action.

- High Expectations: SCITs maintain the belief that all P-12 students can learn and succeed in their personal and academic endeavors. SCITs set and support realistic expectations for student success.
- Respect for the Diversity of Others: SCITs support individual learning and social needs of P-12 students while demonstrating appreciation for cultural diversity within the school environment and wider community.
- Fairness: SCITs promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including counseling, instruction, and assessment.
- Professional Conduct: SCITs demonstrate professionalism through mandatory attendance, promptness, and active participation to meet and exceed programmatic requirements. SCITs exercise sound judgment, ethical behavior, and maintain professional boundaries with others. SCITs proactively practice self-care and are committed to mental health support to maintain psychological fitness.
- Reflection: SCITs recognize that intentional self-awareness and constructive feedback, combined with experience leads to professional growth. SCITs engage in critical examination of their professional practices, and seek continual improvement through supervision, collaboration, and professional development.
- Curiosity: SCITs are able to think innovatively and creatively, using critical thinking as a problem-solving approach. SCITs engage in ongoing professional development and learning while maintaining an open and inquiring mind.
- Honesty: SCITs model sound moral character by their words and actions. SCITs are forthright with others and uphold high standards of trust, stewardship, and integrity.
- Compassion: SCITs demonstrate professional unconditional positive regard and genuineness in their relationships with others while providing academic, career, social, and emotional support.
- Advocacy: SCITs aim to promote equity and access for all P-12 students. SCITs understand the impact of community involvement contributes to welfare and social justice for all school stakeholders.
- Dedication: SCITs are committed to the profession of counseling and education. SCITs maintain the role of lifelong learners who engage in ongoing professional development..

* School counselors in training (SCITs) refers to students in the school counseling program.

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.
- Submit passing educator exam score(s) prior to enrollment in SCN-625 Internship III.

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. Students must pass all certification required educator exam(s) prior to being recommended for graduation. Failure to provide passing exam score(s) may result in delays in obtaining an IR, graduation, and/or certification. 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 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.

School Counseling Educator Exam Requirements

All students enrolled in a school counseling program intended for licensure must pass their state's specific credentialing examination(s) as a graduation requirement, depending on the state in which they reside and/or are seeking certification/licensure. A passing educator exam score(s) must be submitted prior to enrollment in SCN-625 Internship III. Exams

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will be accepted as passed only if the official score report documents a passing score ('pass' or 'passed'). In the event an educator exam is failed twice, a referral to Professional Practices Committee (PPC) may be warranted.

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 of counselors in training (CITs). 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. Students who fail to adhere to or demonstrate such dispositions may be subject to referral to the Professional Practices Committee for developmental support or Code of Conduct for disciplinary action.

- Psychological Fitness: CITs strive to maintain holistic wellness across multiple domains of their mental, relational, and professional lives while focusing on interpersonal values that promote positive growth. CITs engage in activities that promote openness, self-awareness, and self-acceptance. CITs proactively practice self-care and are committed to mental health support to maintain psychological fitness.
- Self-Awareness: CITs intentionally reflect on how their value systems influence their personal and professional relationships. CITs demonstrate authenticity in relation to themselves and others. CITs bracket personal beliefs and values when faced with ideas different from their own to avoid inflicting harm on others.
- Cultural Diversity: CITs demonstrate respect for and engage in honoring and embracing diversity and multiculturalism while supporting the dignity and worth of clients within their unique contexts. CITs do not support or engage in any act of discrimination against others while simultaneously acknowledging how their cultural identity impacts their relationships with others.
- Acceptance: CITs work to foster a nonjudgmental professional environment while embracing change and others as they are. CITs avoid value imposition, uphold ethical standards, and remain conscious of their own attitudes, beliefs, and behaviors while being sensitive, receptive, and considerate to those of their clients.
- Empathy: CITs demonstrate compassion, understanding, and clemency towards all persons while simultaneously avoiding infliction of harm. CITs honor the uniqueness of all individuals while promoting dignity and respect in an ongoing therapeutic effort. CITs reflect on their experiences while mindfully working to understand an individual's personal experience.
- Genuineness: CITs exhibit qualities of being honest in their interactions with others and in the behaviors they display. CITs have a sincere desire to better themselves when they experience incongruence between their beliefs, actions, and professional standards.
- Flexibility: CITs embrace ambiguity with an open-mind and have the courage to form innovative solutions when facing challenges. CITs are able to work with others in a way that is open and inviting to multiple points of view and diverse cultural situations. CITs are open to shifting their perspective and embracing change.
- Patience: CITs respect autonomy of self and others while fostering growth. CITs encourage a relational environment that promotes respect , flexibility, and self-exploration. CITs model calmness within various contexts in a steadfast, fluid, and enduring manner.
- Amiability: CITs display humility, compassion, and kindness in their interactions with others. CITs portray unconditional positive regard even when they have differing views. CITs remain cordial and calm in multiple contexts and when presented with frustrating situations.
- Professional Identity: CITs demonstrate professional conduct through mandatory attendance, promptness, and active participation to meet and exceed programmatic requirements. CITs maintain professional membership in counseling organizations and develop their understanding of self both personally and professionally while engaging in mentorship, supervision, and continuing education. CITs stay informed of current trends, research, and practices.

* Counselors in training (CITs) refers to students in licensure track counseling programs at the graduate level.

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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.

The University does not discriminate based on disability in the course of administering discipline. A student with a disability who is subject to disciplinary proceedings may request an accommodation for their disability and the University will engage in the interactive process upon such a request.

- To receive accommodations through the University, students are required to self-identify by completing the Accommodation Request Form and provide supporting documentation to Student Disability Services. Only the SDS Office can approve accommodations.
  - Students can submit the accommodation request form at https://sds.gcu.edu or in person in the SDS office.
  - Supporting documentation can be submitted via email to disabilityoffice@gcu.edu or submitted through the link while completing the Accommodation Request Form.
- All requests for disability accommodations in student disciplinary proceedings are subject to an individualized determination. Whether such a request is reasonable and/or would be a fundamental alteration of the University's disciplinary policies is determined on a case-by-case basis after evaluation of appropriate documentation.
- Students should refer to the Steps to Accommodations policy for the appropriate steps and documentation requirements.

To allow the SDS Office sufficient time for processing, requests for disability accommodations in any disciplinary process should be submitted immediately upon receipt of notification from the College of Humanities and Social Sciences

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

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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.

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 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

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Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
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

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

Program Objective One: The counseling programs provide learning opportunities for counselors-in-training to develop and apply the knowledge, skills, and dispositional values to become competent, ethical, and culturally responsive global contributors.

Counselor in Training Learning Outcomes:

- Counselor Identity and Ethics: Develop best practices and counselor identity as informed by ethical and professional standards and programmatic 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.

Program Objective Two: The programs will recruit, enroll, and retain qualified applicants that reflect the demographic diversity of the multicultural and pluralistic societies in which they will serve.

Program Objective Three: Graduates of the program will complete curricular requisites in preparation to obtain licensure and secure employment in their respective specialty areas

Dispositional Expectations

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held,

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dispositions lead to actions and patterns of professional conduct of counselors in training (CITs). 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. Students who fail to adhere to or demonstrate such dispositions may be subject to referral to the Professional Practices Committee for developmental support or Code of Conduct for disciplinary action.

- Psychological Fitness: CITs strive to maintain holistic wellness across multiple domains of their mental, relational, and professional lives while focusing on interpersonal values that promote positive growth. CITs engage in activities that promote openness, self-awareness, and self-acceptance. CITs proactively practice self-care and are committed to mental health support to maintain psychological fitness.
- Self-Awareness: CITs intentionally reflect on how their value systems influence their personal and professional relationships. CITs demonstrate authenticity in relation to themselves and others. CITs bracket personal beliefs and values when faced with ideas different from their own to avoid inflicting harm on others.
- Cultural Diversity: CITs demonstrate respect for and engage in honoring and embracing diversity and multiculturalism while supporting the dignity and worth of clients within their unique contexts. CITs do not support or engage in any act of discrimination against others while simultaneously acknowledging how their cultural identity impacts their relationships with others.
- Acceptance: CITs work to foster a nonjudgmental professional environment while embracing change and others as they are. CITs avoid value imposition, uphold ethical standards, and remain conscious of their own attitudes, beliefs, and behaviors while being sensitive, receptive, and considerate to those of their clients.
- Empathy: CITs demonstrate compassion, understanding, and clemency towards all persons while simultaneously avoiding infliction of harm. CITs honor the uniqueness of all individuals while promoting dignity and respect in an ongoing therapeutic effort. CITs reflect on their experiences while mindfully working to understand an individual's personal experience.
- Genuineness: CITs exhibit qualities of being honest in their interactions with others and in the behaviors they display. CITs have a sincere desire to better themselves when they experience incongruence between their beliefs, actions, and professional standards.
- Flexibility: CITs embrace ambiguity with an open-mind and have the courage to form innovative solutions when facing challenges. CITs are able to work with others in a way that is open and inviting to multiple points of view and diverse cultural situations. CITs are open to shifting their perspective and embracing change.
- Patience: CITs respect autonomy of self and others while fostering growth. CITs encourage a relational environment that promotes respect , flexibility, and self-exploration. CITs model calmness within various contexts in a steadfast, fluid, and enduring manner.
- Amiability: CITs display humility, compassion, and kindness in their interactions with others. CITs portray unconditional positive regard even when they have differing views. CITs remain cordial and calm in multiple contexts and when presented with frustrating situations.
- Professional Identity: CITs demonstrate professional conduct through mandatory attendance, promptness, and active participation to meet and exceed programmatic requirements. CITs maintain professional membership in counseling organizations and develop their understanding of self both personally and professionally while engaging in mentorship, supervision, and continuing education. CITs stay informed of current trends, research, and practices.

* Counselors in training (CITs) refers to students in licensure track counseling programs at the graduate level.

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

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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.

The University does not discriminate based on disability in the course of administering discipline. A student with a disability who is subject to disciplinary proceedings may request an accommodation for their disability and the University will engage in the interactive process upon such a request.

- To receive accommodations through the University, students are required to self-identify by completing the Accommodation Request Form and provide supporting documentation to Student Disability Services. Only the SDS Office can approve accommodations.
  - Students can submit the accommodation request form at https://sds.gcu.edu or in person in the SDS office.
  - Supporting documentation can be submitted via email to disabilityoffice@gcu.edu or submitted through the link while completing the Accommodation Request Form.
- All requests for disability accommodations in student disciplinary proceedings are subject to an individualized determination. Whether such a request is reasonable and/or would be a fundamental alteration of the University's disciplinary policies is determined on a case-by-case basis after evaluation of appropriate documentation.
- Students should refer to the Steps to Accommodations policy for the appropriate steps and documentation requirements.

To allow the SDS Office sufficient time for processing, requests for disability accommodations in any disciplinary process should be submitted immediately upon receipt of notification from the College of Humanities and Social Sciences

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,

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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 accommodationsaccommodations 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

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Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
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 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.

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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.

The University does not discriminate based on disability in the course of administering discipline. A student with a disability who is subject to disciplinary proceedings may request an accommodation for their disability and the University will engage in the interactive process upon such a request.

- To receive accommodations through the University, students are required to self-identify by completing the Accommodation Request Form and provide supporting documentation to Student Disability Services. Only the SDS Office can approve accommodations.
  - Students can submit the accommodation request form at https://sds.gcu.edu or in person in the SDS office.
  - Supporting documentation can be submitted via email to disabilityoffice@gcu.edu or submitted through the link while completing the Accommodation Request Form.
- All requests for disability accommodations in student disciplinary proceedings are subject to an individualized determination. Whether such a request is reasonable and/or would be a fundamental alteration of the University's disciplinary policies is determined on a case-by-case basis after evaluation of appropriate documentation.
- Students should refer to the Steps to Accommodations policy for the appropriate steps and documentation requirements.

To allow the SDS Office sufficient time for processing, requests for disability accommodations in any disciplinary process should be submitted immediately upon receipt of notification from the College of Humanities and Social Sciences

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 on different types of violations, and potential consequences

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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 Natural Sciences

Master of Science in Nutrition and Dietetics

Program Requirements

Students must complete all required courses in the MS in Nutrition and Dietetics program and experiential learning (1000 hours) outlined in the course plan and pass all competency assessment assignments with at least a "meets expectations" or C in order to receive a Master of Science in Nutrition and Dietetics and a Verification Statement to sit for the Registered Dietitian Nutritionist credentialing exam. Students are required to complete the courses in the order listed, though exceptions may be made for extenuating circumstances.

Verification Statements

Following completion of all program requirements, and once the degree is officially conferred, students will receive a verification statement and become eligible to sit for the Registration Examination for Dietitian Nutritionists through the Commission on Dietetic Registration.

Assessment of Prior Learning

Supervised Experiential Learning. Nutrition and dietetics experiences completed prior to the start of the program will not be considered as replacements of the program's required applied experiences.

While transfer credit may be considered for specific coursework within the Master of Science in Nutrition & Dietetics, the credits must have been awarded from an ACEND-accredited graduate program.

Supervised Experiential Learning

The Accreditation Council for Education in Nutrition and Dietetics requires a minimum of 1,000 hours of experiential learning. Alternate experiential learning is provided throughout the curriculum by way of case studies, simulation, and other course projects. Supervised experiential learning will be established prior to start date of course and in collaboration with the Office of Field Experience. Students are asked to identify their own supervised experiential learning sites. This information must be submitted to the Office of Field Experience based on their policy timeline. If sites are not able to be identified, the Office of Field Experience will assign student to currently established site. When students complete supervised experiential learning hours, the preceptor and employer must not use the student to replace an employee.

Master of Science in Nutrition and Dietetics

Master of Science in Exercise Physiology

Student Professional Dispositions

One important aspect of the experience here at Grand Canyon University 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, the program lists the following key dispositions. When students fail to demonstrate these professional dispositions, they jeopardize their program or employment continuation. 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

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

Work Ethic

- Demonstrate regular attendance
- Demonstrate punctuality
- Complete work in a timely manner
- Demonstrate organizational skills
- Know and observe all pertinent policies and procedures
- Demonstrate a disposition toward personal ownership of learning and professional development

Professionalism

- Demonstrate a commitment to work with patients/clients, their families, students, faculty, and staff in appropriate, professional, and respectful ways
- Demonstrate an awareness of community, state, national, and world contexts that have an impact on the profession and the learning process
- Treat everyone fairly, equitably, and respectfully
- Accept constructive criticism and adjusts performance accordingly
- Express and demonstrate interest in and enthusiasm for teaching/learning
- Adapt to new and diverse teaching/learning situations
- Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.
- Maintain confidentiality about all student, patient, faculty, and staff records unless disclosure serves a professionally compelling purpose or is required by law
- Demonstrate discretion when discussing colleagues, faculty, experiential learning sites, and personal information
- Respect the points of view of others
- Contribute meaningfully, appropriately, professionally, and respectfully to discussions by asking questions, giving opinions, and listening to others
- Project an appropriate professional appearance in professional settings
- Project an appropriate professional and respectful demeanor
- Be open to leadership and opportunities for growth
- Understand and practice professional ethical standards
- Recognize personal at risk behavior: Behavioral choice that increases risk where risk is not recognized, or is mistakenly believed to be justified
- Recognize personal reckless behavior: Behavioral choice to consciously disregard a substantial and unjustifiable risk
- Acts overall in a manner that furthers the interests of others (enlightened self-interest)
- Utilize social media responsibly, avoiding issues regarding privacy and confidentiality by not communicating information regarding field experiences or documents contained in a client record

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Program Retention & Remediation Procedures

The College of Natural Sciences may take disciplinary action against candidates who demonstrate insufficient performance, inappropriate dispositions, conduct unbecoming, or are terminated by an experiential learning site. The College of Natural Sciences Professional Practice 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.

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 and written communication
2. Demonstrate a disposition toward inquiry and problem solving. Be an engaged learner.
3. Work collaboratively with peers, faculty, and professionals
4. Demonstrate consistently positive attitudes toward learning and/or teaching
5. Accept responsibility for decisions and actions
6. Establish and maintain mutually respectful interactions
7. Demonstrate understanding of university/program. Follow the administrative chain of command when addressing programmatic or academic concerns.

Work Ethic

1. Demonstrate regular attendance
2. Demonstrate punctuality and manage time commitments.
3. Demonstrate adequate organizational skills
4. Know and observe all pertinent policies and procedures
5. Demonstrate a disposition toward personal ownership of learning and professional development.
6. Approach all tasks with motivation, diligence, and an eagerness to learn.
7. Hold yourself accountable for meeting all assignment requirements and deadlines.

Professionalism

1. Demonstrate a commitment to work with clients, their families, peers, 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 feedback and apply it to improve performance.
5. Express and demonstrate interest in and enthusiasm for teaching/learning
6. Adapt to new and diverse teaching/learning situations and respond with flexibility when plans or circumstances change unexpectedly.
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

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9. Demonstrate discretion when discussing colleagues, faculty, field sites, and personal information.
10. Maintain appropriate boundaries in all client and professional interactions.
11. Respect the points of view of others
12. Contribute meaningfully, appropriately, professionally, and respectfully to discussions by asking questions, giving opinions, and listening to others
13. Project an appropriate, neat, clean, and professional appearance.
14. Project an appropriate professional and respectful demeanor
15. Be receptive to leadership and professional growth opportunities.
16. Understand and practice professional ethical standards and professional conduct codes established for your healthcare discipline.
17. Recognize personal at risk behavior: Behavior that is mistakenly believed to be justified.
18. Acts overall in a manner that furthers the interests of others and "serves others in ways that promote human flourishing" (GCU Mission Statement). Flourishing entails thriving in all areas of life, encompassing the intellectual, moral, emotional, and spiritual aspects of a person and the communities in which people live" (Statement on Flourishing; https://www.gcu.edu/sites/default/files/media/documents/about/christian-identity-heritage/statement-on-human-flourishing-4-20-22.pdf
19. Utilize social media and digital platforms responsibly. Refrain from intentional or unintentional disclosing of protected and confidential client and family information, related to clinical experiences or from client records (includes written, auditory, and visual media).
20. Demonstrate ethical conduct with clients, peers, faculty, facility staff, and community members. Refrain from behavior that is detrimental to the safe academic environment, including engagement of acts of lateral or vertical violence. Cultivate a mindful online and in class presence by fostering positive interactions and avoiding alienating others in discussion of highly controversial social topics.

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.

The University does not discriminate based on disability in the course of administering discipline. A student with a disability who is subject to disciplinary proceedings may request an accommodation for their disability and the University will engage in the interactive process upon such a request.

- To receive accommodations through the University, students are required to self-identify by completing the Accommodation Request Form and provide supporting documentation to Student Disability Services. Only the SDS Office can approve accommodations.
  - Students can submit the accommodation request form at https://sds.gcu.edu or in person in the SDS office.
  - Supporting documentation can be submitted via email to disabilityoffice@gcu.edu or submitted through the link while completing the Accommodation Request Form.
- All requests for disability accommodations in student disciplinary proceedings are subject to an individualized determination. Whether such a request is reasonable and/or would be a fundamental alteration of the University's disciplinary policies is determined on a case-by-case basis after evaluation of appropriate documentation.
- Students should refer to the Steps to Accommodations policy for the appropriate steps and documentation requirements.

To allow the SDS Office sufficient time for processing, requests for disability accommodations in any disciplinary process should be submitted immediately upon receipt of notification from the College of Humanities and Social Sciences

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.

Competency Based Assessment, Remediation, and Mandatory Advisement

All nursing programs at Grand Canyon University meet the requirements for competency attainment as defined by the Commission on Collegiate Nursing Education (CCNE) and the American Association of Colleges of Nursing (AACN). Competencies are specific statements representing knowledge, skills, behaviors, or attitudes related to the role, responsibilities,

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and standards of nursing practice. Competencies are introduced, reinforced, and then benchmarked throughout various points in all nursing programs. When a competency is benchmarked, a formal assessment of the learner's ability to demonstrate proficiency of that competency is measured.

Learners are required to demonstrate proficiency by attaining 85% or higher on all benchmarked competencies in an assignment. A score of less than 85% for a benchmarked competency will require the learner to complete a remediation plan with the course faculty. This excludes Prelicensure Performance-Based Assessments (PBA). Please refer to "Bachelor of Science in Nursing (Pre-licensure) to review the PBA policy.

CONHCP recognizes the importance of maintaining continuous progress and a sound knowledge base to be successful throughout the program. As such, 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 behavioral changes must be accomplished by the end of the course to progress in the program

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.

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 State Boards 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 State Nurse Practice Acts 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.

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Infractions that require State Boards of Nursing notification by licensed or unlicensed students include, but not limited to:

- 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 State Boards 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 Athletic Training

Athletic Training students are required to provide their own transportation to clinical rotation sites. Travel time may not be logged for clinical contact hours. Providing or obtaining transportation to and from the clinical sites and paying for all associated costs (i.e. fuel, parking, permits, etc.) is the responsibility of the student. Please see the student driver waiver in the University Policy Handbook for more information.

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)

Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner (PMHNP)

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).
3. 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.
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.

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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. If completion of the On-campus Experience event took place greater than 12 months from the approved re-entry date the student must attend and repeat the appropriate On-Campus Experience event. Students can transfer to a non-APRN program. All students will be responsible for all testing and assessment fees.

Guidelines for 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. Details and instructions on proctoring are provide within all applicable course syllabi.

If a student Fails to register for proctoring services as directed and the assigned exam is accessed without 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 may require 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 the proctoring software. A Web Cam and speakers will need to be purchased if not included with computer. The software may require a browser extension that the student must install from the Chrome Web Store or the Firefox Add-ons site. Most proctoring 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.
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 the 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 the proctoring agency they will need to login to their provided account and access the help feature.
    - If student has a technical issue during exam, student is to work with the proctor via the help feature.
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 the proctoring agency 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

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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)

Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner (PMHNP)

Master of Science in Nursing

Post-Master of Science in Nursing Certificates

Master of Public Health

Master of Science in Health Administration

Master of Science in Health Informatics

Graduate Clinical/Practicum Requirements

It is the responsibility of the student to identify clinical/practicum 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 all required documentation by the appropriate deadline.

Prior to registration for clinical/practicum courses, the student must meet the following requirements:

1. Submit the Site Information Form appropriate to your program prior to the start of each clinical/practicum 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 preferred preceptor information, including resume and nursing license (if applicable): Students must submit valid contact information for their preferred preceptors at least 6 months prior to the start of each clinical/practicum course. This information should not be submitted until the preferred preceptor has committed to being a preceptor. GCU follows the definition of a qualified preceptor in the Arizona Rules of the State Board of Nursing (R4-19-502). 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/practicum hours will be lost and need to be repeated the following term. Students will be responsible for all costs associated with any repeat courses.

- Students will not be permitted to begin clinical/practicum courses and will be unregistered until the site and the preceptor are fully approved by the Office of Field Experience within the College of Nursing and Health Care Professions.
- Students must be able to start clinical/practicum hours within the first two weeks of each clinical/practicum course. When students do not fulfill the above requirements and are unable to start clinical/practicum hours, students will be required to withdraw, apply for reentry, 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/practicum 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

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site in their state at their own expense to complete the clinical/practicum requirements.
- Students must notify the Office of Field Experience of a change of address immediately as this may impact clinical/practicum 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/practicum course. Students may be requested by the Office of Field Experience to reach out to the preceptor to facilitate receipt of these documents.

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/practicum rotation by deadline.

If a preceptor is no longer willing to work with the student due to unprofessional behavior exhibited by the student, referral to Professional Practice Committee will take place. This will impact future placement opportunities being extended for the remainder of the program as OFE does not want to jeopardize partner relationships.

Licensing Requirements

Students must hold an active, current, unencumbered, unrestricted nursing license in the state in which they will perform their clinical/practicum experience.

Students must disclose to GCU any of the following:

- change in licensure or certification status.
- state disciplinary action on their license.
- participation in a diversion program (whether voluntary or involuntary).
- any reportable incident (including incidents currently under investigation).

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 preceptor.

Policy for Student Substance Screening

The practice of professionalism demands that the health professional be free from the influence of any substance that would impair judgment and thinking ability. As a result, health care agencies may require students both those working directly or indirectly with patients, to undergo screening for substances. A substance is identified as nicotine, alcohol, and any drug that may impair judgment. Students must be free from impairing substances. Health care agencies and the CONHCP require substance screening of all APRN 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 during any other university or work related 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

Alcohol, 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, excessive and unexplained absenteeism or tardiness, or failure to complete urine substance screen within given timeframe.

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.

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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 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 determined to be a false positive 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, determined as a false positive 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 should an exposure occur:

- 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/Practicum 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

Failure to complete the minimum clinical/practicum requirements will result in failure of that clinical/practicum course.

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/practicum failure.

Examples of clinical/practicum failure, program expulsion, or Code of Conduct violation actions:

- Compromising GCU's relationship with any site
- Compromising safety in any form
- Plagiarism and ethical misconduct resulting in Code of Conduct Violations

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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)

Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner (PMHNP)

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

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

Graduate Clinical Requirements

In addition to the requirements listed above, the APRN student must meet the following requirements:

- 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.
- 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

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 a minimum of half of 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 the 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.

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.

