GRACELYN UNIVERSITY

2026-2027 Catalog

Accredited Internet-based
Distance Education Program

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Reservation of the Right to Modify

Gracelyn has attempted to provide information which, at the time of preparation for publication, most accurately described policies, procedures, regulations and requirements of the university. However, catalogs do not establish contractual relationships. The university reserves the right to alter or change any statement contained herein without prior notice.

2026-2027 Academic Calendar

- **Fall 1 Term - August 17 - October 11, 2026**
- **Fall 2 Term - October 19 - December 13, 2026**
- **Spring 1 Term - January 18 - March 14, 2027**
- **Spring 2 Term - March 22 - May 16, 2027**
- **Summer Term – June 7 – August 1, 2027**

Students should enroll before the first day of classes. Students may also be added to courses no later than the third day of the term.

Courses are offered as accelerated semesters in five eight-week terms per year. Students should plan to spend an estimated 17-20 hours per week in coursework while the classes are in session.

About Gracelyn University

Gracelyn prepares men and women for successful careers as educators.

Students may enroll year-round in Gracelyn's degree programs.

History of Gracelyn

Gracelyn University is based in Dallas, Texas. It was established in 2020 as Hartwell Educator Institute LLC.

In 2021, the University became the distance education program of Hartwell Educator Institute LLC and was named Hartwell University.

In 2024, the University changed its name to Gracelyn University to better communicate to the public the unique and focused mission of the institution.

Mission

"Gracelyn University's mission is to prepare K-12 educators by offering online higher education taught from a biblical worldview."

Goals

For Gracelyn's 2026-2027 strategic plan, our goals are:

Goal 1: Christian Education: to provide affordable, practical education enabling Christian Educators to transform the lives of their students.

Goal 2: Highly Affordable Education: to use innovation to provide educational content and affordable programs to diffuse innovation and best practices for Christian Educators.

Goal 3: Faculty and Staff Development: to develop faculty and staff to support their own professional development and calling to enable them to provide effective education to our students and further our mission.

Goal 4: Stewardship: to provide effective accounting, finance, technology and administrative support to Gracelyn's programs and services in a way that reflects our values and achieves our mission.

Goal 5: Financial Growth: to secure significantly increased resources and expanded enrollment enabling Gracelyn to expand existing programs and further our mission.

Accreditation

Gracelyn University is accredited by the Distance Education Accrediting Commission. DEAC is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA) as a national accrediting agency for distance learning schools. As such, our programs and administrative policies are frequently reviewed to

ensure that we continue to meet the DEAC's exacting standards of excellence.

The DEAC headquarters is at 1101 17th Street NW, Suite 808, Washington, D.C. 20036. Their phone number is (202) 234-5100 and their website is http://www.deac.edu.

State Licensing

Gracelyn University operates under a Certificate of Authorization in the State of Texas. Gracelyn University participates in the State Authorization Reciprocity Agreements.

California Required Disclosure

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

STRF Assessment Fee: $0.00 per $1,000 of institutional charges (non-refundable)

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

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

Contact Information

Phone:
New Students, Student Support and General Inquiries: +1 (214) 764-6611

Email:
For help with general questions about the college programs, registration, academic advice and any other questions a new student might have, email admissions@gracelyn.edu.

For general inquiries, including employment/faculty opportunities, email info@gracelyn.edu.

For help with student records or the updating of student information, email registrar@gracelyn.edu.

For help with tuition billing questions, students can contact the billing department through their student portal.

Students should contact their advisor for technical assistance, including help with logging in and with using the online course management system.

Address:

Gracelyn University
6060 N Central Expressway, Suite 500
Dallas TX 75206
USA

Note: For information on the governing board for the institution, see the Gracelyn and Board section, below.

Operating Hours and Vacation Days

Gracelyn is a fully online university. All of its courses are available 24 hours a day, regardless of holidays and weekends. Individual professors may set academic office hours that they are available for video conferencing

(such as Zoom) or instant messaging, but it is not required. Faculty should respond to emails within 2 business days.

Gracelyn offices are typically open Monday through Friday. Hours for individual employees vary. Typically, Gracelyn staff are available for phone, chat, and email support between 9 AM to 5 PM Central Standard Time. Gracelyn staff observe the following holidays and offices are closed:

New Year's Day (or the day after if it falls on a Sunday)
Martin Luther King's Birthday
President's Day
Good Friday
Memorial Day
Independence Day (as observed)
Labor Day
Columbus Day
Thanksgiving Week
Christmas Week
New Year's Week

Method of Study and Technology Requirements

Gracelyn courses are entirely online (distance learning).

To participate in these courses, students need the following:

- **Computer.** Windows 7 or greater, Macintosh OS X or later, Chrome OS or comparable system. We encourage students to access our courses from a computer web browser rather than a tablet or smartphone.
- **Internet.** High speed Internet connection (cable, DSL, etc.). A dialup connection will likely not work, due to the required streaming audio & video in each course.
- **Email Account.** Students must have a personal email account. Students can use Gmail or similar free email services.
- **Software**
    - Web browser (Google Chrome, Firefox or Microsoft Edge). Internet Explorer is not recommended. In order to use Gracelyn's learning management system, students will need to enable cookies in their Web browser.
    - Office suite, such as Microsoft Office (Word, Excel, PowerPoint). Free alternatives include Google Docs, Sheets and Slides; OpenOffice; or LibreOffice.
    - Adobe Acrobat Reader (free download)
- **Video Conference Recommendations**. Courses may use video conferencing. Students are encouraged but not required to use a webcam and microphone to fully participate in the live portions of courses (via computer or smartphone app for iPhone or Android). For students who do not have access to these devices, a telephone number for call-in will be available as well.

Students needing technical support should contact their student success coach or call 214-764-6611.

Standards of Admission

Certifying Academic Eligibility

The following are our academic admissions requirements.

Undergraduate: Documentation of High School Graduation or Equivalent

Undergraduate students may certify their academic eligibility either:

1) by providing any of the following items of documentation:

a) A copy of a **high school diploma**.

b) A copy of a final, **official high school transcript** that shows the date when the diploma was awarded.

c) A copy of a **General Educational Development (GED) certificate** or **GED transcript** that indicates the student passed the exam.

d) Certification of a passing score on a test that the student's state authorizes and recognizes as the equivalent of a high school diploma. This includes tests similar to the GED, such as the **High School Equivalency Test** or the **Test Assessing Secondary Completion**. A test transcript is also acceptable if it indicates that the final score is a passing score or that the student's state considers the test results to meet its high school equivalency requirements.

e) A copy of the "secondary school leaving certificate" or similar document from the proper government agency for students who completed secondary school in a foreign country.

g) A copy of a **secondary school completion credential for homeschool** (other than a high school diploma or its recognized equivalent) if state law requires homeschooled students to obtain that credential.

h) A transcript or the equivalent, signed by the parent or guardian of a homeschooled student, that lists the secondary school courses the student completed and that documents the successful completion of a secondary school education in a homeschool setting, if this is acceptable proof according to state law.

2) When allowed by federal regulations, by completing an **online self-certification form** of their high school graduation or equivalent indicating the institution name, city, state, and year of graduation, which is electronically signed.

a) Note – students that complete an online self-certification form may be subject to a random verification request of the university. Should a student be selected for random verification, the student will need to submit an official high school transcript or equivalent document before they can enroll in the next term.

Graduate Students: Proof of Bachelor's Degree

For students enrolling in a master's program, the university must receive an official college transcript indicating the receipt of a bachelor's degree from an accredited institution before the student enrolls in courses. Students must have graduated with a 2.5 GPA or higher.

Government-Issued Identification (all students)

At the beginning of their first term, students should:

1. Email a copy of a government-issued photo ID to their student success coach. Students may either scan in their ID or take a photo of it with a digital camera or smartphone.

College or university transcripts must be official copies from the institution. Electronic copies should be sent directly from the institution to transcripts@gracelynuniversity.zohodesk.com. We do not accept physical copies.

Additional Admissions Policies and Information

Provisional Acceptance

All students must be accepted by Gracelyn through the admissions process. Students that are accepted are done so provisionally. For undergraduate programs, students are not considered fully matriculated until they have successfully passed 18 credits taken from Gracelyn. For master's programs, students are not considered fully matriculated until they have successfully passed 9 credits taken from Gracelyn.

English Proficiency Requirement for Non-native English Speakers (Associate Program, Bachelor Program, Master Programs in English)

Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:

1. A minimum score of **500** on the paper-based Test of English as a Foreign Language (TOEFL PBT), or **61** on the Internet Based Test (iBT), a **6.0** on the International English Language Test (IELTS), or **44** on the Pearson Test of English Academic Score Report, or **95** on Duolingo test. Or a high school diploma completed at an accredited/recognized high school (where the medium of instruction is English).

