



Grand Canyon University
Faculty Handbook
2012-2013

About this Handbook

The purpose of this handbook is to provide faculty with a resource to assist in understanding their employment with Grand Canyon Education, Inc. Please take the necessary time to read it. Grand Canyon Education, Inc. may be referred to as “Grand Canyon University,” “GCU,” or “the University” throughout this Handbook.

We do not expect this Handbook to answer all questions. Managers and Human Resources, Faculty Training, Faculty Services, and Faculty Development will also be sources of information. Neither this Handbook nor any other verbal or written communication by a management representative, is not, nor should it be considered to be, an agreement, contract of employment, express or implied, or a promise of treatment in any particular manner in any given situation. Grand Canyon University adheres to the policy of employment at will, which permits the employee or the University to terminate the employment relationship at any time, for any reason, with or without notice. No one is authorized to provide any employee with an employment contract or special arrangement concerning terms or conditions of employment, unless the contract or agreement is in writing and signed by the Provost or their designee.

The University may, at any time, in its sole discretion, modify anything stated in this Faculty Handbook or other University documents, with or without notice, except for the rights of the parties to terminate employment at will, which may only be modified by an express written agreement signed by the employee and the President or designee.

Violation of any policy, practice, or procedure of the University may subject an employee to disciplinary action up to and including termination of employment. Any questions regarding the application or interpretation of the policies, practices and/or procedures in this handbook should be directed to management or the Human Resources Department.

Many matters covered by this Handbook are also described in separate University documents in the Faculty Resource Center. This Faculty Handbook supersedes all prior Faculty Handbooks.

Contact Information

Web Sites

<http://www.gcu.edu/> <http://gcu.edu>

Main Switchboard

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

Mailing Address

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

Street Address

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

Faculty Contacts

Human Resources

Responsibility: Manages employee life cycle through on boarding, employee relations, compensation and benefits, employee compliance, and health and safety.
Phone: 1-602-639-6549

Faculty Services

Responsibility: Contracts faculty to teach specific courses, recruits faculty for needed content areas, and ensures payment after course completion.
Phone: 1-602-639-7005

Faculty Training

Responsibility: Provides training for new faculty and on classroom enhancements; mentors and serves as the point-of-contact for faculty during their first course.
Phone: 1-800-800-9776 ext. 639-7730

Faculty Development

Responsibility: Ensures quality in the classroom and acts as point of contact for faculty questions.
Phone: 1-602-639-7004

Center for Innovation in Research and Teaching

Responsibility: Provides professional development, resources and support in the areas of research and teaching for online and campus faculty.
E-mail: cirt@gcu.edu Phone: 602-639-7646

Library

Responsibility: Provides learning resources through physical and online libraries.
Phone: 1-602-639-6641

Curriculum Design and Development

Responsibility: Oversees the University's curriculum processes. Contact: Please contact your faculty specialist about questions on curriculum.

Student Contacts

Academic Advising

Responsibility: Assists students with planning and maintaining their program of study. Students should have the extension to their personal advisor.
Phone: 1-800-800-9776

Enrollment Counselors

Responsibility: Assists students with their initial enrollment into a program of study.
Phone: 1-800-800-9776

Finance Counselors

Responsibility: Assists students with planning for the financial resources need to fund their higher education.
Phone: 1-800-800-9776

Office of Academic Records

Responsibility: Tracks student progress to degree completion, evaluates transcripts, and admits students to the University.
E-mail: academicrecords@gcu.edu
Phone: 1-800-800-9776

Student Disability Services

Responsibility: Assists self-disclosure students with disabilities obtain reasonable accommodations.
Phone: 602-639-6342
Student Email: disabilityoffice@gcu.edu
Faculty Email: sdsnotification@gcu.edu

Center for Learning and Advancement

Responsibility: Provides learning resources for students through free face-to-face and online tutoring in writing, math (algebra, trigonometry, calculus), accounting, finance, statistics, APA, as well as offers academic skills workshops.
Phone: 1-602-639-8901
Email: centerforlearning@gcu.edu

Institutional Review Board (IRB)

Responsibility: The IRB reviews, approves and tracks all research protocols conducted under the purview of Grand Canyon University.
Phone: 1-602-639-7804
Email: irb@gcu.edu

2012-2013 Traditional Campus Calendar

This calendar applied to the traditional campus only, not online or cohorts.

Summer I 2012: 5/07/12– 8/26/12

Instruction/Grade Calendars

16-Week Classes

Instruction begins May 7, 2012
 Instruction ends August 26, 2012

8-Week Classes

Instructional Period A May 7 – July 1, 2012
 Instructional Period B July 2 – August 26, 2012

See Policy Handbook [Refund Policy](#) Variable Dates

Fall I 2012: 8/27/12 – 12/16/12

Instruction/Grade Calendars

16-Week Classes

Instruction begins August 27, 2012
 Instruction ends December 16, 2012
 Christmas Break December 17, 2012 – January 6, 2013

8-Week Classes

Instructional Period A August 27 – October 21, 2012
 Instructional Period B October 22 – December 16, 2012
 Christmas Break December 17, 2012 – January 6, 2013

See Policy Handbook [Refund Policy](#) Variable Dates

Spring I 2013: 1/07/13– 5/05/13

Instruction/Grade Calendars

* Move in Date for Spring Semester January 6, 2013

16-Week Classes

Instruction begins January 7, 2013
 Spring Break March 18 – March 24, 2013
 Instruction ends May 5, 2013

8-Week Classes

Instructional Period A January 7 – March 3, 2013
 Spring Break March 18 – March 24, 2013
 Instructional Period B March 4 – May 5, 2013

See Policy Handbook [Refund Policy](#) Variable Dates

Graduation Ceremonies

Traditional Commencement 3:00 PM, May 2, 2013
 College of Arts and Sciences/College of Theology 10:00 AM, May 3, 2013
 Ken Blanchard College of Business 3:00 PM, May 3, 2013
 College of Education/College of Doctoral Studies 10:00 AM, May 4, 2013
 College of Nursing 3:00 PM, May 4, 2013

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Welcome to Grand Canyon University

Faculty:

Congratulations on becoming a member of the academic community at Grand Canyon University, one of the fastest-growing and most dynamic institutions of higher learning in the country. Our traditional and online campuses create an unmatched synergy that has drawn students seeking undergraduate and graduate degrees from us. An unprecedented number of research and partnership opportunities, coupled with the continued development of high-quality programs already in place, will ensure our viability for years to come.

The rigorous and relevant coursework that you oversee is integral to preparing our students for the next step in their journey. The University's Christian heritage, our cornerstone after more than 60 years, enables you to offer a different educational experience, underscored by our Doctrinal Statement. The guidance and mentoring that you provide to students helps shape them as professionals either entering the workforce or seeking advancement in their chosen field.

As a faculty member, you will have access to research opportunities and development through our Center for Innovation and Research in Teaching, as well as a series of faculty development workshops focused on teaching excellence, student retention and engagement. As you know, all of these aspects are significant factors in student success. Our new College of Theology and a newly refocused College of Nursing and Health Care Professions are merely two examples of our ongoing commitment to remain on higher education's cutting edge. Our new College of Arts and Sciences building — the academic hub of campus — includes state-of-the-art laboratories that already are setting new standards for our programs in the health sciences.

Life on our traditional campus has never been more exciting than it is now. In the past few years alone, we have built four residence halls, a recreation center, a food court, a parking garage and the 5,000-seat GCU Arena. Other facilities, including our Student Union, have undergone significant renovation and are like new. It's a wonderful time to be a GCU student or a member of our faculty and staff.

Your voice is important to the health of our University. The Academic Affairs Committee and fall/spring faculty-led forums are ways by which your questions and feedback can be addressed. Please know that my door is open if you would like to meet on a more personal basis.

Blessings,

Brian Mueller
President and CEO
Grand Canyon University

Grand Canyon University Overview

About Grand Canyon University

Historical Sketch

Grand Canyon College was born in the wake of World War II as the realization of a dream long held dear by the tiny congregations of Southern Baptists that called the Arizona mission frontier their home. In the fall of 1946, the Baptist General Convention of Arizona voted to organize a college. A few months later, the Convention selected the first trustees for the college, who soon secured an abandoned armory building in Prescott, Arizona, as Grand Canyon's first campus.

The 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, North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 312-263-0456, 800-621-7440.

The College was first considered primarily a school for preachers, but its reputation expanded rapidly. Grand Canyon College became famous early on for its teacher education program and soon developed outstanding programs in the sciences, nursing, business, music, and the arts, while maintaining its excellence in Christian studies.

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 Baptists Convention to being self-owned by the Board of Trustees.

Four years later, in 2004, the University's ownership once again changed when it was purchased by Significant Education, LLC. At this time, the University became a for-profit institution with a vision for maintaining the strength of its campus-based programs, as well as a strong emphasis on Online program offerings. Currently, Significant Education, Inc. owns the University. In May 2008, Significant Education changed its name to Grand Canyon Education, Inc. to align with the name of the University. On November 20, 2008, Grand Canyon University became a publicly traded stock on NASDAQ under the symbol LOPE.

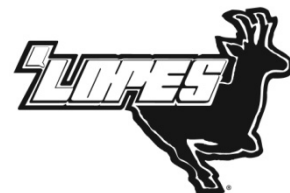
Since 2008, the majority of capital dollars invested is in ways that improved the overall student experience at GCU. Over 200 million dollars went into building new classroom buildings with state of the art laboratories, new recreational facilities, several new dormitories, an additional student union with food court, bowling alley and gathering space, and most impressively, a new 5000-seat arena. In turn, GCU has grown the traditional student body 500% in the past four years, and in the past year alone, has enjoyed an 82% growth among our full time faculty. As one of the most successful stories in higher education, the future remains bright at GCU.

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 CEO 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 CEO.



Vision

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

Mission Statement

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

Mission-Based Student Learning Competencies

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

Mission-based Bachelor Competencies

Domains	Competencies
<p>Leadership</p> <p>Graduates of Grand Canyon University's Bachelor 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.</p>	<ul style="list-style-type: none"> • Graduates of the Bachelor program will be able to apply leadership models and demonstrate the capacity for leadership. • Graduates of the Bachelor program will be able to develop a clear vision that informs, inspires, and motivates others to achieve goals. • Graduates of the Bachelor program will be able to determine various leadership styles and rationale for differences.
<p>Communication</p>	<ul style="list-style-type: none"> • Graduates of the Bachelor program will be able to recognize the power, ethical ramifications, and

Domains	Competencies
<p>Graduates of Grand Canyon University's Bachelor program will be able to develop and apply intrapersonal and professional communication behaviors essential to servant leadership and rooted in Christian ethical belief.</p>	<p>consequences of communication style as it relates to personal and professional success in a diverse society.</p> <ul style="list-style-type: none"> • Graduates of the Bachelor program will be able to design and disseminate compelling messages that create understanding and desired results using a variety of traditional and innovative modalities.
<p>Global Citizenship Graduates of Grand Canyon University's Bachelor 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.</p>	<ul style="list-style-type: none"> • Graduates of the Bachelor program will be able to develop long-term relationships across cultures through effective communication. • Graduates of the Bachelor 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 program will be able to apply the necessary skills to work effectively with individuals from diverse cultural backgrounds.
<p>Critical Thinking Graduates of Grand Canyon University's Bachelor 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.</p>	<ul style="list-style-type: none"> • Graduates of the Bachelor 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 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 program will be able to make informed decisions based on historical, current, reliable, and valid information.
<p>Christian Heritage Graduates of the Bachelor 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.</p>	<ul style="list-style-type: none"> • Graduates of the Bachelor program will be able to articulate an awareness of a Christian heritage and its effects on Western society. • Graduates of the Bachelor 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 program will be able to demonstrate the ability to make values-based decisions from the perspective of a Christian heritage.
<p>Technology Graduates of Grand Canyon University's Bachelors program will be able to demonstrate efficient and effective use of technological tools. Graduates of the Bachelors program will be able to:</p>	<ul style="list-style-type: none"> • Retrieve, organize, assess, process, and safely secure information. • Demonstrate proficiency and adaptability in commonly accepted applications and devices. • 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 Competencies

Domains	Competencies
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Domains	Competencies
<p>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:</p>	<ul style="list-style-type: none"> • Utilize responsible leadership through the application of leadership models. • Integrate leadership skills that inform, inspire, and motivate others to achieve their goals. • Select effective leadership styles appropriate to the situation. • Improve their leadership by applying initiative, political sensitivity, self-discipline, and perseverance.
<p>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:</p>	<ul style="list-style-type: none"> • Operate in a pluralistic society developing authentic relationships and contributing to their discipline, while serving and promoting community. • 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. • Design and execute clear communication which creates understanding and achieves desired results through a variety of communication modalities.
<p>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:</p>	<ul style="list-style-type: none"> • Guide and manage global organizations, applying business knowledge within cross-cultural contexts. • Support a global mindset that is sensitive to cultural differences and tolerant of differing perspectives, practices, and values. • Value cultural diversity in order to build more innovative and competitive organizations. • Construct responsible plans and decisions that balance the creation of economic wealth with the promotion of human welfare worldwide.
<p>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:</p>	<ul style="list-style-type: none"> • Evaluate and synthesize personal skill sets of critical thinking, risk assessment, decision-making, analytical skills, and creativity to promote effective judgment and actions. • Utilize social judgment skills and research through gathering, sorting, analyzing, applying, and evaluating information to solve problems. • Evaluate information based on historical, current, reliable, and valid information and to utilize applications of research to impact decision-making.
<p>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:</p>	<ul style="list-style-type: none"> • Demonstrate cultural competence by synthesizing a variety of views and perspectives on values and ethics. • Integrate course work, professional life, life experience, and educational experience into a coherent values-based worldview. • Investigate the historical foundations of critical thought through the context of values and ethics to find meaning, construct knowledge, and deconstruct faulty thinking. • Demonstrate the ability to communicate and model a holistic ethical system.

Domains	Competencies
<p>Technology</p> <p>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:</p>	<ul style="list-style-type: none"> • 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. • Develop proficiency in practices that assure the confidentiality, quality, and continuing existence of information. • Demonstrate efficiency in strategies which will ensure efficient and effective analysis and use of information.