Master of Science in Speech-Language Pathology

Re-Entry to the MS-SLP Program

Any student who exits the MS-SLP program prematurely must submit a formal re-entry application to the MS-SLP Program Lead. Re-entry to the program is not guaranteed and is contingent upon seat availability, clinical placement availability, and the student's demonstrated potential for successful program completion. 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. It may be required for students to take additional coursework upon re-entry due to changes in accreditation standards or MS-SLP program course walk.
Conditions Requiring Re-Entry Application

1. Course Withdrawal or Failure: Student withdraws from or receives a non-passing grade (W/F) in any program course.
2. Administrative Withdrawal: Student has been administratively withdrawn from program coursework.
3. Medical Withdrawal: Student requires documented medical leave.
4. Military Service: Student requires military deployment withdrawal.
5. Leave of Absence: Student has an approved Leave of Absence (LOA).
6. Interrupted Enrollment: Student experiences a break in attendance without an approved LOA.

Students may appeal a determination of re-entry by utilizing the University Appeal Procedures and submitting a formal appeal through a Student Services Counselor. Please refer to the University Appeal Procedures section of the UPH for specific details regarding the process.

Academic Requirements

- Students must maintain a cumulative GPA of 3.0 or higher to be considered for re-entry.
- Students receiving an incomplete "I" grade must resolve it before the start of the next academic semester or by the timeline determined by the Program Lead.
- Only one failed MS-SLP course may be repeated based on acceptance through the re-entry process. Only one repetition will be allowed.
- Students are responsible for reentry fees.

Timeline and Validity

- Re-entry applications must be submitted at least one semester prior to intended return.
- Re-entry approval is valid for one semester from the date of approval.
- Students must follow the cohort sequence in effect at the time of re-entry.
- Students are eligible for only one re-entry opportunity during their academic career.

A subsequent break in attendance, failure, or withdrawal from any course after initial reinstatement makes a student ineligible for additional re-entry opportunities.

CAA Complaint Procedure

Students and stakeholders can submit complaints to the program's accrediting body, the Council on Academic

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Accreditation in Audiology and Speech-Language Pathology (CAA.ASHA.ORG). Criteria and submission requirements for complaints against programs and the CAA can be found at the following link: https://caa.asha.org/programs/complaints.

Clinical Practicum Placement

Clinical practicum assignments are made by the Office of Field Experience (OFE) in coordination with the MS-SLP Clinical Education Coordinator (CEC). Students will have the opportunity to submit a Clinical Interests Form during the first semester, indicating career goals and desired clinical experiences. These preferences will be considered by OFE and the CEC, but final assignments will depend on availability, geographic location, and required breadth of experience.

The College of Nursing and Health Care Professions and the OFE must have an active affiliation agreement with the site prior to a student beginning clinical practicum. If a student wishes to complete clinical practicum at a facility for which an agreement is not already in place, the student may provide contact information for facility leadership at the potential new location to OFE. Students should allow four to six months for a new agreement to be finalized. Failure to provide site information accurately and entirely can slow this process and may prevent the student from beginning the field experience on time and delay progression in the program.

To ensure that each clinical practicum site has the clinical population and personnel to provide an appropriate clinical experience, supervisor's license, American Speech-Language Hearing Association (ASHA) certification, and continuing education status are verified before placement. Additionally, each partner facility is required to complete ASHA's Clinical Populations Data Form, which provides information on the size and diversity of current caseloads.

Practicum Attendance, Make-Up, and Tardiness Policy

Clinical practicum attendance is mandatory, and students are expected to arrive on time. Tardiness is not acceptable, and habitual tardiness can result in disciplinary action. Students are required to notify clinical supervisors of any absence and/or anticipated tardiness. Individual clinical supervisors 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 practicum
- hospitalization

Students will be asked to submit substantiating medical documentation that states: "the student may return to clinical practicum 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 day or consecutive days at clinical practicum.

GCU may verify the information contained in the documentation with the provider. Students will be required to make up their missed clinical clock hours and add the hours in CALIPSO for approval. Clinical supervisors 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 probation and will be submitted to Professional Practice Committee for the second late.
- Third Occurrence: Student will be suspended and submitted to Professional Practice Committee on the third late which may result in failure of clinical/practicum course.

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

Incomplete Practicum

Out of respect for those providers that have agreed to supervise students at their clinical site, students that have accepted a clinical practicum placement provided by the Office of Field Experience (OFE) must complete all hours associated with that placement. Failure to do so will result in referral to the Professional Practice Committee (PPC) and may impact future placement opportunities.

The Clinical Education Coordinator (CEC) attempts to arrange placements in the student's geographical area. In some circumstances, if clinical practicum placements are not available close to a student's geographic location, extended travel, or relocation away from their permanent address may be necessary to fulfill clinical requirements.

If a supervisor is no longer willing to work with the student due to unprofessional behavior exhibited by the student, referral to the Professional Practice Committee (PPC) will take place. This may impact future placement opportunities being extended for the remainder of their program as the Office of Field Experience (OFE) does not want to jeopardize partner relationships.

If a situation warrants a change to a practicum site assignment or a student withdraws during the clinical practicum experience, the Clinical Education Coordinator (CEC) cannot guarantee a new clinical practicum site assignment during the same timeframe. This may influence the student's progress in the MS-SLP program and graduation.

Professional Dress

Students must wear the clothing required by the clinical site to which they are assigned. This should be discussed prior to starting the placement. Failure to adhere to a designated dress code will result in referral to the Professional Practice Committee (PPC).

Transportation/Travel to Clinical Practicum Sites

MS-SLP students are required to provide their own transportation to clinical practicum sites. Travel time may not be logged for clinical clock hours. Providing or obtaining transportation to and from the clinical practicum sites and paying for all associated costs (i.e., fuel, parking, permits, etc.) is the responsibility of the student.

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 clinical practicum until you have been re-evaluated by a physician, nurse practitioner, or physician assistant and released with written verification from the medical provider and provided to the Clinical Education

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Coordinator (CEC) and clinical supervisor of the agency. You must contact the clinical supervisor and faculty upon suspicion and verification of the disease.

On-Campus Experience Attendance Policy

MS-SLP students are required to attend all three scheduled On-Campus Experiences and complete all requirements including, but not limited to, skills practice, skills check-off and lecture. Students must be physically present each day from the scheduled start time to the scheduled finish time (OCE's may occur any day of the week Monday-Sunday). Failure to attend any portion of the On-Campus Experience will result in an automatic course failure and referral to the Professional Practice Committee. 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.

Full attendance also includes the required technology and equipment. Should students not bring all required elements, the student will not be in compliance with the attendance policy.

Remediation

MS-SLP 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. Certain remediation plans may also include referral to the Professional Practice Committee. Satisfactory academics, successful completion of remediation, and behavioral changes must be accomplished by the end of the course to receive a passing course grade and progress in the program.

Course Completion Criteria

Didactic Courses:

1. Achieve a minimum grade of 76% or better and maintain a cumulative 3.0 GPA in MS-SLP courses.
2. A passing letter grade is only awarded upon successful completion of all required deliverables, including those submissions designed to facilitate, evaluate, and document the project-related clinical experiences and clinical clock hours, even if the point value of such assignments is "0." Students who fail to complete and submit all deliverables may receive a failing grade.
3. No points will be awarded for any assignment submitted 10 days past the due date, but submission is still required.
4. A passing grade in the course also reflects that all benchmarks have attained an 81% or higher indicating that the competency/competencies have been met.
5. Students who score below 81% on benchmark assessments must complete remediation. Failure to achieve at least 81% upon remediation will result in a failing grade for the course.
6. Technical issues are not valid excuses for late work unless the problem stems from GCU servers.

Clinical Courses:

1. Complete the total number of clinical practicum experience hours required for the course.
2. Achieve a minimum of 76% as the cumulative grade for the course.
3. Score three ("refining") or better on the four-point clinical skills rating scale at the final evaluation. Students who score below a three ("refining") will fail the clinical course.
4. Follow the clinical practicum policies and procedures outlined in the Guidelines for Graduate Field Experience Manual.

Failure to achieve any of these criteria will result in course failure with a letter grade of F. If a student has not met one of the criteria and wants to drop the course while the course is still in session, please refer to the Course Drop Policy.

Only failed courses may be retaken. If a student fails a course, they may retake it one time. If the second attempt results in failure, the student will be academically dismissed from the program. Students may reapply to the program.

Proctored Examination Policy

Proctored Examinations will be scheduled and administered in an environment conducive to success and minimizing academic dishonesty. Many of the MS-SLP courses will include proctored exams. If the proctoring service is not used for that assignment/exam, the student will receive a failing grade for the assignment.

Specific directions will be available on the CONHCP page of the Student Success Center.

If accommodation is needed, please contact GCU's Student Disability Services office or follow the steps for accommodation outlined in the University Policy Handbook.

If IT issues occur and cannot 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 to reassign the exam. Exams will not be rescheduled without evidence of interaction with the proctoring agency or GCU tech support

Essential Elements

Motor/Physical Requirements

- Ambulatory capability to sufficiently maintain a center of gravity over your base of support when met with an opposing force as in lifting, supporting, and/or transferring a client.
- Abilities in physical strength, endurance, fine and gross motor coordination, range of motion, and mobility sufficient to provide safe and effective care (including the performance of client transfers and lifts from a variety of surfaces and levels) and operation of equipment.
- Ability to perform duties safely for both practitioner and client.
- Standing, sitting, lifting, reaching, bending, and stretching.
- Ability to respond appropriately in an emergency to ensure the safety of client and self.

Cognitive/Critical Thinking Requirements

- Use professional awareness to make accurate assessments and judgments.
- Retain, synthesize, calculate, evaluate, reason, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies.
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for client needs.
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills.
- Cognitive skills for problem identification and problem-solving including under stressful and/or emergency conditions, emergent demands, or a distracting environment.
- Critically examine and apply evidence-based judgment in keeping with best practices for client care and independently determine when assistance from the instructor/supervisor is required.
- Prioritize, organize, and utilize time management skills to fulfill course and clinical requirements.

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Sensory Requirements

- Access sensory information to identify and differentiate functional and disordered auditory, oral, written, and visual communication.
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings (Clinical interpretation of diagnostic imaging findings is not a requirement for BS-CSD).

Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests within a reasonable time frame consistent with the task and situation.

- Possess sufficient sensory ability for client observation and assessment to ensure safety and accurate measurement.
- Possess sufficient auditory ability to discern nuances in speech for accurate transcription (BS-CSD program)
- Ability to sense clients' physical and/or emotional status through touch and movement.

Communication Requirements

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies.
- Ability to effectively interact cooperatively and communicate with individuals, families, and groups of all ages from a variety of social, emotional, cultural, and intellectual backgrounds for multiple purposes.
- Ability to observe, recognize, understand, and effectively use non-verbal behavior.
- Ability to establish and maintain a therapeutic relationship with clients.
- Use appropriate professional language and demeanor in all interactions.

Professionalism and Clinical Requirements

- Act professionally regarding timeliness, preparedness, appropriate hygiene, and professional dress.
- Adhere to GCU policies, procedures, and requirements as described in designated manuals and demonstrate ethical behavior.
- Represent the profession effectively through demonstration of professional attitude, appearance, and behavior (for example, but not limited to time management, punctuality, work behaviors, volume of work, and adherence to dress code) in both academic and clinical settings.
- Demonstrate professionalism and readiness in all settings.
- Exhibit a commitment to learning by demonstrating initiative and responsibility for your learning.
- Participate willingly in the supervisory process during classroom and clinical experiences.
- Accept critical feedback and make positive behavioral changes.
- Adhere to professional standards and the Code of Ethics, HIPAA, and clinical site-specific policies, procedures, and guidelines.
- Demonstrate cognitive flexibility and maturity.
- Transportation to and from the clinical site is the responsibility of the student.
- Meet all health and safety requirements to perform duties in assigned settings (placement sites may have additional health and safety requirements).

Academic and Technology Requirements

- Students will complete online modules including but not limited to worksheets, readings, videos, case studies, exams.
- Students will engage in collaborative group activities.
- Students will frequently participate in video communication. These may be synchronous or asynchronous including but not limited to self-recorded videos discussing course material, practicum experiences, and demonstrating clinical skills.
- A core requirement is for students to capture themselves live on video to receive feedback and demonstrate competencies.
- Demonstrate proficiency with basic computer software, word processing, library utilization, and electronic communication for academic work and electronic documentation.
- Students will frequently participate in video communication. These may be live sessions or self-recorded videos discussing course material, practicum experiences, and demonstrating clinical skills

Social-emotional Skills:

- Tolerance for a wide variety of encounters and environments that may be stressful, tedious, emotionally taxing, and subject to rapid and unpredictable adjustment, consistent with the uncertainties present in a rapidly changing health care system.
- Identification of sources of stress and development of effective and appropriate coping behaviors to function successfully under stress.

All CONHCP Graduate Programs

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."

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

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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:

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

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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.

The University does not discriminate based on disability in the course of administering discipline. A student with a disability who is subject to disciplinary proceedings may request an accommodation for their disability and the University will engage in the interactive process upon such a request.

- To receive accommodations through the University, students are required to self-identify by completing the Accommodation Request Form and provide supporting documentation to Student Disability Services. Only the SDS Office can approve accommodations.
  - Students can submit the accommodation request form at https://sds.gcu.edu or in person in the SDS office.
  - Supporting documentation can be submitted via email to disabilityoffice@gcu.edu or submitted through the link while completing the Accommodation Request Form.
- All requests for disability accommodations in student disciplinary proceedings are subject to an individualized determination. Whether such a request is reasonable and/or would be a fundamental alteration of the University's disciplinary policies is determined on a case-by-case basis after evaluation of appropriate documentation.
- Students should refer to the Steps to Accommodations policy for the appropriate steps and documentation requirements.

To allow the SDS Office sufficient time for processing, requests for disability accommodations in any disciplinary process should be submitted immediately upon receipt of notification from the College of Humanities and Social Sciences

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

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egregious situations may represent exceptions and may require immediate disciplinary action.

Essential Elements for COT & GCTS Students

- Behave in an appropriate and professional manner that fits the setting
- Act as a professional regarding:
  - Timeliness
  - Preparedness
- Maintain appropriate and professional relationships in all ministry environments
- Maintain appropriate hygiene and appropriate/professional dress for the setting or as fits the ministry occasion
- Communicate clearly and appropriately in the classroom setting as well as with peers, faculty, staff, and college administration
- Effectively communicate within the context of supervised ministry, internships, and practicum
- Complete all required components of supervised ministry, internships, and practicum
- Individuals are responsible for their own transportation to and from internship/supervised ministry/practicum

Essential Functions for COT & GCTS Students

A COT or GCTS student must:

- Possess the ability to effectively carry out service and teaching in diverse ministry contexts
- Provide appropriate leadership and service within a ministry context
- Develop professional and effective relationships with individuals, families, and diverse communities
- Comprehend content effectively and accurately when reading and studying.
- Effectively preach or teach within the context of a classroom or local church setting.

In addition to the aforementioned essential functions, a Bachelor of Arts in Worship Arts student must:

- Have the ability to meet all programmatic requirements
- Demonstrate musical ability during a required audition for the Worship Leadership emphasis. A student cannot enter this emphasis without the completion of this process.

*If a student requires an accommodation to meet the essential elements of any COT & GCTS programs they are required to go through the Accommodations process with the Student Disability Services office. Each request will be reviewed on case-by-case basis.

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

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

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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 Level 2 Review (D-35) of 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 research dsign 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 submitted to 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

Learners in any doctoral program 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 approval is not guaranteed. Including any approved 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.

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 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

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Dissertation Process and Progression

Learners in the dissertation process beginning with the dissertation start course appropriate to the program 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 each document 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.

College of Nursing and Health Care Professions

All CONHCP Nursing Doctoral Programs

Competency Based Assessment, Remediation, and Mandatory Advisement

All nursing programs at Grand Canyon University meet the requirements for competency attainment as defined by the Commission on Collegiate Nursing Education (CCNE) and the American Association of Colleges of Nursing (AACN). Competencies are specific statements representing knowledge, skills, behaviors, or attitudes related to the role, responsibilities, and standards of nursing practice. Competencies are introduced, reinforced, and then benchmarked throughout various points in all nursing programs. When a competency is benchmarked, a formal assessment of the learner's ability to demonstrate proficiency of that competency is measured.

Learners are required to demonstrate proficiency by attaining 85% or higher on all benchmarked competencies in an assignment. A score of less than 85% for a benchmarked competency will require the learner to complete a remediation plan with the course faculty. This excludes Prelicensure Performance-Based Assessments (PBA). Please refer to "Bachelor of Science in Nursing (Pre-licensure) to review the PBA policy.

CONHCP recognizes the importance of maintaining continuous progress and a sound knowledge base to be successful throughout the program. As such, 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 behavioral changes must be accomplished by the end of the course to progress in the program

Doctor of Nursing Practice (DNP)

Learners in the Direct Practice Improvement (DPI) Project process beginning with DNP-955A, 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 courses 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 request 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 and is dependent on how much work is required. 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 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

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Course	Minimum Indirect Immersion Hours	Minimum Direct Immersion Hours	Maximum Inderect Immersion Hours	Maximum Direct Immersion Hours
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-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 learning management system (LMS) dropbox within the course according to the syllabus. Failure to submit on time will result in zero points for the assignment and a subsequent course failure.

In DNP-960A a complete IRB package submission is required by 1159 pm Arizona time in the designated LMS dropbox within the course 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 a subsequent course failure.

In DNP-965A, learners are required to submit their final manuscript in the designated format to Academic Quality Review 2 (AQR-2) by 11:59 pm Arizona time in the designated LMS dropbox within the course according to the syllabus. Failure to submit on time will result in zero points for the assignment and subsequent course failure.

In DNP-965A learners will submit the full manuscript for Final Manuscript Review (FMR) by 1159 pm Arizona time in the designated LMS dropbox within the course according to the syllabus for department review by a DNP department reviewer or designee. Failure to submit on time will result in zero points for the assignment and subsequent course failure.

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 reviewer or designee will prevent the learner from progressing to Dean Review and a possible course failure. 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 manuscript, attempting one final time to address all outstanding items, and use the DNP Doctoral Academic Appeal option under the University Appeal Procedures provided 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 Lead, 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-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. No formal re-entry meeting is required unless the student is returning from a taught-out program version into the new program version.

If the DNP learner goes out of attendance for more than 180 days after attempting or completing DNP-820A, DNP-840A, DNP-830A, DNP-955A, DNP-960A, 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 will have two attempts to successfully complete the re-entry process during the term documented in the re-entry notification. A denial for a re-entry is made when the required work and required documents are not completed within the approved timelines to the re-entry team. 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.

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.

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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. Learners are eligible to attend the DPS seminar once they have entered the DNP-835A course, have acquired an approved PICOT, and have completed all iterations on the 10-Strategic Points and literature table documents. Registration is located within the program's DNP calendar. Progression into the project courses is dependent upon the successful completion of the DPS.

Remediation

CONHCP recognizes the importance of maintaining continuous progress and a sound knowledge base to be successful throughout the program. As such, faculty members may request mandatory advisement or remediation when students are in practicum, clinical, the Doctor of Nursing Practice project, academic jeopardy, or when student behavior is below professional standards. Satisfactory academics, successful completion of remediation, and behavioral changes must be accomplished by the end of the course to receive a passing course grade and progress in the program.

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

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- Leadership skills in counselor education, supervision, advanced clinical practice, research and scholarship, and social justice action

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.

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a) Aware of evidence-based practice – Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological 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.

The University does not discriminate based on disability in the course of administering discipline. A student with a disability who is subject to disciplinary proceedings may request an accommodation for their disability and the University will engage in the interactive process upon such a request.

- To receive accommodations through the University, students are required to self-identify by completing the Accommodation Request Form and provide supporting documentation to Student Disability Services. Only the SDS Office can approve accommodations.
  - Students can submit the accommodation request form at https://sds.gcu.edu or in person in the SDS office.
  - Supporting documentation can be submitted via email to disabilityoffice@gcu.edu or submitted through the link while completing the Accommodation Request Form.
- All requests for disability accommodations in student disciplinary proceedings are subject to an individualized determination. Whether such a request is reasonable and/or would be a fundamental alteration of the University's disciplinary policies is determined on a case-by-case basis after evaluation of appropriate documentation.
- Students should refer to the Steps to Accommodations policy for the appropriate steps and documentation requirements.

To allow the SDS Office sufficient time for processing, requests for disability accommodations in any disciplinary process should be submitted immediately upon receipt of notification from the College of Humanities and Social Sciences

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

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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. 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

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Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
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

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.

Doctor of Health Administration: Operational Leadership

In addition to standard GCU admission and dissertation requirements stated in the University Handbook, there are two paths to enroll in the the Doctor of Health Administration program.

Option 1: Master's degree in health care administration or an allied health care profession that includes clinical or practicum experience;

Option 2: Master's degree with demonstrated experience (min. 2 years) in a health care profession

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

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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

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 adhere to the Community Standards for Ground Campus, as referred to the Code of Conduct Committee by the Student Affairs Student Conduct Committee.
- Failing to adhere to the requirements of the Service Animals and Assistive Animals Policy.
- 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, possessing, or removing property that does not belong to the student without consent from the owner of the property or other legally responsible party. This includes, but is not limited to, theft of property or services, unauthorized alteration, misuse, or tampering with safety and security equipment, unauthorized access or use of University resources, and knowing possession of stolen property or materials
- 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.

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

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Possessing a firearm on campus:

Students possessing a firearm on campus are subject to immediate review by the Threat Assessment Team and may face expulsion from the University. Expulsions are processed by the Code of Conduct Committee and are 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.

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, technology 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 or something 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 or technology not authorized by the faculty member to complete an assignment, or the unauthorized 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, generative AI technologies or machine learning technologies.
- 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.
- Unauthorized use of any generative AI tool to complete a discussion question, assignment, or exam.
- Neglecting to properly cite or give credit to any generative AI tool on a discussion question, assignment, or exam where the use of such tools was explicitly permitted by an instructor

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. 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. Reports submitted for specific actions, as recommended by college Professional Practices Committees or Threat Assessment Team are forwarded for processing only and are not subject to the procedures outlined in this section.

The Office of Academic Compliance reviews the report, as well as any history of prior offenses, which may result in a non-punitive sanction as an initial penalty, specifying immediate corrective measures. If a more severe sanction is recommended after review, the student will receive an Official Notification from the Office of Academic Compliance.

Students who are formally charged with a violation of the Student Code of Conduct and receive an Official Notification are afforded an opportunity to be heard. These students 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. As part of the Official Notification, students 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) Virtual in-person meeting (A camera is required for virtual meeting participation and 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 the Official Notification, the student forfeits the right to participate in the process and a determination will be made by the Code of Conduct Committee. 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.

The University does not discriminate based on disability in the course of administering discipline. A student with a disability

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who is subject to disciplinary proceedings may request an accommodation for their disability and the University will engage in the interactive process upon such a request.

- To receive accommodations through the University, students are required to self-identify by completing the Accommodation Request Form and provide supporting documentation to Student Disability Services. Only the SDS Office can approve accommodations.
  - Students can submit the accommodation request form at https://sds.gcu.edu or in person in the SDS office.
  - Supporting documentation can be submitted via email to disabilityoffice@gcu.edu or submitted through the link while completing the Accommodation Request Form.
- All requests for disability accommodations in student disciplinary proceedings are subject to an individualized determination. Whether such a request is reasonable and/or would be a fundamental alteration of the University's disciplinary policies is determined on a case-by-case basis after evaluation of appropriate documentation.
- Students should refer to the Steps to Accommodations policy for the appropriate steps and documentation requirements.

To allow the SDS Office sufficient time for processing, requests for disability accommodations in any disciplinary process should be submitted immediately upon receipt of notification from the College of Humanities and Social Sciences

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.

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, including previous violations. 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

Due to the complexity of student records, Code of Conduct recommendation for academic suspension, academic expulsion, and the revocation of academic credit or degree must be reviewed by a Provost, or 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.

Grand Canyon University will submit any credible information indicating that an applicant or student may have engaged in fraud or other misconduct in regards to their Federal Financial Aid application to the Office of Inspector General of the US Department of Education.

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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 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

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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
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 Accommodation

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

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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 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.

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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 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

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- 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 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

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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 Accommodations 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 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

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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 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

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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.

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.

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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 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

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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:

- 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

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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 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.

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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. 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

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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.
   - 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 Accommodation	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.

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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.

Anti-Hazing Policy

Grand Canyon University is committed to policies that promote inclusiveness, fairness, safety, and respect for all. It is expected that all students demonstrate mutual respect and courtesy to one another, faculty, staff and administration. Further, Grand Canyon University acknowledges its ongoing responsibility to foster fairness and respect, to create and maintain a positive working and learning environment. Institutional Access and Compliance Office is responsible for formally administering this policy.

Definitions

- Complainant- an individual who is alleged to be the victim of behavior that could constitute hazing.
- Education program or activity- locations, events, or circumstances where Grand Canyon University exercises substantial control over both the Respondent and the context in which the behavior occurs and also includes any building owned or controlled by a student organization that is officially recognized by the University.
- Parties include the Complainant(s) and Respondent(s), collectively.
- Respondent- an individual who has been reported to be the perpetrator of conduct that could constitute a violation of the Anti-Hazing Policy.
- Student organization- an organization at an institution of higher education (such as a club, society, association, athletic team, club sports team, fraternity, sorority, band, or student government) in which two or more of the members are students enrolled at the institution of higher education, whether or not the organization is established or recognized by the institution.