2. A minimum score on the College Board Accuplacer ESL Exam Series as follows:
   ESL Language Use: Score of 85
   ESL Listening: Score of 80
   ESL Reading: Score of 85
   ESL Sentence Meaning: Score of 90
   ESL Writeplacer: Score of 4
   Comprehensive Score for all exams of 350

3. A minimum grade of Pre-1 on the Eiken English Proficiency Exam;

5. A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge; *or*

6. A transcript indicating completion of at least 30 semester credit hours with an average grade of "C" or higher at an institution accredited by an agency recognized by the United States Secretary of Education

and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English.

Spanish Proficiency Requirement for Master of Arts in Applied Educational Practice (MAEP) program

Since the MAEP program is completed in Spanish, prospective students whose native language is not Spanish must demonstrate college-level proficiency in Spanish through the following for admission:

A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge (Spanish Level Test); or Test your Spanish | Spanish level test online | EF Global Site (English)

Requirements for Dual Enrollment: College Credits while in High School

High school students may also enroll in Gracelyn for dual enrollment credit.

Dual enrollment students do not qualify for financial aid, and thus are not required to submit the documentation of high school graduation or equivalent which is required of other students. Rather, they are admitted on the basis of a signed letter of approval from their parent(s) or guardian(s) granting permission and verifying that taking college courses will not interfere with their high school education.

This letter should be sent to the Registrar's office via email to registrar@gracelyn.edu.

Statement of Non-Discrimination

Gracelyn does not discriminate in its admissions because of race, sex, color, creed, age, religion, or national origin or any characteristic protected by law.

Admissions Instructions

To enroll in Gracelyn courses, students should follow the steps below. The following steps reference what is required for undergraduate students. Additional requirements for graduate programs are found in their respective graduate program located further down in the catalog. If you need help, call our admissions office at 214-764-6611.

Step 1: Complete the Application Form

Students can enroll in Gracelyn through our online application form. There is no application fee for undergraduate students. International students pay a $25 application fee to the undergraduate program. U.S. and International graduate students pay a $65 application fee.

- Students can enroll at any time. Courses start five times a year.
- All students must meet the Standards of Admission & Technology Requirements (stated in this catalog and online).
- After a student applies, Gracelyn will send an admissions email to let them know if they have been accepted.

Step 2: Complete the Enrollment Process

At the beginning of their first term, students should:

Upload photo ID with application or email a copy of a government-issued photo ID to their student success coach.

- You may either scan in their ID or take a photo of it with a digital camera or smartphone.

Step 3: Confirm Courses

After signing the enrollment form and arranging tuition payments, students can confirm the number of courses they wish to take.

Note: Tuition includes textbooks.

Step 4: Complete New Student Orientation

All new students should complete the New Student Orientation course before beginning work on their first course. The New Student Orientation is offered at no cost in the Learning Management System.

Transfer Credit Policy

For students in the associate's degree program, students may transfer up to 30 credits from accredited institutions. For undergraduate bachelor's degree program students, Gracelyn has a generous credit transfer policy allowing up to 60 credits to be transferred in from accredited institutions. No transfer credits will be accepted for master's programs.

Transfer Policy Summary

- Official college transcripts must be submitted from the granting institution in order for credit to be evaluated.
- Students can transfer credits from any accredited college in the US or abroad.
- Students can transfer credits from any accredited school, in any country.

Process to Send in Transcripts

- Contact previous schools you attended and request an official transcript be emailed to transcripts@gracelynuniversity.zohodesk.com .
- Photocopies, faxes, emails or unofficial transcripts sent from the student will not be accepted.
- Once you have submitted a college transcript, an official transcript evaluation will be done to determine the number of credits that will be granted for prior college work. Once the evaluation has been completed, students may download a degree audit in their student portal.

Transfer Credit Acceptance Standards

1. Undergraduate transfer credit is granted only for courses in which the equivalent to Gracelyn's standard for a "C-" or better has been earned, and which fit the university's academic program requirements.
2. Courses in which a grade of "pass" is received must be certified by the school as being equivalent to Gracelyn's standard for a "C-" or higher in order to be accepted in transfer.
3. Transfer credits must be from either U.S.-based schools that are accredited by a body that is recognized by the US Department of Education or the Council of Higher Education Accreditation, or non-US institutions that are listed in the *International Handbook of Universities*.
4. In all cases, Gracelyn reserves the right to determine whether it will accept transfer credits from another academic institution.

Transfer Credits for Students Outside of North America

- For foreign students with transcripts not in English, the student must provide Gracelyn a Foreign Credential Evaluation Report that documents Gracelyn credit equivalency and grade point average.
  - International students should check to see if their school is accredited in: http://whed.net/home.php.
  - International students from schools not listed in that directory may have their transcripts evaluated by The Evaluation Company or NARIC.
- Transcripts and official documents must be in English or be accompanied by an official translation into English.
- Where official transcripts are unobtainable due to circumstances beyond the student's control, Gracelyn may accept for review a valid affidavit that substantiates the student's academic record.
- In all cases, Gracelyn reserves the right to determine whether it will accept transfer credits from another academic institution.

Credit by Examination

For undergraduate students, Gracelyn will accept up to 30 hours of transfer credit earned through these credit-by-examination and credit recommendation services, and the exams must fit the university's academic program requirements:

- College Board's College-level Examination Program (CLEP)
- DANTES Subject Standardized Tests (DSST)
- Excelsior Exams
- TECEP Exams

Acceptance of Transfer Credit from Gracelyn

Gracelyn does not guarantee the transferability of credits to a college, university or institution. Any decision on the comparability, appropriateness and applicability of credits and whether they should be accepted is the decision of the receiving institution.

Associate Degree Program

Gracelyn offers the associate degree program listed below. The associate's degree requires 60 credits of academic work and is equivalent to a 2-year academic degree awarded by an accredited residential college in the United States.

To earn a degree, students must complete a minimum of 30 credit hours from Gracelyn. The additional required hours must come from transfer credit hours, credit by examination, or additional Gracelyn courses.

Associate of Science in Transformational Education

This program focuses on preparing students to begin their journey as transformational educators. The Program promotes the development of paraprofessionals and early childhood educators within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes foundational skills in communication, child development, instructional practices, classroom management, and technology while cultivating a heart for diversity, service, and lifelong learning. Students should graduate ready to serve as paraprofessionals and teacher assistants or continue their studies toward a bachelor's degree, equipped with

both practical skills and a biblical worldview that inspires them to be servant leaders in their schools and communities.

Students who complete the program will achieve the following outcomes:

1. Communicate effectively in written and oral forms, demonstrating clarity and professionalism in educational and workplace settings.
2. Identify and apply foundational content knowledge and instructional practices relevant to early childhood and K–12 education.
3. Use basic assessment strategies to monitor student progress and reflect on teaching effectiveness.
4. Demonstrate proficiency with essential technology tools to support and enhance student learning.
5. Recognize and apply foundational culturally responsive teaching practices to support diverse learners in classroom environments.
6. Explain and apply a biblical worldview to foundational concepts in teaching, learning, and human development.

Students must take the following courses at Gracelyn:

1. EDUC 1102: Principles of Teaching in Education (3 credits)
2. EDUC 2101: Introduction to Education, Ethics, and Professional Responsibilities (3 credits)
3. EDUC 2110: Fine Arts in the Classroom (3 credits)
4. EDUC 2201: The Science of Reading (3 credits)
5. EDUC 2202: K-5th Literacy Reading Assessment, Instruction and Intervention (3 credits)
6. EDUC 2220: Teaching All Children (3 credits)

Undergraduate Degree Program

Gracelyn offers the undergraduate degree program listed below. The bachelor's degree requires 120 credits of academic work and is equivalent to a 4-year academic degree awarded by an accredited residential college in the United States.

To earn a degree, students must complete a minimum of 60 credit hours from Gracelyn. The additional required hours must come from transfer credit hours, credit by examination, or additional Gracelyn courses.

Bachelor of Science in Transformational Education

This program focuses on preparing students to become transformational educators. The Program promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each educator. Students should graduate with a desire to be lifelong learners and servant leaders.

Students who complete the program will achieve the following outcomes:

1. Develop and execute proficiency in communication.
2. Demonstrate content knowledge and pedagogical skills.
3. Use assessment strategies to evaluate progress towards desired outcomes.
4. Utilize current technology concepts to design, implement and assess learning experiences.

5. Apply and evaluate culturally responsive teaching practices to help all K-12 students learn.
6. Develop and demonstrate the application of a biblical worldview.