Mission-based Doctoral Competencies

Domains	Competencies
<p>Leadership</p> <p>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:</p>	<ul style="list-style-type: none"> • 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 • 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 • 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
<p>Communication</p> <p>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:</p>	<ul style="list-style-type: none"> • Combine effective oral and written communication to disseminate clear and compelling research to the academic community through multiple modalities in a way that promotes excellence in their discipline • Design and execute succinct synthesis of ideas and data while guiding followers through skilled use of verbal imagery, active listening skill, and audience assessment
<p>Global Citizenship</p> <p>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:</p>	<ul style="list-style-type: none"> • 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 • 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
<p>Critical Thinking</p> <p>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:</p>	<ul style="list-style-type: none"> • 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 • Create new knowledge through critical thinking by combining and integrating different opinions to further

Domains	Competencies
	understanding in their field
<p>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:</p>	<ul style="list-style-type: none"> • 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. • Formulate leadership strategies through the context of the highest ethical standards to inform behavior. • Effect change and align belief systems in their respective organizations relative to the highest values and ethical standards. • Investigate the historical foundations of critical thought through the context of values and ethics to find meaning, construct knowledge, and deconstruct faulty thinking.
<p>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:</p>	<ul style="list-style-type: none"> • Direct the formulation of policies and implementation strategies for efficient and effective retrieval and organization of information. • 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. • Develop and implement at the organizational level practices that assure the confidentiality, quality, and continuing existence of information. • 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.

University, College, and Programmatic Accreditation

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

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

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

The Higher Learning Commission and its predecessor have accredited Grand Canyon University continually since 1968, obtaining its most recent ten-year reaccreditation in 2007. The Arizona State Board for Private Postsecondary Education licenses GCU in Arizona.

Higher Learning Commission

The Higher Learning Commission (member of North Central Association of Colleges and Schools) accredits Grand Canyon University.

The Higher Learning Commission
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
Phone: 312-263-0456
Toll-free: 800-621-7440
<http://www.ncahlc.org/>

Arizona State Private Post-Secondary Education

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

Arizona State Board for Private Postsecondary Education
1400 West Washington, Room 260
Phoenix, AZ 85007
Phone: 602-542-5709
<http://azppse.state.az.us>

Veteran's Administration

Grand Canyon University is approved for the education and training of Veterans under the provisions of Title 10 and 38, United States Code. We accept Chapter 30, 31, 32, 33, 35, 1606, 1607 recipients. Veterans are approved for benefits for numerous programs. For more information regarding using your VA benefits at GCU, please email VaBenefits@gcu.edu or visit us at <http://www.gcu.edu> – Student Services>Military Information>Veteran Affairs Benefits.

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

College of Arts and Sciences

The Commission on Accreditation of Athletic Training Education (CAATE) accredits the Athletic Training Education Program, 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664.

Ken Blanchard College of Business

The Accreditation Council for Business Schools and Programs, 7007 College Boulevard, Suite 420, Overland Park, KS 66211, 913-339-9356, accredits the following programs of the Ken Blanchard College

of Business: Bachelor of Science in Accounting, Bachelor of Science in Marketing, Bachelor of Science in Business Administration, Bachelor of Science in Entrepreneurial Studies, Bachelor of Science in Finance and Economics, Master of Business Administration, and Executive Master of Business Administration.

College of Education

Grand Canyon University College of Education is approved by the Arizona State Board of Education and the Arizona Department of Education to offer institutional recommendations (credentials) for the certification of elementary, secondary, special education teachers, as well as principals. In addition, the College of Education is proud to be an NCATE candidate.

College of Nursing

The Commission on Collegiate Nursing Education, One DuPont Circle NW, Suite 530, Washington, DC 20036, 202-887-6791, and the Arizona State Board of Nursing accredit the University for the Bachelor of Science in Nursing and Master of Science in Nursing degree.

Intercollegiate Athletics

Intercollegiate athletics function under the guidelines of the National Collegiate Athletic Association (NCAA) Division II, 1802 Alonzo Watford Sr. Drive, Indianapolis, IN 46202 regarding eligibility to participate in intercollegiate sports.

State Authorizations

The following include the University's state authorizations.

Alabama

Grand Canyon University has been granted authorization by the State of Alabama under Ala. Code 16-5-10 (14) (1975) to offer the academic degree programs described herein. Since credentials earned through the College of Education do not automatically qualify for teacher certification, endorsement, and/or salary benefits within the State of Alabama, prospective students are advised to contact the Alabama State Superintendent of Education.

Arkansas

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

Georgia

Grand Canyon University is authorized under the Nonpublic Postsecondary Educational Institutions Act of 1990. Georgia students should not enroll in a Master of Education program which cannot be completed by December 15, 2014, or a Doctor of Education program which cannot be completed by December 15, 2016.

Idaho

Grand Canyon University is registered with the State Board of Education in accordance with Section 33-2403, Idaho Code.

Indiana

This institution is regulated by The Indiana Commission on Proprietary Education, 302 West Washington

Street, Room E 201, Indianapolis, IN 46204-2767. Toll Free Indiana Number: 1-800-227-5695 or 317-232-1320.

Iowa

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

Kansas

Grand Canyon University has been approved to operate by the Kansas Board of Regents.

Kentucky

Please be advised that our educator preparation programs are NOT accredited in Kentucky by the Education Professional Standards Board and are NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's Website at <http://www.epsb.ky.gov/certification/outofstate.asp>.

Please check the Kentucky Council on Postsecondary Education's Website at <http://dataportal.cpe.ky.gov/acadprog.aspx> to view a listing of approved programs. For more information, please contact the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601.

Louisiana

Grand Canyon University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

Minnesota

Grand Canyon University is registered as a private institution with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, Sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Missouri

Grand Canyon University has been approved to operate by the Missouri Coordinating Board for Higher Education.

Ohio

Grand Canyon University is approved by the Ohio Board of Career Colleges and Schools and any Ohio residents who have a complaint can file a complaint with the Ohio Board of Career Colleges and Schools, 35 East Gay Street, Suite 403, Columbus, OH, 43215; 614-466-2752 or toll free 877-275-4219.

Pennsylvania

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

South Carolina

Grand Canyon University is licensed to recruit SC residents by the South Carolina Commission on Higher Education, 1122 Lady Street, Suite 300, Columbia, SC 29201; 803-737-2260; www.che.sc.gov. Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality.

Grand Canyon University makes no guarantee that other institutions will accept credits earned at Grand Canyon University. The transfer of course/degree credit is determined by the receiving institution.

Applicant students must consult with their academic advisors concerning eligibility for employment in discipline-related fields.

Tennessee

Grand Canyon University is authorized for operation as a postsecondary education institution by the Tennessee Higher Education Commission. In order to view detailed job placement and graduation information on the programs offered by Grand Canyon University, visit www.state.tn.us/thec and click on the Authorized Institutions Data button.

This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

If a complaint is not settled at the institutional level, the student may contact the Tennessee Higher Education Commission (404 James Robertson Parkway, Suite 1900, Nashville, TN 37243-0830; 615-741-5293).

Transferability of Credits for Tennessee Students

Credits earned at Grand Canyon University may not transfer to another educational institution. Credits earned at another educational institution may not be accepted by Grand Canyon University. You should obtain confirmation that Grand Canyon University will accept any credits you have earned at another educational institution before you execute an enrollment contract or agreement. You should also contact any educational institutions to which you may want to transfer credits earned at Grand Canyon University to determine if such institutions will accept credits earned at Grand Canyon University prior to executing an enrollment contract or agreement. The ability to transfer credits from Grand Canyon University to another educational institution may be very limited. Your credits may not transfer and you may have to repeat courses previously taken at Grand Canyon University if you enroll in another educational institution. You should never assume that credits will transfer to or from any educational institution. It is highly recommended and you are advised to make certain that you know the transfer of credit policy of Grand Canyon University and of any other educational institutions to which you may in the future want to transfer the credits earned at Grand Canyon University before you execute an enrollment contract or agreement.

Washington

Grand Canyon University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Grand Canyon University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council

of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

This authorization is subject to periodic review and authorizes Grand Canyon University to advertise and recruit for the following degree programs: Associate of Arts, Bachelor of Arts in Christian Studies; Bachelor of Arts in Communications; Bachelor of Arts in English Literature; Bachelor of Arts in History; Bachelor of Arts in Interdisciplinary Studies; Bachelor of Science in Accounting; Bachelor of Science in Applied Management; Bachelor of Science in Business Administration; Bachelor of Science in Business Management, Bachelor of Science in Counseling; Bachelor of Science in Elementary Education; Bachelor of Science in Entrepreneurial Studies; Bachelor of Science in Finance and Economics; Bachelor of Science in Health Care Administration; Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care; Bachelor of Science in Justice Studies; Bachelor of Science in Marketing; Bachelor of Science in Medical Imaging Sciences; Bachelor of Science in Nursing (RN to BSN); Bachelor of Science in Psychology; Bachelor of Science in Public Safety and Emergency Management; Bachelor of Science in Respiratory Care; Bachelor of Science in Secondary Education; Bachelor of Science in Sociology; Bachelor of Science in Sports Management; Bridge to Master of Science in Nursing; Ken Blanchard Executive Master of Business Administration; Master of Arts in Christian Studies; Master of Arts in Teaching; Master of Business Administration; Master of Business Administration and Master of Science in Leadership; Master of Business Administration and Master of Science in Nursing; Master of Education in Curriculum and Instruction: Reading; Master of Education in Curriculum and Instruction: Technology; Master of Education in Education Administration; Master of Education in Early Childhood Education (IP/TL); Master of Education in Early Childhood Education (IP/Non-TL); Master of Education in Elementary Education (IP/Non-TL); Master of Education in Secondary Education; Master of Education in Special Education; Master of Education in Special Education for Certified Special Educators; Master of Public Administration; Master of Public Health; Master of Science in Accounting; Master of Science in Addiction Counseling; Master of Science in Criminal Justice; Master of Science in Health Care Administration; Master of Science in Health Care Informatics; Master of Science in Leadership; Master of Science in Nursing: Nursing Education; Master of Science in Nursing: Nursing Leadership in Health Care Systems; Master of Science in Nursing: Health Care Informatics; Master of Science in Professional Counseling; Master of Science in Psychology; and Doctor of Education in Organizational Leadership.

The following programs lead to initial teacher certification or licensure in Arizona, and program applicants are encouraged to check with their state or local credentialing agency regarding applicability in their state: Bachelor of Science in Elementary Education (IP/TL); Bachelor of Science in Elementary Education and Special Education (IP/TL); Bachelor of Science in Secondary Education (IP/TL); Master of Education in Early Childhood Education (IP/TL); Master of Education in Educational Administration (AP/PL); Master of Education in Elementary Education (IP/TL); Master of Education in Secondary Education (IP/TL); Master of Education in Special Education (Cross-Categorical) (IP/TL).

The following programs do not lead to initial building-level administrator certification or licensure, but may lead to professional development credit, and program applicants are encouraged to check with their state or local credentialing agency regarding applicability in their state: Master of Arts in Teaching (AP/CPE); Master of Education in Curriculum and Instruction: Reading (AP/CPE); Master of Education in Curriculum and Instruction: Technology (AP/CPE); Master of Education in Early Childhood Education (IP/Non-TL); Master of Education in Educational Leadership (AP/CPE); Master of Education in Elementary Education (IP/Non-TL); Master of Education in Secondary Education (IP/Non-TL); Master of Education in Special Education (Cross-Categorical) (IP/Non-TL); Master of Education in Special Education for Certified Special Educators (AP/CPE); Master of Education in Teaching English to

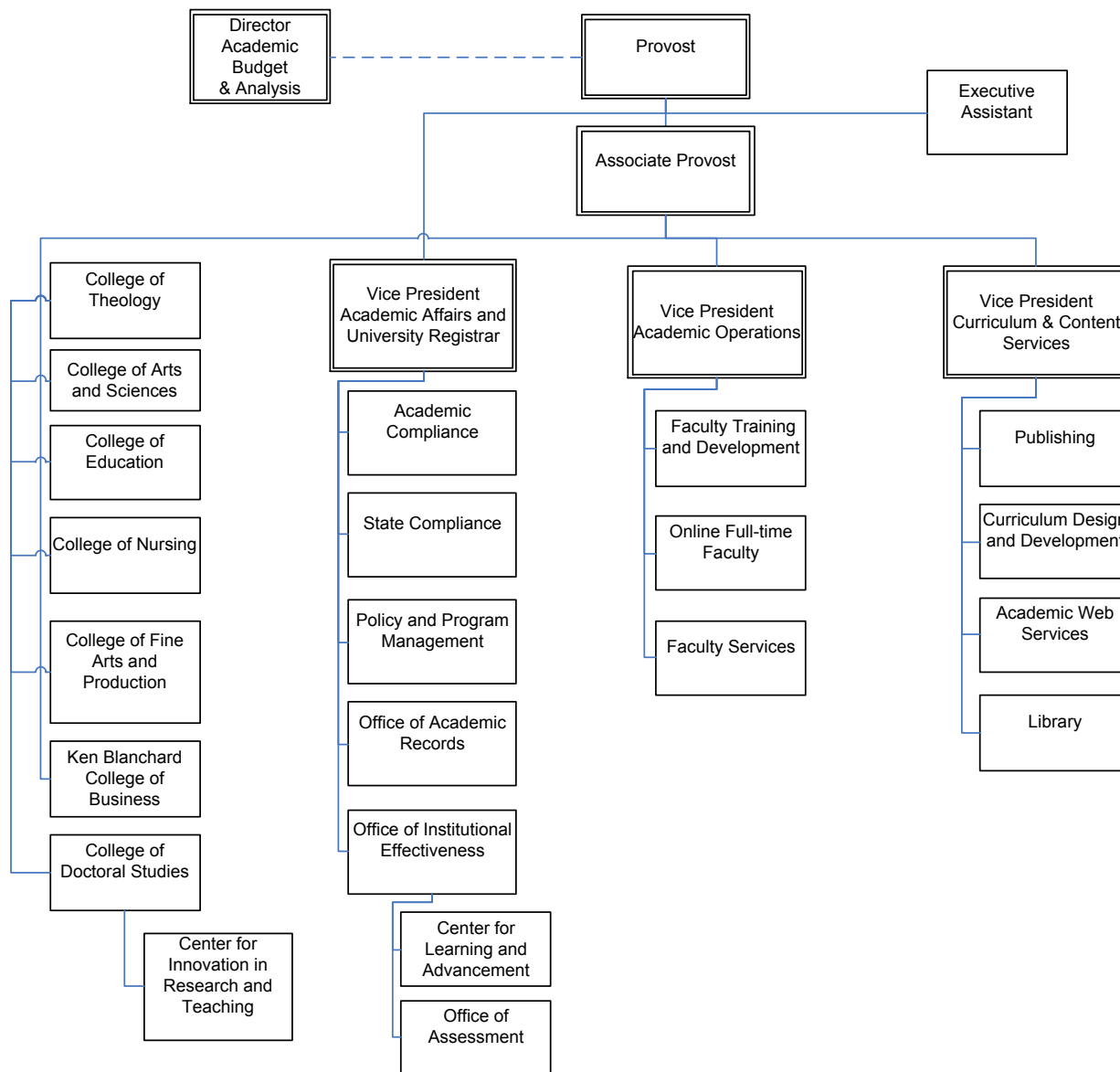
Speakers of Other Languages (AP/CPE).