Violations

Hazing is defined as- any intentional, knowing, or reckless act committed by a person (weather individually or in concert with other persons) against another person or persons regardless of the willingness of such other person or persons to participate, that

- Is committed in the course of an initiate into, an affiliation with, or the maintenance of membership in, a student organization; and
- Causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization (such as the physical preparation necessary for participation in an athletic team), or physical or psychological injury including-
  - whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;
  - causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity;
  - causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;
  - causing, coercing, or otherwise inducing another person to perform sexual acts;
  - any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;
  - any activity against another person that includes a criminal violation of local, State, Tribal, or Federal law; and
  - any activity that induces, causes, or requires another person to perform a duty or task that involves a criminal violation of local, State, Tribal, or Federal law."

Jurisdiction

All 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 education 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 deprives someone of access to the University's educational program or activities. Off-campus and/or online conduct will be evaluated by the Institutional Access and Compliance Office 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, may be accessible to the Complainant by contacting the Institutional Access and Compliance Office.

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

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mitigate the effects, including referral to an alternatively appropriate process.

Violations of this policy may also constitute violations of law. To report a crime, contact Grand Canyon University Policy Department.

Procedure for Processing Alleged Violations of the Anti-Hazing Policy

Upon submission of a complaint alleging hazing, the University's Institutional Access and Compliance Office first reviews the report to determine if the reported conduct may constitute hazing, as defined in the Anti-Hazing Policy. If the complaint does not apply under the Policy, it will be referred to the most appropriate University policy or process for further processing. Depending on the status of the person being reported, concerns will be addressed in the following manners.

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 misconduct by faculty or staff, including the investigation and any determination of sanction. The Institutional Access and Compliance 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. Students

The Institutional Access and Compliance 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 Institutional Access and Compliance Office intends to take further action, students are notified of their opportunity to be heard, present information, and speak on their own behalf to the assigned Investigator. All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with all relevant parties and witnesses, and obtaining available, relevant evidence, as necessary. All parties have a full and fair opportunity to suggest witnesses and questions, to provide evidence, and to review and respond to the allegations and evidence. During the investigation, the Investigator will typically engage in the following (this list is not exhaustive):

- In coordinator with campus partners, initiate or assist with any necessary supportive measures.
- Conduct a thorough, reliable, and impartial investigation. This includes interviews with all relevant parties and witnesses, and the collection of evidence.
- Provide the parties the opportunity to present witnesses and evidence for review.
- Provide notice to the parties regarding the status/outcome of the investigation, as necessary.

Students accused of violating the Policy are not required to participate in the process, but the process will proceed to a reasonable resolution absent their participation. Following the conclusion of the investigation, a determination will be made by a Hearing Panel, based on a preponderance of the evidence standard of proof. If the behavior is substantiated, the Institutional Access and Compliance Office will apply appropriate sanction(s). The resources and/or sanctions may be different dependent on the modality of the involved student(s).

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 Institutional Access and Compliance Office prior to reenrollment, should the alumni attempt to return to pursue another degree.

If either party wishes to initiate an Informal Resolution, they may notify the Institutional Access and Compliance Office. 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 Institutional Access and Compliance Office 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 complaint, and any party participating in Informal Resolution can stop the process at any time and begin or resume the formal complaint 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.

Students are not entitled to representation by any third party, personal representative, or attorney in the process. However, students may have an advisor or support person of their choice present with them for all meetings and interviews within the resolution process, if they so choose. Any Advisor who disrupts or otherwise fails to respect the limits of the Advisor role, the meeting will be ended, or other appropriate measures implemented.

Sanctions

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, referral to the University's Code of Conduct Committee with a recommendation for suspension or expulsion 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
- Removal from Student Organization

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- Campus Restriction
- Referral to Code of Conduct with a recommendation for suspension or expulsion

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 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 Institutional Access and Compliance Office is responsible for formally administering this policy which 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 Institutional Access and Compliance 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 reviews the report to determine if the conduct creates a hostile environment based on race, color, or national origin that is sufficiently severe, persistent, or pervasive so as to interfere with or limit an individual's ability to participate in or benefit from a University program. Complaints that meet these criteria are reviewed under the University's Title IX and Non-Discrimination Policy. If the complaint is not actionable under the Title IX and Non-Discrimination Policy, the complaint will be further reviewed under the Multicultural, Diversity, and Inclusion Policy. 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 Institutional Access and Compliance 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 reviewed by the Institutional Access and Compliance, in conjunction with the Director of Admissions, 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 reviewed by the Institutional Access and Compliance Office to determine if further action is warranted under the Multicultural Diversity and Inclusion Policy.
3. Students

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The Institutional Access and Compliance 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 Institutional Access and Compliance Office intends to take further action, under the Multicultural, Diversity and Inclusion Policy, 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 assigned Investigator. All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with all relevant parties and witnesses, and obtaining available, relevant evidence, as necessary. All parties have a full and fair opportunity to suggest witnesses and questions, to provide evidence, and to review and respond to the allegations and evidence. During the investigation, the Investigator will typically engage in the following (this list is not exhaustive).

- In coordinator with campus partners, initiate or assist with any necessary supportive measures.
- Conduct a thorough, reliable, and impartial investigation. This includes interviews with all relevant parties and witnesses, and the collection of evidence.
- Provide the parties the opportunity to present witnesses and evidence for review.
- Provide notice to the parties regarding the status/outcome of the investigation, as necessary

Students accused of violating the Policy are not required to participate in the process, but the process will proceed to a reasonable resolution absent their participation. Following the conclusion of the investigation, a determination will be made by the Institutional Access and Compliance Office, based on a preponderance of the evidence standard of proof. If the behavior is substantiated, the Institutional Access and Compliance Office will apply appropriate sanction(s). The resources and/or sanctions may be different dependent on the modality of the involved student(s).

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 reenrollment, should the alumni attempt to return to pursue another degree.

   If either party wishes to initiate an Informal Resolution, they may notify the Institutional Access and Compliance Office. 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 Institutional Access and Compliance Office 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 Complaint, and any party participating in Informal Resolution can stop the process at any time and begin or resume the Formal Complaint 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.

Students are not entitled to representation by any third party, personal representative, or attorney in the process. However, students may have an advisor or support person of their choice present with them for all meetings and interviews within the resolution process, if they so choose. Any Advisor who disrupts or otherwise fails to respect the limits of the Advisor role, the meeting will be ended, or other appropriate measures implemented.

Sanctions

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 Threat Assessment Team, or Code of Conduct Committee with a recommendation for suspension or expulsion 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; impact 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
- Campus Restriction

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 or 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 Counselor. The appeal must be completed and submitted by the student, in accordance with FERPA guidelines. The Counselor will gather the information and route to the appropriate parties at the

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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 Counselor prior to submission.

The student may escalate the appeal to the second level by submitting another request via their 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 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.
  - 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 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:

- Admission denial through the Blind Review Process for Previous Arrests or Criminal Records
- 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.
- Nontraditional students exceeding the maximum overload policy of 3 courses at once (3 courses at once does require an approved appeal and two courses at once must meet requirements outlined in the "Overload Policy" section)
- Dismissal for not meeting the terms of Accepted with Specifications or First Course Completion requirements.
- Evaluation of Transfer Credit Policies (all policies outlined within this section, unless explicitly stated an appeal is acceptable)
  - Including, but not limited to:
    - Minimum acceptable grade
    - A maximum of 30 baccalaureate alternative credits
    - Maximum allowable transfer credits
- Exceeding the maximum number of course repeat attempts
- Expulsions issued for possessing a firearm on campus
- Grade appeals where the student has not provided evidence that it meets the terms of the end-of-course grades policy
- Graduation Requirements Policies (all policies outlined within this section)
  - Including but not limited to:
    - Residency Credit Requirements (i.e., 30 minimum credits taken with GCU for undergraduate programs)
    - Upper division credit requirements
    - Honors designation (i.e., Latin, University, etc.)

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- Immediate administrative actions carried out by the University President, Provost, Registrar, or designee
- Non-transferrable courses
- Statuses as a result of Progression Policies
  - Including but not limited to:
    - GPA Progression (On Notice, GPA Disqualification) and related dismissal
    - Satisfactory Academic Progress (Warning/Probation/Suspension/Expulsion) and related dismissal

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	Vice President of Academic Compliance
Admission Appeals	Dean of the appropriate college or designee	Assistant Vice President of Academic Records or designee
A doctoral academic appeal	Associate Dean of College of Doctoral Studies	Dean of College of Doctoral Studies
A DNP doctoral academic appeal	Dean of College of Nursing and Healthcare Professions or designee	Vice Provost
Athletics	Deputy 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	Vice President of Academic Compliance or designee
Conduct sanction of expulsion	Vice President of Academic Compliance or designee	Vice Provost
Title IX admission appeals	Deputy Title IX Coordinator or designee	Title IX Coordinator

If the student complaint cannot be resolved after exhausting the Institution's grievance 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:

1740 W. Adams Street, #3008
Phoenix, AZ 85007
Phone: 602/542-5709
Website: https://ppse.az.gov

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, any student enrolled at the proposed Missouri ABSN location may file a complaint with the Missouri Department of Higher Education and Workforce Development at: Missouri Department of Higher Education & Workforce Development, 301 W High Street, PO Box 1469, Jefferson City, MO 65101-1469, Phone: (573) 751-2361, Fax: (573) 751-6635, Email: info@dhewd.mo.gov.

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, students enrolled at the Florida locations may file a complaint with the Florida Commission for Independent Education.

Commission for Independent Education
325 W. Gaines St, Suite 1414
Tallahassee, FL. 32399-0400

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. Any Utah resident student enrolled at the location in Utah or enrolled in online programs who has a complaint can file a complaint with the Utah Division of Consumer protection at any time.

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

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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 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:

Letter Grade	GPA Value	Point Scale		Interpretation of Level of Performance
		COE, COFAP, CONHCP (HIM, PH, HCA), COT, CHSS, CSET, CCOB	CONHCP (Nursing, CSD, OTA)	
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

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Letter Grade	GPA Value	Point Scale		Interpretation of Level of Performance
		COE, COFAP, CONHCP (HIM, PH, HCA), COT, CHSS, CSET, CCOB	CONHCP (Nursing, CSD, OTA)	
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 (MHA, MHA-HQS, HIM, PH), COT, CHSS, CSET, CCOB	CDS, CONHCP (Nursing, SLP)	
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
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.

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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 a 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.

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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 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

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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 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).

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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 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

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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. Prior to opting out of directory information, graduating students' decision to request non-disclosure should be considered critically since it could affect the ability of GCU to complete employment documentation on behalf of the student, such as Institutional Recommendations.

If choosing to opt out students must provide their student ID, and or, reply from their GCU email address.

- Student name
- Student number
- 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

Retention of VA Records

VA students' records must be kept for 3 years following the ending date of the last period certified to VA. Records need to be kept longer than 5 years only if a written request to keep the records longer is received from the Department of Veterans Affairs or the General Accounting Office 30 or more days before the end of the 5-year period. This requirement is in the Code of Federal Regulations (38 CFR 21.4209(f)).

Although VA requires that records be kept for 5 years, record retention regulations for individual states may require that VA records be kept more than 5 years.

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 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

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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. Only accommodations that do not fundamentally alter, lower, or substantially modify essential requirements of the course or program can be approved.

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 dismissed will need to contact Student Disability Services upon their return in order to re-establish their accommodations. This also pertains to students who are out of attendance for any reason for longer than 14 days. Please note that the University cannot provide accommodations that are not requested. Only the SDS Office can approve accommodations.

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 – SDS Office on the GCU Main Campus (Building 47)

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.

Once approved for accommodations the student will receive a confirmation of their approved accommodations via email. Official notification to faculty of the approved accommodations will be sent out by Student Disability Services. For non-academic accommodations appropriate departments will be notified in order to help facilitate the approved accommodations. If a student finds that their approved accommodations are not effective, their medical circumstances change, or they need additional supports, it is the student's responsibility to reengage the SDS Office in order to enter into the interactive process.

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 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.

Accommodation Grievance Policy

Accommodations are determined on an individual basis, as such, students are required to engage directly with the Student Disability Services Office in the interactive process to determine reasonable accommodations. The student of record/individual seeking the accommodation must be directly involved in the process; 3rd party requests cannot be reviewed. If the student feels they need additional or alternate accommodations, other than what was initially approved, the student should follow the accommodation grievance procedure, as outlined below.

1. Accommodation Review- Students should discuss the request with their assigned SDS Administrator and Student Disability Services Manager. Students should be prepared to consider alternative solutions. Other University policies and mitigating circumstances may apply when reviewing any request for accommodations.
2. Full SDS Case Review- If the student is not satisfied with the proposed options from step 1, a student may submit their accommodation request/request a meeting with the Director of

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Student Disability Services. If a satisfactory resolution is not reached, the student may then submit a formal accommodation grievance.

3. Accommodation Grievance- A formal complaint regarding a decision made by the Student Disability Services Office must be made in writing and submitted to the Institutional Access and Compliance Office, at SDSEDC@GCU.EDU Steps 1 and 2 must be completed prior to submitting an accommodation grievance. An accommodation grievance must be submitted within 30 days of Full SDS Case Review Resolution. The formal complaint must include the following:
   1) Student name
   2) Course information that relates to the grievance, if applicable
   3) The specific accommodation/outcome that is being requested, including any additional supporting documentation, as needed

Upon receipt of a written complaint, the Institutional Access and Compliance Office will initiate a review, which may include an interview with the complainant, a review of any relevant materials submitted by the complainant, obtaining information from relevant colleges/departments/individuals, etc. The Accommodation Review Board will conduct a thorough review and issue a determination regarding the student's request. The length of the review may vary. Pending the outcome of the Accommodation Grievance review, the previously approved accommodations will remain in place. The student will be notified in writing of the decision of the Accommodation Review Board. This will be considered the final determination of the University on available accommodations at Grand Canyon University.

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. Multiple students cannot "share" an emotional support animal as the animal is part of an individual's on-going care plan.

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 individualized 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.

Emotional Support Animals are prescribed for a specific individual as part of their ongoing care plan. Just like any prescription this is meant for the specific induvial and cannot be shared by multiple people. Therefore, an Emotional Support animal can only be approved for one (1) student and the approval is not transferable to other individuals. Anyone seeking an Emotional Support Animal must go through the Steps to Accommodations process.

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, Canyon Activity Center (CAC), Campus Fitness Centers,

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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.

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, venomous, poisonous, and/or illegal animals are not permitted. Certain species are governed by additional laws and outside entities, and may be prohibited from living on the GCU campus.
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) and safely contained in an appropriately sized enclosure. 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 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 event 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.

This statute includes the ability for the University's Police to take possession of any animal being mistreated, abused, neglected, abandoned, or threatened with harm.

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.

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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).

Grievance Process

Students may submit a request for their denial to be reviewed, as outlined in the Accommodation Grievance Procedure outlined under the Student Disability Services policies.

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

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. By removing the animal from residence, the student is in-turn declining their previously approved accommodation to have the animal on campus.
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. All students assigned to any University housing unit have equal right to the space. 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. GCU staff, and fellow student including roommates or suitemates are not required to provide care of feeding for any animal. It is the responsibility of the approved student to manage and care for their accommodation animal
10. 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.
11. 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

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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 10 or newer
Processor Speed	Intel i5 equivalent or better
CPU Memory	8 GB or more
Internet Connection	Cable Broadband or DSL
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 13 Ventura or newer
Processor Speed	Intel i5 equivalent or better
CPU Memory	8GB or more
Internet Connection	Cable Broadband or DSL
Internet Browser	Current version: • Safari • 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 Windows PCs 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 PCs, 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

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The Nerd Herd (Computer Repair Bar)

The Nerd Herd 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: 9:00am – 5:00pm

Saturday – Sunday: Closed

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).
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

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Laptop	Apple Macintosh Minimum
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 Broadcasating

Bachelor of Arts in Digital Design with an Emphasis in Animation

Bachelor of Arts in Digital Film

Bachelor of Arts in Game Design

Bachelor of Arts in Theatre and Drama

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 OS: Most Recent: Windows 11 .x or higher
Processor Speed	Intel I7 or I9, or Core Ultra processor or newer, minimum 8 cores @3.2Ghz AMD 9800/9900 Ryzen 7 or 9 processor or newer, minimum 8 cores @3.2Ghz
RAM memory	32 GB or more
Hard Disk space	1TB SSD
Monitor	Larger is better on the laptop. An additional 24" external monitor is very helpful for homework.
Graphics Card	NVIDIA RTX or GeForce series graphics card. (strong enough to run Maya)
Internet Connection	Wi-Fi enabled, Bluetoth
Internet Browser	Current version: • Microsoft Edge • Mozilla Firefox • Google Chrome
A/V	Built-in or external Webcam, Speakers, microphone.

Laptop	Microsoft Windows PC Minimum
Input	Mouse Input tablet (Wacom or Huion), required in Animation and Game Design, recommended in others
Software	• Office 365 (Word, Excel, PowerPoint, and more) • Adobe Acrobat 2024 or newer • An up to date anti-virus software • Program Specific Software

Laptop	Apple Macintosh Minimum
Operating System	macOS: Most Recent: Sequoia or Sonoma
Processor Speed	Apple M4 (or M4 Pro)-series or higher
RAM memory	32GB or more
Hard Disk Space	1TB SSD
Monitor	Larger is better on the laptop. An additional 24" external monitor is very helpful for homework.
Graphics Card	Integrated GPU
Internet Connection	Wi-Fi Enabled, Bluetooth
Internet Browser	Current Version • Safari • Mozilla Firefox • Google Chrome
A/V	Built-in or external Webcam, Speakers, microphone.
Input (Required)	Mouse Input tablet (Wacom or Huion), required in Animation and Game Design, recommended in others.
Software	• Office 365 (Word, Excel, PowerPoint, and more) • Adobe Acrobat 2024 or newer • An up to date anti-virus software • Specific programmatic software

Program Specific Software or hardware

(Certain titles used in specific classes only)

Broadcasting	Adobe Creative Pro
Digital Design with an Emphasis in Animation	Adobe Creative Pro Maya or Blender Maxon Cinema 4D Input tablet (Wacom or Huion)

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Broadcasting	Adobe Creative Pro
Digital Film with Emphases in Production, Screenwriting, or Editing and Visual Effects	Adobe Creative Pro Arcweave Maxon Red Giant Screenwriting Software (FadeIn or Final Draft) Nuke DaVinci Resolve Fairlight
Digital Film with Emphases in Production, Screenwriting, or Editing and Visual Effects **Nontraditional only**	In addition to the above requirements, Nontraditional Digital Film majors must have access to a camera and tripod. The camera must be able to manually adjust the aperture, shutter speed, frame rate, white balance, and ISO/Gain. Only one 18-55 lens is required. DSLR cameras that take video are recommended, as well as Prosumer level video cameras. Some recommended models are: Sony as7iii, Canon 5D Mark IV, or Blackmagic Pocket Cinema. Lighting needs are practical lamps and foam core bounce cards.
Game Design	Adobe Creative Pro Arcweave Maya Cinema 4D Input tablet (Wacom or Huion)
Theater and Drama	Adobe Creative Pro Vectorworks Highly suggest an iPad and iPad pencil with SketchUp software for set, stage, costume, and lighting design.

Bachelor of Arts in Advertising and Graphic Design

Bachelor of Arts in Digital Design with an Emphasis in Web Design

Bachelor of Arts in Social Media

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 OS: Most Recent: Windows 11 .x or higher
Processor Speed	Intel I7 or I9, or Core Ultra processor or newer, minimum 8 cores @3.2Ghz AMD 9800/9900 Ryzen 7 or 9 processor or newer, minimum 8 cores @3.2Ghz
RAM memory	16 GB or more
Hard Disk space	512 GB HD
Monitor	Larger is better on the laptop. An additional 24" external monitor is very helpful for homework.
Graphics Card	NVIDIA RTX or GeForce series graphics card.
Internet Connection	Wi-Fi enabled, Bluetooth
Internet Browser	Current version: • Microsoft Edge • Mozilla Firefox • Google Chrome
A/V	Built-in or external Webcam, Speakers, microphone.
Input	Mouse Input tablet (Wacom or Huion), required in Animation and Game Design, recommended in others
Software	• Office 365 (Word, Excel, PowerPoint, and more) • Adobe Acrobat 2024 or newer • An up to date anti-virus software • Program Specific Software

Laptop	Apple Macintosh Minimum
Operating System	macOS: Most Recent: Sequoia or Sonoma
Processor Speed	Apple M4 (or M4 Pro)-series or higher
RAM memory	16GB or more
Hard Disk Space	512 GB HD
Monitor	Larger is better on the laptop. An additional 24" external monitor is very helpful for homework.
Graphics Card	Integrated GPU
Internet Connection	Wi-Fi Enabled, Bluetooth
Internet Browser	Current Version • Safari • Mozilla Firefox • Google Chrome
A/V	Built-in or external Webcam, Speakers, microphone.
Input (Required)	Mouse Input tablet (Wacom or Huion), required in Animation and Game Design, recommended in others.

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Laptop	Apple Macintosh Minimum
Software	• Office 365 (Word, Excel, PowerPoint, and more) • Adobe Acrobat 2024 or newer • An up to date anti-virus software • Specific programmatic software

Program Specific Software or hardware

(Certain titles used in specific classes only)

Digital Design with an Emphasis in Web Design	Adobe Creative Pro Figma
Advertising and Graphic Design	Adobe Creative Pro Figma
Social Media	Adobe Creative Pro Hootsuite or Hubspot Various phone applications Smartphone with camera Gimble and tripod for phone

Bachelor of Arts in Commercial Music

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:

NOTE: Apple Computers only to support the required software. (A windows-based computer is not acceptable)

Laptop	Apple Macintosh Minimum
Operating System	macOS: Most Recent: Sequoia or Sonoma
Processor Speed	Apple M1series or higher
RAM memory	16GB or more
Hard Disk Space	512 GB HD
Internet Connection	Wi-Fi Enabled, Bluetooth
Internet Browser	Current Version • Safari • Mozilla Firefox • Google Chrome
Java Runtime Environment	Java JDK 24 or higher
Input (Required)	Mouse Optional: Input tablet (Wacom or Huion)
Required Additional Hardware	• External 1 TB SSD drive (Samsung T7) • Audio Interface: Scarlett 2i2 Studio Bundle or equivalent. • MIDI Controller: M-Audio Keystation 49 or equivalent

Laptop	Apple Macintosh Minimum
Recommended Additional Equipment	• Studio Monitors: JBL 305P MKII (pair) or equivalent. • Gimble and tripod for phone
Software	• Office 365 (Word, Excel, PowerPoint, and more) • Adobe Acrobat 2024 or newer • An up to date anti-virus software • Specific programmatic software

Program Specific Software or hardware

(Certain titles used in specific classes only)

Commercial Music	Ableton Live: Live 12 Intro, Standard, or Suite. Logic Pro version 11 or newer Optional: Logic Remote (IOS 18 or newer required) Smartphone with camera

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)
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.

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	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 Humanities and Social Sciences

Bachelor of Arts in Professional Writing for New Media

Bachelor of Arts in Communications with an Emphasis in Broadcasting and New Media

Professional Writing for New Media and Communications with an Emphasis in Broadcasting and New Media 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

Laptop	Microsoft Windows PC Minimum
Service Plan (optional)	3-4 years including accidental damage

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+

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 Engineering and Technology

All Engineering Programs

Laptop	Microsoft Windows PC 15” Minimum
Operating System	Windows 11 Professional or Windows 11 Education (Home edition is not supported)
CPU/Processor Speed	Intel Core i7, Intel Core i9, AMD Ryzen 5, AMD Ryzen 7, or AMD Ryzen 9 (Note: ARM Processors are not compatible)
RAM Memory	Minimum of 16 Gb expandable to 32 Gb in the future (Note: The more RAM the better)
Hard Disk	Solid State Drive 512 GB or larger
Screen	15” or larger

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Laptop	Microsoft Windows PC 15” Minimum
Wireless	Wi-Fi, Bluetooth
Graphics Card	Discrete Graphics (Nvidia Quadro preferred for CAD Software)
Peripherals	USB 3.0, HDMI Wireless mouse USB-C to USB-A adaptor if no USB-A ports are on the computer
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
Notes	There has been major incompatibly found with certain Dell Latitude and Dell XPS computers leading to system crashes.

Laptop	Macbook Pro 15” Minimum
Models	MacBook Pro 14-inch, MacBook Pro 16-inch
Operating System	macOS 10.14.6 Mojave or Latest macOS
CPU/Processor Speed	Intel Core i7, Intel Core i9, Apple M1, or Apple M2
RAM memory	Minimum 32Gb (Note on Mac memory is not upgradable)
Hard Disk	Minimum 2Tb (Note on Mac Storage is not upgradable)
Screen	15” or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor cables for USB 3.0 and HDMI Wireless mouse USB-C to USB-A adapter

Laptop	Macbook Pro 15” Minimum
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 +
Notes	You will be required to run Parallels Desktop on your computer to support much of the required programmatic software. This requires both purchase of Parallels Desktop and a copy of Windows 11 Professional or Windows 11 Education.