Students must take the following courses at Gracelyn and receive a grade of C- or higher, otherwise they will need to repeat the course:

1. EDUC 1102: Principles of Teaching in Education (3 credits)
2. EDUC 2101: Introduction to Education, Ethics, and Professional Responsibilities (3 credits)
3. EDUC 2110: Using Your Giftings through Fine Arts in the Classroom (3 credits)
4. EDUC 2201: The Science of Reading (3 credits)
5. EDUC 2202: K-5th Literacy Reading Assessment, Instruction and Intervention (3 credits)
6. EDUC 2220: Teaching All Children (3 credits)
7. EDUC 2303: Structured English Immersion (3 credits)
8. EDUC 3101: Transformational Methods of Elementary Education 1 (3 credits)
9. EDUC 3130: Transformational Elementary and Secondary Curriculum (3 credits)
10. EDUC 4101: Introduction to Special Education 1 (3 credits)
11. EDUC 4102: Introduction to Special Education 2 (3 credits)
12. EDUC 4110: Transformational Classroom Assessment (3 credits)
13. EDUC 4410: Field Experience I (3 credits)
14. EDUC 4420: Field Experience II (3 credits)
15. EDUC 4430: Field Experience III (3 credits)
16. EDUC 4440: Field Experience IV (3 credits)

Graduate Degree Programs

Master of Arts in Transformational Education

The Master of Arts in Transformational Education (MTED) program focuses on preparing graduate students to become transformational educators. The program promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each educator. Students should graduate with a desire to be lifelong learners and servant leaders.

Additional Admissions Criteria for MTED applicants:

1. 2 reference forms completed utilizing Gracelyn University's reference form. References must be completed by professional references.
2. Applicants must possess at least two years of relevant professional experience in the field of education, preferably as classroom educators or instructional leaders. If an applicant does not possess two years of relevant professional experience, they may obtain a nomination letter received by an applicant's campus or district leader that addresses the following attributes of the applicant:
    a. Overall character
    b. Instructional abilities
    c. Applicants' strengths and achievements
    d. Applicants' contributions to their school community
    e. Applicant's readiness for advanced roles
3. Candidates must submit a statement of purpose outlining their motivation for pursuing a master's degree in Transformational Education Leadership, their career goals, and how they envision applying their learning

to make a positive impact in educational roles.

Students who complete the program will develop the following outcomes:

1. Develop and execute proficiency in communication.
2. Demonstrate content knowledge and pedagogical skills.
3. Use assessment strategies to evaluate progress towards desired outcomes.
4. Utilize current technology concepts to design, implement and assess learning experiences.
5. Apply and evaluate culturally responsive teaching practices to help all K-12 students learn.
6. Develop and demonstrate the application of a biblical worldview.

Students must take the following courses at Gracelyn:

1. EDUC 5000 Transformational Principles of Managing the Classroom
2. EDUC 5001 Foundations of Education
3. EDUC 6001 Transformational Teaching Principles in Education
4. EDUC 6002 Curriculum, Instructional Planning, and Assessments
5. EDUC 6004 Advanced Technology in Education
6. EDUC 6000 Strategies for Teaching Diverse SPED Learners
7. BIBL 6000 Survey of the New Testament
8. BIBL 6001 Exploring Spiritual Growth
9. MATH 5000 Advanced Strategies in K-12 Mathematics Instruction
10. GEOL 5000 Advanced Topics in Elementary Science Education
11. SOSC 5000 Elementary Social Studies Curriculum and instructions
12. EDUC 6005 Advanced Studies in the Science of Reading
13. EDUC 6006 Reading Assessment, Instructions, and Intervention.
14. EDUC 6007 Structured English Immersion
15. EDUC 5002 Field Experience I
16. EDUC 5003 Field Experience II

Master of Arts in Applied Educational Practice

The Master of Arts in Applied Educational Practice (MAEP) program is 48 credits, and focuses on preparing graduate students to become transformational educators. This program is entirely in Spanish. The program promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each educator. Students should graduate with a desire to be lifelong learners and servant leaders.

Additional Admissions Criteria for MAEP applicants:

1. 2 reference forms completed utilizing Gracelyn University's reference form. References must be completed by professional references.
2. Applicants must possess at least two years of relevant professional experience in the field of education, preferably as classroom educators or instructional leaders. If an applicant does not possess two years of relevant professional experience, they may obtain a nomination letter received by an applicant's campus or district leader that addresses the following attributes of the applicant:
    a. Overall character
    b. Instructional abilities
    c. Applicants' strengths and achievements
    d. Applicants' contributions to their school community
    e. Applicant's readiness for advanced roles
3. Candidates must submit a statement of purpose in Spanish outlining their motivation for pursuing a master's degree in Transformational Education Leadership, their career goals, and how they envision applying their learning to make a positive impact in educational roles.

Students who complete the program will develop the following outcomes:

1. Develop and execute proficiency in communication.
2. Demonstrate content knowledge and pedagogical skills.
3. Use assessment strategies to evaluate progress towards desired outcomes.
4. Utilize current technology concepts to design, implement and assess learning experiences.
5. Apply and evaluate culturally responsive teaching practices to help all K-12 students learn.
6. Develop and demonstrate the application of a biblical worldview.

Students must take the following courses at Gracelyn:

1. EDUC 5101 – Foundations of Education, Ethics, and Professional Responsibilities (3 credits)
2. EDUC 5111 – Educational Ethics and Moral Formation (3 credits)
3. EDUC 6101 – Transformational Teaching Principles in Education (3 credits)
4. EDUC 6103 – Social, Emotional, and Cultural Views of Diverse Learners (3 credits)
5. EDUC 5100 – Transformational Principles of Managing the Classroom (3 credits)
6. EDUC 5112 – Active and Collaborative Teaching Strategies (3 credits)
7. EDUC 6100 – Strategies of teaching Diverse SPED Learners (3 credits)
8. EDUC 6104 – Advanced Technology in Education (3 credits)
9. EDUC 5113 – Global Educational Innovation Models (3 credits)
10. EDUC 6102 – Curriculum, Instructional Planning, and Assessments (3 credits)
11. EDUC 6152 – Curriculum and Assessment for Instructional Development (3 credits)
12. EDUC 5156 – Evidence-Based Decision Making for Curriculum and Instruction (3 credits)
13. EDUC 5102 – Field Experience I (3 credits)
14. EDUC 5155 – Strategic School Diagnosis and Data-Driven Planning (3 credits)
15. EDUC 6157 – Action Research for School Improvement (3 credits)
16. EDUC 6160 – Emerging Themes in Education (3 credits)

Master of Arts in Transformational Education Leadership

The Master of Arts in Transformational Education Leadership (MTEL) at Gracelyn University prepares aspiring and current school leaders to influence meaningful change in K–12 schools. The program develops leaders who integrate research-supported leadership practices, biblical worldview reflection, and servant-focused decision-making. Students learn to cultivate healthy school cultures, diagnose school needs, design improvement plans, guide adult learning, and lead with integrity and clarity.

Additional Admissions Criteria for MTEL applicants:

1. Nomination letter received by an applicant's campus or district leader that addresses the following attributes of the applicant:
    a. Overall character
    b. Instructional abilities
    c. Applicants' strengths and achievements
    d. Applicants' contributions to their school community
    e. Applicant's readiness for advanced roles
2. Applicants must possess at least two years of relevant professional experience in the field of education, preferably as classroom educators or instructional leaders.
3. Candidates must submit a statement of purpose outlining their motivation for pursuing a master's degree in Transformational Education Leadership, their career goals, and how they envision applying their learning to make a positive impact in educational roles.

Graduates of the MTEL program will be able to:

1. Evaluate complex school problems by integrating research, data, and stakeholder perspectives.
2. Design improvement plans that align with high-leverage leadership strategies and result in measurable student learning gains.
3. Lead with a biblical worldview that emphasizes stewardship, service, justice, and humility.
4. Apply instructional leadership skills that improve teaching quality and support professional growth.
5. Demonstrate ethical and legal decision-making using research, precedent, and moral reasoning.
6. Create strategic systems for distributed leadership, change management, and sustainable school improvement.
7. Engage families, communities, and stakeholders in collaborative partnerships that strengthen school culture and student outcomes.
8. Synthesize learning across the program to produce a professional Leadership Playbook demonstrating readiness for administrative leadership.

Students must take the following courses at Gracelyn:

1. EDUC 5052 Foundations of Servant Leadership and Trust-Building in Education
2. EDUC 5053 Cultivating a High-Trust, High-Expectations School Culture
3. EDUC 5054 School–Community Relations and Communications
4. EDUC 5055 Strategic School Diagnosis and Data-Driven Planning
5. EDUC 5056 Evidence-Based Decision Making for Curriculum and Instruction
6. EDUC 5057 Visionary Leadership and Stakeholder Engagement
7. EDUC 5058 Instructional Leadership and Data-Driven Instruction
8. EDUC 6052 Curriculum and Assessment for Instructional Development
9. EDUC 6053 School Budgeting and Fiscal Planning

10. EDUC 6054 Empowering Teachers and Distributed Leadership
11. EDUC 6055 Transformational Leadership and Professional Development
12. EDUC 6056 Legal and Ethical Issues in Education
13. EDUC 6057 Action Research and Leadership Practicum for School Improvement
14. EDUC 6058 Servant Leadership Practicum and Reflective Capstone in School Leadership

Tuition, Scholarships and Refunds

Tuition, Scholarships and Refunds
Tuition must be paid in U.S. currency by credit card. Tuition is to be paid in full by the end of the program.