Academic Affairs Organizational Structure

The Academic Affairs division of the University is composed of both colleges and departments that work together to offer students quality programs in various disciplines. When you teach for Grand Canyon University, the courses you teach reside within one of the following colleges.

Grand Canyon University offers Programs of Study through seven colleges: the Ken Blanchard College of Business, the College of Education, the College of Arts and Sciences, the College of Nursing and Health Sciences, the College of Fine Arts and Production, the College of Theology, and the College of Doctoral Studies. Most colleges offer courses and programs in both face-to-face and online modalities.

In addition to the colleges, many service departments support both faculty and students within the Academic Affairs division. To provide faculty with an understanding academic affairs, an organizational chart is included on the following page.



Following are descriptions of each college and the programs they offer to students. Faculty may teach in more than one college depending on their qualifications.

Ken Blanchard College of Business

The Ken Blanchard College of Business (KBCOB) offers undergraduate and graduate programs within the three schools that encompass the College, including the School of Business, the School of Professional Studies and the Jerry Colangelo School of Sports Business. The College offers undergraduate Programs of Study in business administration, accounting, business intelligence, management, entrepreneurial studies and marketing. The College offers graduate Programs of Study in business administration, public administration and leadership. A complete list of degree programs can be located on MyGCU by navigating using the following path GCU Home/General/Degree Programs.

College of Education

The College of Education (COE) offers undergraduate degree programs to prepare teachers for

employment in the early childhood, elementary, secondary and special education environments. In addition, there are a number of graduate programs focused on specialized areas including special education, curriculum and instruction: reading, curriculum and instruction: technology, education administration, early childhood education, elementary education, secondary education and teaching English to speakers of other languages. A complete list of degree programs can be located on MyGCU by navigating using the following path [GCU Home/General/Degree Programs](#).

College of Arts and Sciences

The College of Arts and Sciences (CAS) offers a broad range of undergraduate degree programs, graduate degree programs, and courses that serve as the source for the general education requirements for all University degrees. A complete list of degree programs can be located on [MyGCU](#) by navigating using the following path [GCU Home/General/Degree Programs](#).

College of Nursing

The College of Nursing (CON) offers BSN, RN to BSN, and MSN programs. A complete list of degree programs can be located on [MyGCU](#) by navigating using the following path [GCU Home/General/Degree Programs](#).

College of Fine Arts and Production

The College of Fine Arts and Production is dedicated to providing its students with the finest training possible in their chosen fields. All disciplines and majors within the College require a thorough and exhaustive study of subject-specific theory and related performance to translate theory into active and exciting participation and presentation. All of the College's faculty are dedicated professionals who are active within their fields and therefore can offer students the unique opportunity of their current professional expertise as well as classroom knowledge. A complete list of degree programs can be located on MyGCU by navigating using the following path [GCU Home/General/Degree Programs](#).

College of Theology

The College of Theology (COT) offers undergraduate degree programs with emphasis in Youth Ministry and Biblical Studies to prepare individuals who are going into ministry careers, seek ordination or who desire to deepen their own spiritual maturity. In addition, there are a number of graduate programs focused on specialized areas including Youth Ministry, Urban Ministry, Pastoral Ministry and Christian Leadership. A complete list of degree programs can be located on [MyGCU](#) by navigating using the following path [GCU Home/General/Degree Programs](#).

College of Doctoral Studies

The College of Doctoral Studies offers an Ed.D in Organizational Leadership, Ph.D. in General Psychology and Doctorate in Business Administration (DBA). The mission of GCU's College of Doctoral Studies is to create a unique doctoral experience that connects faculty and learners in a vibrant learning community and creates an accelerated learning opportunity for scholar-practitioners to complete a purposeful doctoral journey. A complete list of degree programs can be located on MyGCU by navigating using the following path [GCU Home/General/Degree Programs](#).

Academic Governance

The structure and processes relating to academic governance at Grand Canyon University are designed to empower full-time faculty as they inform the development of a sound academic environment. Academic governance, which is separate from the administrative structure, is based on the development of effective

and efficient communication processes of academicians at the inter- and intra-college levels. The following committee memberships include academic administrators and full-time faculty, unless otherwise noted.

Faculty Professional Development Advisory Board

The Faculty Professional Development Advisory Board meets bi-monthly throughout the academic school year and is comprised of the Director of Professional Development, the Campus Faculty Development Specialist and one fulltime faculty member from the College of Education, the College of Nursing, the Ken Blanchard College of Business, the College of Theology, the College of Fine Arts and Production, and two fulltime faculty from the College of Arts and Sciences. The purpose of the Professional Development Advisory Board is to support the individual college and university goals for faculty development and professional learning. As faculty fellows they model best practices in teaching and learning in their classrooms, provide guidance and support in the development and planning of campus faculty development initiatives, workshops, and trainings. The vision of the Faculty Professional Development Advisory Board is to create and cultivate a culture of collaboration through collegial conversations and reflective practice.

Academic Affairs Committee

Academic Affairs Committee (AAC) is charged with ensuring the academic standards of the University support the GCU mission, is academically rigorous, meets the standards set forth by accrediting bodies, and serves the needs of the students. In order to fulfill this charge, the AAC assists in the formulation of academic policies and procedures to uphold the academic standards of the University. These academic policy issues include, but are not limited to, general education requirements, admission and progression policies, and learning outcomes and assessment.

AAC is also responsible for all GCU committees dealing with other aspects of GCU's academic life. These committees include the Rank and Term Tenure Committee, the college specific Program Standards and Evaluation Committees, the Institutional Review Board, the Assessment Committee, and the Doctoral Strategy Committee. The AAC's responsibility for these committees includes making policy recommendations about the structure and function of the committees and reviewing the work of the committees via annual reports or meeting updates. Recommendations of the committees are approved by the AAC.

The Associate Provost chairs AAC. The membership of the AAC consists of academic VPs, academic executive directors, academic directors, deans, associate or assistant deans (all hold faculty rank), college elected faculty, online faculty, or by invitation.

Rank and Term Tenure Committee

The purpose of the Rank and Term Tenure Committee is to make recommendations to the Provost concerning a full-time faculty member's academic ranking and term tenure. As such, it is the responsibility of the committee to review and evaluate the full-time faculty applicant's portfolio.

Each college has one faculty member who sits on the Rank and Term Tenure Committee. Each member of the committee, selected by vote of the faculty in his or her college, must have the rank of associate professor or higher.

Program Standards and Evaluation Committees

Each college has a Program Standards and Evaluation Committee, comprised of full-time faculty

members, charged with evaluating the college curriculum, in conjunction with the Curriculum Design and Development department, using several criteria.

The curriculum, at both the program or course level, is evaluated using the following criteria.

- Academic soundness and rigorousness
- Support of the GCU mission
- Criteria set forth by accrediting, licensing, and regulatory bodies
- Needs of the students
- Labor market factors which face the students
- Cost effectiveness

In order to meet these goals, the Program Standards and Evaluation Committee of each college must perform evaluations of the cost effectiveness of their Programs of Study and individual courses within these programs at least every three years. The results of these evaluations may lead to programs and/or courses being developed, revised, or eliminated. A related responsibility for the committees is to develop policy proposals for Programs of Study. These policy proposals may include, but are not limited to, degree name, credits per course, course sequencing, course equivalencies, admission requirements, course waivers, and tools to assess program effectiveness.

The chairperson of this committee is a full-time faculty member who resides within the colleges and is designated by the Dean. Members include, if applicable, the associate dean, the program chairs, and/or faculty designated by the Chair. The recommendations of this committee are brought to the AAC for review and possible approval before being forwarded to the Provost for final approval.

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 IRB at GCU bases its goals on the Belmont Report: 1) to protect human subjects, 2) to develop and maintain an ethical research environment at GCU, 3) to assure that researchers are qualified to conduct research, and 4) to assure that the research has the potential to add value to the academic community and society. As such, it is GCU policy that all researchers successfully complete research ethics training prior to applying for IRB approval. The CITI (Collaborative Institutional Training Initiative) training program involves web-based instruction in the ethics of research with human subjects. CITI Training www.citiprogram.org is free to GCU faculty and doctoral learners. Researchers must submit completion reports for the Basic Research Course for Social and Behavioral Sciences or Biomedical Research and the Responsible Conduct of Research Course (RCR) as part of the IRB application.

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/. The IRB of GCU is composed of one appointed full-time faculty member from each college, an appointed member who is not otherwise affiliated with GCU, and the Dean of the College of Doctoral Studies who serves as the Chair and is responsible for impartial management of the IRB. An appointed non-voting member represents the legal department of the University and provides legal review

as needed. The Provost of the University serves as a non-voting member who enforces institutional responsibility for the IRB. Board members serve for repeatable two-year appointed terms. IRB meetings committee meeting are scheduled on an as needed basis on for the 2nd Wednesday of each month for protocols requiring full review. Electronic meetings are conducted bi-weekly as needed for expedited protocol reviews and exempt determination.

It is the responsibility of the GCU researcher to ensure that all research activities are approved by the IRB, meets the ethical guidelines established by the Belmont Report and are in compliance with the Federal Policy established by the Department of Health and Human Services (DHHS) and the Office of Human Research Protections (OHRP). The GCU IRB handbook, containing policies and procedures governing academic scholarship and research activities conducted at GCU, is available in multiple locations including the Center for Innovation and Research in Teaching (<http://cirt.gcu.edu/research/irb>), 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>).

The following general policies apply:

1. All research projects directed by GCU faculty, staff, or learners must receive IRB approval prior to collecting data.
2. 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.
3. Individuals from external institutions who wish to conduct research using GCU data, learners or personnel as participants must submit an application for site authorization to the Office of Academic Research, provide proof of IRB approval from their home institution, and receive approval from the GCU IRB and the Provost.
4. 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:
 - a) There is minimal risk, and
 - b) The planned classroom exercise does not involve members of vulnerable populations,
 - c) Information obtained is recorded in such a manner that human subjects cannot be identified, directly or through identifiers linked to subjects, and
 - d) The information will not be made public in the form of presentation or publication outside of the classroom or education setting

The GCU IRB is registered with the OHRP #IRB00004878 and has Federal wide Assurance for the Protection of Human Subjects #FWA00008664. Contact the GCU IRB at IRB@gcu.edu

University Assessment Committee

The University Assessment Committee (UAC) identifies assessment goals for the University, provides discussion and assistance in the development of assessment tools, and assists with creating a culture of assessment at GCU. The membership of this committee is representative of the diversity of GCU's colleges and departments. The individual committee members work collaboratively to identify and

develop assessment tools, and serve as liaisons in communicating assessment strategies and building a culture of assessment in their respective colleges or departments. It is the purpose and responsibility of the University Assessment Committee to ensure Grand Canyon University focuses on learner-centered assessment as a best practice. Therefore, the UAC is charged with assessing the accomplishment of the University's goals as set forth in the Mission Statements as well as program and General Education Core Skills goals. The UAC is also responsible for monitoring and evaluating the assessment efforts of individual colleges. Recommendations of the committee are approved by the AAC before they are forwarded to the Provost/Associate Provost for final approval.

The assessment process requires establishing the outcomes to be measured, selecting and/or creating measurement instruments, determining measurement criteria, and using the data to generate changes for improvement. The UAC uses this process to review mission-critical competencies on an annually rotating basis. While many of these factors can be assessed and analyzed at the institutional level, some must be assessed at the course and program levels. The Office of Assessment and the UAC assist colleges in assessment plans and activities.

The Director of Academic Assessment chairs the UAC. Membership includes two to three faculty from each of the seven colleges (CDS, COE, COFAP, CON, CAS, COT, and KBCOB) and representative administrative personnel.

Doctoral Strategy Committee

The Doctoral Strategy Committee serves as an advisory group to connect the College of Doctoral Studies to key stakeholders within the University and to promote excellence in the doctoral degree programs. The committee is comprised of appointed representatives from College of Doctoral Studies, Office of the Provost, each University College, Curriculum Design and Development, University Library, and Faculty Services. The committee is a collaborative group that supports ongoing dialog to improve the quality and delivery of doctoral programs.

The purpose of the Doctoral Strategy Committee includes the following:

- Maintain strategic communication with the University representatives and key stakeholders regarding the academic and operational status of doctoral degree programs
- Provide recommendations to improve learning outcomes based on assessment data and curriculum review processes
- Provide input to policy, procedural, and operational recommendations regarding doctoral programs to the Academic Affairs Council, to which this committee reports.
- Participate in program accreditation processes for new and existing programs to ensure alignment and compliance with accreditation standards.
- Provide recommendations and solutions to academic and operational issues that impact the key institutional stakeholders at the college and university levels.

Doctoral Strategy Committee meetings are held bimonthly and coordinated through the College of Doctoral Studies. Formal meeting minutes are recorded for each meeting and disseminated to committee members and guests. Guests, adjunct faculty and key stakeholders are regularly invited to present and participate in Doctoral Strategy Committee meetings on relevant topics and issues on doctoral programing.

Campus Faculty Standards and Expectations

This section discusses the expectations of faculty to uphold University standards and federal guidelines. All standards must be followed in order for the University to be in compliance. For further employment questions, please be sure to see the Employee Handbook available on each staff's MRC website.

Excellence in Teaching

The University holds excellent instruction and active student engagement as the standard for meaningful learning and quality education. This manifests itself in many ways, and primarily on the faculty teaching and student engagement process. To achieve this standard of relationship properly, faculty must purposefully plan instruction and learning activities that engage students and maximize student learning.