Required Software

Biomedical Engineering | Mechanical Engineering | Mechanical Engineering with an Emphasis in Aerospace | Engineering with an Emphasis in Robotics | Computer Engineering | Industrial Engineering | Engineering with an Emphasis in Project Management | Mechanical Engineering Technology | Mechanical Engineering with an Emphasis in Mechatronics

- 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

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Laptop (No Tablets)	Microsoft Windows PC Minimum
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
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
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

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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
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

Laptop (No Tablets)	Microsoft Windows PC Minimum
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 Game Development

Minor in Mixed Reality

All Game Development 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 SSD or higher
Screen	15” or larger
Wireless	Wi-Fi, Bluetooth, webcam/Mic
Peripherals	Adaptors/Cables for 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) • Unity Engine
Hardware (Additional Charge)	• Meta Quest 3: Mixed Reality VR Headset or latest VR Headset • Recommended (Windows Only) Oculus Link Cable
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)

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Laptop (No Tablets)	Microsoft Windows PC Minimum
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) • Visual Studio via Microsoft Imagine (Instructor will advise students the version required) • Unity Engine
Hardware (Additional Charge)	• Meta Quest 3: Mixed Reality VR Headset or latest VR Headset • Recommended (Windows Only) Oculus Link Cable
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
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

Laptop (No Tablets)	Microsoft Windows PC 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
Minor in Embedded System

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.)

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Laptop (No Tablets)	Microsoft Windows PC Minimum
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

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 (No Tablets)	Microsoft Windows PC Minimum
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
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

Graduate Certificate in Software Engineering

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)

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Laptop (No Tablets)	Microsoft Windows PC Minimum
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
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

Laptop (No Tablets)	Microsoft Windows PC Minimum
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

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Laptop	Microsoft Windows PC Minimum
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

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:

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	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

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-

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	All Students
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, 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

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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.

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

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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 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

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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.
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

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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 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.

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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.

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.

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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.
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 and Veteran

In order to support those who are currently serving and their spouses or those who have served in the United States military, Grand Canyon University offers a special military and veteran scholarships for some programs and modalities. 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 Readiness and Employment (Chapter 31). In addition, Active Duty Military may qualify for Military Tuition Assistance.

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 students must provide a current Certificate of Eligibility (COE) in order to be considered for Tuition Deferral.

Grand Canyon University will continue to seek payment for noncovered expenses which include but are not limited to::

- Housing and Meal Plans
- Application Fees

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- 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. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill.

A student using VA Chapter 33 or Chapter 31, simultaneously with other forms of financial aid, can either request the excess financial aid less the difference between the cost of the course and the expected VA payment. While GCU awaits the payment from the VA, the student's account will appear as a balance owed. GCU will credit the student's account with the VA funds upon arrival. Any difference will either be refunded to the student or become due. Students have the option to utilize their financial aid to pay the balance and receive a stipend once the VA funds are received, if they so choose to do so. In order to request a stipend, students must submit a Certificate of Eligibility (COE) dated within 90 days. All stipend requests should be made through Student Services Counselors in order to start processing.

Grand Canyon University Yellow Ribbon Program

Grand Canyon University proudly participates in the Veteran's Affairs (VA) Yellow Ribbon Program. The Yellow Ribbon GI Education Enhancement Program is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program can help with private school tuition and fees which exceed the VA's annual cap for private schools. More information on the program can be found at Yellow Ribbon Program | Veterans Affairs (va.gov). For additional information on the annual private school cap, you may visit Post-9/11 GI Bill (Chapter 33) Rates | Veterans Affairs (va.gov).

Grand Canyon University determines Yellow Ribbon amounts by calculating Tuition and Fees which have been reported to the VA and the payments received from August 1st to July 31st in any given academic year. If the amount exceeds the yearly tuition cap, we take the amount that is over the tuition cap, and divide it by two. We certify half the amount (up to $1000) as Yellow Ribbon. Once payment has been received by the VA, Grand Canyon University will place a matching contribution (up to $1000) from university general funds. The Yellow Ribbon contribution from Grand Canyon University will be listed on the ledger in the form of a scholarship. This scholarship can be combined with other institutional scholarships. All VA Yellow Ribbon students are tracked to confirm payments are received and applied as outlined in the VA Yellow Ribbon Program.

Regardless of Grand Canyon University Certifications for Yellow Ribbon, the VA retains all authority in determining eligibility and payment.

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.

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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. Missouri students are granted an exception with regards to the release of their diploma, per Regulations [1]§173.604.2(8), RSMo;[2]Title 6 CSR 10-5.010(6)(B)1.C.;[3]§173.604.2(9), RSMo; and [4]Title 6 CSR 10-5.010(6)(F)4.

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.

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

State Refund Policies

Many states have regulations that require the University to apply a specific refund policy to students taking courses in these states. State refunds will be processed in two steps. The General Refund Policy will be recorded first on the account, and then the state's policy will be recorded second as a separate credit. Note that each transaction may be recorded on a separate day. The specific state refund policies are listed below.

3-Day Cancellation Notice

An applicant who provides notice of cancellation within three days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid no later than 15 days of the notification. Students may contact the Office of Academic Records in writing to Grand Canyon University, Office of Academic Records, P.O. Box 11097, Phoenix, AZ 85061-1097 within three (3) business days after the date of original signature. Students may also contact their University Counselor (UC) or Student Services Counselor (SSC) via email, or in writing. The UC or SSC will then notify the Office of Academic Records to expunge the record and the school shall provide the 100% refund.

7-Day Cancellation Notice for Alaska Residents

The following information replaces the 3-Day Cancellation Policy exclusively for Alaska residents. An Alaska resident who provides notice of cancellation within seven (7) days of signing an enrollment agreement is entitled to a refund of all monies paid no later than 30 days of the notification. Students may contact in writing Grand Canyon University, Office of Academic Records, P.O. Box 11097, Phoenix, AZ 85061-1097 within seven (7) days

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after the date of original signature. Students may also contact their enrollment representative or student services counselor via email or in writing. The enrollment representative or student services counselor will then notify the Office of Academic Records to expunge the record and the school shall provide the 100% refund.

7-Day Cancellation Notice for Ohio Residents

The following information replaces the 3-Day Cancellation Policy exclusively for Ohio residents. An Ohio resident who provides notice of cancellation within seven (7) days of signing an enrollment agreement is entitled to a refund of all monies paid no later than 30 days of the notification. Students are advised to contact their University Counselor or Student Services Counselor to facilitate a complete withdrawal.

Non-Traditional Course Tuition Refund

The University will refund tuition according to the following policy unless a student attending courses online is a resident of a state that requires the University to follow different guidelines. These state policies are listed in the State Refund Policies section of the University Policy Handbook. 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 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 Course Tuition Refund

The University will refund tuition according to the following policy unless a student attending courses online is a resident of a state that requires the University to follow different guidelines. These state policies are listed in the State Refund Policies section of The University Policy Handbook. Refer to the Enrollment Status Change section of the University Policy Handbook for a complete explanation of the University's Withdrawal Policy.

Traditional Students who drop/withdraw from 16-week courses at the ground campus in Phoenix, Arizona, are eligible for the following refund:

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

With the exception of materials fees, which are non-refundable after the start of class, all instructional and ground campus-related fees (such as insurance and facilities fees) are refundable during Week 1. After Week 1, all fees are non-refundable.

Florida Refund Policy

The University has established a drop/add period and refund policy that aligns with 6E-1.0032(6)(i)(3), F.A.C., which is the end of the first week of classes. Students who drop/withdraw from a course/all courses attending a Florida site are eligible for the following refund:

Before or During Week 1..... 100% tuition refund
During Week 2.....75% tuition refund
During Week 3.....50% tuition refund
During or after Week 4 .....No refund

If a Florida student withdraws before the end of the drop/add period, the student will be refunded all tuition and fees, as well as any funds paid for supplies, books, or equipment which can be and are returned to the institution. Refunds shall be made within 30 days of the date that the institution determines that the student has withdrawn.

Nonrefundable fees regarding admission and registration of Florida students shall not exceed $150. The requirements regarding refund policies as stated herein do not apply to dormitory or meal fees. Refund policies for those fees, if charged, shall be set by the institution and also disclosed in conjunction with the refund policy.

Missouri Refund Policy

ABSN Missouri Students

Students who drop/withdraw from a course/all courses within the 15-week semester applies to students attending the St. Louis campus 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 4.....50% tuition refund

During Week 8.....25% tuition refund

After Week 8 .....No refund

Online Missouri Students

6-week courses

Before Week..... 100% tuition refund

During Week 1..... 75% tuition refund

Week 2 Through Week 3 ..... 25% tuition refund

After Week 3..... No refund

7 and 8-week courses

Before Week 1..... 100% tuition refund

During Week ..... 75% tuition refund

Weeks 2 Through Week ..... 25% tuition refund

After Week 4..... No refund

Course Tuition Refund for Students Enrolled in the Nevada aBSN Program

Students in the Nevada-based ABSN program who cancel their enrollment any time before the start of the first class session will receive a full refund of all monies paid, less 10% of the tuition agreed upon in the enrollment agreement or $150, whichever is less. A student who withdraws, who doesn't return from a leave of absence, or is suspended/expelled by the University after the start of the course and before the completion of more than 60% of the course will be refunded a pro rate amount of the tuition agreed upon in the enrollment agreement, minus 10% of the tuition agreed upon in the enrollment agreement of $150, whichever is less. The completion percentage is based on the total number of calendar days in a course and the total number of calendar days completed. All refunds are made in full to the student within 15 days of the date of official withdrawal.

If the University must change a program, the University will attempt to find the most favorable resolution for the student including transferring to a comparable alternative program for the same tuition, or teaching out the program. Please refer to Program of Study, Course Availability, and Cancellation policy in the University Policy Handbook. If the University fails to

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substantially furnish the training program as agreed to in the Enrollment Agreement, in situations according to Nevada law NRS 394.449, the University shall refund to a student all the money the student has paid.

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, fees, and room and food (meal plan). Institutional aid is always applied to tuition and fees before room and food charges unless the institutional aid is to be used solely for room and food charges.

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 2.8 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, however institutional aid is secured at the time an initial high school transcript is received and will not be rescinded.
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. The due date is the end of the third week of the term for each term start.
4. Submit post-secondary (college) transcripts, if applicable by the University due date.
5. Submit math and reading SAT and ACT scores (writing does not need to be included) by the University due date. If using test scores for scholarship eligibility, a minimum 2.5 un-weighted HS GPA is required.
6. Students must be fully accepted into the University for most institutional aid programs. 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. Requests to reinstate scholarship aid must be submitted to the students Student Services Counselor (SSC).
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 by the University due date will have their scholarship award cancelled. The University due date for MOU's to be signed is the end of the third week of the term for each term start.

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 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. The institutional cap is determined each semester by the students housing status and academic scholarship award level. Institutional caps are not an appealable policy.

- Students that are recipients of the Chancellor or President Direct Academic awards cannot exceed $15,000 per year / $7,500 per semester in institutional aid if living on-campus.
- All other students cannot exceed $12,500 per year / $6,250 per semester in institutional aid if living on-campus.
- All students living off-campus cannot exceed $10,000 per year / $5,000 per semester in institutional aid.

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. . Students should always refer to their scholarship MOU for specific renewability requirements.

1. Students must maintain full-time continuous enrollment which is defined by program (typically 12 credits per semester) and meet minimum GPA requirements. have their scholarship(s) automatically pro-rated based on the number of credits attempted. Semesters that result in scholarship proration will still count towards the maximum number of semesters a scholarship can be applied.
    - 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. Unless otherwise noted in the scholarship MOU, scholarships cannot exceed a total of eight semesters of coursework completed.

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a. Students who double-major, add on a minor, or are in a program of study that exceeds 120-credits to complete will be given an extension to the eight-semester limit for the number of semesters it would take them to complete the additional credit. This is determined at a full-time courseload.

5. Many forms of institutional aid vary based on housing selection and are adjusted on a semester basis. Students who receive a scholarship that requires them to live on-campus will forfeit their scholarship for all future semesters if they move off-campus.
6. 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.

Performance and Participation Aid

Scholarships awarded to students by departments, Colleges, Athletics, or in return for students participating in a GCU extra-curricular program may have their own scholarship policies established by the department/team head and may not be subject to the institutional aid policies enforced in this handbook.

Scholarship Lock-In

Students may lock-in their academic direct or indirect award with an unofficial high school transcript. For direct students, an unofficial high school transcript with six-semesters or more of coursework may be used. If a direct student's final high school transcript comes in with a lower GPA than what was initially received, their scholarship will not change unless it is to increase the scholarship amount. For indirect students who submit a high school transcript, their scholarship will not change if their cumulative transfer GPA results in a lower scholarship offer. Transcripts must be submitted by the University deadline, which is the end of the third week of study in the semester the student begins coursework.

Scholarship Refund

A student that withdraws from GCU during the first three weeks of the semester will be subject to a scholarship refund. Scholarships are refunded at the following rate:

- Before Week 1: 100% of Scholarship(s) are refunded
- During Week 2: 90% of Scholarships(s) are refunded
- During Week 3: 75% of Scholarship(s) are refunded
- During or after Week 4: No refund

Students who have online course(s) scheduled to begin after the first three weeks of the term and either drop or do not attend the course(s) may be subject to a scholarship reduction even if it is after the scholarship refund policy timeframes. If the student drops a course that begins after the first three weeks of the semester and it results in the student falling below full-time status, the scholarship(s) will be prorated

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 2025-2026 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.
- The Chancellor award requires an un-weighted high school GPA and cannot be awarded off SAT, ACT, or weighted GPA.
- The Antelope award is awarded off high school GPA (weighted or un-weighted) only and cannot be awarded off SAT or ACT.
- Students attending on an International F-1 Visa are not eligible for Direct Academic scholarships but may qualify for an Indirect Academic scholarship.

Scholarship Options	Early Decision Award Amount for new Freshman students prior to 04/01/2024
Chancellor's Scholarship	• $9,050 per year ($4,525 per Semester) • Minimum incoming 4.0 GPA (un-weighted)
President's Scholarship	• $7,050 per year ($3,525 per Semester) • Minimum incoming >3.9 GPA or SAT: 1410 / ACT: 31
Provost's Scholarship	• $6,050 per year ($3,025 per Semester) • Minimum incoming 3.7-3.89 GPA or SAT: 1295 / ACT: 27
Dean's Scholarship	• $5,050 per year ($2,525 per Semester) • Minimum incoming 3.3-3.69 GPA or SAT: 1130 / ACT: 22
Faculty Scholarship	• $4,050 per year ($2,025 per Semester) • Minimum incoming 3.0-3.29 GPA or SAT: 1000/ ACT: 19
Antelope's Scholarship	• $2,550 per year ($1,275 per Semester) • Minimum incoming 2.8-2.99 GPA

Scholarship Options	Award for new Freshman students effective 04/01/2024
Chancellor's Scholarship	• $8,500 per year ($4,250 per Semester) • Minimum incoming 4.0 GPA (un-weighted)

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Scholarship Options	Award for new Freshman students effective 04/01/2024
President's Scholarship	• $6,500 per year ($3,250 per Semester) • Minimum incoming >3.9 GPA or SAT: 1410 / ACT: 31
Provost's Scholarship	• $5,500 per year ($2,750 per Semester) • Minimum incoming 3.7-3.89 GPA or SAT: 1295 / ACT: 27
Dean's Scholarship	• $4,500 per year ($2,250 per Semester) • Minimum incoming 3.3-3.69 GPA or SAT: 1130 / ACT: 22
Faculty Scholarship	• $3,500 per year ($1,750 per Semester) • Minimum incoming 3.0-3.29 GPA or SAT: 1000/ ACT: 19
Antelope's Scholarship	• $2,000 per year ($1,000 per Semester) • Minimum incoming 2.8-2.99 GPA

Scholarship Options	Early Decision Award Amount for new Freshman Students registered from 01/01/2025-03/31/2025
Chancellor's Scholarship	• $8,300 per year ($4,150 per semester) • Minimum incoming 4.0 GPA (un-weighted)
President's Scholarship	• $6,300 per year ($3,150 per Semester) • Minimum incoming >3.9 GPA or SAT: 1410 / ACT: 31
Provost's Scholarship	• $5,300 per year ($2,650 per Semester) • Minimum incoming 3.7-3.89 GPA or SAT: 1295-1409/ACT: 27-30
Dean's Scholarship	• $4,300 per year ($2,150 per Semester) • Minimum incoming 3.3-3.69 GPA or SAT: 1130-1294/ACT: 22-26
Faculty Scholarship	• $3,300 per year ($1,650 per Semester) • Minimum incoming 3.0-3.29 GPA or SAT: 1000-1129/ACT: 19-21
Antelope's Scholarship	• $1,800 per year ($900 per Semester) • Minimum incoming 2.8-2.99 GPA

Scholarship Options	Early Decision Award Amount for new Freshman Students registered on or after 04/01/2025
Chancellor's Scholarship	• $8,100 per year ($4,050 per semester) • Minimum incoming 4.0 GPA (un-weighted)
President's Scholarship	• $6,100 per year ($3,050 per Semester) • Minimum incoming >3.9 GPA or SAT: 1410 / ACT: 31
Provost's Scholarship	• $5,100 per year ($2,550 per Semester) • Minimum incoming 3.7-3.89 GPA or SAT: 1295-1409/ACT: 27-30
Dean's Scholarship	• $4,100 per year ($2,050 per Semester) • Minimum incoming 3.3-3.69 GPA or SAT: 1130-1294/ACT: 22-26

Scholarship Options	Early Decision Award Amount for new Freshman Students registered on or after 04/01/2025
Faculty Scholarship	• $3,100 per year ($1,550 per Semester) • Minimum incoming 3.0-3.29 GPA or SAT: 1000-1129/ACT: 19-21
Antelope's Scholarship	• $1,600 per year ($800 per Semester) • Minimum incoming 2.8-2.99 GPA

*Freshman students who started prior to Fall 2022 need to contact their Student Services Counselor for award amounts and requirements.

In-Direct Academic Scholarships (24 or more transfer credits) – Non- Nursing

This program is only available for transfer students, students who took a gap year(s), and all students attending GCU on an International F-1 Visa who must:

1. Submit transcripts showing cumulative GPA for 6 or more college credits.
2. Submit official transcripts for all previously completed coursework by day 21 of the semester coursework begins.
3. Coursework submitted that was not previously included at the time a scholarship award was given and was completed prior to attending GCU may alter the scholarship amount.
4. Students who have less than six transferrable credits to GCU must use their un-weighted High School GPA for scholarship determination. Students with six or more transferrable credits may use their cumulative transfer GPA, or their un-weighted high school GPA whichever grants the greater scholarship award.
5. Maintain continuous and full-time enrollment at GCU once enrolled.
6. This award is evaluated annually and can be renewed by maintaining satisfactory academic progress.

Scholarship Options	Early Decision Award amount for Indirect Students that register on or before 04/30/2025
Transfer President's Scholarship	• $6,250 per year ($3,125 per Semester) • Minimum incoming cumulative transfer GPA with 6+ transfer credits: >3.75 • Minimum incoming un-weighted high school GPA: >3.9
Transfer Provost's Scholarship	• $5,250 per year ($2,625 per Semester) • Minimum incoming cumulative transfer GPA with 6+ transfer credits: 3.5-3.74 • Minimum incoming un-weighted high school GPA: 3.7-3.89
Transfer Dean's Scholarship	• $3,250 per year ($1,625 per Semester) • Minimum incoming cumulative transfer GPA with 6+ transfer credits: 3.25-3.74 • Minimum incoming un-weighted high school GPA: 3.5-3.69

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Scholarship Options	Early Decision Award amount for Indirect Students that register on or before 04/30/2025
Transfer Faculty Scholarship	• $2,250 per year ($1,125 per Semester) • Minimum incoming cumulative transfer GPA with 6+ transfer credits: 2.75-3.24. • Minimum incoming un-weighted high school GPA: 3.0-3.49.

Scholarship Options	Early Decision Award amount for Indirect Students that register on or before 04/30/2025
Transfer President's Scholarship	• $6,000 per year ($3,000 per Semester) • Minimum incoming cumulative transfer GPA with 6+ transfer credits: >3.75 • Minimum incoming un-weighted high school GPA: >3.9

Scholarship Options	Early Decision Award amount for Indirect Students that register on or before 04/30/2025
Transfer Provost's Scholarship	• $5,000 per year ($2,500 per Semester) • Minimum incoming cumulative transfer GPA with 6+ transfer credits: 3.5-3.74 • Minimum incoming un-weighted high school GPA: 3.7-3.89
Transfer Dean's Scholarship	• $3,000 per year ($1,500 per Semester) • Minimum incoming cumulative transfer GPA with 6+ transfer credits: 3.25-3.74 • Minimum incoming un-weighted high school GPA: 3.5-3.69
Transfer Faculty Scholarship	• $2,000 per year ($1,000 per Semester) • Minimum incoming cumulative transfer GPA with 6+ transfer credits: 2.75-3.24. • Minimum incoming un-weighted high school GPA: 3.0-3.49.

*Transfer students who started prior to Fall 2025, need to contact their Student Services Counselor for award amounts and requirements.

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Tuition and Fees

Effective Fall 2024 for Traditional Campus and 5/1/24 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 (All Locations)	$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

*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	$455/credit
Theology Programs	$410/credit
RN-BSN Program	$340/credit
Online and Professional Studies (all programs other than those listed above)	$485/credit
Active Duty, Active Reserve, National Guard and Military Spouses (effective rate after scholarship) (Online and Professional Studies)	$250/credit
Pre-Requisites for Accelerated BSN Program	$425/credit
Graduate Tuition	
Education Programs	$605/credit
MDIV Program	$410/credit
Business Programs	$655/credit
Advanced Practice Nursing Programs	$740/credit

Non-Traditional Campus	
Online and Professional Studies (all programs other than those listed above)	$590/credit
Active Duty, Active Reserve, National Guard and Military Spouses (effective rate after scholarship) (Online and Professional Studies)	$400/credit
Doctoral Programs – (includes Dissertation and Research Continuation Courses) ***See below for important cost information for doctoral programs with dissertations.**	$740/credit
Doctoral Programs: Active Duty, Active Reserve, National Guard and Military Spouses (effective rate after scholarship) (Online and Professional Studies)	$617.50/credit
Continuing Education (CTE) Tuition	
Online	$165/credit
Fees	
Canyon Connect-Undergraduate	$115
Canyon Connect-Graduate	$125
Canyon Connect-Doctoral	$135
Canyon Connect for RN to BSN Program, courses with an NRS-prefix and HLT-362V	$120/course
Canyon Connect for Advanced Practice Nursing and Speech Language Pathology Programs	$450-$500/Course
Learning Management Service Fee (New Online & Professional Studies students)	$550
Technology Fee	$30/course
Doctoral Residencies	$1,315/Residency
Additional Doctoral Residency (Optional)	$1,450/Residency
MDiv Residencies	$1100/Residency
Doctoral Programs –Dissertation Continuation (zero credit course)	$500
Accordance Bible Software (MDiv & Biblical Language Certificate students only)	$285 (one-time)
Gleim Accounting Software (Master of Science in Accounting)	$1,150 (one-time)
Teacher Preparation Exam Testing Fee (College of Humanities)	$50 (one-time)
Teacher Preparation Exam Testing Fee (College of Education)	$120 (one-time)
Credential Evaluation (International) Basic Evaluation	$175

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Non-Traditional Campus	
Credential Evaluation (International) Course-by-Course Evaluation	$250
Returned Check Fee-All returned checks	$25
Transcript Fee	$8
Transcript Fee effective 1/1/25	$15
Graduation Fee	$150
Expedited Fee	$35
Diploma Replacement Fee	$50

Active Duty, Active Reserve, National Guard and Military Spouses Scholarships

Students who are Active Duty, Active Reserve, National Guard and Military Spouses (Online and Professional Studies) and sign a Memorandum of Understanding after providing supporting documentation demonstrating required qualifications, will have a scholarship applied to decrease the overall tuition to a specific tuition amount per credit. The amount of scholarship applied will vary based on the standard tuition cost per credit for each degree program per the Tuition and Fees table reduced to the applicable per credit cost depending on the degree level as follows:

- Undergraduate: $250.00
- Graduate: $400.00
- Doctoral: $617.50

The following programs are exempt from this scholarship:

- Master of Divinity
- Bachelor of Science in Nursing (RN to BSN)

***Important Cost Information for Doctoral Programs with Dissertations**

*Doctor of Philosophy in Counselor Education and Supervision

This program requires completion of a minimum of 65 credits, which will take a minimum of 45 months. Students who have not received final approval of a dissertation at the completion of those credits must enroll in Research Continuation courses until they have completed an approved dissertation. Research Continuation courses are three-credit courses, charged at the same per-credit tuition rate as all other doctoral courses. Research Continuation courses, if necessary, will add to the cost and time to complete this program. This program had fewer than 10 graduates over the last five years. Therefore, GCU is providing data for all students who completed any GCU dissertation-based doctoral program between January 1, 2020, to December 31, 2024. Over that time 2,341 students took an average of 6.2 years to complete all program requirements and required on average 11.2 Research Continuation courses to complete their dissertation. These program graduates paid an average of $52,855 in tuition and fees, including continuation courses, over the duration of their program. The maximum number of credits eligible for Title IV funding that a student can take in their initially enrolled program version, assuming they earn passing grades and otherwise remain eligible to receive Title IV funding, is between 90 and 95. As of December 31, 2024, this program had fewer than 10 students who did not finish within that number of credits. Therefore, the following data is for all students who enrolled in any GCU dissertation-based doctoral program before December 31, 2024. The number of students who did not finish within the maximum number of attempted credits for all GCU doctoral programs is 299, or 1.1% of all students who started in any GCU dissertation-based doctoral program since the college's inception.