Student Financial Charges

1. **Undergraduate Tuition** - Undergraduate tuition is $88.80 per credit hour. Tuition is paid monthly at $222.00 per month beginning with the first payment due on the date of the first term the student begins their degree program. Tuition includes textbooks and materials. Students will not need to purchase any additional resources for their courses. Note: If you have received an institutional scholarship, your tuition will be offset by the amount of scholarship you received.

   Tuition will be charged at $88.80 per credit hour for any additional courses that the student needs to take due to failing a course, repeating a course, etc. to complete the requirements of the program. This will extend the number of monthly payments a student has. If a student receives less than a C- for any course, they will need to retake it.

   If a student withdraws from the university, the student is released from tuition payments after the date of withdrawal. The date the registrar confirms receipt of withdrawal notice is considered the date of withdrawal.

2. **Graduate Program Application Fee** – Graduate students will be charged a non-refundable application fee of $35 at the time of application payable by credit card.

3. **Graduate Program Fee** – Graduate students will be charged a non-refundable program fee of $390 at the time of acceptance into the graduate program payable in two installments of $195 by credit card.

4. **Graduate Tuition** –Tuition is paid monthly beginning with the first payment due on the date of the first term the student begins their degree program. Tuition includes textbooks and materials. If a student receives less than a C- for any course, they will need to retake it. Tuition will be per credit hour for any additional courses that the student needs to take due to failing a course, repeating a course, etc. to complete the requirements of the program. This will extend the number of monthly payments a student has.

   - The Master's in Transformational Education program tuition is $226 per credit hour, and tuition is paid monthly at $531 for 19 months. Note: If you have received an institutional scholarship, your tuition will be offset by the amount of scholarship you received.

- Master of Arts in Applied Educational Practice (MAEP) program tuition is $226 per credit hour, and tuition is paid monthly at $531 for 19 months. Note: If you have received an institutional scholarship, your tuition will be offset by the amount of scholarship you received.
- The Master's in Education Leadership program tuition is $303 per credit hour, and tuition is paid monthly at $749 for 17 months. Note: If you have received an institutional scholarship, your tuition will be offset by the amount of scholarship you received.

5. **Graduate Practicum Fee (if applicable)** – Graduate students will be charged a non-refundable practicum fee of $718.50 per practicum course. The fee will be split into two payments per course, in addition to the monthly tuition payment for the program. Note: If you have received an institutional scholarship, your scholarship may or may not cover this fee.

6. **Graduation fee** – All students graduating from any program from Gracelyn are required to pay a $100 fee to cover the administrative cost of graduation and the cost of their diploma.

7. **Transcript fee** - Students that wish to receive a copy of their transcript must pay $10 per copy.

Failure to Make Payment
If at any point in time a student fails to make a monthly payment and has not completed a tuition pause form, the student will have a financial hold placed on their account. A financial hold means that the student will not be able to register for the next semester courses or receive an official transcript from the University until the balance has been paid.

Cancellation Policy
Undergraduate students may apply to Gracelyn at no charge, as stated at www.gracelyn.edu/tuition-and-fees/. Students can receive a full refund of all tuition monies after signing their enrollment agreement and before beginning a course or program, should they wish to cancel their enrollment. In order to communicate their cancellation, students should email their student success coach or call (214) 764-6611.

Tuition Refund Policy
Tuition refunds may be obtained when a student withdraws from the university. Refunds are calculated based on the date the student submits their withdrawal notice.

If a student withdraws from the university, students will be refunded at the following rates depending on when they withdrew from courses:

- Withdrawal during week 1 – 100%
- Withdrawal during week 2 - 75%
- Withdrawal during week 3 – 50%
- Withdrawal during week 4 or later - 0%

The following is a sample refund calculation:

A student enrolled in one course for the Spring I term and has made two monthly payments of $222. The student then withdrew from the university during the 3rd week of the term. According to the withdrawal policy, withdrawals during week 3 are eligible for a **50% refund**. The total course cost is $266.40. The refund is calculated as: $266.40 * 50% = $133.20 refund. The total amount the student has paid is $444. The amount due to the university for the course is: $266.40 - $133.20 (refund) = $133.20. The total refund to the student is: $444 (amount student paid) - $133.20 (amount due to university) = **$310.80 total refund** to the student.

For students who withdraw and have a credit balance as a result, any overpayment will be refunded within 30 days of dropping out.

Monthly tuition payments may be paused for no more than 12 months.

To request a pause in tuition payments or to withdraw from the university, students need to email their advisor or call (214) 764-6611.

Dropping Courses and Grading
Students should drop courses using the official drop request form obtained by completing the drop form on their student portal. Students that no longer participate in courses may be administratively dropped for lack of attendance (see attendance policy below).

0 to 2 weeks of class: Courses that are dropped by the end of the second week of classes do not appear on the official transcript and are listed as a "W (unofficial)".

2 to 5 weeks of class: Students have until the end of the 5th week of the term to drop courses (34 days after the first day of courses) and receive a mark of "W" for the course. The drop date for a course will be counted as the date on which the student last submitted any graded assignment or forum, based on the date of when the assignment was submitted (not when it was due). If a student stops participating in a class or the class forum before completing the fifth week and does not present a withdrawal request, then they will be marked as having withdrawn on the last day they submitted a graded assignment such as a paper, class forum, or quiz.

After 5th week of class: If a student stops working on a course after the 5th week, they will receive credit for all work already submitted. If their current grade result at that point would be a failing grade, it will be recorded as failing as an "F" and if it is passing it will be entered as the grade they received for the course. These grades will figure into GPA calculations. Note, if a student receives below a C- in a course, they must repeat the course.

"W (unofficial)" grades will not count toward pace requirement when calculating Satisfactory Academic Progress. Courses dropped before completing the 5th week, but after the end of the second week, result in a mark of "W", and will not count toward GPA calculations, but will count toward pace requirement when calculating Satisfactory Academic Progress. Also note that a student may not withdraw without penalty from a course in which they have committed an academic integrity violation – if the student chooses to withdraw, he/she will receive a "F" for the course.

Graduate Program Course Withdrawal Policy
Program Withdrawal Upon Course Withdrawal
A student who withdraws from any course in the program is deemed to have withdrawn from the program in full. There is no partial withdrawal option. The act of withdrawing from a single course constitutes withdrawal from the entire academic program.

Effective Date of Withdrawal
The effective date of withdrawal is the date on which the official course withdrawal is received and recorded by the institution.

Refund Policy Application
Any refund of tuition and/or fees resulting from a withdrawal will be calculated based on the institution's Refund Policy as outlined in the current catalog. Refund amounts, if applicable, will depend on the percentage of instructional time elapsed as of the effective date of withdrawal.

Student Financial Aid

Gracelyn does not participate in Federal Financial Aid.

Other Forms of Financial Aid

Institutional Scholarships – Institutional scholarships are available on a limited basis to undergraduate students that demonstrate financial need and are currently serving in a Pk-12 public school as non-certified staff. To apply, please check the box indicating your desire to be considered for the institutional scholarship on the application for admission found on the Gracelyn website.

Private Loans – Students may apply for private student loans from various providers, but Gracelyn strongly encourages students to avoid incurring student loan debt, unless absolutely necessary. See this page for more on private loans. Undergraduate students are eligible for private student loans.

Third-Party Scholarships - You may search for third-party scholarships to which you could apply by going to the Department of Labor's scholarship site.

Third-Party Scholarships for Students with Disabilities - Students with disabilities may review this guide to financial aid for students with disabilities.

Academic Policies

General Education Policies

Undergraduate General Education Requirements and Institutional Learning Objectives

Gracelyn requires a total of 30 general education credits for a bachelor's degree across the following domains:

Communications	min 3 credits
Broad Knowledge and Intellectual Skills	min 9 credits
Christian Life and Thought	min 3 credits
Overall Total	**30 credits**

Prescribed General Education Courses for Students Transferring In Less than Half Their Degree

Students entering Gracelyn with transfer credits of less than half their degree (60 for Bachelor) will be required to take the following specific courses to meet the above requirements and graduate unless the below have been transferred to Gracelyn from another institution.