Qualities and Characteristics of an Excellent Teacher:

- Content expert
- Communicates a passion and enthusiasm for teaching and learning with students
- Plans and designs instruction that is aligned to course and student learning outcomes
- Skillfully designs and incorporates a variety of tools and procedures that assess student learning
- Engages students in class discussions that promote critical thinking
- Maximizes the instructional time with well-designed learning activities and innovative pedagogy
- Presents new material in 10-15 minute chunks of time with 2-3 minute pauses in between to allow for students to process new content
- Incorporates illustrative materials or teaching aids such as power points, videos, slides, charts, diagrams, games, etc. that can enhance student understanding of new concepts
- Creates a classroom climate that is well-managed and conducive to learning

Web-Enhanced Classroom

To further facilitate face-to-face classes and take advantage of technology that can connect students and faculty throughout the week, Grand Canyon University instructors use web-enhanced classrooms. The University determined there were specific criteria that defined web-enhanced for all faculty teaching face-to-face courses.

These include:

- Posting faculty contact information and office hours
- Taking attendance the first three weeks of a 16-week ground traditional class
- Taking attendance every week for all ground professional studies classes and have students post in the discussion forum weekly
- Utilize the assignments feature including requiring students to submit assignments and faculty returning graded assignments through the online classroom
- Posting classroom announcements as needed
- Posting faculty biography and encouraging students to post theirs within the first week of class
- Monitoring the Questions forum and responding to questions within 24-48 hours
- Maintaining the grade book and regularly updating student grades in the grade book.

Feedback

Faculty should attempt to provide feedback on all deliverables submitted by the students as quickly as

possible, including student participation and discussion questions. The maximum amount of time to provide feedback on papers and other assignments is seven days from the day the paper or assignment was submitted by the student.

All assignment feedback must include specific, substantive, and comprehensive commentary inserted on the actual assignment, along with a completed rubric if one is provided with the materials. The entire assignment containing all of the feedback and quantitative score must be returned to the students using the grading features, regardless of the modality in which the course is being taken. This will ensure that the gradebook is an accurate and current reflection of all assignment feedback provided.

Participation feedback must also be provided on a weekly basis. Faculty must apprise students of the quantitative score earned, as well as give individualized, substantive, and comprehensive feedback commentary. Comments and scores for each week must be provided via the Grading feature and be fully reflected in the gradebook.

Faculty must provide all student feedback via the gradebook features.

Response Time

Students want to build a relationship with their faculty member, and they need faculty to be present and responsive to their needs, such as questions. Being responsive to student inquiries in the Questions folder forum, the Individual forum, and the GCU email inbox; and checking each of these communications areas and responding to questions daily when you log into the learning management system is good practice. Otherwise, students miss the large benefit of your clarification and experience. Clarification of an assignment on the day an assignment is due is of little value to a student and does not foster the type of learning environment Grand Canyon University wants to create.

Supporting the vision of being the most student-centered organization university, faculty must respond to student questions within 24-48 hours. Faculty should encourage students to post general questions in the Questions for To Instructor forum that may assist and provide guidance to other students in the course. Only personal and confidential items should use email the Individual forum as the discussion avenue.

Grading

Grading is one of the most time consuming tasks of all faculty responsibilities. Grading is also the one that affects students' course experience and academic progress the most. The following section outlines standards for faculty grading.

Calculating Grades

The online classrooms grade books are connected to the Assignments section of the classroom. Each individual student's grades populated on the Assignments section will show in the grade book for the student to review. All faculty regardless of the modality they teach, are expected to use the online platform for student submission of assignments, returning students papers graded and with feedback, and recording of grades.

In most cases, any student who has been granted an ADA accommodation should receive an "I" grade along with an expiration date not to exceed 2 weeks after the last day of the course.

The University does not support rounding of individual grades or final grades. GCU believes this practice encourages grade inflation, and sometimes even puts accreditations at risk. Therefore, GCU respectfully requests that faculty do not round grades and states so in their classroom policies.

Submission of Grades

Turning in grades timely is imperative to a student's progression. Faculty has up to seven days to complete the grading of final assignments submitted by their students. Faculty may not accept for grading any assignment posted after the last day of class, unless they have agreed to grant a student an accommodation of Incomplete during the final week of class in accordance with GCU policy and procedures.

Faculty submit final grades to GCU via the Faculty Portal which can be accessed via the <http://my.gcu.edu> Faculty must complete all grade calculations before logging into the faculty portal, to avoid being timed out of the Faculty Portal. If Faculty Portal times out before faculty enter Submit, the data just entered will be lost.

Additional information regarding posting final grades is available in the Faculty Resource Center.

Grade Changes

Final grades earned by students fall under the faculty purview. Students may appeal their grade(s) by following the GCU grievance procedure outlined in the GCU Policy Handbook on www.gcu.edu. Per the University Policy Handbook, students may only appeal based on two conditions (1) miscalculation and (2) perceived discriminatory factors. The University's intends to uphold the faculty's decision on grades, unless evidence reveals either one of these two factors. In this case, the University notifies and communicates with the faculty member to resolve the issue.

Faculty Employment Status

The University invests heavily in the hiring, development, and evaluation of faculty. This section discusses details of the different types of employment. Faculty are composed of all employees who teach classes for the University through a teaching agreement. Faculty are responsible for designing and/or teaching the plans of study offered by the University and consists of instructors, assistant professors, associate professors, professors, and adjuncts.

For further employment questions, please be sure to see the Employee Handbook available on each staff's MRC website.

Full-time: Consists of Faculty employees who receive an annual full-time teaching contract for a twelve-month or nine-month period and receive a base salary during the contracted months. Full-time Faculty are eligible for statutory benefits and University benefits, unless otherwise stipulated.

Adjunct: Consists of part-time Faculty employees who are contracted to teach for the University on a class-by-class, as needed basis for a specified rate. Adjunct Faculty are eligible for statutory benefits and only those University benefits governed by ERISA, for which they qualify.

Administrative: Consists of Faculty employees who are regular full-time employees, receive a base salary, and have academic administrative job duties in lieu of or in addition to teaching for the University. Administrative Faculty are eligible for statutory benefits and University benefits, unless otherwise stipulated.

Full-time Traditional Faculty Responsibilities

Faculty who have been hired to teach full-time at the University's main campus serve on one of three types of contracts: (1) a term contract of one-year duration, (2) a term contract of three-years duration, or (3) a term contract of five-years duration. The type of contract for each faculty member is noted on the contract and will be a factor in the compensation plan determined by the University administration. The compensation plan is determined at the discretion of the President, or designee, and may be changed.

A faculty member with a contract of any type is obligated to fulfill teaching assignments and other duties as outlined in the Faculty Handbook, in University policies, and as determined by the Administration.

Term Contracts (9 month or 12 month)

Term contracts are issued for a specific period, usually one year (either 9 or 12 month contracts whose responsibilities are listed below), and carry no obligation or promise of further employment. The University may offer term contracts at any time. A person offered a term contract has two weeks to accept or reject the contract.

Full-time 9-month faculty responsibilities:

- Fall semester- 16 credit hour teaching load that equates to a minimum of 100 students, and 15 student office hours per week. Teaching load can be composed of bachelor, master, or doctoral level courses.
- Spring semester- 16 credit hour teaching load that equates to a minimum of 100 students, and 15 student office hours per week. Teaching load can be composed of bachelor, master, or doctoral level courses.
- Summer- no teaching load, no office hours

- 9-month faculty follow student academic calendar
- Participate in the University sponsored Professional Development program, as specified for the academic year.

Full-time 12-month faculty responsibilities:

- Fall semester- 16 credit hour teaching load that equates to a minimum of 100 students, and 15 student office hours per week. Teaching load can be composed of bachelor, master, or doctoral level courses.
- Spring semester- 16 credit hour teaching load that equates to a minimum of 100 students, and 15 student office hours per week. Teaching load can be composed of bachelor, master, or doctoral level courses.
- Summer- 16 credit hour teaching load that equates to a minimum of 100 students and 15 student office hours per week or per arrangement with dean. Teaching load can be composed of bachelor, master, or doctoral level courses.
- 12 month faculty follow GCU policy on PTO/Vacation time with submission through MRC system (Time off depends on length of employment. See Human Resources for more information.)
- Participate in the University sponsored Professional Development program, as specified for the academic year.

Full-time Online Faculty Responsibilities

Full-time online faculty are full-time employees that teach full-time, year-round and have the following responsibilities:

- Physically located with graduation teams in order to more comprehensively serve student needs
- Teach between 80-100 students concurrently
- Work hours M-F, 12pm – 8pm with 5 additional hours to be used outside of normal work hours to answer urgent questions, take phone calls and attend meetings
- Maximum of 24 hour response time to questions

Academic Ranks and Titles for Full-time Traditional Faculty

The ranked faculty member is a full-time ground or online faculty member of Grand Canyon University who has been appointed to a position in a degree-granting department or program. Grand Canyon University recognizes four academic ranks: Instructor, Assistant Professor, Associate Professor, and Professor. The following outlines the expectations for ranked faculty members:

- Have full-time teaching duties or have teaching and other institutionally related duties deemed equivalent to a full-time teaching load by the Provost
- Fulfill the duties and responsibilities of faculty members as specified in University policy
- Meet or exceed the criteria for academic rank detailed below.

The Provost, in consultation with the appropriate dean, shall make determination of rank at the time of appointment. The dean shall advise the Provost whether the degrees and graduate hours are considered appropriate to the faculty member's teaching field and that these degrees or graduate hours were completed at graduate institutions of recognized standing.

Criteria for Rank of Instructor

The criteria for rank of instructor are as follows:

- At least a master's degree with eighteen hours of graduate study in a field relevant to teaching responsibilities

- A commitment to Christian ideals, philosophy, and direction of the University as stated through its mission and vision, integrating faith into his or her discipline
- Effective teaching skills as evidenced by student evaluations and recommendations of colleagues and college dean and/or department chair when applicable
- A respect for and ability to work with students
- A respect for and willingness to work with colleagues

Criteria for the Rank of Assistant Professor

The criteria for rank of assistant professor are as follows:

- At least a master's degree in a field relevant to teaching responsibilities with eighteen hours of graduate study in a field relevant to teaching responsibilities
- At least three (3) years of full-time college teaching or university teaching experience
- A commitment to Christian ideals, philosophy, and direction of the University as stated through its mission and vision, integrating faith into his or her discipline
- Effective teaching skills as evidenced by student evaluations and recommendations of colleagues and college dean and/or department chair when applicable
- A respect for and ability to work with students
- A respect for and willingness to work with colleagues at the department, college, and university levels (e.g., course development, recommending course resources, serving on committees when selected or elected, attending meetings, advisement on development or revision of majors and minors in field of study, etc.)
- Evidence of involvement in one's professional area (e.g., membership in professional organizations, presentations, research, and/or publications)
- Participation in and/or support of the university program in all areas including an evident congruence with the philosophy and direction of the institution, and service to the community
- Scholarship at GCU is an expectation of rank and defined in accordance to the Boyer Model (outlined in the Process for Promotion in Rank and Term Contract Status Section of the Faculty Handbook). In order to maintain and be promoted in rank, the faculty member needs to show evidence of progressive development of scholarship.

Criteria for the Rank of Associate Professor

The criteria for rank of associate professor are as follows:

- Possession of an earned doctorate or an appropriate terminal degree in a field relevant to teaching responsibilities, or an appropriate master's or professional degree and at least thirty-six hours of graduate study directed toward an appropriate doctorate or other advanced degree in the field of teaching specialization, or an appropriate master's or professional degree and accomplishments in the field of specialization recognized by other professionals in the field
- At least five (5) years of full-time college or university teaching experience
- A commitment to Christian ideals, philosophy, and direction of the University as stated through its mission and vision, integrating faith into his or her discipline
- Effective teaching skills as evidenced by student evaluations, recommendations of colleagues and college dean and/or department chair when applicable
- A respect for and ability to work with students
- A respect for and willingness to work with colleagues at the department, college, and university levels (e.g., course development, recommending course resources, serving on committees when selected or elected, attending meetings, advisement on development or revision of majors and minors in field of study, etc.)

- Evidence of involvement in one's professional area (e.g., membership in professional organizations, presentations, research, publications, etc.)
- Participation in and/or support of the university program in all areas including an evident congruence with the philosophy and direction of the institution, and service to the community
- Scholarship at GCU is an expectation of rank and defined in accordance to the Boyer Model (outlined in the Process for Promotion in Rank and Term Contract Status Section of the Faculty Handbook). In order to maintain and be promoted in rank, the faculty member needs to show evidence of progressive development of scholarship.

Criteria for the Rank of Professor

The criteria for the rank of professor are as follows:

- Possession of an earned doctorate or an appropriate terminal degree in a field relevant to teaching responsibilities, or an appropriate master's or professional degree and at least thirty-six hours of graduate study directed toward an appropriate doctorate or other advanced degree in the field of teaching specialization, or an appropriate master's or professional degree and accomplishments in the field of specialization recognized by other professionals in the field
- At least seven (7) years full-time college or university teaching experience
- A commitment to Christian ideals, philosophy, and direction of the University as stated through its mission and vision, integrating faith into his or her discipline
- Excellence in teaching as demonstrated by student evaluations, peer evaluations, department and/or dean evaluations
- A respect for and ability to work with students
- A respect for and willingness to work with colleagues at the department, college, and university levels (e.g., course development, recommending course resources, serving on committees when selected or elected, attending meetings, advisement on development or revision of majors and minors in field of study, etc.)
- Evidence of participation in and/or support of the University programs in all areas, including an evident congruence with the philosophy and direction of the University
- Evidence of involvement in one's professional area (e.g., membership in professional organizations, presentations, research, publications, etc.)
- Outstanding service to the University and community
- Scholarship at GCU is an expectation of rank and defined in accordance to the Boyer Model (outlined in the Process for Promotion in Rank and Term Contract Status Section of the Faculty Handbook). In order to maintain and be promoted in rank, the faculty member needs to show evidence of progressive development of scholarship.

Professor Emeritus

In recognition of meritorious service, GCU may confer the rank of Professor Emeritus on members of the faculty who, at the time of their retirement from the University, have held a ranked faculty position at the rank of Assistant, Associate, and/or Professor for at least ten years. The Provost determines whether the rank of Professor Emeritus will be conferred on the faculty member. The rank is available only to faculty in full retirement. No compensation accrues by virtue of this rank.