*Doctor of Education in Teaching and Learning

This program requires completion of a minimum of 60 credits, which will take a minimum of 39 months. Students who have not received final approval of a dissertation at the completion of those credits must enroll in Research Continuation courses until they have completed an approved dissertation. Research Continuation courses are three-credit courses, charged at the same per-credit tuition rate as all other doctoral courses. Research Continuation courses, if necessary, will add to the cost and time to complete this program. Between January 1, 2020, to December 31, 2024, 52 students graduated from this program. Those students took an average of 4.5 years to complete all program requirements and required on average 4.5 Research Continuation courses to complete their dissertation. These program graduates paid an average of $48,670 in tuition and fees, including continuation courses, over the duration of their program. The maximum number of credits eligible for Title IV funding that a student can take in their initially enrolled program version, assuming they earn passing grades and otherwise remain eligible to receive Title IV funding, is 90. As of December 31, 2024, this program had fewer than 10 students who did not finish within that number of credits. Therefore, the following data is for all students who enrolled in any GCU dissertation-based doctoral program before December 31, 2024. The number of students who did not finish within the maximum number of attempted credits for all GCU doctoral programs is 299, or 1.1% of all students who started in any GCU dissertation-based doctoral program since the college's inception.

*Doctor of Education in Organizational Leadership

This program requires completion of a minimum of 60 credits, which will take a minimum of 39 months. Students who have not received final approval of a dissertation at the completion of those credits must enroll in Research Continuation courses until they have completed an approved dissertation. Research Continuation courses are three-credit courses, charged at the same per-credit tuition rate as all other doctoral courses. Research Continuation courses, if necessary, will add to the cost and time to complete this program. Between January 1, 2020, to December 31, 2024, 1,226 students graduated from this program. Those students took an average of 6.5 years to complete all program requirements and required on average 12.4 Research Continuation courses to complete their dissertation. These program graduates paid an average of $53,796 in tuition and fees, including continuation courses, over the duration of their program. The maximum number of credits eligible for Title IV funding that a student can take in their initially enrolled program version, assuming they earn passing grades and otherwise remain eligible to receive Title IV funding, is 90. As of December 31, 2024, the number of students who did not finish within the maximum number of attempted credits is 184, or 1.1% of all students who started the EdD in Organizational Leadership program since the program's inception.

*Doctor of Philosophy in General Psychology

This program requires completion of a minimum of 60 credits, which will take a minimum of 39 months. Students who have not received final approval of a dissertation at the completion of those credits must enroll in Research Continuation courses until they have completed an approved dissertation. Research Continuation courses are three-credit courses, charged at the same per-credit tuition rate as all other doctoral courses. Research Continuation courses, if necessary, will add to the cost and time

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to complete this program. Between January 1, 2020, to December 31, 2024, 897 students graduated from this program. Those students took average of 6 years to complete all program requirements and required on average 10.2 Research Continuation courses to complete their dissertation. These program graduates paid an average of $51,836 in tuition and fees, including continuation courses, over the duration of their program. The maximum number of credits eligible for Title IV funding that a student can take in their initially enrolled program version, assuming they earn passing grades and otherwise remain eligible to receive Title IV funding, is 90. As of December 31, 2024, the number of students who did not finish within the maximum number of attempted credits is 93, or 1.2% of all students who started the PhD in General Psychology program since the program's inception.

*Doctor of Business Administration

This program requires completion of a minimum of 60 credits, which will take a minimum of 39 months. Students who have not received final approval of a dissertation at the completion of those credits must enroll in Research Continuation courses until they have completed an approved dissertation. Research Continuation courses are three-credit courses, charged at the same per-credit tuition rate as all other doctoral courses. Research Continuation courses, if necessary, will add to the cost and time to complete this program. Between January 1, 2020, to December 31, 2024, 159 students graduated from this program. Those students took an average of 6 years to complete all program requirements and required on average 10.3 Research Continuation courses to complete their dissertation. These program graduates paid an average of $53,160 in tuition and fees, including continuation courses, over the duration of their program. The maximum number of credits eligible for Title IV funding that a student can take in their initially enrolled program version, assuming they earn passing grades and otherwise remain eligible to receive Title IV funding, is 90. As of December 31, 2024, the number of students who did not finish within the maximum number of attempted credits is 13, or 0.7% of all students who started the Doctor of Business Administration program since the program's inception.

*Doctor of Health Administration

This program requires completion of a minimum of 60 credits, which will take a minimum of 39 months. Students who have not received final approval of a dissertation at the completion of those credits must enroll in Research Continuation courses until they have completed an approved dissertation. Research Continuation courses are three-credit courses, charged at the same per-credit tuition rate as all other doctoral courses. Research Continuation courses, if necessary, will add to the cost and time to complete this program. This program had fewer than 10 graduates over the last five years. Therefore, GCU is providing data for all students who completed any GCU dissertation-based doctoral program between January 1, 2020, to December 31, 2024. Over that time, 2,341 students graduated from GCU's doctoral programs. Over that time students took an average of 6.2 years to complete all program requirements and required on average 11.2 Research Continuation courses to complete their dissertation. These program graduates paid an average of $52,855 in tuition and fees, including continuation courses, over the duration of their program. The maximum number of credits eligible for Title IV funding that a student can take in their initially enrolled program version, assuming they earn passing grades and otherwise remain eligible to receive Title IV funding, is between 90 and 95. As of December 31, 2024, this program had fewer than 10 students who did not finish within that number of credits. Therefore, the following data is for all students who enrolled in any GCU dissertation-based doctoral program before December 31, 2024. The number of students who did not finish within the maximum number of attempted credits for all GCU doctoral programs is 299, or 1.1% of all students who started in any GCU dissertation-based doctoral program since the college's inception.

*Bridge to Doctor of Business Administration (20 Credits in Data Analytics)

The Bridge courses consist of preparatory coursework for a doctoral program. The preparatory coursework consists of a minimum of 20 credits. After satisfactory completion of the pre-requisite courses, students will then be eligible for enrollment in the Doctor of Business Administration ("DBA") Program and may immediately begin enrolling in DBA courses. The DBA program, not including the five pre-requisite Bridge courses, requires completion of a minimum of 60 credits, which will take a minimum of 39 months. Students who have not received final approval of a dissertation at the completion of those credits must enroll in Research Continuation courses until they have completed an approved dissertation. Research Continuation courses are 3-credit courses, charged at the same per-credit tuition rate as all other doctoral courses. Research Continuation courses, if necessary, will add to the cost and time to complete this program. Between January 1, 2020, to December 31, 2024, 159 students graduated from this program. Those students took an average of 6 years to complete all program requirements and required on average 10.3 Research Continuation courses to complete their dissertation. These program graduates paid an average of $53,160 in tuition and fees, including continuation courses, over the duration of their program. This average represents the average cost to complete the DBA program only and does not include the cost of the pre-requisite Bridge courses. In addition to the pre-requisite Bridge courses, the maximum number of credits eligible for Title IV funding that a student can take in their initially enrolled program version, assuming they earn passing grades and otherwise remain eligible to receive Title IV funding, is 90. As of December 31, 2024, the number of students who did not finish within the maximum number of attempted credits is 13, or 0.7% of all students who started the Doctor of Business Administration program since the program's inception.

*Bridge to Doctor of Business Administration (16 Credits in Marketing, Management, and Innovation and Corporate Entrepreneurship)

The Bridge courses consist of preparatory coursework for a doctoral program. The preparatory coursework consists of a minimum of 20 credits. After satisfactory completion of the pre-requisite courses, students will then be eligible for enrollment in the Doctor of Business Administration ("DBA") Program and may immediately begin enrolling in DBA courses. The DBA program, not including the five pre-requisite Bridge courses, requires completion of a minimum of 60 credits, which will take a minimum of 39 months. Students who have not received final approval of a dissertation at the completion of those credits must enroll in Research Continuation courses until they have completed an approved dissertation. Research Continuation courses are 3-credit courses, charged at the same per-credit tuition rate as all other doctoral courses. Research Continuation courses, if necessary, will add to the cost and time to complete this program. Between January 1, 2020, to December 31, 2024, 159 students graduated from this program. Those students took an average of 6 years to complete all program requirements and required on average 10.3 Research Continuation courses to

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complete their dissertation. These program graduates paid an average of $53,160 in tuition and fees, including continuation courses, over the duration of their program. This average represents the average cost to complete the DBA program only and does not include the cost of the pre-requisite Bridge courses. In addition to the pre-requisite Bridge courses, the maximum number of credits eligible for Title IV funding that a student can take in their initially enrolled program version, assuming they earn passing grades and otherwise remain eligible to receive Title IV funding, is 90. As of December 31, 2024, the number of students who did not finish within the maximum number of attempted credits is 13, or 0.7% of all students who started the Doctor of Business Administration program since the program's inception.

*Bridge to Doctor of Philosophy in Counselor Education and Supervision (26 credits)

The Bridge courses consist of preparatory coursework for a doctoral program. The preparatory coursework consists of a minimum of 26 credits. After satisfactory completion of the pre-requisite courses, students will then be eligible for enrollment in the Doctor of Philosophy in Counselor Education and Supervision ("PhD") Program and may immediately begin enrolling in PhD courses. The PhD program, not including the nine pre-requisite Bridge courses, requires completion of a minimum of 65 credits, which will take a minimum of 45 months. Students who have not received final approval of a dissertation at the completion of those credits must enroll in Research Continuation courses until they have completed an approved dissertation. Research Continuation courses are 3-credit courses, charged at the same per-credit tuition rate as all other doctoral courses. Research Continuation courses, if necessary, will add to the cost and time to complete this program. The PhD program had fewer than 10 graduates over the last five years. Therefore, GCU is providing data for all students who completed any GCU dissertation-based doctoral program between January 1, 2020, to December 31, 2024. Over that time 2,341 students took an average of 6.2 years to complete all program requirements and required on average 11.2 Research Continuation courses to complete their dissertation. These program graduates paid an average of $52,855 in tuition and fees, including continuation courses, over the duration of their program. This average represents the cost to complete the PhD program only and does not include the cost of the pre-requisite Bridge courses. In addition to the pre-requisite Bridge courses, the maximum number of credits eligible for Title IV grants and loans that a student can take in their initially enrolled program version, assuming they earn passing grades, is 95. As of December 31, 2024, this program had fewer than 10 students who did not finish within that number of credits. Therefore, the following data is for all students who enrolled in any GCU dissertation-based doctoral program before December 31, 2024. The number of students who did not finish within the maximum number of attempted credits for all GCU doctoral programs is 299, or 1.1% of all students who started in any GCU dissertation-based doctoral program since the college's inception.

Traditional Campus Programs	
Fees	
Canyon Connect-Undergraduate	$115/course
Canyon Connect for Pre-licensure Nursing Program	$160/course
Student Activity Fee (Traditional campus students excluding students accepted into Pre-Licensure nursing program)	$350/ semester

Traditional Campus Programs	
Technology Fee	$100/semester
Facility Fee	$100/semester
Computer Science, Computer Programming, Cybersecurity, Engineering, and Information Technology, & Software Engineering Program Premiums	$1,000/ semester
Athletic Training Premium	$500/semester
Nursing Program Premium (Pre-Licensure nursing program)	$2,500/semester
Worship Arts Premium (includes minors)	$250/ semester
Teacher Preparation Exam Testing Fee (College of Humanities)	$50 (one-time)
Teacher Preparation Exam Testing Fee (College of Education)	$120 (one-time)
Student Parking Fee	$350
Health Insurance	$2,865 per Academic Year
Housing Application Fee	$250
Registration Deposit (non-refundable)	$50
Housing Pre-Payment (Returning residents only, non-refundable)	$200
Health and WellnessFee	$125/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)	$25
Schedule Change Fee (After Semester Start-all students)	$50
Expedited Fee	$35
Diploma Replacement Fee	$50
Study Abroad Application Fee	$50
Residence Hall Rates: (Students are required to carry at least Canyon 1700 Meal Plan)	
Triple Occupancy: Acacia / Camelback Hall / Ironwood / Sedona Hall / Saguaro Hall / Chaparral Hall / Prescott Hall / Juniper / Ocotillo Hall / Willow	$2,100
Double Occupancy: Canyon Hall, Cypress Hall	$2,750
Double Occupancy: Acacia, Prescott, Camelback, Sedona, Chaparral, Ironwood, Juniper, Saguaro, Ocotillo, Willow	$3,150
Apartments Rates (Students are required to carry at least Canyon 950 Meal Plan)	
Double Occupancy: North Rim	$3,300
Single Occupancy: North Rim	$3,800
Single Occupancy: Papago Studio	$3,600

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Traditional Campus Programs	
Single Occupancy: Agave, Agua Fria, Antelope, Cactus, Copper, Diamondback, Encanto, Jerome, Palo Verde, Ponderosa, Roadrunner, Salt River, Santa Cruz, Sonora, Verde River	$4,150
Summer Housing Rates	
Apartment	$2,000/ semester

Housing Property Damage Charges	
Bathroom	
Cleaning	$50
Towel Bar Replacement	$30
Towel Ring Replacement (Applies to Canyon Hall and Cypress Hall only)	$30
Shower Head Replacement	$30
Light Cover Replacement	$25
Vanity Counter	$175
Cabinet Replacement	$250
Vanity Medicine Cabinet Mirror or Glass Shelf Replacement	$120
Vanity Medicine Cabinet Door Replacement	$50
Bedroom	
Bed Repair	$25 ea.
Bed Replacement	$125 ea.
Bed Pegs Replacement	$25 per set
Cabinet Part Repair (Applies to Canyon Hall and Cypress Hall only)	$50
Cabinet Replacement (Applies to Canyon Hall and Cypress Hall only)	$150
Mattress Replacement	$175
Mattress Cover Replacement	$30
Blind Slat Replacement	$10
Faux 2” Blind Unit Replacement (Applies to NRA only)	$100
Complete Vertical Blind Replacement	$90
General Cleaning *This includes trash removal, personal belongings removal and a detail clean up*	
Carpet Replacement	$600 per room
Excessive Carpet Cleaning (Should carpet replacement be required after cleaning, replacement fine may be applied)	$50 per room
Excessive Turnover Cleaning	$150

Housing Property Damage Charges	
Furniture	
Dresser Drawers Repair	$30 ea.
Dresser Replacement	$250
Desk Chair Replacement	$50
Loveseat Replacement	$100-$300
Sofa Chair Replacement	$100-$200
Stain Removal	$75
Keys	
Lost Key	$50
Lost Passpoint	$50
Lost Key and Passpoint Replacement	$75
Miscellaneous	
Missing or Damaged Front Door	$1,000
Missing or Damaged Interior Door	$200
Missing or Damaged Light Bulbs	$10-$25 ea.
Missing or Damaged Screen Door	$75
Missing or Damaged Outlet Covers	$5 ea.
Missing or Damaged Smoke Detector	$250
Missing or Damaged Thermostat	$75
Missing or Damaged Window	$150-$250 ea.
Missing or Damaged Window Screen	$75
Walls	
Dents, Holes and Drywall Repair	$50-$100
Repainting	$125 per room

To view specific costs related to a program please review the associated enrollment agreement for the desired program. Additional cost of attendance estimates are available at Cost of Attendance | Tuition & Finance | GCU.

Current and former students are able to request official transcripts in a variety of ways. Students can request in their student portal (even if they are no longer attending), over the phone with an available SSC, via email, fax, or mail. Barring any financial hold, the official transcript will be sent via USPS mail to the address(es) requested. In the event a student wants to have the transcript expedited, an additional $35 fee is charged per address. Students are responsible for ensuring all expected actions are complete prior to requesting their official transcript (i.e. grades posted, degree awarded, etc.). While ordering in the student portal is the fastest way to order, the Request for Official Transcript form is available here. Students also have access to their grade report in their student portal for up to date listing of grades earned that they can share with other parties at their discretion. The grade report is available to students even if they are not currently attending and even if they have a financial hold on their record.

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Effective Fall 2025 for Traditional Campus and 5/1/25 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 hybrid programs and pre-licensure nursing cohorts)	$310/credit
Accelerated BSN Program (All Locations)	$850/credit
Medical Lab Science and Communication Sciences and Disorders Hybrid Programs	$450/credit
Electrical and Manufacturing Pre-Apprenticeship Programs	$200/credit
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

*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	$460/credit
Theology Programs	$410/credit
RN-BSN Program	$340/credit
Online and Professional Studies (all programs other than those listed above)	$485/credit
Active Duty, Active Reserve, National Guard and Military Spouses (effective rate after scholarship) (Online and Professional Studies)	$250/credit
Pre-Requisites for Accelerated BSN Program	$425/credit
Graduate Tuition	
Education Programs	$615/credit
MDIV Program	$410/credit
Business Programs	$665/credit
Advanced Practice Nursing and Speech Language Pathology Programs	$750/credit
Online and Professional Studies (all programs other than those listed above)	$600/credit
Active Duty, Active Reserve, National Guard and Military Spouses (effective rate after scholarship) (Online and Professional Studies)	$400/credit
Doctoral Programs – (includes Dissertation and Research Continuation Courses) ***See below for important cost information for doctoral programs with dissertations.**	$750/credit
Doctoral Programs: Active Duty, Active Reserve, National Guard and Military Spouses (effective rate after scholarship) (Online and Professional Studies)	$617.50/credit
Continuing Education (CTE) Tuition	
Online	$165/credit
Fees	
Canyon Connect-Undergraduate	$120
Canyon Connect-Graduate	$130
Canyon Connect-Doctoral	$140
Canyon Connect for RN to BSN Program, courses with an NRS-prefix and HLT-362V	$120/course
Canyon Connect for Communication Science & Disorder Program	$170/course
Canyon Connect for Advanced Practice Nursing and Speech Language Pathology Programs	$450-$500/Course
Learning Management Service Fee (New Online & Professional Studies students)	$550
Technology Fee	$30/course
Doctoral Residencies	$1,315/Residency
Additional Doctoral Residency (Optional)	$1,450/Residency
MDiv Residencies	$1100/Residency
Doctoral Programs –Dissertation Continuation (zero credit course)	$500
Accordance Bible Software (MDiv & Biblical Language Certificate students only)	$285 (one-time)
Gleim Accounting Software (Master of Science in Accounting)	$1,150 (one-time)
Teacher Preparation Exam Testing Fee (College of Humanities)	$50 (one-time)
Teacher Preparation Exam Testing Fee (College of Education)	$120 (one-time)
Credential Evaluation (International) Basic Evaluation	$175
Credential Evaluation (International) Course-by-Course Evaluation	$250

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Non-Traditional Campus	
Returned Check Fee-All returned checks	$25
Transcript Fee	$15
Graduation Fee	$150
Expedited Fee	$35
Diploma Replacement Fee	$50

Active Duty, Active Reserve, National Guard and Military Spouses Scholarships

Students who are Active Duty, Active Reserve, National Guard and Military Spouses (Online and Professional Studies) and sign a Memorandum of Understanding after providing supporting documentation demonstrating required qualifications, will have a scholarship applied to decrease the overall tuition to a specific tuition amount per credit. The amount of scholarship applied will vary based on the standard tuition cost per credit for each degree program per the Tuition and Fees table reduced to the applicable per credit cost depending on the degree level as follows:

- Undergraduate: $250.00
- Graduate: $400.00
- Doctoral: $617.50

The following programs are exempt from this scholarship:

- Master of Divinity
- Bachelor of Science in Nursing (RN to BSN)

***Important Cost Information for Doctoral Programs with Dissertations**

*Doctor of Philosophy in Counselor Education and Supervision

This program requires completion of a minimum of 65 credits, which will take a minimum of 45 months. Students who have not received final approval of a dissertation at the completion of those credits must enroll in Research Continuation courses until they have completed an approved dissertation. Research Continuation courses are three-credit courses, charged at the same per-credit tuition rate as all other doctoral courses. Research Continuation courses, if necessary, will add to the cost and time to complete this program. This program had fewer than 10 graduates over the last five years. Therefore, GCU is providing data for all students who completed any GCU dissertation-based doctoral program between January 1, 2020, to December 31, 2024. Over that time 2,341 students took an average of 6.2 years to complete all program requirements and required on average 11.2 Research Continuation courses to complete their dissertation. These program graduates paid an average of $52,855 in tuition and fees, including continuation courses, over the duration of their program. The maximum number of credits eligible for Title IV funding that a student can take in their initially enrolled program version, assuming they earn passing grades and otherwise remain eligible to receive Title IV funding, is between 90 and 95. As of December 31, 2024, this program had fewer than 10 students who did not finish within that number of credits. Therefore, the following data is for all students who enrolled in any GCU dissertation-based doctoral program before December 31, 2024. The number of students who did not finish within the maximum number of attempted credits for all GCU doctoral programs is 299, or 1.1% of all students who started in any GCU dissertation-based doctoral program since the college's inception.

*Doctor of Education in Teaching and Learning

This program requires completion of a minimum of 60 credits, which will take a minimum of 39 months. Students who have not received final approval of a dissertation at the completion of those credits must enroll in Research Continuation courses until they have completed an approved dissertation. Research Continuation courses are three-credit courses, charged at the same per-credit tuition rate as all other doctoral courses. Research Continuation courses, if necessary, will add to the cost and time to complete this program. Between January 1, 2020, to December 31, 2024, 52 students graduated from this program. Those students took an average of 4.5 years to complete all program requirements and required on average 4.5 Research Continuation courses to complete their dissertation. These program graduates paid an average of $48,670 in tuition and fees, including continuation courses, over the duration of their program. The maximum number of credits eligible for Title IV funding that a student can take in their initially enrolled program version, assuming they earn passing grades and otherwise remain eligible to receive Title IV funding, is 90. As of December 31, 2024, this program had fewer than 10 students who did not finish within that number of credits. Therefore, the following data is for all students who enrolled in any GCU dissertation-based doctoral program before December 31, 2024. The number of students who did not finish within the maximum number of attempted credits for all GCU doctoral programs is 299, or 1.1% of all students who started in any GCU dissertation-based doctoral program since the college's inception.

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This program requires completion of a minimum of 60 credits, which will take a minimum of 39 months. Students who have not received final approval of a dissertation at the completion of those credits must enroll in Research Continuation courses until they have completed an approved dissertation. Research Continuation courses are three-credit courses, charged at the same per-credit tuition rate as all other doctoral courses. Research Continuation courses, if necessary, will add to the cost and time to complete this program. Between January 1, 2020, to December 31, 2024, 1,226 students graduated from this program. Those students took an average of 6.5 years to complete all program requirements and required on average 12.4 Research Continuation courses to complete their dissertation. These program graduates paid an average of $53,796 in tuition and fees, including continuation courses, over the duration of their program. The maximum number of credits eligible for Title IV funding that a student can take in their initially enrolled program version, assuming they earn passing grades and otherwise remain eligible to receive Title IV funding, is 90. As of December 31, 2024, the number of students who did not finish within the maximum number of attempted credits is 184, or 1.1% of all students who started the EdD in Organizational Leadership program since the program's inception.

*Doctor of Philosophy in General Psychology

This program requires completion of a minimum of 60 credits, which will take a minimum of 39 months. Students who have not received final approval of a dissertation at the completion of those credits must enroll in Research Continuation courses until they have completed an approved dissertation. Research Continuation courses are three-credit courses, charged at the same per-credit tuition rate as all other doctoral courses. Research Continuation courses, if necessary, will add to the cost and time to complete this program. Between January 1, 2020, to December 31, 2024, 897 students graduated from this program. Those students took average of 6 years to complete all program requirements and required on average 10.2 Research

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Continuation courses to complete their dissertation. These program graduates paid an average of $51,836 in tuition and fees, including continuation courses, over the duration of their program. The maximum number of credits eligible for Title IV funding that a student can take in their initially enrolled program version, assuming they earn passing grades and otherwise remain eligible to receive Title IV funding, is 90. As of December 31, 2024, the number of students who did not finish within the maximum number of attempted credits is 93, or 1.2% of all students who started the PhD in General Psychology program since the program's inception.

*Doctor of Business Administration

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*Doctor of Health Administration

This program requires completion of a minimum of 60 credits, which will take a minimum of 39 months. Students who have not received final approval of a dissertation at the completion of those credits must enroll in Research Continuation courses until they have completed an approved dissertation. Research Continuation courses are three-credit courses, charged at the same per-credit tuition rate as all other doctoral courses. Research Continuation courses, if necessary, will add to the cost and time to complete this program. This program had fewer than 10 graduates over the last five years. Therefore, GCU is providing data for all students who completed any GCU dissertation-based doctoral program between January 1, 2020, to December 31, 2024. Over that time, 2,341 students graduated from GCU's doctoral programs. Over that time students took an average of 6.2 years to complete all program requirements and required on average 11.2 Research Continuation courses to complete their dissertation. These program graduates paid an average of $52,855 in tuition and fees, including continuation courses, over the duration of their program. The maximum number of credits eligible for Title IV funding that a student can take in their initially enrolled program version, assuming they earn passing grades and otherwise remain eligible to receive Title IV funding, is between 90 and 95. As of December 31, 2024, this program had fewer than 10 students who did not finish within that number of credits. Therefore, the following data is for all students who enrolled in any GCU dissertation-based doctoral program before December 31, 2024. The number of students who did not finish within the maximum number of attempted credits for all GCU doctoral programs is 299, or 1.1% of all students who started in any GCU dissertation-based doctoral program since the college's inception.