Foundational Courses

- ENGL 1301: Composition I (3 credits)

Signature Courses

- EDUC 1102: Principles of Teaching in Education (3 credits)
- EDUC 2101: Introduction to Education, Ethics, and Professional Responsibilities (3 credits)

General Education Outcomes

In addition to achieving their degree program outcomes, students completing a Gracelyn degree will achieve the outcomes below in these domains:

1. **Communication.**
   Construct sustained, coherent arguments, narratives or explications of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences.

2. **Broad Knowledge and Intellectual Skills.**
   Apply practical skills, literacy, technology skills, critical thinking and lifelong learning skills in personal and professional life, utilizing knowledge from Social and Behavioral Sciences, Humanities, Arts, Mathematics, Natural Sciences and other fields.

3. **Christian Life, Thought and Social Responsibility.**
   Develop a life plan for their own personal vocation, life balance and calling, as well as bringing social change to the world in line with Christian values.
   Articulate a Christian worldview within their profession and its impact on their approach to work in their field and implications for social responsibility.
   Develop plans and competencies to increase personal and organizational cross-cultural effectiveness.

Mapping of Gracelyn Courses to Education Requirements

The following is a list of how Gracelyn courses may be used to fulfill requirements. Note that courses cannot be counted in multiple categories simultaneously - each must be for one or the other.

Communications (min 3 credit hours)

- ENGL 1301: Composition I (3 credits)
- ENGL 1302: Composition II (3 credits)
- ENGL 2306: American Literature I (3 credits)
- ENGL 3301: English Language Arts & Reading (3 credits)
- SPCH 1318: Interpersonal Communication (3 credits)

Broad Knowledge and Intellectual Skills (min 9 credit hours)

- BIOL 1308: Biology for Non-Science Majors (3 credits)
- CHEM 1305: Introductory Chemistry (3 credits)
- ECON 2301: Principles of Microeconomics (3 credits)
- ECON 2302: Principles of Macroeconomics (3 credits)
- GEOG 1301: Human Geography (3 credits)
- GEOL 1301: Earth Science for Non-Science Majors (3 credits)
- GOVT 2305: Federal Government (3 credits)
- GOVT 2306: Texas Government (3 credits)

- HIST 1301: US History I (3 credits)
- HIST 1302: US History II (3 credits)
- MATH 1350: Fundamentals of Mathematics I (3 credits)
- MATH 1351: Fundamentals of Mathematics II (3 credits)
- MATH 1332: Contemporary Mathematics (3 credits)
- MATH 1394: College Algebra (3 credits)
- MATH 1395: Precalculus (3 credits)
- MATH 1342: Elementary Statistical Methods (3 credits)
- PHIL 1304: Introduction to World Religions (3 credits)
- PHYS 3101: Introduction to Physics (3 credits)
- PSYC 2301: General Psychology (3 credits)
- PSYC 2314: Lifespan Growth & Development (3 credits)

Christian Life, Thought and Social Responsibility (min 3)

- BIBL 1101: New Testament Discovery (3 credits)
- BIBL 2101: Following Jesus and Spiritual Formation (3 credits)
- BIBL 3100: Gospel Movements of Jesus (3 credits)
- BIBL 3101: Biblical Wisdom for Teachers (3 credits)

The list below shows how common courses from other institutions would be classified for transfer credit.

Mapping Transfer Credit to General Education

Communications

- Including: Survey of Literature, Technical Writing, Poetry Writing, English Composition, Business Communication, etc.

Broad Knowledge and Intellectual Skills

- **Mathematics** including: Algebra, Geometry, Trigonometry, Calculus, Differential Equations, etc.
- **Sciences** including: Astronomy, Biology, Ecology and Environmental Science, Chemistry, Geology, Nutrition, Physical Geography and Oceanography, Physics, etc.
- **Humanities** including: History, Literature, Philosophy and Ethics, Foreign Languages and Cultures, Linguistics, Jurisprudence or Philosophy of Law, Archaeology, Comparative Religion, The History, Theory, and Criticism of the Arts, etc.
- **Social Sciences** including: Anthropology, Sociology, Psychology, Political science, Government, Economics, Communications Studies, Fine Arts, Painting, Sculpture, Music, Film, Photography, etc.

Christian Life, Thought and Social Responsibility

- Any Christian course that helps achieve the outcomes similar to those listed above or other foundational Christian subjects.

Institutional Learning Outcomes: Profile of a Gracelyn Graduate

Institutional learning outcomes are the outcomes that all Gracelyn students should have upon graduation.

Students completing a Gracelyn degree will achieve the outcomes below in each of these domains:

1. Communication.
Construct sustained, coherent arguments, narratives or explications of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences.

2. Broad Knowledge and Intellectual Skills.
Apply practical skills, literacy, technology skills, critical thinking and lifelong learning skills in personal and professional life, utilizing knowledge from Social and Behavioral Sciences, Humanities, Arts, Mathematics, Natural Sciences, Christian Education, and other fields.

3. Christian Life, Thought and Social Responsibility.
Develop a life plan for their own personal vocation, life balance and calling, as well as bringing social change to the world in line with Christian values. Articulate a Christian worldview within their profession and its impact on their approach to work in their field and implications for social responsibility. Develop plans and competencies to increase personal and organizational cross-cultural effectiveness.

Standards of Academic Integrity

The following standards of academic integrity are required of all students.

Continuing enrollment in Gracelyn requires adherence to the university's standards of academic integrity. Many of these standards may be intuitively understood and cannot in any case be listed exhaustively. The following examples represent some basic types of behavior that are unacceptable:

1. Cheating: using unauthorized notes, aids, or information when taking an examination; submitting work done by someone else as the student's own; copying or paraphrasing someone else's essays, projects, or other work and submitting it as the student's own.

2. Plagiarism: submitting someone else's work and claiming it as the student's own or neglecting to give appropriate documentation when using any kind of reference materials.

Plagiarism, whether done purposefully or unintentionally, includes copying or paraphrasing materials from study guides, textbooks, someone else's writing, or any other source (published or unpublished). Any words, thoughts, or ideas taken from any other source must be properly documented as listed in the course instructions. Gracelyn faculty use Unicheck to check for plagiarism.

We strongly recommend that all students read this article on what plagiarism is and how to avoid it before beginning courses, so that they will not be subject to penalties for committing plagiarism in a course.

It is also plagiarism to submit an assignment in a class that is the same or substantially the same as one previously submitted for credit in another.

For students who use direct quotes, extensive paraphrasing or other materials from other sources in their papers (using correct citation), they should keep in mind that no more than 10% of material from other sources will be counted toward word counts or page length requirements.

Plagiarism can be either purposeful or unintentional; sanctions are more severe for what appears to be intentional plagiarism.

3. Policy on ChatGPT and Use of Generative AI Tools

Use of ChatGPT and similar generative AI tools to write papers most often a form of plagiarism, since it means using an uncited source. Also, it means students are not learning from their assignments as ChatGPT often does much of the work.

ChatGPT and similar tools may be used in a very limited way, if they are properly cited. We have trained all faculty to use plagiarism checking software to check for use of AI. If they believe it has been used without citation, they will report that to the Chief Academic Officer for investigation.

Given that technology is one of our core values, we recognize that ChatGPT and similar tools have many good uses, but if misused, they can severely interfere with learning. We recognize that the vast majority of our students have not had any problem like this.

Sanctions may be applied for students who use more than 10% material from ChatGPT or other generative AI in their papers, even if cited correctly.

4. Fabrication: falsifying or inventing any information, data, or citation; falsely claiming that documents or interviews were received from an organization when they were actually written by the student.

5. Obtaining an Unfair Advantage:

- Stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor.
- Unauthorized collaborating on an academic assignment.
- Retaining, possessing, using, or circulating previously given examination materials where those materials clearly indicate that they are to be returned to the advisor or to the Gracelyn offices at the conclusion of the examination.
- The sale of completed assignments for the use of other students.

6. Misrepresentation: forgery of official academic documentation; presentation of altered or falsified documents or testimony to a university office or official; misrepresenting one's identity or that of another for academic purposes, such as taking an exam for another student; or lying about personal circumstances to postpone tests or assignments.

7. Obstruction: conduct that interferes with other students' ability to learn, such as deleting their computer files or disruption of class forums.

Disciplinary action may range from lowering a grade for a paper to dismissal from the program, depending on severity of the offense. Further details on this are given below.

Severity of Offense

Not all violations of the Standards of Academic Integrity are equally severe. Therefore, the sanctions that are applied may vary, based both on the severity of the offense and the intentionality with which it was committed.

Where intent is questionable, or the extent of the violation is less severe, then lesser sanctions are appropriate, such as reduction of points given for the assignment or requiring the assignment to be resubmitted after the violation has been explained. This level of sanction may be appropriate in cases where a student failed to give proper acknowledgement in a limited section of an assignment, or a first offense of plagiarism was committed without intent on the part of the student.