Rank for Academic Administrators

The academic administrators, the Provost and the academic deans, are entitled to rank by virtue of the position, their academic training, and their previous experience. Rank for these academic officers does not guarantee a teaching appointment in an academic department should the administrator cease to function in

an administrative role. Rank, contract status, and appointment to a teaching position are all in the discretion of the President, and/or Provost. Regardless of faculty contract status, the administrative appointment of any faculty member may be changed or terminated at any time in the absolute and discretion of the President, and/or Provost.

Term Contract Status (3 Year or 5 Year)

Term contract status denotes a contract status afforded to those full-time ranked ground faculty members who are offered one of two types of appointments: a term contract of three-year duration or a term contract of five-year duration. Term contract status is granted by the Provost, who is advised by the Rank and Term Committee.

To be eligible to pursue a term contract, a faculty member must have served at Grand Canyon University under a term contract for a minimum of four (4) full years. A faculty member choosing to submit for a term contract may do so in his/her fifth year of service to Grand Canyon University.

A faculty member who receives a term contract of three or five years, may be asked, during the three or five years, to engage in study in order to achieve additional skills or academic competencies needed by the University or to engage in faculty development intended to address specific areas of weakness.

A faculty member on a term contract of three or five years may not be reduced in rank or contract term except for prolonged mental or physical illness, redirection, reduction, or discontinuation of a department or program, financial exigency as determined by the Provost, or adequate cause for dismissal, all described in this Faculty Handbook. Term contracts confer no expectation of reappointment from contract term to contract term. Separation may occur as described in this Handbook within the term of the contract.

Academic Ranks and Titles for Full-time Online Faculty

Online Instructor

- Earned master's degree or higher
- Possession of all appropriate licenses, certificates or appropriate terminal degrees to teach specified content courses within a college
- All new OFTF hires
- Assist in curriculum adjustments/creation
- Consistently meet all day to day expectations
- Consistently maintains a positive attitude
- Varied teaching techniques as demonstrated by classroom reviews and student evaluations
- Demonstration of continued progression in the 4 Faculty Development Areas
- Creation of strong relationships with graduation team members and management
 - Consistent and documented communication with graduation team

Online Assistant Professor

- At least 18 months of OFTF service
- Earned master's degree or higher
- Possession of all appropriate licenses, certificates or appropriate terminal degrees to teach specified content courses within a college
- Assist in curriculum adjustments/creation
- Consistently meet all day to day expectations

- Consistently maintains a positive attitude
- Varied teaching techniques as demonstrated by classroom reviews and student evaluations
- Attend all OFD professional development workshops
- Demonstration of continued progression in the 4 Faculty Development Areas
- Creation of strong relationships with graduation team members and management
 - Attend operational/regional I team meetings and huddles
 - Consistent and documented communication with graduation team
- All formal and informal reviews are “Satisfactory”
- Serve on official FTF committee or task force
- Assist in developing and implementing processes and procedures for the OFTF team to ensure a consistent, effective, and progressing forward department

Online Associate Professor

- At least 36 months of OFTF service
- 36 earned hours toward a doctorate degree and/or peer reviewed published material
- Possession of all appropriate licenses, certificates or appropriate terminal degrees to teach specified content courses within a college
- Assist in curriculum adjustments/creation
- Consistently meet all day to day expectations
- Consistently maintains a positive attitude
- Varied teaching techniques as demonstrated by classroom reviews and student evaluations
- Attend all OFD professional development workshops
- Demonstration of continued progression in the 4 Faculty Development Areas
- Creation of strong relationships with graduation team members and management
 - Attend operational/regional I team meetings and huddles
 - Consistent and documented communication with graduation team
- All formal and informal reviews are “Satisfactory”
- Serve on official FTF committee or “task force
- Assist in developing and implementing processes and procedures for the OFTF team to ensure a consistent, effective, and progressing forward department
- Creation of approved OFTF Professional Development sessions focused on teaching strategies, incorporation of the University mission/vision into their teaching, effective grading practices, etc

Online Professor

- At least 54 months of OFTF service
- Possession of an earned doctorate degree and/or peer reviewed published material accompanied by presentation at State or National level conference
- Possession of all appropriate licenses, certificates or appropriate terminal degrees to teach specified content courses within a college
- Assist in curriculum adjustments/creation
- Consistently meet all day to day expectations
- Consistently maintains a positive attitude
- Varied teaching techniques as demonstrated by classroom reviews and student evaluations
- Attend all OFD professional development workshops
- Demonstration of continued progression in the 4 Faculty Development Areas
- Creation of strong relationships with graduation team members and management

- Attend operational/regional I team meetings and huddles
 - Consistent and documented communication with graduation team
- All formal and informal reviews are “Satisfactory”
- Serve on official FTF committee or “task force
- Assist in developing and implementing processes and procedures for the OFTF team to ensure a consistent, effective, and progressing forward department
- Creation of approved OFTF Professional Development sessions focused on teaching strategies, incorporation of the University mission/vision into their teaching, effective grading practices, etc
- Mentoring new and continuing OFTF
 - Initial training process and continuous 3 month follow up process

Unranked Full-time Faculty

An unranked faculty member is any part-time or full-time employee of Grand Canyon University whose primary responsibility is teaching and who does not hold an appointment that makes him/her eligible for rank or promotion. An unranked faculty member will hold the title of Distinguished professor, Visiting Professor, Adjunct Faculty, or Artist/Writer/Scholar in Residence.

Distinguished Professor

The title of distinguished professor is assigned to individuals who are extraordinary, internationally recognized for scholarly attainment in an individual discipline or field. By nature of this appointment, the Distinguished Professor is expected to make special contributions to the intellectual advancement of a specific college, as well as the University as a whole. Distinguished professors are appointed by the Provost and respective Dean of the College.

Visiting Professor

The title visiting professor is assigned to individuals who hold or have held professional rank (Assistant Professor, Associate Professor, or Professor) at another institution of higher education or have equivalent accomplishments in the arts, sciences, or public or professional arena. Visiting professors are appointed to teach full or part time by the Provost, in consultation with the appropriate dean.

Artist/Writer/Scholar in Residence

Artists, writers, or scholars in residence are individuals whose artistic or scholarly achievements, professional study, and/or teaching experience qualifies them for instructional and/or performance responsibilities. They hold part-time or full-time unranked appointments and are appointed by the Provost, in consultation with the appropriate dean. Terms and conditions of employment must be agreed upon in writing prior to appointment.

Adjunct Faculty

Adjunct faculty teach for the institution by course agreement and are part time employees, regardless of the modality in which they teach. Adjunct faculty apply to the institution and are on boarded by Faculty Services and Human Resources, upon the approval of the appropriate dean. Adjunct Faculty are not appointed academic ranking but will be designated as adjunct faculty. Acknowledgement of the course agreement is required before teaching each course.

Full Time & Adjunct Faculty Evaluation and Annual Performance Review

Campus Full-time Faculty Process

Full-time campus faculty at GCU is evaluated annually. The process includes:

- A 30-45 minute classroom observation conducted by the Dean, Assistant Dean, and/or Program Chair (or designee) using the GCU Classroom Observation Tool. (See Appendix A for the Classroom Observation Tool.) The faculty member will receive a written copy of the completed Classroom Observation.
- In February, full-time faculty are directed to the Faculty Performance Tool in Wingspan and will complete a self-appraisal of their performance on the Faculty Performance Tool. Faculty are encouraged to reflect on the results of their End-of-Course- Student Surveys, individual reflection of their teaching, service, professional development, scholarship activities, and interaction with students when completing the self-appraisal.
- The Dean or Assistant Dean will then review the faculty self-appraisal and using the data collected from classroom observations of teaching, service to college and university, scholarship activities, service to students, and end-of-course surveys will add comments and a score to the Faculty Performance Tool.
- A face-to-face meeting is arranged to discuss the Faculty Performance Appraisal and sign the documents.
- The meeting and acceptance of the Faculty Performance Appraisal is recorded in Wingspan.

Campus Adjunct Faculty Process

Adjunct campus faculty are assigned a peer reviewer who will conduct pre and post conferences and observe their classroom teaching the first semester they are hired to teach. This process includes:

- A 30-minute face to face pre-conference with their assigned campus peer reviewer
- A 60-minute classroom observation conducted by the assigned campus peer reviewer using the GCU Classroom Observation Tool (See Appendix A).
- The peer reviewer will verify that the Adjunct is properly utilizing the online classroom as expected per the college.
- A 30-minute face to face post-conference to discuss the observation and to provide the adjunct with feedback and a written copy of the completed Classroom Observation.
- Adjunct faculty are asked to review their End-of-Course Student survey results, student learning data, and reflect on their teaching experience to identify areas of success and areas for improvement.

Online Full-time Faculty Process

- Once online full-time faculty (OFTF) go through the on-boarding process for employment, they are evaluated through an OFTF Review process by their direct manager.
 - Managers will evaluate OFTF on a weekly basis per content area.
- This evaluation process can lead to coaching opportunities between the OFTF and the manager during weekly and/or bi-weekly one-on-one's.
- Managers conduct on-demand evaluations results from concerns raised through students and the graduation teams.
- If formal or informal reviews indicate a need for assistance in meeting university standards, an OFTF may be placed on a formal coaching process where they work one-on-one with his or her manager until the issue is resolved.

Online Adjunct Faculty Process

- Once faculty has taught 3 or 4 courses without mentorship, and then annually, they are evaluated through a Peer Support Review (PSR) process. Trained and college-approved experienced faculty evaluates the newer faculty on course setup, classroom management, participation, facilitation and engagement skill, and grading and feedback. This evaluation process can lead to coaching opportunities between the newer faculty member and the Faculty Specialist staff.
- Faculty specialists also conduct on-demand evaluations resulting from concerns raised through an internal ticket system, College Content Reviews (CCR), academic metrics and trends by faculty/section, End of Course survey outliers, engagement reports (48 hours out of learning management system), feedback reports (longer than 7 days) reports, responsiveness reports, and university administration escalated issues.
- If formal or informal reviews indicate a need for assistance in meeting university standards, a faculty member may be enrolled in a formal coaching process where they work one on one with a faculty specialist for 2-8 weeks.
- The coaching process is similar to the mentorship process and instructors are evaluated through weekly formative and final summative evaluation.

Separation

At times, it may be necessary for the University and the individual faculty member to sever their professional relationship. In order to protect the interests of both parties, the University has adopted the following policies relative to separation.

Non-Renewal of Term Contracts

Some faculty, as defined in this Handbook, are issued term contracts. These contracts carry no obligation or promise of further employment, and faculty serving on these contracts have no right to appeal an administrative decision not to offer another contract or to make a change in the terms or conditions of further contracts offered. In addition, all other University policies relative to resignation, dismissal, and termination or layoff apply to term contracts.

Non-Reappointment of Term Contracts

The term non-reappointment is used to denote the non-renewal of term contracts. At the end of each term tenure contract, a separation prerogative rests with both parties. A term faculty member may decide not to accept a renewal of his appointment. In such event, he or she should follow the procedures outlined below, entitled Resignation.

The deans of the colleges recommend annually to the Provost which term tenure faculty shall be offered another term contract. The dean may make this recommendation based on administrative evaluation and in consultation with the department or divisional chairman and/or with other department members. The decision not to reappoint rests, in the final instance, with the President and the Provost after consultation with the dean.

Faculty members on term contracts have the right to written notice of the non-reappointment. Notification of non-reappointment is not a dismissal for cause, and the University is not obligated to provide reasons for non-reappointment.

Resignation

Resignation is an action through which a faculty member chooses to sever his or her professional relationship with the University. A faculty member serving under a term contract may resign at the end of

an academic year provided he or she gives notice in writing at the earliest opportunity, but not later than April 15 or fifteen (15) days after receiving notice of the terms of his or her appointment for the coming year, whichever date occurs later. The faculty member may request an extension of this time period in case of hardship, in a situation where he or she would otherwise be denied the expectation of substantial professional advancement or other opportunity or in case of prolonged mental or physical illness that is expected to continue beyond an academic or calendar year.

Retirement

There is no mandatory age for retirement. A faculty member should consult the Human Resources Director as to the retirement benefits from Social Security and from his or her retirement plan. The faculty member should inform his or her department or divisional chairman, dean, and the Provost as early as possible of the intent to retire.

Termination or Layoff

Termination or layoff is an action of separation through which the University terminates the service of a faculty member before the expiration of his or her contract without prejudice as to performance.

Prolonged Mental or Physical Illness

Termination for medical reasons will be based on evidence that a faculty member is and/or will be unable to perform his or her normal duties as outlined in this handbook due to medical circumstances, despite reasonable accommodation. The decision to terminate for prolonged mental or physical illness will be made at the discretion of the President and Provost after consultation with the Dean. The decision will be made only after the faculty member or his or her representative has been informed in writing of the proposed action and the reasons for it.

Redirection, Reduction, or Discontinuation of an Academic Department, Position, Program

Termination or layoff may occur as a result of the formal redirection, reduction, or discontinuation of a position, program, or department of instruction. Decisions to redirect, reduce, or discontinue a position, an academic department, or program are integral to the long range planning processes of the University.

Recommendations to redirect, reduce, or discontinue a position, department, or program may be made based on one or more of the following considerations:

- Over a period of several years, a program has lost students to the point that faculty are underutilized, i.e., are bearing student loads under what the program can reasonably handle based on past enrollments;
- A program is not effectively producing marketable graduates;
- The financial health of the institution will be improved by the redirection, reduction, or discontinuation of the position, department, or program.

The procedures relative to redirection, reduction, or discontinuation are as follows:

- A proposal to formally redirect, reduce, or discontinue a position, department, and/or or program may be initiated by the President, Provost, Associate Provost, the Academic Affairs Committee, the Dean, or the department or program. The proposal may include (a) a rationale for the proposal based on quantitative and qualitative assessment of the program, department and/or position, and (b) a timeline for implementing the change.

- The proposal and final decision to formally redirect, reduce, or discontinue a position, department, and/or program will be made by the President. Once approved, the Provost shall inform the faculty in the department or program of the intent to redirect, reduce, or discontinue. The Dean will be responsible for implementing the change.