*Bridge to Doctor of Business Administration (20 Credits in Data Analytics)

The Bridge courses consist of preparatory coursework for a doctoral program. The preparatory coursework consists of a minimum of 20 credits. After satisfactory completion of the pre-requisite courses, students will then be eligible for enrollment in the Doctor of Business Administration ("DBA") Program and may immediately begin enrolling in DBA courses. The DBA program, not including the five pre-requisite Bridge courses, requires completion of a minimum of 60 credits, which will take a minimum of 39 months. Students who have not received final approval of a dissertation at the completion of those credits must enroll in Research Continuation courses until they have completed an approved dissertation. Research Continuation courses are 3-credit courses, charged at the same per-credit tuition rate as all other doctoral courses. Research Continuation courses, if necessary, will add to the cost and time to complete this program. Between January 1, 2020, to December 31, 2024, 159 students graduated from this program. Those students took an average of 6 years to complete all program requirements and required on average 10.3 Research Continuation courses to complete their dissertation. These program graduates paid an average of $53,160 in tuition and fees, including continuation courses, over the duration of their program. This average represents the average cost to complete the DBA program only and does not include the cost of the pre-requisite Bridge courses. In addition to the pre-requisite Bridge courses, the maximum number of credits eligible for Title IV funding that a student can take in their initially enrolled program version, assuming they earn passing grades and otherwise remain eligible to receive Title IV funding, is 90. As of December 31, 2024, the number of students who did not finish within the maximum number of attempted credits is 13, or 0.7% of all students who started the Doctor of Business Administration program since the program's inception.

*Bridge to Doctor of Business Administration (16 Credits in Marketing, Management, and Innovation and Corporate Entrepreneurship)

The Bridge courses consist of preparatory coursework for a doctoral program. The preparatory coursework consists of a minimum of 20 credits. After satisfactory completion of the pre-requisite courses, students will then be eligible for enrollment in the Doctor of Business Administration ("DBA") Program and may immediately begin enrolling in DBA courses. The DBA program, not including the five pre-requisite Bridge courses, requires completion of a minimum of 60 credits, which will take a minimum of 39 months. Students who have not received final approval of a dissertation at the completion of those credits must enroll in Research Continuation courses until they have completed an approved dissertation. Research Continuation courses are 3-credit courses, charged at the same per-credit tuition rate as all other doctoral courses. Research Continuation courses, if necessary, will add to the cost and time to complete this program. Between January 1, 2020, to December 31, 2024, 159 students graduated from this program. Those students took an average of 6 years to complete all program requirements and required on average 10.3 Research Continuation courses to complete their dissertation. These program graduates paid an average of $53,160 in tuition and fees, including continuation courses, over the duration of their program. This average represents the average cost to complete the DBA program only

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and does not include the cost of the pre-requisite Bridge courses. In addition to the pre-requisite Bridge courses, the maximum number of credits eligible for Title IV funding that a student can take in their initially enrolled program version, assuming they earn passing grades and otherwise remain eligible to receive Title IV funding, is 90. As of December 31, 2024, the number of students who did not finish within the maximum number of attempted credits is 13, or 0.7% of all students who started the Doctor of Business Administration program since the program's inception.

*Bridge to Doctor of Philosophy in Counselor Education and Supervision (26 credits)

The Bridge courses consist of preparatory coursework for a doctoral program. The preparatory coursework consists of a minimum of 26 credits. After satisfactory completion of the pre-requisite courses, students will then be eligible for enrollment in the Doctor of Philosophy in Counselor Education and Supervision ("PhD") Program and may immediately begin enrolling in PhD courses. The PhD program, not including the nine pre-requisite Bridge courses, requires completion of a minimum of 65 credits, which will take a minimum of 45 months. Students who have not received final approval of a dissertation at the completion of those credits must enroll in Research Continuation courses until they have completed an approved dissertation. Research Continuation courses are 3-credit courses, charged at the same per-credit tuition rate as all other doctoral courses. Research Continuation courses, if necessary, will add to the cost and time to complete this program. The PhD program had fewer than 10 graduates over the last five years. Therefore, GCU is providing data for all students who completed any GCU dissertation-based doctoral program between January 1, 2020, to December 31, 2024. Over that time 2,341 students took an average of 6.2 years to complete all program requirements and required on average 11.2 Research Continuation courses to complete their dissertation. These program graduates paid an average of $52,855 in tuition and fees, including continuation courses, over the duration of their program. This average represents the cost to complete the PhD program only and does not include the cost of the pre-requisite Bridge courses. In addition to the pre-requisite Bridge courses, the maximum number of credits eligible for Title IV grants and loans that a student can take in their initially enrolled program version, assuming they earn passing grades, is 95. As of December 31, 2024, this program had fewer than 10 students who did not finish within that number of credits. Therefore, the following data is for all students who enrolled in any GCU dissertation-based doctoral program before December 31, 2024. The number of students who did not finish within the maximum number of attempted credits for all GCU doctoral programs is 299, or 1.1% of all students who started in any GCU dissertation-based doctoral program since the college's inception.

Traditional Campus Programs	
Fees	
Canyon Connect-Undergraduate	$115/course
Canyon Connect for Pre-licensure Nursing Program	$160/course
Student Activity Fee (Traditional campus students excluding students accepted into Pre-Licensure nursing program)	$350/ semester
Technology Fee	$100/semester
Facility Fee	$100/semester

Traditional Campus Programs	
Computer Science, Computer Programming, Cybersecurity, Engineering, and Information Technology, & Software Engineering Program Premiums	$1,000/ semester
Athletic Training Premium	$500/semester
Worship Arts Premium (includes minors)	$250/ semester
Teacher Preparation Exam Testing Fee (College of Humanities)	$50 (one-time)
Teacher Preparation Exam Testing Fee (College of Education)	$120 (one-time)
Student Parking Fee	$400
Health Insurance	$2,865 per Academic Year
Housing Application Fee	$250
Registration Deposit (non-refundable)	$50
Housing Pre-Payment (Returning residents only, non-refundable)	$200
Health and WellnessFee	$125/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)	$25
Schedule Change Fee (After Semester Start-all students)	$50
Expedited Fee	$35
Diploma Replacement Fee	$50
Study Abroad Application Fee	$50
Residence Hall Rates: (Students are required to carry at least Canyon 1700 Meal Plan)	
Single Occupancy: Canyon Hall	$4,000
Triple Occupancy: Acacia / Camelback Hall / Ironwood / Sedona Hall / Saguaro Hall / Chaparral Hall / Prescott Hall / Juniper / Ocotillo Hall / Willow	$2,100
Double Occupancy: Canyon Hall, Cypress Hall	$2,800
Double Occupancy: Acacia, Prescott, Camelback, Sedona, Chaparral, Ironwood, Juniper, Saguaro, Ocotillo, Willow	$3,200
Apartments Rates (Students are required to carry at least Canyon 950 Meal Plan)	
Double Occupancy: North Rim	$3,400
Single Occupancy: North Rim	$3,900
Single Occupancy: Papago Studio	$3,600
Single Occupancy: Agave, Agua Fria, Antelope, Cactus, Copper, Diamondback, Encanto, Jerome, Palo Verde, Ponderosa, Roadrunner, Salt River, Santa Cruz, Sonora, Verde River	$4,250

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Traditional Campus Programs	
Summer Housing Rates	
Apartment	$2,000/ semester

Housing Property Damage Charges	
Bathroom	
Cleaning	$50
Towel Bar Replacement	$30
Towel Ring Replacement (Applies to Canyon Hall and Cypress Hall only)	$30
Shower Head Replacement	$30
Light Cover Replacement	$25
Vanity Counter	$175
Cabinet Replacement	$250
Vanity Medicine Cabinet Mirror or Glass Shelf Replacement	$120
Vanity Medicine Cabinet Door Replacement	$50
Bedroom	
Bed Repair	$25 ea.
Bed Replacement	$125 ea.
Bed Pegs Replacement	$25 per set
Cabinet Part Repair (Applies to Canyon Hall and Cypress Hall only)	$50
Cabinet Replacement (Applies to Canyon Hall and Cypress Hall only)	$150
Mattress Replacement	$175
Mattress Cover Replacement	$30
Blind Slat Replacement	$10
Faux 2” Blind Unit Replacement (Applies to NRA only)	$100
Complete Vertical Blind Replacement	$90
General Cleaning *This includes trash removal, personal belongings removal and a detail clean up*	
Carpet Replacement	$600 per room
Excessive Carpet Cleaning (Should carpet replacement be required after cleaning, replacement fine may be applied)	$50 per room
Excessive Turnover Cleaning	$150

Housing Property Damage Charges	
Furniture	
Dresser Drawers Repair	$30 ea.
Dresser Replacement	$250
Desk Chair Replacement	$50
Loveseat Replacement	$100-$300
Sofa Chair Replacement	$100-$200
Stain Removal	$75
Keys	
Lost Key	$50
Lost Passpoint	$50
Lost Key and Passpoint Replacement	$75
Miscellaneous	
Missing or Damaged Front Door	$1,000
Missing or Damaged Interior Door	$200
Missing or Damaged Light Bulbs	$10-$25 ea.
Missing or Damaged Screen Door	$75
Missing or Damaged Outlet Covers	$5 ea.
Missing or Damaged Smoke Detector	$250
Missing or Damaged Thermostat	$75
Missing or Damaged Window	$150-$250 ea.
Missing or Damaged Window Screen	$75
Walls	
Dents, Holes and Drywall Repair	$50-$100
Repainting	$125 per room

To view specific costs related to a program please review the associated enrollment agreement for the desired program. Additional cost of attendance estimates are available at Cost of Attendance | Tuition & Finance | GCU.

Current and former students are able to request official transcripts in a variety of ways. Students can request in their student portal (even if they are no longer attending), over the phone with an available SSC, via email, fax, or mail. Barring any financial hold, the official transcript will be sent via USPS mail to the address(es) requested. In the event a student wants to have the transcript expedited, an additional $35 fee is charged per address. Students are responsible for ensuring all expected actions are complete prior to requesting their official transcript (i.e. grades posted, degree awarded, etc.). While ordering in the student portal is the fastest way to order, the Request for Official Transcript form is available here. Students also have access to their grade report in their student portal for up to date listing of grades earned that they can share with other parties at their discretion. The grade report is available to students even if they are not currently attending and even if they have a financial hold on their record.

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Cost of Attendance

The cost of attendance (COA) budget is an estimate of educational expenses for a full-time student attending an academic year. These estimates include direct costs (charged directly to the student) of tuition, fees, books and room and board (if using campus housing), and indirect costs (potential costs incurred by the student) for off-campus housing, books, supplies and personal expenses (travel, loan fees, personal items).

Costs are estimated expenses and are used in the Financial Aid Office to determine the maximum amount of aid that can be awarded for the academic year.

Cost of Attendance | Tuition & Finance | GCU

Dining Dollars

All resident students are required to purchase a meal plan. 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 2024

Dining Options	Details	Price
Canyon 250	Commuter students only	$250/semester
Canyon 950	Minimum requirement for returning students in apartments.	$950/semester
Canyon 1300	Minimum requirement for new, incoming students in apartments	$1,300/semester
Canyon 1700	Minimum requirement for students in residence halls	$1,700/semester
Canyon 2100		$2,050/semester
Canyon 2450		$2,350/semester
Canyon 3150		$3,000/semester

Effective 2025

Dining Options	Details	Price
Canyon 250	Commuter students only	$250/semester
Canyon 500	Summer only – Minimum for summer residents.	$500/semester
Canyon 950	Minimum requirement for returning students in apartments.	$950/semester
Canyon 1300	Minimum requirement for new students living in apartments	$1,300/semester
Canyon 1700	Minimum requirement for students in residence halls	$1,700/semester
Canyon 2100		$2,050/semester
Canyon 2450		$2,350/semester
Canyon 3150		$3,000/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,

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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
Course Fee (DAN-100, DAN-101, DAN-120, DAN-130A, DAN-130B, DAN-180A, DAN-180B, DAN-200, DAN-210, DAN-215, DAN-250, DAN-260, DAN-270, DAN-280A, DAN-280B, DAN-300, DAN-301, DAN-305, DAN-312, DAN-313, DAN-320, DAN-350, DAN-353, DAN-360, DAN-363, DAN-370, DAN-373, DAN-375, DAN-380A, DAN-380B, DAN-385, DAN-390, DAN-395, DAN-405, DAN-412, DAN-413, DAN-430, DAN-435, DAN-450, DAN-453, DAN-455, DAN-463, DAN-465A, DAN-465B, DAN-470, DAN-473, DAN-480, HLT-665, NUR-665E, PCN-662B, PCN-662D, UNV-300, DNP-801A)	$50
Course Technology Fee (CST-150, CST-201, CST-221, CST-321, CYB-320, CYB-350, CYB-610, ITT-111, ITT-116, ITT-121, ITT-210, ITT-221, ITT-305, ITT-306, ITT-307, ITT-310, ITT-316, ITT-321, ITT-340, ITT-370, ITT-375, ITT-425, ITT-430, ITT-610, MIS-605, MIS-610, SWE-450, SYM-400, SYM-408)	$50
Lab Fee (DSM-101, DSM-215, DSM-300, DSM-320, DSM-340, DSM-400, DSM-420, DSM-475)	$50
Course Fee (BUS-372, MKT-373, BUS-635, BUS-655, SPT-230, SPT-460)	$60
Course Fee (Online only) (PCN-490, PCN-622, PCE-905)	$80
Course Fee (INT-101, INT-102, INT-201, INT-202)	$80
Laboratory Fee (ATP-214L, ATP-301L, ATP-302L, ATP-315L, ATP-322L, ATP-360L, ATP-401L, BIO-155L, BIO-181L, BIO-182L, BIO-201L, BIO-202L, BIO-205L, BIO-210L, BIO-211L, BIO-215L, BIO-320L, BIO-328L, BIO-360L, BIO-415L, BIO-475L, BME-356L, BME-460, CHM-101L, CHM-110L, CHM-111L, CHM-113L, CHM-115L, CHM-231L, CHM-232L, CHM-235L, CHM-315L, CHM-350L, CHM-360L, CHM-365L, CHM-441L, CHM-444L, CHM-448L, CHM-460L, CHM-470, 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, DDN-215, DDN-315, DFP-111, DFP-223, DFP-225, DFP-226, DFP-311,	$100

Special Course Fees	
DFP-323, DFP-326, DFP-331, DFP-346, DFP-351, DFP-361, DFP-371, DFP-381, DFP-451, DFP-455, DFP-480, EEE-213L, ENV-402L, ESG-250, ESG-360, ESG-435, ESG-455, EXS-200L, EXS-202L, EXS-210L, EXS-250L, EXS-335L, EXS-340L, EXS-455L, HIM-200, HIM-310, HIM-350, HIM-355, HIM-370, HIM-410, HIM-412, HIM-415, HIM-450, HIM-452, HIM-490, HIM-484, ITT-450, JUS-255L, JUS-265L, JUS-275L, MED-320, MPC-109, MPC-259, MPC-359, MPC-459, MUS-130, MUS-130L, MUS-160L, MUS-262, MUS-262L, MUS-326, MUS-357, MUS-393, NSG-300C, NSG-316, NSG-320C, NSG-322C, MEE-340L, MEE-352, MEE-460, NSC-350L, PHY-105L, PHY-111L, PHY-112L, PHY-121L, PHY-122L, SCI-255L, SCI-300L, SCI-330L, STG-110L, STG-242L, STG-330, STG-350L, STG-430, SWE-310, SWE-350, SWE-451, SWE-452, TRE-101, TRE-130, TRE-245, SCI-300L, TRE-301, TRE-372, TRE-377, TRE-401, WSA-300, WSA-302, WSA-205, WSA-215)	
Technology Fee (CST-105, CST-111, CST-135, CST-235, CST-236, CST-256, CST-323, CST-326, CST-341, CST-361)	$100
Course Fee (ATP-310, ATP-320, ATP-330, ATP-440, ATP-450, ATP-460, BIO-440, EEE-302, EEE-320, EEE-431, ESG-451, ESG-452, ITT-455)	$100
Course Fee (NSC-510)	$125
Course Fee (CNL-624, FOR-515, FOR-530, FOR-540, FOR-560, FOR-575, INT-494, PCN-662A, PCN-662C, SCN-600)	$150
Course Fee (Traditional Only) (HOS-200, HOS-440, HOS-455, HOS-460)	$150
Course Fee (ACC-482, CNL-664A, CNL-664B, CNL-664C, HCI-655, PCE-910, PCE-911, SCN-605, SCN-615, SCN-625, SWK-480, SWK-550, SWK-620, SWK-635, SWK-636)	$200
Course Fee (SWK-470, SWK-535, SWK-621)	$280
Course Fee (Traditional Only) (MIN-500)	$285
Course Fee (ATP-485)	$300
Course Fee (NRC-634)	$350

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Special Course Fees	
Music & Worship Arts-Private Applied Instruction Fee (MAP-112, MAP-118, MAP-122, MAP-128, MAP-201, MAP-202, MAP-212, MAP-218, MAP-222, MAP-250, MAP-312, MAP-318, MAP-322, MAP-328, MAP-350, MAP-395, MAP-401, MAP-412, MAP-422, MAP-450, MAP-451, MAP-490, MAP-495, MBE-113, MBE-123, MBE-213, MBE-223, MBE-313, MBE-323, MBE-390, MBE-413, MBE-423, MBE-490, MIE-113, MIE-123, MIE-213, MIE-223, MIE-313, MIE-323, MIE-390, MIE-413, MIE-423, MSE-113, MSE-123, MSE-213, MSE-223, MSE-313, MSE-323, MSE-390, MSE-413, MSE-423, MSE-490, MVA-119, MVA-129, MVA-219, MVA-229, MVA-319, MVA-329, MVA-390, MVA-419, MVA-429, MVA-490MWE-113, MWE-123, MWE-213, MWE-223, MWE-313, MWE-323, MWE-390, MWE-413, MWE-423, MWE-490, WDA-111, WDA-112, WDA-211, WDA-212, 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)	$400
Music & Worship Arts-Private Applied Instruction Fee (MAP-120, MAP-130, MAP-220, MAP-230, MAP-301, MAP-320, MAP-330, MAP-390, 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, MIE-490, 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)	$800

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
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 $2,480. It is $931 for Fall semester and $1,549 for the combined Spring and Summer semesters. The rate for students who enroll for the first time during the Spring semester is $1,549. 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

Clinical nursing students, student athletes, athletic training students, club sports program students, theater education students, traditional theater students, dance education students, and counseling students are automatically enrolled into the student health insurance plan each year unless proof of comparable coverage is furnished. Those intending to waive out of coverage are required to complete an insurance waiver. To submit a waiver, students should login to their Student Portal, visit the Portal E-Documents section, and complete the Health Insurance Waiver document. Students 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 dates and any applicable fees cannot be appealed.

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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.

Conflicting Information

GCU must rectify inconsistencies in student records, even after the academic year or financial aid award year has ended. This provision is separate and in addition to Verification requirements. Conflicts may be found in many ways, in addition to through the Verification process. When conflicting information is detected during or following an academic year, the student will be required to resolve the issue, correct the FAFSA (if necessary and if the correction deadline has not passed), and undergo aid recalculation based on the revised FAFSA data, including updates to dependency status. For discrepancies in closed financial aid award years, manual aid recalculation using the corrected data will be performed without updating the FAFSA application, including dependency status adjustments. This process may result in reduced aid, returned funds, or notifications of overpayments to ED. If inconsistencies are found in ED-archived financial aid award years, the student may be reported to the Department of Education (ED) for overpayment, if required.

Preference/Deadline Dates

Both new and returning students are strongly encouraged to submit initial or renewal FAFSA applications as soon as possible 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.

Professional Judgment/Special Circumstances

Grand Canyon University may use judgment on a case-by-case basis to review the student's extenuating circumstances that are now affecting the student's cost of attendance, data used to calculate his/her EFC (Estimated Financial Contribution) and/or dependency status. The following are a list of types of petitions and some examples of extenuating circumstances:

- Petition for Special Circumstances for Cost of Attendance – This may include elementary or secondary school tuition, childcare costs, unusual expenses such as medical/dental or nursing home costs not covered by insurance, inability to work

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while participating in student teaching, or other extenuating circumstances.
- Petition for Special Circumstances for Income Adjustment – This may include substantial loss of income or assets or recent unemployment of a household member.
- Unusual Circumstances – This includes a dependency override or a parent refusal status based on the student's situation and determination is made based on the documentation submitted.

These forms are available online at https://www.gcu.edu/financial-aid/fafsa under Financial Aid Forms.

A student can download, complete, and upload the form with other required documentations to his/her GCU Student Portal.

GCU will review requests within 30 days and communicate results to students as soon as practicable

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. 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 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

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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 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 has the option of requesting a Leave of Absence. Breaks of up to 14 days do not require an LOA. 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 for the leave to be approved.

Leave of Absence Request Process

- A student wishing to request an LOA will need to initiate the process with his Student Services Counselor (SSC). The student must specify the requested start and end date of the LOA. LOAs generally start on the date following the end of a course, or the day after the Last Date of Attendance (LDA) if the LOA is taken during a course. LOAs end on the date before the next scheduled/rescheduled course.
- The SSC will explain the impact of taking the LOA on the student's Federal Title IV awards and on the terms of the student's loan repayment obligation.
- The final approval/ denial is generally completed within one week of the student's LDA.
- No additional charges can be assessed to a student who returns from an approved LOA.
- An LOA request generally must be signed, dated and submitted on or before the last scheduled date of class 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 scheduled date of class in a course may be denied unless unforeseen circumstances prevented the student from making the request timely. An explanation of the reason for the delay must be provided.
- GCU policy allows for multiple LOAs of up to a maximum of 180 combined calendar days in any 12-month rolling period.
- Students who do not return from an approved LOA will be withdrawn from the University effective the last date of documented attendance.
- Students may return early from an LOA by contacting their SSC to reschedule their next course.
- Title IV loans cannot be disbursed to a student while on an LOA; Title IV grants already in process prior to the LOA can be disbursed to a student while on an LOA.
- If the LOA request is not approved or the student does not return as scheduled from the approved LOA, this time of nonattendance will be counted against any grace period for Title IV student loan repayment purposes.

Because of various federal requirements, a Leave of Absence at GCU 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 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

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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 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.

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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 a U.S. citizen or eligible noncitizen
- Complete a FAFSA, although you do not have to demonstrate financial need to be eligible.
- Have a cumulative GPA of at least 3.25 throughout your academic program or demonstrate a score above the 75th percentile on a national standardized college admissions test (ACT, SAT, GRE or GMAT) or be employed as a full-time teacher as a graduate student
- Be accepted into an eligible degree program

You also must:

- Major in education and pursue a certification in a high-need subject area, or major in a high-need subject area without obtaining certification if you are already certified. You are only eligible if you are pursuing your first undergraduate degree. You are NOT eligible for the TEACH Grant if you are pursuing a second undergraduate degree
- Sign an Agreement to Serve and complete entrance counseling each year that you receive a grant
- Complete these forms at the Department of Education's website: studentaid.gov

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).

Plus Loans

PLUS loans are available for graduate/professional students as well as parents of dependent undergraduate students. The PLUS

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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

Arizona Teacher Student Loan Program

The Arizona Teacher Student Loan Program is a forgivable loan designed to financially support and encourage private college students who are Arizona residents to enter into the teaching profession and teach in Arizona.

Students must enter into an agreement with the Arizona Board of Regents to teach in an Arizona public school for one full school year for each year that ATSLP Loan funding was received. The agreement will provide the conditions of the forgivable loan and information on promising to repay the loan if the teaching obligation is not met. GCU must certify that the student meets the minimum qualifications for the program. Loans are awarded to eligible students on a first-come, first-served basis.

Loan Program

The forgivable loan can be applied toward tuition, instructional materials and mandatory fees as documented in the student's Cost of Attendance (COA) at GCU excluding all grants, scholarships, and other tuition benefits (e.g., tribal and military). The forgivable loan can be awarded each academic year to:

- Undergraduate students for a total of eight (8) semesters/payment periods (e.g., fall and/or spring)
- Post baccalaureate student to a total of four (4) semesters/payment periods (e.g., fall and/or, spring)
- Graduate students who do not have an undergraduate teaching degree to a total of four (4) semesters/payment periods (e.g., fall and/or spring)

Minimum Qualifications for loan:

- Must be U.S. Citizen or legal resident of the U.S. or otherwise lawfully present in the U.S.
- Must be a resident of Arizona
- Must be admitted and enrolled as an undergraduate, graduate or postbaccalaureate student at a qualifying private, postsecondary educational institution in Arizona
- Must file a Free Application for Federal Student Aid (FAFSA) each year enrolled in the Arizona Teacher Student Loan program
- Must sign the GCU ATSLP student agreement that requires the student to meet eligibility requirements for the program and specifies continuing eligibility terms, post-graduation or post-certification service obligations and repayment obligations if a student fails to meet eligibility requirements or service obligations.

Loan recipients have a grace period of 12 months after graduation or earning their teaching credential to begin teaching. (Deferment is possible if the recipient of the loan is temporarily unable to work; is called to active military duty; is enrolled in a graduate degree program that requires delaying the teaching requirement; or is unable to fulfill the teaching requirement due to circumstances beyond their control.)

Additional information can be viewed by going to https://www.gcu.edu/financial-aid/scholarships-grants/state-grants

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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.
- 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.

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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.

GCU Policy for the Disclosure of FTI, FAFSA Data, and Derived FAFSA Data

GCU ensures disclosure of FTI, FAFSA data, and derived FAFSA data meet the requirements of applicable agencies such as the Department of Education (ED) and the Internal Revenue Service (IRS). This policy explains the data that is protected, the GCU and GCE positions entitled to access the data without additional consent by the student, and the approved methods to obtain authorization to disclose the information when needed. The policy applies beginning with the 2024-25 FAFSA cycle. It applies to Federal Tax Information (FTI), FAFSA data, and derived FAFSA data. (See definitions below.) All GCU and GCE staff will abide by this policy.