When academic dishonesty was more clearly evident, or its extent more severe, then greater sanctions are appropriate, such as a failing grade for the assignment, the entire course, or, in some cases, a temporary suspension from the program. This level of sanction may be appropriate when unacknowledged plagiarism is more extensive, or a student submits the same assignment in multiple courses.

Finally, the most severe instances of academic dishonesty may warrant permanent academic dismissal. Some offenses that may fall into this category are buying coursework online, violating the proctor policy by taking an exam for another person or having another person take one's own exam, submitting the same work as another student, and repeated instances of plagiarism after being warned by the Academic Oversight team.

In all cases where the Standards of Academic Integrity are violated, a certain amount of discretion is required to determine the appropriate level of sanction, while following the Due Process procedures described below.

Due Process

The following principles of due process apply for suspected violations of the standards of academic integrity, just as they do for other violations of the University Code of Conduct.

The Academic Oversight staff (President, Chief Academic Officer, relevant Department Chair), as well as the affected faculty and Director of Student Services, may be involved in investigating suspected violations of the Standards of Academic Integrity.

A student suspected for violating the Standards of Academic Integrity shall, at a minimum, be accorded the following rights:

1. A prompt investigation of all charges conducted, insofar as possible, in a manner that prevents disclosure of the student's identity to persons not involved in the offense or the investigatory process.
    - Investigations may include informal review and discussion with an official of the school prior to bringing an official charge, provided that such review does not compromise the rights of the student in the formal process.
2. Reasonable written notice of the facts and evidence underlying the rule violation.
3. Reasonable written notice of the procedure by which the accuracy of the charge will be determined.
4. Reasonable time within which to prepare a response to the charge prior to the implementation of any sanctions.

University Code of Conduct and Non-Academic Dismissal

We expect that all students will follow the following code of conduct. Failure to do so may result in dismissal:

1. All students demonstrate courtesy for all others in regard to choice of language. Foul and abusive language does not help to build community, but tends to intimidate and alienate others. Our goal is that students encourage others.

2. All students respect others by demonstrating love in confronting others. Each student has the right to confront those who they may have an issue with; but in so doing each student should do so in a manner that helps to build community and not cause division.
3. All students consider others when choosing their actions. It is an act of disrespect to place others in the position of having to defend University policies being broken because one student chooses to break those policies. Gracelyn students are expected to obey University policies as a matter of respect for others in the community.
4. Standards of conduct violations that may constitute grounds for termination include but are not limited to the items above and the following:
    - Firearms/weapons violations
    - Use of profanity or foul language
    - Immoral conduct
    - Stealing
    - Inappropriate use of the Internet
    - Dishonesty
    - Insubordination
    - Possession or use of non-prescribed controlled substances
    - Consumption of alcoholic beverages while engaged in school activities
    - Destruction of private or school property
    - Willfully engaging in conduct that is detrimental to the best interest of students and the educational system

Copyright Infringement Policies and Sanctions

Unauthorized distribution of copyrighted materials (Copyright Infringement) includes, but is not limited to, unauthorized peer-to-peer file sharing. Students who violate copyright will be subject to civil and criminal liabilities. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work.

Computer Use and File Sharing

In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes infringement.

Since Gracelyn is a fully online institution, it does not have its own information technology system for student use. However, students should be advised that any copyright violations, including peer-to-peer file sharing, that come to the knowledge of the administration may constitute grounds for termination.

Due Process of Student Rights

In all cases involving student grievances, including academic dishonesty and breaches of the Gracelyn Code of Conduct, the student charged or suspected shall, at a minimum, be accorded the following rights:

1. A prompt investigation of all charges conducted, insofar as possible, in a manner that prevents disclosure of the student's identity to persons not involved in the offense or the grievance process.
    a. Investigations may include informal review and discussion with an official of the school prior to bringing a charge, provided that such review does not compromise the rights of the student in the formal process.
2. Reasonable written notice of the facts and evidence underlying the rule violation.

3. Reasonable written notice of the procedure by which the accuracy of the charge will be determined.
4. Reasonable time within which to prepare a response to the charge prior to the implementation of any sanctions.

Requirements for Good Standing & Academic Probation

The academic policy of Gracelyn is designed to meet ultimately the graduation requirement of a "C" average (2.00 GPA) on all work taken through the university, including credits accepted via transfer from other institutions.

To remain in good standing, a student must maintain a minimum cumulative grade point average according to the number of credits completed at Gracelyn or accepted via transfer. The unit of credit is the semester hour.

The following minimum grade point averages apply to bachelor's degree students:

- Up to 30 credits 1.50 GPA
- 31 through 59 credits 1.70 GPA
- 60 through 89 credits 1.85 GPA
- 90 credits and above 2.00 GPA

Graduate students must maintain at least a 2.5 GPA throughout the course of their studies.

To review Gracelyn' Satisfactory Academic Progress policy, which applies this standard specifically to students receiving financial aid, click the link below:

https://www.gracelyn.edu/sap/

Academic Probation

Students who fail to earn the grade point average indicated above will be placed on Academic Probation for the next 6 credits of study. Students who are on Academic Probation and whose term achievements show substantial improvement but whose cumulative GPA is still just below the appropriate GPA for their Credits Completed level and thus would be subject to Academic Dismissal may instead be placed on Probation Continued status at the discretion of the Academic Oversight staff (Dean, Department Chair, or President).

Policy on Repeated Withdrawals for New Students

If a new student (who has not passed any Gracelyn courses) has withdrawn from six or more Gracelyn courses, they must either wait a year or complete a course at another school before they can sign up for courses again.

Satisfactory Academic Progress

Students must maintain "Satisfactory Academic Progress" at Gracelyn in order to remain eligible.

The Registrar evaluates Satisfactory Academic Progress (SAP) after the completion of each term (Fall 1, Fall 2, Spring 1, Spring 2 and Summer) in order to determine eligibility for the following term. All terms of enrollment, including Summer, must be considered in the determination of SAP (even periods in which the student did not receive federal student aid must be counted). The maximum timeframe for completion is 6 years.

The Satisfactory Academic Progress standard has three components:

1. a qualitative component (i.e., grade point average),

2. an incremental quantitative component (number of credits attempted and earned for each term, also known as the completion rate), and
3. an overall quantitative component (maximum time frame for the completion of a student's degree).

Students academically dismissed from their academic programs are automatically recognized as failing to meet SAP standards.

Grades and Credits

Courses receiving grades of A through F as well as WF or WP (withdrawn with failure/pass - after 5th week) are counted as courses attempted for both GPA and Pace **and** count toward the maximum time frame. Courses withdrawn between weeks 3 and 5 are counted as courses attempted for Pace only and count toward the maximum time frame; courses withdrawn prior to week 3 (weeks 0 - 2) were withdrawn during the add/drop period, and thus do not count as courses attempted for either GPA or Pace or count toward the maximum time frame. The maximum time frame for completion is 6 years.

Courses with grades of “WF”, “WP” and “F” also count in the GPA evaluated. Transfer credits (accepted for the student's academic program or degree) are counted when measuring the maximum time frame to complete the degree and establishing benchmark points for the qualitative standard.

If a student fails a course, and later repeats it and passes, the failed course will not count against the student's GPA. Repeated courses do count toward the total number of courses attempted, however.

If grades change, including a prior grade of "I" that has now been assigned a letter grade, then Gracelyn will recalculate SAP accordingly.

Definition of Three SAP Standards

1. Qualitative Grade Point Average and Academic Standing:

Students academically dismissed from their academic program are automatically recognized as failing to meet Gracelyn's Satisfactory Academic Progress standards. Otherwise, as a bachelor student progresses through their academic program, their cumulative GPA must meet the following benchmarks:

- Up to 30 credits 1.50 GPA
- 31 through 59 credits 1.70 GPA
- 60 through 89 credits 1.85 GPA
- 90 credits and above 2.00 GPA

These benchmarks are the same as those used to determine academic good standing for the college as a whole.

The GPA used in this measure is the student's Total GPA, calculated as described on this page.

Additionally, after two academic years of study at Gracelyn, students must have a GPA of at least 2.0.

2. Quantitative Completion Rate:

The quantitative completion rate includes credits from Gracelyn and credits transferred from other institutions.

Bachelor degree students must successfully earn attempted credit hours according to the following rates:

- 1 to 30 credits 50%
- 31 to 60 credits 60%
- 61 credits to the end of the program 66 2/3%

3. Quantitative Maximum Credit Hours

A student's maximum attempted and transferred credit hours cannot exceed 150% of the credit hours necessary for completion of their primary degree. The maximum credit hours is not increased for dual-degree or combined

degree candidates, but rather is always based on the program length associated with a student's primary academic program.