Dismissal

Dismissal is a severance action by which the University ends its professional relationship with a contract status faculty member for cause. Dismissal proceedings may be instituted for one or more of the following reasons:

- Serious and demonstrable professional incompetence, including, but not limited to, consistent and prolonged distribution of misinformation to students
- Failure to incorporate into courses important new theories, findings, or procedures in the field of inquiry
- Failure to communicate course materials effectively to student populations
- Failure to assess student learning fairly and effectively
- Serious and demonstrable neglect of academic duties, including, but not limited to, consistent and prolonged failure to meet classes
- Failure to make oneself accessible to students,
- Failure to grade and return student assignments,
- Failure to prepare and report student grades,
- Failure to meet course objectives as stated in the catalog or in the course syllabi,
- Failure to follow the policies and procedures of the University,
- Failure to meet contractual obligations outlined in this Handbook;
- Falsification of credentials or experience
- Fraudulent or unethical behavior associated with teaching or scholarly pursuit, i.e., plagiarism, falsification or misrepresentation of experimental evidence, misuse or abuse of experimental subjects
- Misappropriation or misuse of University resources, including financial resources, physical resources, and/or human resources
- Physical contact of a sexual nature with a student who is not the faculty member's spouse
- Exploitation of students, staff, other faculty members, or their families for personal benefit or gain
- Verbal or physical abuse directed toward students, staff, other faculty members, or their families
- Sexual harassment
- Illegal discrimination, i.e., discrimination based on race, sex, color, national origin, age, or disability
- Private conduct which compromises the fulfillment of professional duties and/or demonstrably and seriously harms the reputation of the University and/or the profession
- Conviction of a felony or any other crime which compromises the fulfillment of professional duties and/or demonstrably and seriously harms the reputation of the University or the profession
- Violation of University policies relative to campus safety and/or substance abuse
- Spreading malicious rumors or gossip concerning the University, its employees, or its students
- Any other just or legal cause

Dismissal proceedings may be initiated by the President or Provost. In either case, the faculty member shall be notified in writing that dismissal procedures have been initiated and shall be given justification for dismissal based on reasons outlined above. The faculty member will have one or more meetings with the President and/or Provost to discuss the grounds for dismissal and to allow the faculty member opportunity to provide reasons why dismissal proceedings should not be instituted. Following these discussions, the President and/or Provost may (a) elect to drop the proceedings; (b) elect to impose less severe sanctions; or (c) elect to continue with dismissal. The President or Provost will inform the faculty

member of his or her decision.

Process for Promotion in Rank and Term Contract Status

Since GCU emphasizes education in a Christian environment, the development of excellence in its faculty is one of the institution's major goals. The University decisions for faculty promotion will be based on the evaluation of performance in four major areas: Teaching Effectiveness, Scholarship, Service, and Spiritual Involvement and Integration. A faculty member's development in these areas will be compiled in a portfolio developed by the faculty member under the guidance of his or her college. The portfolio should present a structured view of the highlights of the faculty member's performance rather than all-inclusive documentation. The faculty member will include an explanatory narrative on the structure and rationale for the documentation and evidence included in each section.

Portfolio Materials

The review of the portfolio will follow a qualitative process. Four primary areas will be considered: Teaching Effectiveness, Scholarship, Service, and Spiritual Involvement and Integration. All four areas are essential; however, primary emphasis will be given to teaching effectiveness and spiritual involvement and integration for the Promotion in Rank and Term process.

Types of Promotion

- Rank: These evaluations are for promotion of a full-time faculty member to the next academic rank.
- Contract Term Status: These evaluations are to determine whether a full-time faculty member should be awarded a term contract of three or five years in duration

Criteria for Evaluation

Four criteria will be considered in evaluating a faculty member's portfolio for rank and/or term contract status promotion: Teaching Effectiveness, Scholarship, Service, and Spiritual Involvement and Integration.

1. Teaching Effectiveness

Definition of Teaching Effectiveness: As the focal point of professorial responsibility, teaching will be emphasized in any university-level evaluation of faculty development. Factors relevant to the evaluation of teaching include command of one's subject matter; knowledge of the relationship of one's discipline to other disciplines in the curriculum and to educational and Christian traditions; knowledge of current developments and effective pedagogy in one's discipline, expertise in assessing student learning with formative and summative assessment tools; ability to relate one's subject matter to other areas of knowledge; skill in communicating with students; ability to plan and execute a substantive, well-organized course; ability to motivate students' interest in the subject matter and in independent thought and action; use of effective teaching strategies; integrity, open-mindedness, and fairness in teaching; knowledge of degree requirements and career options; knowledge of resources available to students; willingness to self-evaluate and improve; and interest in students as individual persons.

Evidence of Teaching Effectiveness: Evidence may include, but is not limited to:

- Teaching Philosophy Statement
- Narrative Self-Assessment of Teaching reflecting student feedback
- Student Evaluations
- Documents which demonstrate program and/or course development (including, but not limited to, documents such as syllabi, changes in syllabi, assignments, examinations, grading rubrics)
- Dean, Assistant Dean, Department Chair, Peer Observations and Faculty Performance Evaluations

2. Scholarship

Definition of Scholarship: Grand Canyon University recognizes the important connection between scholarly activity and effective teaching. Because the University focuses on teaching, scholarly endeavors can be defined broadly; however, at least a portion of the evaluation of a faculty member's performance should hinge on professional development activities. Ernest Boyer's *Work Scholarship Reconsidered* (1990) defines four types of scholarship: Discovery, Integration, Teaching, and Application. Below includes all four parts of the scholarship definition. Below are all four categories of Boyer's scholarship model as well as a fifth category to include the performing arts.

- ***Scholarship of Teaching*** includes activities designed to improve the teaching and advising of students, the development and publication of materials to use in teaching, and theoretical and practical works that extend the range of knowledge about the pedagogical process.
- ***Scholarship of Discovery*** encompasses those scholarly activities that extend the stock of human knowledge through the research or collection of new information.
- ***Scholarship of Integration*** involves interdisciplinary or interpretive activities or writing, and research across disciplines into a larger context.
- ***Scholarship of Application*** includes scholarly activities, which attempt to apply one's content expertise and knowledge to the betterment and service of the academy and society
- ***Scholarship of Performance*** relates to works of the lively arts (music, visual and plastic arts, speech, and theater) created or performed by faculty members as part of the pursuit of their disciplines.

Professional Development encompasses the range of faculty education involved in attending conferences, workshops, and other continuing education in one's field of study.

Evidence of Scholarship: Evidence may include, but is not limited to, written copies of publications authored/co-authored or a copy of the table of contents and title page; written copies of presentations at professional meetings or agenda/program copies with the presentation or session chair position listed; various documentary evidences of attendance at professional meetings; programs from outside performances; and fine art exhibition directories.

3. Service to College/University/Community

Definition of Service to College/University/Community: The service component is also an important part of a faculty member's relationship to the Christian environment at Grand Canyon University. Generally, service will be defined as non-compensated work on behalf of a faculty member's college, the university as a whole, or the community, usually involving the faculty member's area of expertise. At the college level, service may include, but is not limited to, participation on college committees and student recruitment and retention activities.

Service to the University may include, but is not limited to, service on university committees, participation in university governance, and representation of the university before outside organizations. The University will not consider course-related or other activities that faculty members are compensated for as part of their load as service to the institution.

Service to the community can include, among other things, participation in professional organizations as an officer, committee member, or speaker; or various kinds of public service relating to one's area of expertise.

Evidence of Service to College/University/Community: Evidence may include, but is not limited to, documents which reflect the quantity and quality of student recruitment and retention; listings of college and university committee assignments with the professor's role on the committee; documents listing administrative service such as department chair appointments, along with accomplishments; and documentation of all outside community service activities.

4. Spiritual Involvement and Integration

Definition of Spiritual Involvement: A commitment to Christian ideals, philosophy, and direction of the University as stated through its doctrinal statement, mission and vision, integrating Christian faith into his or her discipline.

Evidence of Spiritual Involvement and Integration: Evidence of such will be a scholarly essay explaining one's position regarding, and use of, Christian values in teaching. Such evidence should include the manner in which Christian virtues, ethics, integrity, values and biblical principles intersect or inform your field and may be found within your teaching, service, and interaction within the Academy and surrounding Community.

Procedures for Evaluating the Faculty Portfolio

The Rank and Term Committee aids the Provost in shepherding the evaluation processes. Faculty members will produce a portfolio of material, which will serve as evidence of merit in promotion and contract status considerations.

- The initial portfolio reviews will be conducted by each college's dean. The dean of the respective college receives and reviews the portfolio and makes a recommendation to the Rank and Term Committee.
- The Rank and Term Committee receives and reviews the portfolio and recommendation submitted by the faculty member's dean.
- The Rank and Term Committee forwards the portfolio along with the committee's own recommendation to the Provost.
- If the Provost and the Rank and Term Committee disagree on the recommendation regarding a promotion or change of contract status, the Committee, Provost, and the President shall meet within ten (10) working days to discuss the matter. The President/CAO shall have final decision.

The President and/or Provost may promote faculty to an advanced rank outside of the Rank and Term Process.

Timetable for Processing Evaluation Portfolios

Candidates for promotion and change of contract status may submit their portfolio to the appropriate college dean per the schedule established by the Chief Academic Officer. Upon receipt of the candidate's portfolio, the respective dean or committee have twenty (20) working days to reach a preliminary recommendation and inform the candidate of that recommendation in writing. The candidate has five (5) working days to respond to the preliminary recommendation and provide the committee with any supplemental materials. The respective committee then has twenty (20) working days to reach a final recommendation and both inform the candidate and forward the portfolio to the next level of review. The University and/or the committees may disregard any request or evidence not submitted in a timely manner. The candidate may move to the next level of review when a committee does not recommend or inform in a timely manner. The Provost shall reach a decision and inform the candidate within a reasonable time, as determined in his or her discretion.

General Faculty Policies

The following section details policies that are applicable to all faculty who teach at GCU. A complete version of Grand Canyon University policies and associated procedures can be found in the University Policy Handbook and in the Academic Catalog on the University's website MyGCU. The forms that require faculty to submit documentation for policies such as plagiarism are found in the Faculty Resource Center for online faculty or on the intranet for campus faculty.

The following section details policies that are applicable to all faculty who teach at GCU. For further employment questions, please be sure to see the Employee Handbook available on each staff's MRC website.

Academic File

The initial academic file includes all materials received by the University in connection with the faculty's academic qualifications, including, but not limited to, the prospective faculty's resume, official transcripts, and any correspondence between the prospective faculty and the department relating to academic qualifications. The documents are available to the President, Provost(s), the Dean of the prospective faculty's college, members of the prospective faculty's department, Human Resources, Faculty Services, and appropriate professional staff.

Credentials and Approval to Teach

Grand Canyon University requires official transcripts as documentation of educational attainment for all faculty teaching in any modality. Faculty must have a minimum of a master's degree from a regionally accredited institution, and must teach in the area of their degree(s). There are two exceptions:

- In honor of the University's Christian heritage, and the acknowledgement of the historical development of institutions that instruct those who hold theological, seminary, and ministry degrees, Grand Canyon University will recognize degrees accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS) and Transnational Association of Christian Colleges and Schools (TRACS), even if they do not also hold regional accreditation.
- Faculty that graduated from an American Bar Association (ABA) accredited program will be approved to teach law and ethics courses, even if the institution does not hold regional accreditation.

Accreditation requires faculty have one level degree above the degree level in which they teach. Thus, to teach a course in a baccalaureate program, faculty must hold a master degree in a related field. To teach at the master degree level, the faculty must have a doctoral degree. The only exception is if faculty meet the exceptional experience criteria below:

1. Is enrolled in a terminal/doctoral degree program with a minimum of 18 credits successfully completed.
2. Has minimum of 4 years' experience as a board member on two or more boards related to content areas.
3. Has been recognized with two or more awards for their expertise in content area.
4. Has over 3 publications in peer reviewed journals within the last 7 years.
5. Holds a minimum of 4 years' experience in leadership position within their respective professional association.
6. Have a minimum of 10 years of work experience in the field for which they would be assigned a course.

7. Hold certifications in their respective content area above and beyond degree credentials.
8. Holds or has held a position as a director or higher (Exec Director, Assist VP, VP, Superintendent, or C-level) in the work setting for a minimum of 8 years in the area related to the course.

College Specific

9. College of Education: Possesses a master's degree in education and holds a current teaching certificate in early childhood education.
10. College of Education: Possesses a master's degree in education and holds a current teaching certificate in elementary education with an early childhood education endorsement.
11. College of Fine Arts and Production: Have 10 or more professional credits (i.e. choreography, composing, conducting, dance, designing, directing, play/scriptwriting, etc.) with a professional fine arts organization (Equity, Unions and Guilds).
12. College of Fine Arts and Production: Has 5 years of professional fine arts administration experience (i.e. fundraising, administrative/artistic directorship, music directorship, artistic advising).

Student Disability Services

During each course faculty may have disabled students in their class. Grand Canyon University values all of its students. Student Disability Services ensures equal access to all parts of the University experience. The Office works with faculty to ensure their understanding of facilitating accommodations while still maintaining the academic rigor of the course as well as University policies and procedures. If a student discloses a disability to the faculty member, the faculty member should immediately refer them to the University's Disability Office. The University requires that students self-select to Student Disability Services in order to request any accommodations.

Accommodation Process:

In order to receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to the Disability Office. To allow the University sufficient time for processing, requests should be submitted no later than two (2) weeks (10 working days) prior to the start of the course. All approved accommodation requests turned in after the course has begun will be in place as of the date the form and documentation was received by the Disability Office. *Accommodations will not be retroactive.* Processing of accommodations begins after both the request form and the appropriate documentation information is received.

Students are required to complete a new accommodation request form annually based on their original approval date. Documentation for permanent disabilities will remain on file with the Disability Office. 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 the Disability Office of any schedule changes that may occur during their program of study, in order to ensure that their accommodations are applied or adjusted accordingly. Students that withdraw from the University or have been suspended will need to contact the Disability Office upon their return in order to re-establish their accommodations. Please note that the University cannot provide accommodations that are not requested.

Steps to Accommodations:

1. Complete the Accommodation Request Form
2. Supporting documentation is required for all students requesting accommodations through the Disability Office. 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 the Disability Office for verification purposes.