The data access, use, and disclosure of FTI, FAFSA data, and derived FAFSA data are covered by the following. See the definitions/references section for the applicable citations. The strictest rule applies.

- Internal Revenue Code (IRC) (6103(1)(13))
- Higher Education Act (HEA) of 1965, as amended (483, 485B, and 494)
- Privacy Act of 1974, as amended
- Family Educational Rights and Privacy Act (FERPA) of 1974, as amended
- School Policy

Beginning with the 2024-25 FAFSA cycle, Federal Tax information (FTI), received via the ISIR, is not considered FAFSA data. This has resulted in the expansion of disclosure requirements for FTI data included in the FAFSA application and in the resulting ISIR record provided to GCU. As referenced in this policy, FAFSA data is all information included on the ISIR, other than the FTI. Derived FAFSA data is the calculated Student Aid Index (SAI) provided on the ISIR, as well as whether the student is eligible for Pell Grant.

FTI, FAFSA data, and derived FAFSA data shall be used by GCU/GCE staff only for the application, award, and administration of Federal Student Aid and/or institutional aid. Subject to the restrictions stated below, additional access may be provided with written consent from the student/applicant/inquiry. Evaluation of the need for access and confirmation of student consent to disclose (where required) must precede disclosure before providing information to anyone other than the student/applicant or GCU/GCE staff confirmed to require access to the data. The strictest limitations apply to the use, distribution, and storing of FTI data; FTI cannot be shared with any external entities, unless those entities are scholarship organizations expressly designated to receive FTI by ED

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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 for undergraduate work and B or better for Graduate. 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.

Transfer credit decisions are at the discretion of the University. GCU's process for evaluating institutions for transfer include components of quality, accreditation, and regulatory compliance. The decisions are subject to change.

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 (HL)
  - 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

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Quarter Credits	Equivalency in Semester Credits
2	1.33
1	0.67

Below are examples of the evaluation and conversion of quarter system courses:

- 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 (HL)
- 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 (HL). Official transcripts from AP or HL 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

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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.

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,

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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.

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.

Credit Evaluation Policy for VA Funded Students

This institution will inquire about each veteran or veteran benefits eligible person's previous education and training, and request transcripts from all prior institutions, including military training, traditional college coursework and vocational training. Previous transcripts will be evaluated and credit will be granted, as appropriate. Students will be made aware of the final decision.

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).

The institution's policy and practice assure that at least 50% of courses applied to a graduate program are courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree. (Cf. Criterion 3.A.1 and 2.)(An institution may allow well-prepared advanced students to substitute its graduate courses for required or elective courses in an undergraduate degree program and then subsequently count those same courses as fulfilling graduate requirements in a related graduate program that the institution offers. In "4+1" or "2+3" programs, at least 50% of the credits allocated for the master's degree – usually 15 of 30 – must be for courses designed for graduate work).

College Transfer Restriction

The first course of the graduate program of study cannot be satisfied by transferred credits.

Notarization of Official Documents

GCU can provide students with a notarized copy of their diploma and/or official transcript. In the event a student needs the notarized document for the purposes of obtaining an apostille, GCU will supply the notarized copy for the student to submit to the Arizona Secretary of State's Office. However, before submitting a request for notarization, please check with the requesting agency to verify what level of verification is required.

Master Degree Programmatic Transfer Policies

College of Humanities and Social Sciences

Master of Social Work

While transfer credit may be considered for specific coursework within the Master of Social Work and Master of Social Work Advanced Standing, the credits must have been awarded from a CSWE accredited institution. Transferable coursework must have been completed within 5 years of the student's start date of their program of study.

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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)

Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner (PMHNP)

Advanced pharmacology, advanced pathophysiology and advanced health assessment are non-transferrable courses. If, however, these courses are taken within five years of the program start date, an appeal can be submitted for review which will include a GAP Analysis of the APRN core courses (3P) to ensure they are graduate level, post-licensure, and that the content has addressed the lifespan.

All APRN applicants who have graduated or are transferring from an institution that only provides pass/fail grades (no GPA) on transcripts, may only be admitted and fully accepted from those institutions who provide disclosures indicating that a passing grade is equivalent to a B or better.

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 five years of the program start date, an appeal can be submitted for review which will include a GAP Analysis of the APRN core courses (3P) to ensure they are graduate level, post-licensure, and that the content has addressed the lifespan.

All APRN applicants who have graduated or are transferring from an institution that only provides pass/fail grades (no GPA) on transcripts, may only be admitted and fully accepted from those institutions who provide disclosures indicating that a passing grade is equivalent to a B or better.

- 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.

Undergraduate Certificate of Completion Transfer Policies

The University generally accepts courses from accredited, GCU approved colleges, universities, or programs provided the work is equivalent to the required course within the undergraduate certificate 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. The University will accept up to ½ (half) of the total program requirements in transfer

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 possible exception of DNP-805A (Health Care Informatics). Learners must submit their transcripts and course syllabi for a course evaluation review. If approved, the credits for 805A will be awarded, however, no practice immersion hours will be awarded.

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:

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- 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 and the Doctor of Philosophy in Counselor Education and Supervision do 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 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 completion that require fewer than 30 credits can be applied towards a master's degree at Grand Canyon University.

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- 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 a successful dissertation defense with a signed D-65 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 a Leadership Distinction

The Graduation with a Leadership Distinction (GLD) is reserved for traditional undergraduate students actively engaged in a student leadership position while enrolled at Grand Canyon University. This distinction requires a minimum of 350 documented hours inclusive of professional and leadership development programming, applied leadership experience, community engagement, and service project hours.

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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.

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.

University Approved Honors Societies and Professional Organizations

Grand Canyon University recognizes the following national honors societies and professional organizations, and support chapters established at the university:

Colangelo College of Business | ccob@gcu.edu

- Delta Mu Delta International Academic Honors Society in Business| deltamudelta.org

College of Arts and Media | cam@gcu.edu

- Alpha Psi Omega National Theatre Honor Society | alphapsiomega.org
- National Association of Teachers of Singing | nats.org
- National Honors Society for Dance Arts | ndeo.org
- National Association for Music Education | nafme.org
- Arizona Music Educators Association | azmea.org

College of Education | coe@gcu.edu

- Kappa Delta Pi International Honor Society | kdp.org

College of Engineering and Technology | cet@gcu.edu

- Alpha Eta Mu Beta, Biomedical Engineering Honors Society | alphaetamubeta.org
- Women in Cybersecurity (WiCyS) | wicys.org
- Association for Computing Machinery | acm.org
- Project Management Professional | pmi.org
- IEEE | ieee.org
- ISACA | isaca.org
- Certified Information Systems Security Professional (CISSP) |
- Society of Women Engineers (SWE) | swe.org
- Biomedical Engineering Society (BMES) | bmes.org

College of Humanities and Social Sciences | chss@gcu.edu

- Psi Chi, The International Honors Society in Psychology | psichi.org
- Phi Alpha, the National Honors Society of Social Work | phialpha.org

College of Nursing and Health Care Professions | conhcp@gcu.edu

- Sigma Theta Tau International Honors Society of Nursing | signmanursing.org

Honors College | gcuhonors@gcu.edu

- Alpha Chi National College Honors Society | alphachihonor.org
- National Society of Collegiate Scholars | nscs.org

Eligibility requirements vary by organization, and membership is optional. A on-time or annual membership fee may be required upon invitation to join. Graduation regalia to recognize membership within the above organization(s) may be available for purchase, and is an expense assumed by the student member.

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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.

Career Services

GCU provides students with the educational requirements to complete their chosen degree or program. Without completing the educational requirements, students are likely not eligible for the profession. GCU cannot and will not promise job placement, a job, graduate school placement, transfer of GCU program credits to another institution, promotion, salary, or salary increase. A student's achievement of their desired postgraduation outcomes require more than education preparation, but also professionalism, a variety of individual character attributes, and the student's choice of an appropriate career pathway, such as employment, graduate and/or trade school, military service, business ownership, or services program. A successful outcome is often the result of decisions made by third parties outside of the control of the student or university.

Students have different goals when pursuing their degree. Some students are seeking an internship, first job, progression in their current profession, to enter a specific field, or to change fields. Career Services is available when students are most able to benefit. Priority in services is based upon the student's program progression when they initiate contact, with graduating students receiving priority. However, Career Services will attempt to assist students with employment opportunities or internships while enrolled. Promotion of jobs, internships, or service-learning opportunities by GCU is not an endorsement of any organization and students are encouraged to report any suspicious activity to the Career Services department or a university representative.

Career Services is available by phone, email, or walk-in. Students should review resources available in the Student Success Center.

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.

- 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

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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 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.

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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

Traditional Study Abroad programs may involve established partnerships with other colleges, universities, organizations, or countries. Students pursuing a traditional study abroad program must complete the University Home Approval Application, must be in good academic standing with a minimum 2.5 cumulative college GPA, and must have a minimum of 12 credits completed from GCU (excluding credits earned through GCU's dual enrollment program). Applicants are responsible for a one-time $50 application fee associated with the University Home Approval Application. Students should contact the Global Studies Office for more information by emailing GlobalStudies@gcu.edu. Weekly group information sessions as well as individual appointments are available.

Prior to enrollment in a study abroad program, students are required to affirm with their Student Services Counselor how pre-selected study abroad courses will apply to their program of study requirements at GCU. Study abroad students enroll at Grand Canyon University in UNV-300 as a holding course to retain their GCU enrollment and eligibility for financial aid. Upon successful completion of the traditional study abroad term, the transferable course credit for the experience replaces the holding course. GCU Institutional Aid is not applicable to traditional study abroad programs. 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 Residence Life, Housing Operations, and other campus policies related to both residents and commuters. 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 the Department of Community Standards. 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 including 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 contract term
- Meets residential course load requirement

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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
- GCU and GCE employees, other than student workers, are not eligible to remain in student housing.

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. Please note that student housing is not available to students 27 years old or older.

Beginning Summer 2025, Graduate students must live in Agave Apartments and will fall under the policies listed under the Agave Apartment sections unless they hold a contract for Deer Creek Apartments or otherwise determined by their scholarship or student group.

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

Residential Course Load Requirement

For up-to-date course load requirements, students should refer to the Housing Policies document.

Eligibility – Agave Apartments

Student Housing Eligibility

To be eligible for housing in Agave Apartments, a student must meet the following eligibility requirements:

- Be in good standing with the university
- At least 17 years old and younger than 26 years old at the start of the housing contract term
- Maintain an active enrollment status
- Enrolled in a master's degree program or enrolled in a bachelor's degree program on the nontraditional campus
- 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
- GCU and GCE employees, other than student workers, are not eligible to remain in student housing

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 a felony or felonies on their record are required to disclose details of the felony/felonies. 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. Please note that student housing is not available to students 27 years old or older.

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.

Student Status Requirement

For up-to-date student status requirements, students should refer to the Housing Policies document.

Housing Extensions and Community Standards

Students who are provided the privilege of Early Move-in, Spring Extension, or Christmas Break housing are not permitted to have overnight guests during the housing extension period. For any violations to the Community Standards during the extension period, the student may be removed from housing for the remainder of the privilege. This decision is at the sole discretion of the Department of Community Standards.

Entering Students' Rooms and Room Searches

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. Prohibited items will be collected and disposed of by University staff.

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.

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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. Prohibited items will be collected and disposed of by University staff.

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. Prohibited items will be collected and disposed of by University staff.

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 Department will utilize a Background Check Review Committee to make determinations about scholarships being withdrawn.

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.

Department of Student Care

The Department 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

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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 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
- 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 above 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 Incident Review 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 (including any time needed for building closedown), 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 (e.g., taking a semester off).
- 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.
- The University Policy Handbook as outlined in the Community Standards applies to non-traditional (online) students living on campus. Non-traditional students living off-campus will be referred to Code of Conduct for violations to the Community Standards
- 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.
- While the University seeks to address violations in a timely manner, it is not precluded from following up on incidents where more time than typical may have elapsed.

Community Standards

Students are held responsible to the following standards and if found in violation will go through the Incident Review Process:

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. Being under the influence of alcohol does not diminish or excuse a violation to the Community Standards. Violations of the alcohol policy include, but are not limited to:

- Consuming and/or possessing alcohol on campus. Alcohol bottles or containers (including boxes that contained alcohol) will be treated as alcohol, opened or sealed, even if empty.
- Engaging in underage drinking.
- Hosting parties on campus where alcohol is being consumed.
- 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. This

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includes, but is not limited to, slurred speech, difficulty walking, needing medical assistance, violent behavior, any other behavior that is a disruption to the campus community and/or any behavior that requires a University response.

- 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 intoxicated on campus, the student may be required to take a breathalyzer test. Positive readings will only be attributed to alcohol consumption.
- Students present where alcohol is actively being consumed will be in violation of the alcohol policy for not instantly leaving the immediate area or reporting the violation to a University official.
- Students with knowledge of the presence of alcohol on campus may be considered in violation of the alcohol policy for not 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

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.

Businesses and Organizations on Campus

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, Provost, or Dean of Students.

Civility and Respect

It is expected that all students demonstrate mutual respect and courtesy to one another, faculty, staff, administration, and the general public. Behavior including, but not limited to, physical altercations, verbal abuse, bullying, threats, intimidation, harassment, coercion, retaliation, 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 physical altercations, all participants are generally held equally responsible.

"Harassment" means conduct that is directed at a specific person(s) and that would cause a reasonable person to be seriously alarmed, annoyed or pressured and the conduct does in fact seriously alarm, annoy, or harass 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, 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:

https://www.azleg.gov/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

GCU 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 advance from the Dean of Students.

GCU 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 activities.

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

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groups, guests, 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 includes, but is not limited to:

- Creating a potentially unsafe situation for members of the community or damages property.
- Physical threats, aggression, provocation, or assault towards University staff.
- Behavior that is unruly, lewd, or indecent, regardless of intent, which breaches or threatens the peace and/or safety of the community.
- The 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.
- Words or actions that are unbecoming of a GCU student, as determined by the University.

Disruption

Disruption is behavior that results in a disturbance or interruption to the GCU community by an individual or group that includes, but is not limited to:

- Disrupting the peace (including quiet hours) or interfering with the normal operation of the University or University-sponsored events, regardless of intent.
- Infringing on the rights of others, including when other students are prevented from taking advantage of their academic and residential experience.
- Behavior that may be part of more severe roommate conflict.

Drugs

GCU is committed to maintaining a drug-free community. Illegal drugs, including marijuana, are not permitted on campus or at University-sanctioned events. Violations of the drug policy will be taken seriously. Any drug-related violation may be referred to law enforcement and be grounds for expedited sanctions that result in immediate suspension or expulsion from campus housing and the University. Being under the influence of drugs or substances does not diminish or excuse a violation to the Community Standards.

Illegal drugs are defined as a drug or substance whose use, possession, or distribution is controlled under state or federal law and/or GCU policy. https://www.dea.gov/drug-information/drug-scheduling

Violations to the drug policy include, but are not limited to:

- Possessing drugs.
- Using drugs.
- Being under the influence of drugs. This can be evidenced by the use of drugs (even off-campus) that leads to obvious drug intoxication on campus, or being involved in the incident. This includes, but is not limited to, needing medical assistance, violent behavior, any other behavior that is a disruption to the campus community, and/or any behavior that requires a University response.
- Possessing drug paraphernalia. Drug paraphernalia is defined as any equipment, product, or accessory that is intended or modified for making, using, storing, or concealing drugs. This includes, but is not limited to, the use or possession of glass smoking pipes or items altered to assist in making, using, or concealing drugs, including the scent of drugs.
- Manufacturing drugs.
- Distribution of drugs including, but not limited to, the intent or ability to distribute. Distribution also applies to the delivery, transfer, or gift of drugs.
- Students present where drugs are actively being used will be in violation of the drug policy for not instantly leaving the immediate area or reporting the violation to a University official.
- Students with knowledge of the presence of drugs and/or paraphernalia on campus may be considered in violation of the drug policy for not reporting the violation to a University official.

Marijuana

Although the State of Arizona has statutes in place allowing possession and use of marijuana, medical marijuana, and THC-infused products, the United States Government does not currently recognize those statutes. The "Drug Free Schools and Communities Act of 1986 (20 U.S.C. 1145g)" prohibits possession of controlled substances on the campus of institutions of higher education that receive Title IV funding. As GCU is one such institution, the drug policy fully applies to marijuana, medical marijuana, THC-infused products, synthetic marijuana, and related paraphernalia. Cannabidiol (CBD) is allowed on campus provided that the product's THC level meets federal guidelines.

Prescribed, Un-Prescribed, and Over-the-Counter Medications

Violations of the drug policy also include, but are not limited to:

- Possessing prescription medication not prescribed to the student.
- Abusing one's own prescription medication in a manner not consistent with medication instructions.
- Distributing one's own prescription medication.
- Being in the presence of unprescribed medication and not reporting the violation to a University official.
- Using over-the-counter medication in a manner not consistent with medication instructions.

Failure to Comply

Failure to comply is the non-compliance and/or inappropriate response to reasonable directives given by University staff (including resident assistants) in the performance of their duties. Failure to comply also applies to leaving an incident prior to dismissal by a University official (including resident assistant). Failure to comply also applies to reasonable conclusions that can be made about a location being closed (e.g. construction sites).

Failure to Identify and Misuse of Identification

Students are expected to immediately and correctly identify themselves and/or present their University ID when asked the first time by University staff, including resident assistants. Examples of a student failing to identify themselves includes, but is not limited to, not immediately presenting their University ID, giving a fake name, claiming to not be a student or resident, and having to be asked more than once for a University ID and/or name.

Misuse of identification prohibits students from lending any version or portion of their University ID or student number to anyone Misuse of identification also prohibits students from using any version or portion of another student's University ID or

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student number for any reason. Violations will subject both the owner and the holder to the Incident Review Process.

Students are not permitted to possess or use fraudulent government-issued IDs.

Falsification of Information

Students will be held to a standard of honesty and are not permitted to falsify (verbal or written) information.

Fire and Fire Alarms

Violations to this policy may include, but are not limited to:

- Starting a fire on campus without University authorization.
- Tampering with, disabling, or misusing the fire system or equipment. This includes, but is not limited to, fire alarms, smoke detectors, fire extinguishers, exit lights, fire hoses, and fire doors.
- Failure to immediately evacuate a building once a fire alarm has sounded. This applies to guests too.
- Having a non-approved item in the dorm suite or apartment when a fire alarm is triggered in the suite or apartment. The Department of Residence Life maintains the list of non-approved items. Non-approved items include, but are not limited to, appliances, candles, humidifiers, fireworks, electronic smoking devices/vapes and related paraphernalia, and tobacco smoking products. The presence of an non-approved item at time of a fire alarm is the violation, not whether it caused the alarm.

General Safety

Violations to this policy may include, but are not limited to:

- Accessing or exiting campus through unauthorized entry/exit points.
- Driving a vehicle on campus in a manner that is reckless or in violation of University policies.
- Throwing items from a campus structure.
- Putting yourself at risk of serious injury.

Good Samaritan Policy

The health and safety of students is of paramount concern to the University. Recognizing that there are times when students may find themselves in positions where medical assistance is needed due to drug or alcohol use, the University has established this Good Samaritan Policy. Students have an ethical responsibility to contact the University when they believe that medical assistance is needed.

Students who seek assistance from these sources and the individual(s) assisted should not fear disciplinary action should they seek help for themselves or a friend who has had too much to drink or is impaired. Instead, under the guidelines of this policy, these violations will be dealt with through health and safety education initiatives instead of disciplinary action. Students will be considered for a one-time acceptance under the guidelines of the policy. This policy would only apply to a student with no prior alcohol or drug violations.

In order for this policy to apply, the student must meet with the Department of Community Standards to discuss the incident and follow up. The student must also complete the assigned educational sanctions on time. Failure to do either of these will result in the violations and sanctions being escalated.

This policy does not preclude the University from taking disciplinary action regarding other violations and/or law enforcement being involved.

Guest Privileges

GCU strives to cultivate a living and learning community of respect and courtesy for all students. The following policies are intended to serve the community and are applicable once a student checks into their room regardless of familial relationship.

Visitation Policy

Residents are allowed to have other resident students of the opposite sex and/or significant others visit them within the specified hours and parameters listed. Refer to the Guest Policy 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 are responsible to know any building-specific policies they are living in/visiting.
- 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 any visitation significantly past or before hall hours—as determined by the University—will escalate 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 University

Guest Policy

The Guest 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 Policy.

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. For example, 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. Commuter students are also responsible for the actions of their non-student guests.
- 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 must be with their student host at all times.

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- 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. Overnight guests are not permitted during these periods: early move-in, Christmas Break, and spring extension. 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.
- 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

- Any person found using or staying in a room other than the person expressly designated by the University will be considered a squatter. Both the host and the student squatting, if applicable, are subject to pro-rated housing charges and sanctions.
- Students are not permitted to loan out their keys, fob, or parking permit to another individual, even if it is a fellow GCU student. Students are not permitted to use the keys, fob, or a parking permit that belong to another GCU student.
- Students are not permitted to enter another student's bedroom without permission.
- 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.
- Students are not permitted to force open, prop, or tamper with pass point doorways.
- Students are expected to treat others with respect when discussing future housing assignments, regardless of the form of communication. This applies to future or potential future roommate(s), students wanting to move into a specific room, or students attempting to "save" a bed for a student not scheduled to be in the room. Violations include, but are not limited to:
  - Repeatedly asking for a move/switch when the initial request has been declined or ignored.
  - Multiple students asking the same student to move.
  - Asking for or offering compensation in exchange for a room move/switch.
  - "Bios" listed in housing portal attempting to "save" a bed.

Modesty

The University chooses not to define what constitutes modest dress but expects all student to dress appropriately for a learning and living community. Attire should not detract from an atmosphere of learning, but should show respect and professionalism.

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, regardless of ownership, for any length of time on campus will be subject to disciplinary action.

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.

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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 Incident Review 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

GCU has a specific, educationally-minded conflict resolution process. Students can refer to the website for the most updated conflict resolution process.

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).

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 Residence Life, to move off-campus without reimbursement of housing expenses.

Smoking and Smoking Devices

While smoking (e.g., cigarettes) and using e-cigerattes/vapes are permitted in designated areas on campus, tobacco smoking products and e-cigarettes/vapes are not permitted inside campus living areas. Also not permitted are e-cigarette/vape accessories, including but not limited to, juices, chargers, and cartridges.

Theft and Vandalism

Attempted or actual theft of and/or damage to University property or other personal or public property will be considered a violation of the Community Standards. Unauthorized use of golf carts is considered theft of University property. Found items are expected to be immediately turned over to the University.

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. Personal tasers that do not shoot probes and reasonable amounts of pepper spray are permitted.

Wheeled Devices

GCU students using "Wheeled Devices" on campus are expected to do so in a safe and responsible manner, consistent with good judgment and common sense. Every person operating a "Motorized Wheeled Device" shall be granted the rights and be subject to the duties of applicable state regulations and city traffic codes (including Phoenix City Code § 36-64), except regarding specific requirements or GCU-specific policy identified herein. "Non-Motorized Wheeled Devices" shall follow pedestrian rules for traffic flow and safety in accordance with applicable state and local regulations.

Non-Motorized Wheeled Devices are single-rider, recreational transportation devices such as bicycles, skateboards, inline skates, scooters, and other self-propelled or human powered devices, designed and used for personal transportation purposes on campus. Motorized Wheeled Devices are electric-powered, single-rider, recreational transportation devices that includes e-bicycles, e-scooters, e-skateboards, hoverboards, OneWheel™, Segways™ or similar motorized wheeled conveyances. Wheeled Devices include Non-Motorized and Motorized Devices and excludes motor vehicles intended for public roadways that require a license to operate or registration under local law (e.g., cars/trucks, motorcycles, mopeds, golf carts, etc.). Wheeled Pedestrians is defined as any person riding a Wheeled Device designed and intended to carry a single passenger. Devices not prescribed by a provider are subject to the outlined rules herein and supporting documentation of disability need may be required to be provided to the Student Disability Services Office.

The expectation for safe and responsible use of Wheeled Devices on campus requires the exercise of due care under the circumstances and adjusting or refraining from use in light of circumstances and surroundings (e.g., at night, during inclement weather, where pedestrian traffic is narrowed or elevated, etc.); refraining from use of Wheeled Devices when impaired/under the influence; and ensuring appropriate parking/storing of Wheeled Devices in a manner that does not obstruct or impede pedestrian traffic, building access or otherwise create a safety hazard.

Wheeled Devices: Operating on Campus

1. Motor vehicles, or any self-propelled vehicle intended for use on public roadways that requires a State-issued license plate, is prohibited on pedestrian walkways and campus pathways not intended for motor vehicles (e.g., cars/trucks, SUVs, motorcycles, mopeds, etc.). Only University owned or authorized golf carts are permitted on GCU properties.
2. Wheeled Devices, which have the capability of utilizing fossil fuels to function, are prohibited.
3. Pedestrian only (No Wheeled Devices) pathways include Lopes Way, Colter Circle (behind Papago Apartments), the Little Canyon Bridge (located near the Mail Center), the pathway in front (north side) of the Global Credit Union Arena and Havoc House, and any other areas in which funneling of the roadway or elevated foot traffic increases the risk of collision.