Automatic Warning Term

Students who fail to meet any of the requirements for Satisfactory Academic Progress will be notified and allowed one automatic Warning Term associated with their next term of enrollment to restore their Satisfactory Academic Progress standing.

Appeal for Probationary Term

Students who fail to meet any of the minimum requirements for Satisfactory Academic Progress at the conclusion of their Warning Term will lose eligibility until the student regains minimum satisfactory academic progress standards. A student who is denied because of a failure to meet Satisfactory Academic Progress standards after the Warning Term has concluded may appeal this determination to the Academic Oversight by submitting a request for Student Appeal to CAO@gracelyn.edu.

An appeal must be based on significant mitigating circumstances that seriously impacted academic performance. Examples of possible mitigating circumstances are serious illness, severe injury, death of a family member, and other similar situations. Please note that merely filing an appeal does not guarantee continued eligibility.

Appeals will only be granted if the student can describe both the circumstances affecting academic progress and what has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation.

If an appeal for a probationary term is denied by the Academic Oversight faculty/staff, the student will be notified and the decision is final for that term. The student will be eligible again once he/she is once again meeting the SAP criteria stated above.

If a student's appeal is approved by the Academic Oversight faculty/staff, the student will be notified. The student will be considered during the probationary term for which the student has applied and is otherwise eligible. In order to receive aid while on probation, you must follow an academic plan issued by the Academic Oversight faculty/staff.

Credit System

Gracelyn requires that students complete 60 credits to earn an associate's degree, 120 credits to earn a bachelor's degree and 48 credits to earn a master's degree.

To standardize credit transfer between schools, Gracelyn uses a formula established by the American Council on Education (ACE), College Credit Recommendation Service. In this system, a credit (sometimes referred to as a semester credit hour) represents the equivalent of 15 hours of formal classroom study, including examinations, plus another 30 hours of study outside of the classroom. Therefore, one Gracelyn credit is equivalent to 45 hours of time spent in study by the student.

Gracelyn courses are designed to require this standard amount of study for the average student. Thus, a three-credit course requires 135 hours of study time. The actual time that any individual student may spend in study will depend on his or her background preparation for the course. Gracelyn also uses the same study-time equivalencies in computing transfer of credits from other schools.

Credit Hour Policy

Gracelyn currently uses the Carnegie Credit Hour Policy, which states "for every three-semester-credit-hour course, students must complete 45 hours of academic engagement and 90 hours of preparation".

All online courses demonstrate compliance with the policy on 45 or more hours of "contact time" no extend no more than 48 hours of "contact time." In the online program, compliance is demonstrated by a variety of alternative instructional equivalencies (AIE).

Instructional equivalencies should be assessed in online to ensure that courses are equivalent across delivery modalities and is in compliance with the Higher Learning Commission and federal requirements for distance education.

Credit Assignment Policy

The definition of "credit hour" is based on the Carnegie unit of academic credit and is defined in as "an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. "One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately eight weeks for one term or the equivalent amount of work over a different amount of time; or
2. "at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

Grading Scale and Grade Point Averages

Gracelyn courses are graded according to the following numerical scale:

Grade	Significance	Quality Points	Grade %
A	Excellent	4.0	95-100
A-		3.67	90-94.99
B+	Good	3.33	87-89.99
B		3	84-86.99
B-		2.67	80-83.99
C+	Average	2.33	77-79.99
C		2	74-76.99
C-		1.67	70-73.99
D+	Passing	1.33	67-69.99
D		1	64-66.99
D-		.67	60-63.99
F	Failure	0	<59.99

The minimum passing score for any individual course is 60 percent. A cumulative grade average (CGA) of all Gracelyn course work attempted will be maintained. A minimum CGA of 2.0 is required to graduate (including credits from Gracelyn and any accepted transfer credits).

Students may repeat courses in order to earn a higher grade and more quality points.

The credits will be counted only once, and the grade earned the second time will supersede the earlier grade. The record of the earlier grade will remain on the transcript, although it will not enter into the computation of the grade point average.

See the “Dropped Courses and Grading” policy for information on how courses will be graded if they are not completed within the prescribed timeframe.

GPA Calculation Procedure

The Gracelyn GPA is calculated by the following steps:

1. Convert the letter grade for each course attempted that counts toward GPA to a numeric quality point score, according to the Grading Scale on the preceding page.
2. Multiply the quality point score by the number of credits for the course.
3. Sum up the quality points to get the Quality Point Total.
4. Sum up the credits to get the Total Credits Attempted.
5. Calculate the overall GPA as:

Quality Point Total / Total Credits Attempted

Note the following regarding which courses count toward GPA:

- Students may repeat courses in order to earn a higher grade and more quality points. The credits will be counted only once, and the grade earned the second time will supersede the earlier grade. The record of the earlier grade will remain on the transcript, although it will not enter into the computation of the grade point average.
- Courses with a letter grade of "P" (Pass) will not count toward the GPA.
- Courses attempted are defined as any courses on which a student earns a grade of A through F, or a grade of WF or WP (withdrawals after week 5). Courses for which a student received a W in weeks 3-5 are not counted as courses attempted in the GPA calculation, though they do count toward Pace on the 2nd SAP criterion. Courses for which a student withdrew prior to the end of week 2 are counted as a W (unofficial) and do not count toward Pace or GPA calculation.

Note: Transfer credits accepted are not included in the GPA calculation.

Course Registration Deadline

Students must register for courses before or on the first day of classes. Students may request an exception to register for courses after the first day of the term during the first week. Later course registrations are allowed only in exceptional circumstances, but not beyond the first week.

Dropping Courses and Grading

Students should drop courses using the official drop request form obtained in their student portal. Students that no longer participate in courses may be administratively dropped for lack of attendance (see attendance policy below).

0 to 2 weeks of class: Courses that are dropped by the end of the second week of classes do not appear on the official transcript and are listed as a “W (unofficial)”.

2 to 5 weeks of class: Students have until the end of the 5th week of the term to drop courses (34 days after the first day of courses) and receive a mark of “W” for the course. The drop date for a course will be counted as the date on which the student last submitted any graded assignment or forum, based on the date of when the assignment was submitted (not when it was due). If a student stops participating in a class or the class forum

before completing the fifth week and does not present a withdrawal request, then they will be marked as having withdrawn on the last day they submitted a graded assignment such as a paper, class forum, or quiz.

After 5th week of class: If a student stops working on a course after the 5th week, they will receive credit for all work already submitted. If their current grade result at that point would be a failing grade, it will be recorded as failing as a "WF" and if it is passing it will be entered as a "WP". WF and WP grades will figure into GPA calculations.

"W (unofficial)" grades will not count toward pace requirement when calculating Satisfactory Academic Progress. Courses dropped before completing the 5th week, but after the end of the second week, result in a mark of "W", and will not count toward GPA calculations, but will count toward pace requirement when calculating Satisfactory Academic Progress. Also note that a student may not withdraw without penalty from a course in which they have committed an academic integrity violation – if the student chooses to withdraw, he/she will receive a "F" for the course.

Attendance Policy

Students that do not submit at least one assignment by the end of week 1 will be automatically withdrawn from the course. Students' attendance in Gracelyn courses will be evaluated at least every 14 days. Because this is an online program, attendance is based exclusively on the date of submission of coursework which would receive a grade, such as a written assignment, class forum post, or quiz. Simply logging into the online classroom is not counted as attendance; neither is simply sending a message to a professor.

If a student has not attended a course, by the definition above, within the past 14 days, it will be determined whether the student is withdrawn from that course.

If a student could not submit gradable work in the past 14 days, this determination will be made on the following basis:

1. Communication with the instructor or staff *and/or*

2. A review of their course progress and grade by Student Services staff assessing the student's ability to successfully pass the course

3. How late the student's current assignments are, based on their due dates.

Students may be notified weekly by Gracelyn if they are late in submitting assignments. Students that have a 14-day gap in submitting items for grading are administratively dropped unless they are granted an extension by their instructor or academic administration. The instructor or academic administration may grant an extension either through a documented email or by continuing to grade the late assignments. All extensions must be documented by email.

Last Date of Attendance Policy

The Last Date of Attendance is defined as the last date on which course work is submitted (such as a graded written assignment, class forum post, or quiz). If a student fills out an official form to withdraw from the institution, his or her Date of Determination of Withdrawal (as used in the R2T4 calculation) will be the date of submission of that form. If he or she does not fill out a withdrawal form, the Date of Determination will be no greater than 14 days after their Last Date of Attendance, as stated above, unless the student completes one term

but does not continue attending in the following term. In that case, the Date of Determination will be the end of the add/drop period in the next term.