3. Turn in a copy of the above items via one of the options listed below:
 - Fax - 602.589.2652 (All documents must contain the student's name and be addressed: Attn: Disabilities Coordinator)
 - Email - disabilityoffice@gcu.edu please put the students name in the subject line of the email (last, first)
 - Hand Delivery - Take requests to the Kaibab building through the Ground Advisement Team and ask for the Disability Office.

For more information:

Email: disabilityoffice@gcu.edu

Phone: 602.639.6342

Toll Free: 1.800.800.9776 ext. 6396342

Fax: 602.589.2652

Website: <http://www.gcu.edu/Admissions/Disability-Office.php>

When accommodation requests are granted, faculty members will receive a confidential notification email outlining the approved accommodations for the student. The notification includes the effective date of the accommodations as well as instructions for how to administer the accommodations. Disability records are kept confidential and the information is shared with only those who need to know for the purposes of providing the accommodations. Instructors have a need to know the accommodations in place, but the specific disability is not disclosed unless the student chooses to reveal that private information or if it is required in order to administer accommodations.

Only Student Disability Services can grant accommodations. Faculty may feel an obligation to assist students who claim a disability but do not yet have accommodations from Student Disability Services. This is not an authorized course of action. If a student claims a disability, but the faculty has not received official notification from Student Disability Services, the student should be referred to Student Disability Services for assistance.

Grand Canyon University reserves the right to deny a student's request for accommodations or to suggest alternative accommodations if the student cannot provide appropriate documentation of a disability or if the student's request impacts the academic integrity of the Institution as outlined in *Wynne v Tufts University School of Medicine*, (1991).

If the institution submits undisputed facts demonstrating that the relevant officials within the institution considered alternative means, their feasibility, cost and effect on the academic program, and came to a rationally justifiable conclusion that the available alternatives would result either in lowering academic standards or requiring substantial program alteration, the court could rule as a matter of law that the institution had met its duty of seeking reasonable accommodation.

ADA Executive Decision Committee

Students have the opportunity to request accommodations above and beyond the normal scope of Student Disability Services. At such times, students submit requests for additional accommodations through the Disability Office who then presents the request to the ADA Executive Decision Committee for their determination.

If the student is unsatisfied with the determination made by the ADA Executive Decision Committee they can request a final determination from the Provost, or designee, of Grand Canyon University. As the second decision, the Provost's (or designee) decision will stand as the final decision of the University. Grand Canyon University does not discriminate on the basis of age, race, color, national origin, sex, or handicap in its programs and activities.

Status of Employment

No person currently at the University has, or in the past, had the authority to make any binding oral promises, assurances, or representations regarding employment status or security. Therefore, no employee can legitimately rely on any such representation in the future, or continue to rely upon any such representation made in the past. Any such representations made prior to the effective date of this policy are hereby rescinded and superseded by this policy.

Academic Dishonesty and Code of Conduct Offenses

As indicated in the Student Code of Conduct and Academic Standards in the University Policy Handbook, the University expects all students and instructors to possess a high standard of conduct and personal integrity in the classroom. GCU defines academic dishonesty as any act of deception in an academic setting. The following examples include, but are not limited to, academic integrity violations for which faculty should report students, and for which students may face disciplinary action:

- Cheating, attempting to cheat, or assisting others to cheat, including dishonest activity or unauthorized use of any resource or materials in any academic exercise
- Fabricating or inventing any information that applies to an academic exercise or University investigation
- Plagiarizing, intentionally or unintentionally, the words, works, or ideas of others and representing them as one's own in any academic exercise. Examples of plagiarism include, but are not limited to:
 - The exact copy of information from a source without proper citation or acknowledgement.
 - Paraphrasing sources which do not represent the student's original words or ideas without proper citation or acknowledgement.
 - Presenting work that has been prepared by someone other than the student. This includes the purchase and sharing of work.
 - Self-plagiarism- Submission of work that has been used, wholly or in part, and prepared for a different course without appropriate citation of the original work and prior approval of faculty.
 - Unauthorized assistance -- use of materials not authorized by the faculty member to complete an assignment, or completion of an assignment by someone other than the student.
 - This includes but is not limited to providing/receiving exam answers, use of faculty materials, answer keys or solution manuals.
 - Unsanctioned collaboration - students must work individually on homework, assignments, 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.
- Knowingly violating copyright laws and regulations
- Violating the University's policies and regulations pertaining to the use and propriety of the Grand Canyon University network, networking facilities, computer use, or platform access
- Selling or providing papers, essays, or other assignments to online term paper clearinghouses, or other commercial websites.

Grand Canyon University has a no-tolerance policy on plagiarism. A review of the report and student history determines the course of action taken by the Office of Academic Compliance and the University's

Code of Conduct Committee. The sanctions range from, but are limited to, non-disciplinary warnings up through and including academic expulsion from the University or degree revocation.

Process

Faculty are required to inform the student of the intent to file a report with the Office of Academic Compliance, and must submit such notification with the incident report and other supporting documents. Faculty file all reports of academic dishonesty with the Office of Academic Compliance and notify the offending student(s) within 3 calendar days of discovery. The Office of Academic Compliance (OAC) reviews the report as well as any prior reports of academic dishonesty. OAC notifies the student if the University intends to take further action as a result of the particular report or as a result of the history of offenses.

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 or awarding no or limited credits 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 reserved for more serious events.

Beginning March 1, 2010, Grand Canyon University requires the use of the Turnitin plagiarism detection software. Faculty should familiarize themselves with this software. Faculty training provides an overview of the correct employment of this software. 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 OAC for disciplinary action by the Code of Conduct Committee.

Students charged with a Code of Conduct violation are afforded due process. Faculty must be tolerant of this process, even though some investigations may be lengthy. Students will be contacted by the Office of Academic Compliance and offered the opportunity to speak on their own behalf to the Code of Conduct Committee. OAC will work to gather all necessary information from faculty prior to the committee meeting. If more information is required of faculty, faculty may be contacted and invited to speak to the committee. If a student does not respond to the Code of Conduct complaint within seven days, due process is forfeited and a determination will be made by the Code of Conduct Committee.

The results of the Code of Conduct Committee hearings are reported to the Executive Director of Academic and State Compliance, who reviews any Committee recommendation for academic suspension and academic expulsion. For more information about the University's Code of Conduct process for students, visit <http://www.gcu.edu/Academics/Academic-Integrity/Code-of-Conduct-FAQs.php>

Please note that the Code of Conduct processes are graduated to ensure that low-level academic dishonesty is handled in a manner that positively corrects student behavior using the lowest level of sanction necessary. The removal of students from a classroom is a high-level corrective action reserved for repeated code of conduct violations that may lead to expulsion, or overt or perceived threats to faculty, staff, or other students. Most student conflicts can be managed with private communication to the student that address areas of concern and consequences related to their actions.

Grand Canyon University is committed to an educational environment that is free from violence. The University has a zero-tolerance policy with regard to threatening statements, behavior, or acts of violence

against students, faculty, and staff and will take immediate action against:

- Acting or communicating in any form, whether oral or written, that threatens or violates the personal safety of any student, faculty, or staff
- Acts which can be interpreted as physical assault or abuse
- Threats to harm or endanger the safety of one's self or others
- Behaviors or actions interpreted by a reasonable person as carrying the potential for violence or acts of aggression

Faculty should contact Faculty Specialists and Academic Compliance (through the codeofconduct@gcu.edu email) as soon as you perceive any of the types of communication/actions listed above.

Research

GCU endorses the Boyer research model emphasizing the scholarships of discovery, integration, application and teaching. As such, faculty scholarly activities span original research to advance knowledge (discovery), synthesis of information across disciplines, topics or time (integration), systematic study of teaching and learning processes (teaching) and the application of disciplinary expertise (application). Relevant to each of these aspects of scholarly engagement, GCU provides a host of resources to support faculty research:

- Office of Academic Research
- Institutional Review Board
- Center for Innovation in Research and Teaching – The Center for Innovation in Research and Teaching (CIRT) provides programming and services designed to foster an integrated community of scholars across GCU. Resources include highlights about emerging research, conference notifications, research resource library, research mentoring, research consultation and the coordination of collaborative research circles. In addition to these services, CIRT sponsors the following initiatives:
 - Journal of Instructional Research (JIR) - JIR is an annual public-reviewed scholarly publication highlighting faculty research relevant to best practices in post-secondary instruction.
 - Canyon Journal of Interdisciplinary Studies (CJIS) – CJIS is an interdisciplinary peer-reviewed journal that publishes three issues per year showcasing exemplary student and faculty research completed at GCU.
 - Journal of Non-Significant Differences (JNSD) – JNSD is a student-lead, peer-reviewed journal designed to highlight the value of non-significant research findings while providing learners with a comprehensive understanding of the research cycle and the publication process
 - Scholarly Engagement and Research Grants - The GCU Scholarly Engagement and Research Grant program is designed to support innovations in research, teaching, creative work, and the scholarly activities of GCU fulltime faculty (campus-based and online) as well as doctoral students, faculty and alumni. The program offers individual and collaborative research grants to support faculty research, teaching and professional engagement in all disciplines.
 - Emerging Scholar-Practitioner Conference (GESP) – GESP provides GCU doctoral learners a forum for professional exchange and dissemination of scholarly work. The conference is an interdisciplinary event featuring research at three key points in the doctoral journey: theoretical foundations, methodological proposal and completed research.

Faculty Grievance Process

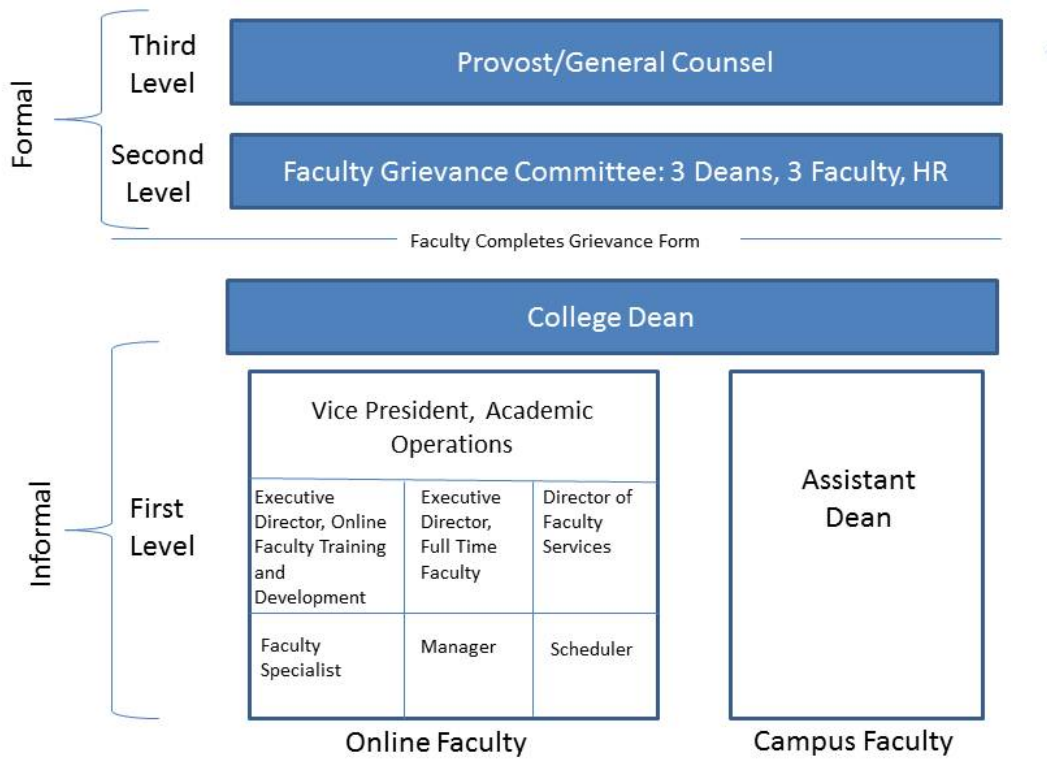
Grand Canyon University believes that it is in the best interest of the institution and a full time or part time Grand Canyon University faculty member to resolve problems as quickly as possible. These procedures are intended to assure fair consideration of the problem and a means of review and appeal to higher levels of authority that is without prejudice. Grievances subject to this review procedure shall be limited to those problems which directly affect a faculty member's performance of his assigned teaching obligations.

As an initial step, the faculty member should first attempt to address the concern informally by discussing it at the lowest appropriate management level, according to their supervisory organization (Illustrative diagram reprinted below). Such informal discussion must begin within five (5) business days of the faculty member's initial knowledge of the concern. This process will continue through the management chain of command culminating with the Dean's response of the respective faculty member's college.

If after discussion with the faculty's supervisory chain the faculty member is still unsatisfied, faculty have the opportunity to participate in the Faculty Grievance process. The formal grievance must be presented using the Faculty Grievance Form and submitted to facultygrievance@gcu.edu. Completion of the Faculty Grievance Form must occur no later than five (5) business days following the decision by the faculty's Dean. The Faculty Grievance Committee, consisting of three deans (outside of the faculty member's college), three faculty representatives (appointed each academic year), and human resources; will meet within ten (10) business days of receipt of the completed form. The Committee will verify with the Dean that the informal process was followed and completed prior to the faculty's concern being heard by the Committee. If it was not, the faculty member will be contacted to initiate first level of the process.

If the faculty believes the first level decision is unjust, the grievance should then be presented to the Provost and General Counsel. No liking the Faculty's Grievance Committee's decision is not justification for filing an additional grievance and additional documentation will be required to justify a re-submission of the grievance. At level three, the Provost and General Counsel must present a decision in writing to the faculty member within ten (10) business days. However, the decision by the Provost and General Counsel shall be the final decision of the University.

GCU's Faculty Grievance Process



Faculty Code of Conduct

In addition to the expectations outlined in specific job descriptions and/or contracts (such as for Online faculty), faculty are expected to follow the conduct guidelines outlined in the GCU Policy Handbook on [MyGCU](#). In addition to the Code of Conduct, sexual harassment is not tolerated by GCU.

Grand Canyon University (GCU) recognizes each faculty member's role in creating and maintaining an effective learning environment for our students. In addition, GCU recognizes each faculty member's responsibility to represent the University professionally in interactions with students and staff, and to comply with contractual obligations for faculty attendance, participation, and student evaluation. These expectations are reflected in the faculty professional code of conduct below.