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4. Wheeled Pedestrians in a roadway are subject to the same traffic rules and are to move in the same direction on the same side of the street as the flow of traffic, exercising due care when passing stationary or moving objects.
5. Wheeled Pedestrians must always yield to pedestrians. When in a roadway, they must yield to vehicles.
6. Wheeled Pedestrians shall not ride in GCU parking structures, including the ground floor.
7. Wheeled Pedestrians shall not ride in a configuration of more than two persons, side-by-side, moving in the same direction.
8. Wheeled Pedestrians shall not attach themselves to any other moving vehicle or device, including other Wheeled Pedestrians.
9. Passengers on Wheeled Devices are prohibited.
10. Wheeled Devices shall be operated based on manufacturers recommendations for safe operation (e.g., no person shall carry packages, bundles, or articles which prevent the rider from keeping at least one free hand on the e-scooter or e-bicycle handlebars or the e-skateboard remote).
11. Every Motorized Wheeled Device, if used on campus from dusk until dawn, shall be equipped with white lamps visible at least 200 feet in the direction they are traveling and red lights in the rear at least 100 feet behind it.
12. Every Motorized Wheeled Device shall be equipped with a brake which will enable the operator to make a braked wheel-skid on dry, level, clean pavement.
13. Persons under the age of 18, operating a Motorized Wheeled Device, shall wear a protective helmet on their head in an appropriate and safe manner, while in motion.
14. No person shall operate a Wheeled Device faster than the posted speed limit (if less than 15 miles per hour), at a speed faster than 15 miles per hour, or at a speed faster than that which is reasonable and prudent under the existing circumstances.
15. A person riding a Motorized Wheeled Device on a roadway shall obey the instruction of traffic control signals, signs, barricades, and other control devices applicable to vehicles, unless otherwise directed by GCU's Public Safety personnel or City of Phoenix Fire or Police.
16. Students are solely responsible for injury to themselves or others and any property damage, incurred by, or resulting from, students' use of Wheeled Devices on campus.

Wheels: Parking and Storage on Campus

1. Riders shall only park their Wheeled Devices in the designated parking/storage locations, a roadway, in a green way, or against a structure, in a manner which provides the least obstruction to pedestrians. There are storage racks located throughout campus which should be used prior to considering other parking/storage locations.
2. No person shall attach their Wheeled Devices to a tree.
3. Wheeled Devices which have not been tested and approved by Underwriters Laboratory (UL) may not be stored or charged in residence halls.
4. No person shall park their Wheeled Devices in an ADA accessible route or pathway which includes railing, slope, or surface designed to accommodate the disabled.
5. If Wheeled Devices are parked in an unauthorized area, locks may be removed, at no cost to GCU.

Grand Canyon University assumes no legal responsibility or liability for any theft, loss of property, vandalism, accidents or damages while the Wheeled Devices is on any university-controlled property. Anyone who operates a Wheeled Device on Grand Canyon University campus or properties under its control for educational or residential purposes agrees to:

- Protect and hold harmless the university, its students, officers and employees, from all claims of injuries to persons or damages to property resulting from operation of Wheeled Device.
- The University is not responsible for the loss, theft, or damage of Wheeled Devices.
- It is a violation of GCU policy for any Wheeled Pedestrian's refusal to answer or fail to state the person's true full name and date of birth at the request of Public Safety personnel.

Failure to abide by the requirements of this policy may result in revocation of the privilege of using Wheeled Devices on campus, temporary confiscation/impoundment of Wheeled Devices will be referred to the University's Code of Conduct process, in addition to sanctions that may be imposed by law enforcement or other governmental agencies.

Incident Review 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 expedite and refer serious violations to the Code of Conduct Committee for suspension or expulsion from the University.

Incident Review Process Overview

The Incident Review Process abides by the following:

- Students going through the Incident Review Process can be referred to one of a number of different processes. The Director of Community Standards or designee will determine which process is appropriate for the student. Depending on the situation, the Department of Community Standards reserves the right to refer the incident to a Hearing Board, even in the middle of using a different process.
- The Director of Community Standards or designee will develop policies for the administration of various processes that are consistent with the provisions of the Incident Review Process.
- Students will be notified of the date, time, and place of their meeting through email at least 24 hours prior to the meeting. The Department reserves the right to expedite the process as needed.
- The Incident Review Process will not be delayed by breaks in the academic calendar (e.g., Christmas Break, Spring Break). Students are expected to participate.
- Email communication to students will only be to their GCU student email address. Emails sent to such email address will be presumed to have been received and read by the student. Any courtesy text notification will be sent to the phone number provided to GCU.
- Meetings are generally scheduled based on the student's class schedule and during regular business hours.
- The Director of Community Standards or designee will determine the composition of any Student-led Community Conferences and Hearing Boards. Any student serving on these is bound by a strict confidentiality agreement.
- Students are not permitted to be accompanied by third parties (e.g., parents, legal guardians, attorneys) and may not document the meeting or hearing by the use of a recording device. This applies to virtual meetings as well.
- The Department of Community Standards reserves the right to dismiss students during the Incident Review Process for behavior that is disruptive, disrespectful, or unbecoming of a

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GCU student. If a student is dismissed, a decision will be made based off the information that is available at that time.
- If a student fails to appear for their scheduled meeting,a decision will be made based on the information available at the time of the meeting.
- The decision to hold a student responsible for violating a Community Standard is made on the basis of whether it is more likely than not that the student committed the violation.
- The technical rules of evidence, process, and procedure used in a civil or criminal court will not apply.
- Decisions made during the Community Standards Process will be final, pending the normal appeal process.
- Any question of interpretation or application of the Community Standards and the Community Standards Process will be referred to the Dean of Students or designee for final determination.

The University does not discriminate based on disability in the course of administering discipline. A student with a disability who is subject to disciplinary proceedings may request an accommodation for their disability and the University will engage in the interactive process upon such a request.

- To receive accommodations through the University, students are required to self-identify by completing the Accommodation Request Form and provide supporting documentation to Student Disability Services. Only the SDS Office can approve accommodations.
  - Students can submit the accommodation request form at https://sds.gcu.edu or in person in the SDS office.
  - Supporting documentation can be submitted via email to disabilityoffice@gcu.edu or submitted through the link while completing the Accommodation Request Form.
- All requests for disability accommodations in student disciplinary proceedings are subject to an individualized determination. Whether such a request is reasonable and/or would be a fundamental alteration of the University's disciplinary policies is determined on a case-by-case basis after evaluation of appropriate documentation.
- Students should refer to the Steps to Accommodations policy for the appropriate steps and documentation requirements.

To allow the SDS Office sufficient time for processing, requests for disability accommodations in any disciplinary process should be submitted immediately upon receipt of notification from the College of Humanities and Social Sciences

Incident Review Decision Process

Students who may have violated a Community Standard will be referred to one of the following processes:

- Meet with a Resident Director (RD).
- Go through the visitation violation process for first, second, and as needed, third visitation violations.
  - The student will generally be emailed their sanctions for these violations. This is due to their minor nature.
  - The student may make an appointment with the Department of Community Standards to discuss the incident and sanctions. This must be done within 72 hours after the sanction letter is emailed.
  - If necessary, due to multiple and/or escalated violations, the student will be required to meet with Community Standards staff.
- Meet with a student-led Community Conference.
- Participate in a group meeting.
  - For incidents involving multiple individuals, students could be required to meet with a group of other students.
  - An example of this includes, but is not limited to, student failing to evacuate during a fire drill.
- Meet with Community Standards staff.
  - Prior to the first scheduled meeting, students may request a reschedule. Reschedules are not guaranteed and are at the sole discretion of the Department.
- Meet with the Hearing Board.
  - Hearings are not scheduled around a student's class schedule. No shows will not be rescheduled.
  - Students who choose to not attend may submit a written statement prior to their scheduled hearing.
  - 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.
  - Before the student is dismissed, the student is informed of a timeline when they can expect to hear the Board's decision and to meet with staff for a follow-up meeting to receive their sanction letter, if applicable.
  - Students who fail to attend their Hearing will be emailed their sanction letter, if applicable.
- Meet with the Code of Conduct Committee.
  - If the Department of Community Standards 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.
  - The referral may or may not result from meeting with the Hearing Board.

Third Party Involvement

The Department of Community Standards will only communicate with the student of record involved in an incident. Third parties (e.g. parents, friends, roommates, significant others, reporting parties) will not be communicated with, with the exception of what is required by law and/or allowed University policy. The student involved is solely responsible for their own communication throughout the Incident Review Process.

- Parents will only receive notification of a violation if their student is under 21 and held responsible for violating the alcohol or drug policy. Any further questions will be directed to the student involved.
- If a third party reports a violation, there will be no follow up with the third party regarding the investigation, findings, decisions, or sanctions another student is or is not held to.
- The University will comply with any and all legal requirements such as a subpoena of information.

Interim Actions

Under the University Policy Handbook, the Department of Community Standards or designee may impose non-academic restrictions on students pending a meeting with the Department and/or Code of Conduct. Interim actions will be taken based on the information available at the time. Reasons for the University taking interim action against a student include, but are not limited to, when a student represents a threat to health, safety, or property; is facing allegations of serious criminal activity; to preserve the integrity of an investigation; and/or to prevent disruption of, or interference with, the normal operations of the University. At any point in the process, interim action may be taken and will remain in place until it is determined it is no

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longer necessary. A final decision, which may reinstate the student or result in more on-going separation statuses, will be made when the student goes through the relevant process. Every effort will be made to have the process proceed with the shortest amount of time possible.

Possible interim actions include, but are not limited to,

- Limitation of privileges. Students with limited privileges are still permitted to live on campus and attend class.
- Housing reassignment. Students temporarily re-assigned to another room on campus must surrender their original key or be subject to a rekey fine.
- Housing removal. Students removed from University housing as an interim action will be given a specified amount of time to pack items from their room (for typically one to two weeks) and be required to find an off-campus option to reside in during the interim period.
- Interim restriction. In addition to a housing removal, students on an interim restriction are only permitted to attend their registered class and be on University property 15 minutes before and 15 minutes after their registered class. Access to University events or being on University property is otherwise restricted.

Violations of interim actions may result in a referral to the Code of Conduct for suspension or expulsion from the University.

Appeals of Sanctions

Appeals of sanctions assigned during the Incident Review Process are only accepted within 72 hours of when the student is informed of the decision in writing. Appeals are not accepted after this time. There are only two levels of appeals, with the second being the final level.

Appeals will only be accepted for the following reasons:

- There was a procedural error in the Incident Review 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 meeting.
- The sanctions that were assigned were substantially disproportionate to similar violations.

If a student wishes to appeal sanctions, the link is found in the sanction letter.

Reason for Appeal	Time to Appeal	1st Appeal Level	2nd Appeal Level
Violation Assigned by Community Standards	72 hours	Residence Life Staff or designee	Dean of Students or designee
Fine/charge give by Dept. of Residence Life	30 days	Residence Life Appeals Committee	Residence Life Manager or designee

Falsifying Sanctions

Falsifying, manipulating, using Artificial Intelligence (AI), or plagiarizing any sanction assigned by the Department of Community Standards may result in additional violations and sanctions including, but not limited to, resubmitting corrected sanctions, automatic escalation to “Level 2” sanctions, removal from Campus Housing, and/or referral to Code of Conduct.

Students who Fail to Complete Sanctions

Students generally have four (4) weeks to complete their assigned sanctions. Based on the type of violation and sanction, dates for completion may be expedited and assigned to be due earlier than the standard four (4) weeks (e.g., housing removal).

If a student fails to complete an assigned sanction by the given deadline as outlined in the sanction letter, additional (Level 2) sanctions will be assigned and holds will be placed on the student’s academic and housing accounts. These additional sanctions may include: a fine, and sanctions that are focused on the student’s knowledge, wellbeing, reflection, and restoration.

The academic and housing holds will remain on the student’s account until all sanctions (initial and any additional) are satisfactorily completed and received by the Department of Community Standards. 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

Students who seek retaliation as a result of going through the Incident Review Process may be considered in violation and receive additional consequences.

Abuse of the Incident Review Process

Abuse of the Incident Review Process is strictly prohibited and includes, but is not limited to:

- Failure to obey the notice to attend a meeting as part of the Incident Review Process.
- Falsification, distortion, or misrepresentation of information before a Community Standards staff/Board or Residence Life staff member.
- Disruption or interference with the orderly conduct of the Incident Review Process.
- Attempting to discourage an individual’s proper participating in, or use of, the Incident Review Process.
- Harassment (verbal, physical, social media) and/or intimidation of a member of a Community Standards prior to, during, and/or after a Community Standards meeting.

Sanctions for Violations

Every situation is handled on a case-by-case basis. The sanctions assigned are generally focused on the student’s knowledge, wellbeing, reflection, and restoration. Sanctions can be enhanced all the way up through being relocated to a different housing assignment, banned from housing and/or, if the Department of Community Standards deems it appropriate based on the circumstances, being referred to the Code of Conduct Committee for suspension or expulsion from the University. If a student is held to multiple violations in a short timeframe as determined by the Department, sanctions can be escalated to possible removal of housing or referral to Code of Conduct for possible suspension or expulsion.

In situations resulting in a removal or ban from campus housing, students will be given 72 hours to move out of their room with their belongings. Extensions are not given for the move-out deadline, even for a pending appeal. In serious situations, the deadline for moving out will be the same day. Students who lose housing are still financially responsible for the fees associated with the housing cancellation deadlines.Re-entry to campus housing following a housing removal is possible with pre-conditions that may include, but are not limited to, meeting with the Department and completing sanctions that are focused on the

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student's knowledge, wellbeing, reflection, and restoration. Housing bans are permanent.

The following are examples of sample sanctions that may be given to the student found to have violated the Community Standards.

Alcohol

Being under the influence of alcohol does not diminish or excuse a violation to the Community Standards. Sanctions can be expedited and escalated based on the severity of the incident (e.g., number of people involved, amount of alcohol present) and any prior drug violations to include removal from housing and referral to Code of Conduct for suspension or expulsion from the University. Unclaimed alcohol in a room can result in holding all students residing in the room responsible.Students who are held to two alcohol and two marijuana violations will be removed from housing.

First Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions that are focused on the student's knowledge, wellbeing, reflection, and restoration.
- Parental notification if student is under the age of 21

Second Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Fine
- Parental notification if student is under the age of 21.

Third Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- The student will lose campus housing privileges and will be prohibited from all residential areas on campus.
- Parental notification if student is under the age of 21.
- Any additional violations may result in being referred to the Code of Conduct Committee for suspension or expulsion from the University.

Driving Under the Influence

In addition to legal consequences, any student found to be driving under the influence will result in an 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 providing alcohol to underage students may receive increased sanctions up to, and including, loss of housing and/or referral to Code of Conduct.

Businesses and Organizations on Campus

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Fine.
- Removal from housing.
- Referral to Code of Conduct for suspension or expulsion from the University.

Civility and Respect

In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Fine.
- Written warning.
- Relocation to a different room.
- Removal from campus housing.
- Potential referral to Code of Conduct Committee for suspension or expulsion from the University.

Physical Violence/One-on-One Fight

In addition to legal and/or criminal consequences, sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Fine.
- Relocation
- Removal from campus.
- Possible recommendation to the Code of Conduct Committee for suspension or expulsion from the University.

Extreme Physical Fight

This applies to students involved in an extreme physical fight which includes, but is not limited to, multiple people vs. one person fight and hate crimes. In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions focused on student's knowledge, wellbeing, reflection, and restoration.
- Fine
- Removal or ban from campus housing.
- Referral to the Code of Conduct Committee for suspension for expulsion from the University.

Disorderly Conduct

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Fine.
- Relocation to a different room.
- Removal from campus housing
- Possible referral to the Code of Conduct for suspension or expulsion from the University.

Disruption

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Fine.
- Relocation to a different room.
- Removal from campus housing
- Possible referral to the Code of Conduct for suspension or expulsion from the University.

Drugs

Being under the influence of drugs does not diminish or excuse a violation to the Community Standards. Sanctions can be expedited and escalated based on the severity of the incident (e.g. number of people involved, amount of drugs present) and any prior alcohol violations to include removal from housing and referral to Code of Conduct for suspension or expulsion from the

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University. Unclaimed drugs in a room can result in holding all students residing in the room responsible. Students who are held to two alcohol and two marijuana violations will be removed from housing.

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.
- Parental notification if student is under the age of 21.

Marijuana: First Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Parental notification if student is under the age of 21.

Marijuana: Second Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Fine.
- Parental notification if student is under the age of 21.

Marijuana: Third Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- The student will lose campus housing privileges and will be prohibited from all residential areas on campus.
- Parental notification if student is under the age of 21.
- Possible referral to the Code of Conduct Committee for suspension from the University.
- Any additional violations may result in being referred to the Code of Conduct Committee for suspension or expulsion from the University.

Non-Marijuana Drug Violation

Due to the wide variety of possible violations to the Drug Policy, the Department of Community Standards will take these violations on a case-by-case basis. In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Parental notification if student is under the age of 21.
- Removal or ban from campus housing and being prohibited from all residential areas on campus.
- Referral to the Code of Conduct Committee for suspension or expulsion from the University.

Failure to Comply

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Fine
- Loss of privileges.
- Relocation to a different room.
- Removal from campus housing
- Possible referral to the Code of Conduct Committee for suspension or expulsion from the University

Failure to Identify and Misuse of Identification

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Fine
- Removal from campus housing.
- Referral to the Code of Conduct Committee for suspension or expulsion from the University.

Falsification of Information

Sanctions may include, but are not limited to:

- For sanctions that are falsified, additional sanctions may be assigned up to and including referral to Code of Conduct for suspension or expulsion from the University.
- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Fine.
- Removal from campus housing.
- Possible referral to the Code of Conduct Committee for suspension or expulsion from the University.

Fire and Fire Alarms

For the following violations, sanctions may include, but are not limited to:

- Starting a fire: fine, cost of damages, and/or removal from housing and referral to Code of Conduct for suspension or expulsion from the University.
- Tampering with fire system: fine; sanctions focused on the student's knowledge, wellbeing, reflection, and restoration; and/or removal from campus housing.
- Failure to evacuate: sanctions focused on the student's knowledge, wellbeing, reflection, and restoration; fine; and/or removal from campus housing.
- Prohibited items found in room where alarm was triggered: fine; sanctions focused on the student's knowledge, wellbeing, reflection, and restoration; and/or removal from campus housing.

General Safety

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Fine
- Removal from campus housing.
- Referral to the Code of Conduct Committee for suspension or expulsion from the University.

Guest Privileges

Visitation Policy

Sanctions may include, but are not limited to:

- 1st violation: Recorded incident.
- 2nd violation: Community Standards Class.
- 3rd violation: Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- 4th violation: Meet with Community Standards staff and receive sanctions that may include but not limited to:
  - Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
  - Loss of visitation privileges.
- 5th violation: Loss of visitation privileges and possible removal from campus housing.

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- 6th violation: Removal from housing.

Intent to spend the night, sexual activity, or any visitation significantly past hall hours will result in two violations. For example, if a student has one visitation violation and spends the night, they will be given a second and third visitation violation.

Guest Policy

Violations of the Guest Policy may result in sanctions focused on the student's knowledge, wellbeing, reflection, and restoration, and a fine to the student's account.

Guest-Overnight in Campus Housing

Violations of the Overnight-Guest Policy may result in sanctions focused on the student's knowledge, wellbeing, reflection, and restoration, and a fine to the student's account.

Hazing

Sanctions for hazing include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Fine
- Possible removal from campus housing.
- Possible referral to Code of Conduct Committee for suspension or expulsion from the University.

Housing Guidelines

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Cancellation of housing booking.
- Possible removal from campus housing.
- Possible referral to the Code of Conduct Committee for suspension or expulsion from the University.
- Fine up to the pro-rated charge for semester housing.

Pets

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Fine plus damages.
- Referral to Code of Conduct.

Pranks

Sanctions may include but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Fine and/or damages.
- Possible removal from campus housing
- Possible referral to Code of Conduct Committee 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

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Written warning.
- Fine.
- Relocation to a different room.
- Removal from campus housing.

Smoking and Smoking Devices

Sanctions may include, but are not limited to:

- Confiscation and destruction of prohibited item and related paraphernalia by Public Safety.
- Warning.
- Fine.
- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- At the sole discretion of the Community Standards staff these items may be viewed as drug paraphernalia and treated as such. (See Drug Policy).

Theft and Vandalism

In addition to legal consequences the sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Fine.
- Repayment of stolen and/or damaged goods.
- Possible removal from campus housing.
- The student may be referred to Code of Conduct Committee for suspension or expulsion from the University.
- Any additional offenses may result in being referred to Code of Conduct for suspension or expulsion from the University.

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:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Warning.
- Fine.
- Confiscation of weapon or ammunition.

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 GCU 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

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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.
- 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 Community Standards 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.
- Other situations as deemed appropriate by University officials.

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 student may require 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

The table below shows the eight review levels required for dissertation approval. Each review level is iterative and may be repeated until the documents meet the standards set for that document based on GCU criteria and general accepted standards of scholarly work for doctoral research across disciplines. Use this table to set target completion dates for the major milestones and levels of review. Then track and adjust your plan (if necessary) according to the actual completion dates.

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 Consultation	• Chair and Methodologist Reviewed Chapter 1 with Scored Criteria Tables	D-25 – Initiated upon initial Level 1 Consultation	Chair and Methodologist approve Chapter 1 for Level 1 Consultation. Research Consultant completes consultation and initiates D-25. Chair and Methodologist approve the D-25.	DIS-955 PSY-955 DBA-955 TLC-955 PCE-955 DHA-955	DIS-960 PSY-960 DBA-960 TLC-960 PCE-960 DHA-960
Level 2 Review: Proposal Review and Consultation	• Committee Reviewed Dissertation Proposal (Chapters 1-3) with Scored Criteria Tables	D-35 – Initiated upon completion of initial Level 2 Consultation	Dissertation Committee approves proposal for Level 2 Consultation. Research Consultant completes consultation and initiates D-35	DIS-955 PSY-955 DBA-955 TLC-955 PCE-955 DHA-955	DIS-968E PSY-968E DBA-968E TLC-968 PCE-968 DHA-968
Level 3 Review: Proposal Defense and Dissertation Committee Approval of Proposal	• Level 2 Committee Approved Dissertation Proposal (Chapters 1-3) • Dissertation Proposal PowerPoint Presentation for Defense Call	D-35 – Dissertation Proposal Defense Approval	Dissertation Committee approves D-35.	DIS-960 PSY-960 DBA-960 TLC-960 PCE-960 DHA-960	DIS-969E PSY-969E DBA-969E TLC-969 PCE-969 DHA-969

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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 4 Review: Institutional Review Board (IRB) Review and Approval	• Completed GCU D-35 • Committee Approved Dissertation Proposal (Chapters 1-3) Clean Copy • Data Collection Instruments • Site Approvals • Final IRB documents (updated, if applicable, from Level 2/3 reviews by the Learner/approved by Chair)	D-50 – Approval to Conduct Research	Learner loads required documents into IRB system. Chair approves and submits documents from IRB system to initiate this review. IRB Reviewer approves D-50.	DIS-960 PSY-960 DBA-960 TLC-960 PCE-960 DHA-960	DIS-970E PSY-970E DBA-970E TLC-970 PCE-970 DHA-970
Level 5 Review: Consultation Review of Dissertation Manuscript	• Committee Reviewed Dissertation Manuscript (Chapters 1-5) with Scored Criteria Tables • Form and Format Checklist Completed by Learner and Reviewed/Signed by Chair	D-65 Initiated upon completion of initial Level 5 Consultation	Dissertation Committee approves dissertation for Level 5 Consultation. Research Consultant completes consultation and initiates D-65.	DIS-960 PSY-960 DBA-960 TLC-960 PCE-960 DHA-960	DIS-973E PSY-973E DBA-973E TLC-973 PCE-973 DHA-973
Level 6 Review: Dissertation Defense and Recommendation by Full Committee for Level 7 Review and Dean's Signature	• Level 5 Committee Approved Dissertation Manuscript (Chapters 1-5) • Dissertation PowerPoint Presentation for Defense Call	D-65 – Dissertation Defense Approval and Dean's Recommendation	Dissertation Committee and Research Consultant complete Dean's Recommendation. Dissertation Committee approves D-65.	DIS-965 PSY-965 DBA-965 TLC-965 PCE-965 DHA-965	DIS-974E PSY-974E DBA-974E TLC-974 PCE-974 DHA-974
Level 7 Review: Form/Format Review & Approval	• Committee Approved Dissertation (with all final editing and revisions completed and approved by Chair)	D-75 – Form and Format Approval of Dissertation	Chair loads required documents to initiate this review. Form & Format Reviewer. College administrative staff approves D-75.	DIS-965 PSY-965 DBA-965 TLC-965 PCE-965 DHA-965	DIS-974E PSY-974E DBA-974E TLC-974 PCE-974 DHA-974

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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 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	College administrative staff submits required documents for Dean's Review to initiate this review. Dean of corresponding college approves D-80.	DIS-965 PSY-965 DBA-965 TLC-965 PCE-965 DHA-965 Or After courses completed	DIS-974E PSY-974E DBA-974E TLC-974 PCE-974 DHA-974 Or After courses completed.
ProQuest Publication & Library Archive	• PDF of Dean Signed Dissertation Manuscript with Signature Page Inserted	No Form	College administrative staff.	After D-80 completed.	After D-80 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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