Faculty should:

- Acknowledge and accept the responsibility of honorable adherence to the University's standards, rules, policies, and procedures.
- Support and exhibit ethical and socially appropriate behavior with fellow online faculty, campus faculty, students, and University staff.
- Recognize and embrace the diversity and personal values of others.
- Promote ethics in scholarship activities.
- Follow copyright law by placing copyrighted material into the classroom.

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 are 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 Executive Cabinet; 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, submitted to the Office of Academic Records, to control release of such information with respect to student records. The Student Information Release Form is good for one year, from the date of signature.

Although GCU recognizes some information as directory, GCU's practice is not to release most directory components unless there is a significant emergency reason to do so (for example, police request). Some directory information will be released when it comes to athletes or other student activities, for program

production. Students wishing that no directory information be released must submit written notification to the Office of Academic Records.

- Student name
- Address
- Personal email address
- Phone number
- Date and place of birth
- Hometown
- Degrees and awards received and dates
- Dates of attendance (current and past)
- Full or part-time enrollment status
- Participation in officially recognized activities or sports
- Weight and height of members of athletic teams
- Most recently attended educational institution
- Major field of study
- Academic levels
- Photographs

Non-discrimination

Grand Canyon University does not discriminate in employment opportunities or practices on the basis of race, color, sex, national origin, age, or disability. GCU as a Christian university does have the right to make decisions on the basis of religion.

Full-time and adjunct faculty members who have disability issues and desire accommodations must self-report to Human Resources. Please contact Human Resources at hr@gcu.edu to obtain information about reporting and documentation requirements.

Any employee with questions or concerns about any type of discrimination in the workplace is encouraged to bring these issues to the attention of their immediate supervisor or the Human Resources Department.

Copyright and Intellectual Property Rights

It is illegal to distribute copyrighted materials to students, as GCU is a for-profit enterprise. Faculty may not download or otherwise obtain and then distribute materials that are copyright protected. Faculty may not require students to download and use copyrighted materials to complete course requirements; however, it is permissible to send students to a Web site to look at materials of interest. For example, it would be appropriate to send students to a Web site to look at an example of a survey tool posted at the site, but it would NOT be appropriate to ask the students to download and use the survey tool to complete a course assignment.

All course content developed by GCU faculty, whether said faculty are employees or contractors, is the property of GCU. Course content developed by faculty subject matter experts (SMEs) is the property of GCU.

Faculty Compensation and Benefits

Faculty Benefits

401K

The Grand Canyon University 401(k) Plan is an optional retirement plan that allows campus full-time employees to make tax-deferred investments through payroll deductions. Employees may contribute between 1% and 70% of eligible pay up to the annual IRS dollar limit. GCU, at its discretion, may provide a company match for 401(k) investments at year-end. Employees must be enrolled as of December 31 to be eligible for any match.

Fidelity Investments provides recordkeeping and investment options for the Plan. They offer a full-service online program at www.netbenefits.com or you may contact them at 800-294-4015.

Employees who have attained age 21 are eligible to participate, and will be automatically enrolled with a 3% salary deferral contribution. Your salary deferral will be increased each year by 1% up to 6%. Fidelity will mail enrollment instructions to your home address prior to setting up your automatic enrollment. Changes to your auto enrollment may be made online with Fidelity.

The information in this summary is an overview and is not to be construed as covered benefits or the plan documents. If there is a discrepancy between the information provided and the Summary Plan Documents or the Group policies, the SPD or the policies prevail.

Discount Programs

Grand Canyon University is pleased to offer adjunct faculty Grand Canyon University Perks, a national and local merchant employee discount Web site. The site provides access to private shopping events and exclusive discounts on thousands of brand name products and services.

To access the site, simply click on the link below – and register with your Grand Canyon University email address: <http://gcu.corporateperks.com>

You can access Grand Canyon University Perks from any computer with internet access. Bookmark <http://gcu.corporateperks.com> and visit often to enjoy the exclusive offers.

Faculty Resources

Center for Innovation in Research and Teaching

The Center for Innovation in Research and Teaching (CIRT) was founded in 2010 to facilitate excellence in research and teaching at Grand Canyon University. As a faculty-driven initiative, CIRT strives to meet the ever-changing needs of our diverse faculty. CIRT programming and services cross teaching mode and discipline to foster an integrated faculty community of teaching scholars.

Mission:

- Foster a culture of critical reflection to promote innovation in teaching, learning and research.

Vision:

- Faculty at Grand Canyon University will be renowned leaders in teaching, research and innovation.

Goals:

- Foster innovative instructional and assessment strategies in the classroom
- Facilitate dissemination of evidence-based teaching principles, strategies, and educational policy
- Create opportunities for reflection, dialogue and exchange of best practices in higher education
- Promote a scholarly approach to teaching, learning and assessment

To facilitate excellence in research and teaching, CIRT offers the following services:

- Departmental and college consultation on development of faculty enhancement resources
- Research mentoring and/or consultation
- Peer teaching observations
- Synchronous teaching enhancement webinars
- Online library of faculty development resources
- Coordination of teaching and research circles
- Publication of a faculty SoTL journal
- Dissemination of best practices in teaching at GCU
- Research summaries highlighting recent publications in college teaching
- Conference notifications for SoTL events
- Research tips to facilitate faculty research

CIRT is available online at <https://cirt.gcu.edu>

The Fleming Library

Library Hours (GCU Time)*

Monday – Thursday: 7:00 am – 10:00 pm
 Friday: 7:00 am – 5:00 pm
 Saturday: 9:00 am – 6:00 pm
 Sunday: 1:00pm – 10:00pm

*Holidays, summer, and break hours vary. Check with the Library for information.

Contacting the Library:

- Phone: Toll Free 1.800.800.9776, ext. 639-6641, 602.639.6641
- Web Site: <http://library.gcu.edu>
- Ask A Librarian: <http://library.gcu.edu/AskALibrarian>

- Chat live with a Librarian at our web site, <http://library.gcu.edu>, Monday-Friday: 9am-4pm (GCU Time)
- Library Walk Through Tutorial: <http://tutorials.gcumedia.com/libraryWalkThrough/vp02.swf>
- Library Webinar Sign Up: <http://www.gcu.edu/Student-Life/Library/Webinar-Sign-Up.php>

The Grand Canyon University Fleming Library serves as the foundation of academic support for all learning and research pursuits of GCU students, faculty, staff and administration, and serves the greater community by providing access to quality research materials. The Library is proud to offer the following library services:

- Faculty Request for Group Library Instruction: Need general library instruction for your students or for specific class and research assignments? The librarians will instruct your class on navigation, search strategies and using the library resources. Request in-person or online library instruction: <http://library.gcu.edu/GroupLibraryInstruction>
- Ask A Librarian: Ask the 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!
- 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 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 Library's resources: <http://www.gcu.edu/Student-Life/Library/Webinar-Sign-Up.php>.
- Interlibrary Loan (ILL): Need materials the Library does not own? Request an ILL on the Library's web site: <http://library.gcu.edu>.

Structured Academic Assistance to Students

GCU strives to support students' academic success in a number of ways. Below is the Leveled Support Process to which faculty and students should refer when seeking academic help for students. Faculty and students should proceed through this process by utilizing each level in sequential order depending on effectiveness. The first point of contact for student success and support is always the instructor (Level 1).

Levels	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	Instructor	Peer Collaboration	Center for Learning & Advancement (CLA)	Online Resources (e.g, ThinkingStorm)
Actions	-Instructor provides extra attention and quality feedback and support to develop the student's skills	- GCU stimulates peer collaboration in both the ground and online environment. - You may help other students or obtain help from your colleagues through simple discussions.	-Face to face tutoring for ground -Online tutoring for all students	-Instructor refers student to additional Online Resources. -ThinkingStorm is one example which provides feedback in writing, math, science, and business

Center for Learning & Advancement (CLA)

There are a number of support services to which faculty may refer students who need additional support with content on the classroom. The Center for Learning & Advancement is the academic support learning center that provides both face to face and online tutoring for ground and online students. These tutoring sessions are offered by peer tutors as well as full time or adjunct faculty. Please visit <http://my.gcu.edu/centerforlearning> for more details about how to refer your students to this resource.

What subjects Does Center for Learning and Advancement Provide Assistance With?

Subjects	Regular Schedule
Writing, Math, Algebra, Trigonometry, Calculus, Finance, Accounting, Statistics, Economics, APA, Chemistry, Biology, and Pre Nursing & Nursing (level 1-3), Beginning Spanish	Monday-Thursday 8am-7pm, and Friday 8am-5pm(Arizona Time); Also, some weekend times are available. Closed on university observed holidays.

Center for Learning and Advancement Contact Information

Center for Learning website: <http://my.gcu.edu/centerforlearning>

Center for Learning email: centerforlearning@gcu.edu

Center for Learning phone: 602.639.8901.

ThinkingStorm Tutoring

ThinkingStorm Online Tutoring is an independent online tutoring company that GCU has contracted with to assist students with their success. GCU will pay for the first 10 hours of usage. Students are responsible for usage charges after the first 10 hours.

ThinkingStorm provides tutoring assistance in the following areas:

Content Area	Sub-topics
Math	Basic Math, Pre-Algebra, Algebra, Geometry, Trigonometry, Calculus, and Statistics
Science	Biology, General Chemistry, Physics, and Introductory Human A&P
Business and Accounting	Finance, Managerial, Microeconomics, and Macroeconomics
Software and Adobe Suite	Photoshop, Illustrator, In Design, and Dreamweaver
Writing Center	Additionally, ThinkingStorm offers tutoring support in writing. Live tutors are not available for writing, but students are able to submit their written paper for a tutor to review it. Editors provide feedback on completed papers within 48 hours. Students are charged according to the page amounts related to the paper length.

How do students access ThinkingStorm?

ThinkingStorm is available to all students through their Student Portal. Please refer struggling students to the Center for Learning, first. If there are not tutors available in the content area needed or the Center for Learning is closed, you may refer students to the ThinkingStorm service for tutoring. ThinkingStorm is a pay-per-use service so encourage students to use this as a last resort and sparingly. GCU pays for the first 10 hours, after which students will need to pick up the cost.

Faculty Support

Should faculty members have campus classroom or audio/visual issues, they may contact Help Desk at (602) 639-7700. Their hours of operation are:

- Monday – Friday: 6am to 7pm
- Saturday: 8am to 5pm
- Sunday: Closed

Faculty Technical Support is here to assist faculty members with any technical or classroom issues. Each faculty member has their own support representative and should receive their direct contact information when starting with GCU. Outside of this, there are many ways they may be contacted.

- Submit a web ticket using this online form.
- Call us at (877) 505-3427
- Chat with us by using the chat link located on our website.

Hours of Operation for all colleges are:

- Monday – Friday: 6am to 7pm

However, should faculty need assistance outside of these hours, the main Technical Support line is (877) 428-8447, and their Hours of Operation are:

- Monday - Friday: 6am to Midnight
- Saturday - Sunday: 7am to Midnight

Appendix A: Faculty Classroom Observation Form



Grand Canyon University Faculty Classroom Observation

Faculty Member:

Observer Name:

Course:

Location:

Date:

Observation Time:

of Students

Pre-Observation Conversation

Date:

Take a moment to read through the instrument. After a moment of reflection, what do you consider your strengths to be based on the criteria in the observation tool?

Which of the criteria in the tool do you feel you need to improve upon or you do not practice as much as you would like?

Is there anything specific you would like me to focus on during my observation? (e.g. classroom management, presentation skills, questioning techniques, student engagement, etc.)

Section 1 - Classroom Environment	Exemplary	Meets	Approaches	Did Not Meet	Not Observed
1. The instructor is well-prepared and uses class time efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The instructor creates a learning environment that fosters respect for diverse points of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The instructor facilitates a classroom environment conducive to learning and promotes active student engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Section 2 - Content Knowledge & Instruction	Exemplary	Meets	Approaches	Did Not Meet	Not Observed
1. The instructor shows depth of knowledge in communicating the reasoning process behind operations or concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The instructor demonstrates content expertise. (Incorporates current research, presents accurate and relevant examples, and accurately answers student questions.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2 - Content Knowledge & Instruction	Exemplary	Meets	Approaches	Did Not Meet	Not Observed
3. The instructor demonstrates effective presentation skills. (Speaks clearly, uses classroom space well, is enthusiastic and passionate about teaching and content, command of English is adequate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The instructor activates students' relevant prior knowledge to facilitate learning. (Provides minor verbal and/or visual prompts, asks questions specifically designed to trigger recall)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The instructor checks for student understanding regularly and informally throughout instruction. (Classroom Assessment Techniques-CATs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The instructor poses stimulating and challenging questions to develop students' analytic ability and independent thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The instructor effectively incorporates and facilitates active student learning. (Collaborative and/ or structured learning activities that allow students to process, discuss, and apply content. Student Engagement Activities- SETs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The instructor effectively incorporates technology tools and/or instructional aids to enhance student engagement and learning. Examples may include: Video, PowerPoint, Excel, Prezi, iRespond, polleverywhere.com, Smart Technology, Chart Paper, White boards, Manipulatives, Simulations, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The instructor provides a closure activity for students to demonstrate and/or synthesize what they have learned during the instructional time. (e.g. one minute paper, exit ticket, sentence stems, whip around, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Section 3 – Learning Management System	Exemplary	Meets	Approaches	Did Not Meet	Not Observed
1.The LMS classroom is properly set-up and managed according to college expectations. Meets Expectations: Faculty contact information is posted, drop boxes are being used for benchmark assignments, Turnitin is used for written assignments over 500 words, feedback on assignments is timely, and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>grade book is current.</p> <p>Exemplary: Goes above and beyond minimum requirements for managing the LMS classroom. Utilizes best practices for blended learning that enhance student learning and engagement.</p>					
<p>Comments:</p>					

Overall Comments and/or Suggestions:

Post-Observation Conversation

Date:

What do you feel went well instructionally during my classroom visit?

Let us look at the instrument together, what I observed you doing well was...

Now, let us talk about the areas where you could improve and/or strengthen?

How do you feel about my observations? How do you feel about the process?

How can I help you to improve in the areas of concern?

As a side note, which is not a part of the instrument, in your course, how do you foster an environment that supports the vision, mission, and Christian Worldview of GCU? Do you have specific examples to share?