Late Assignment Policy

Week Eight is the last class session with assignments posted. All course work must be completed by the student and submitted to the instructor by the end of the week after the course ends (the ninth week since the start of the course). No credit will be given for work submitted after this date, unless the student is granted an extension on the course, as described below. This policy applies to weekly assignments, as well as examinations and final projects, unless the exams specifically give students until the 9th week to complete it. Faculty and academic administration may place additional timeliness requirements on individual students that have shown a history of submitting late assignments.

Our grading policy is as follows:

- *Late but less than 1 week late*: lose half a letter grade. For students with documented disabilities, this becomes "less than 1 week late, no penalty".
- *More than 1 week late less than 2 (after the following Sunday):* lose 1 letter grade. i.e. "A" becomes a "B". Students with documented disabilities will lose only half a letter grade.
- *More than 2 weeks late* will receive a zero unless granted an extension by the instructor. Extensions are typically granted only for exceptional circumstances, such as an illness that would prevent you from doing course work at this time, or the death of a family member. For students with documented disabilities, we cannot extend this further except for in rare exceptions due to the difficulty that extremely late assignment submissions create in meeting US Department of Education requirements.
- Students not submitting anything for grading in the first two weeks will be dropped.

Course Extension Policy

1. Applications for extension must be submitted to the course instructor no later than the Friday before the term ends.
2. Extensions are typically granted only for exceptional circumstances, such as an illness that would prevent you from doing course work at this time or the death of a family member.
3. Course extensions will only be granted if you have completed at least half of the assignments in a course.
4. Course extensions are only through the Wednesday after the term ends. Example: The term ends on Sunday, May 17 and the student has been granted an extension. The deadline to complete all outstanding work is Wednesday, May 20 at midnight.

Incomplete Grades Policy

Incomplete grades are assigned at the discretion of the instructor, with consultation from the Academic Oversight staff (Dean, Department Chair or President) overseeing the course in question, and other academic staff as needed. When incomplete grades are issued, the student will be informed as to how they may be resolved and the timeframe for resolution. This timeframe will be reasonable in length, and shall never exceed one academic term after the course was initially to have been completed. If the student does not meet the agreed upon timeframe, the grade will be converted to whatever grade the student would have received based on the work completed up to that point.

Leave of Absence

Students may not request an official Leave of Absence from Gracelyn. Their status is always either enrolled or withdrawn.

Class Levels by Credits

- Freshman: 0-30 credits
- Sophomore: 31-60 credits
- Junior: 61-90 credits
- Senior: 91-120 credits

Associate Degree Graduation Requirements

There are 3 requirements for graduation:

- Have a total of 60 approved credit hours for associate's degree students with at least 30 credits from Gracelyn University, completing all required courses in the degree plan.
- Have a cumulative GPA of at least 2.5
- Have no outstanding balance with the school.

Undergraduate Degree Graduation Requirements

There are 4 requirements for graduation:

- Have a total of 120 approved credit hours for bachelor's degree students.
- Complete all required courses in the major area of study.
- Have a cumulative GPA of at least 2.5.
- Have no outstanding balance with the school.

Graduate Degree Graduation Requirements

There are 3 requirements for graduation:

- Complete all required course and credit hours of the program.
- Have a cumulative GPA of at least 2.5.
- Have no outstanding balance with the school.

Academic Honors

Graduation honors are awarded for academic work performed by the student during his or her program with Gracelyn. Honors will be conferred as follows:

Summa cum Laude	3.90 or above
Magna cum Laude	3.75 to 3.89
Cum Laude	3.60 to 3.74

The grade point calculation is made on all credits earned from Gracelyn.

Student Services

Student Support, Inquiries and Comments

Students in need of assistance may speak with a Gracelyn staff member by calling (214) 764-6611 from 9:00 AM to 5:00 PM Central Time, Monday through Friday. For technical assistance, such as with logging in to student accounts or making use of the online learning environment, call (214) 764-6611.

Course evaluations are also included within each course. These provide students with opportunities to evaluate the courses and help in the future preparation of courses, revising of content, and the like.

Termination of Enrollment

1. Students may withdraw voluntarily at any time by notifying the university by emailing their student success coach and completing a university withdrawal form.

2. Termination may occur if a student fails to maintain academic good standing with the university, as per the academic probation policy.

3. Termination may occur if a student violates provisions of the standards of academic integrity or university code of conduct, as described in this catalog. This would constitute a non-academic dismissal.

4. Internships will be terminated if interns engage in conduct that is detrimental to the training site, its programs and/or its clients. This includes outrageous, unprofessional, or dangerous behavior, illegal or immoral activities, willfully destroying property belonging to others, and the like.

5. If a student withdraws from the university, the student is released from tuition payments after the date of withdrawal, provided they do not owe a balance for any credits taken previously. The date the registrar confirms receipt of withdrawal notice is considered the date of withdrawal.

Transcripts

An official transcript of all work completed through Gracelyn is available at Parchment.com. Students must request an official transcript through this channel. Each transcript costs $15 for processing.

Graduation & Placement Services

Graduation from Gracelyn is not a guarantee of employment with any organization.

Gracelyn does not have a placement service for its graduates. However, we do offer informal job advice to students who call (214) 764-6611 from 9:00 AM to 5:00 PM Central Time, Monday through Friday.

Change of Address

Students may provide change of address information to Gracelyn by contacting their student success coach.

Alumni Services

Gracelyn does not provide any formal alumni services.

Library Services

Gracelyn offers library services through LIRN that are integrated with the Learning Management System.

Gracelyn Policy on Disabilities & Disabilities Services

Gracelyn is in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). If students have a qualified disability under these acts, including intellectual disabilities, they may contact their student success coach to complete an accommodations request form.

While relevant faculty members may be informed about accommodations that have been granted to a student with a disability, all personal documentation related to that disability is kept confidential, as with all student records, and is accessible only by authorized administrators and staff.

We aim to make all reasonable accommodations for disabilities, but note that we are not able to grant accommodations until we have specific documentation of a disability. One example is our late policy accommodations for students with documented disabilities. If you have any questions about our policies and services for students with disabilities, students should email their student success coach.

Many resources for students with disabilities may be found on the disabilities services page of our website.

Additional School Information

Gracelyn Staff and Leadership

Dr. Matthew Flippen, Founder & President

Dr. LaChristy Reed, Vice President of Academic Administration

Heather Nausbaum, Financial Manager

Jessica Bowman, Vice President & Director of Admissions, Registrar and Student Services

David Blaschke, Director of Human Capital

Gracelyn Board of Regents

Dr. Sofia Amado – Instructional Leader and Consultant

Kjell Fenn - Assistant Professor, Liberty University, Author of Brick by Brick

Dr. Rick Fernandez - Founder of the Path Forward Podcast (Chairman)

Dr. Brandi Kelly - Founder Spark Hope

Matthew Millstein - Founder of OldSoul

Dr. Kofi Osei-Kusi - President Pan-African Leadership Institute (PALI)

Dr. Toby Travis - Founder of TrustED, consulting, and author

Gracelyn Advisory Board

Dr. Lindsie Almquist - Education Leadership, Higher Education Leadership

Mr. Kevin Dougherty – Education Technology – Chief Strategy Officer

Dr. La'Keisha Newsome - Education Leadership, Special Education, Henry County Schools - Special Education Supervisor

Gracelyn Faculty

For the most current list of faculty, visit: https://gracelyn.edu/university-leadership-staff-and-faculty/

Ms. Kristen Ainsworth - M.A., Theological Studies, The Southern Baptist Theological Seminary; M.Ed., University of Arkansas; B.M.E., Ouachita Baptist University. Adjunct Instructor, Education and Bible.

Dr. Modupe Alimi - Ph.D., Psycholinguistics, University of Ibadan; M.A., Language Arts Education, University of Ibadan; B.A., English, University of Ibadan. Adjunct Instructor, English.

Mr. Damien Armstrong - M.A., English, Southern New Hampshire University; B.A., Psychology, Southern New Hampshire University. Adjunct Instructor, English.

Dr. Neal Armstrong – D.B.A, California Southern University; M.B.A., California Southern University; M.Div., Northwest Nazarene University; M.A. Theology, Trevecca Nazarene University; B.A. Religion, Trevecca Nazarene University. Adjunct Instructor, Economics.

Mr. Perry Barrett – M.Ed., History, Delta State University; B.S., Social Sciences, Florida State University. Adjunct Instructor, History.

Dr. Marla Behler – Ed.D., Organizational Leadership, Northcentral University; M.A., Instructional Technology, Ashford University; B.S., Early Childhood Education, University of Mobile. Instructor, Education.

Mr. David Blaschke – Th.M., Dallas Theological Seminary; M.A., Philosophy, Biola University; M.S., Management, Texas A&M University; B.B.A., Management, Texas A&M University. Instructor, Bible, History, and Philosophy.

Dr. Heather Carnes - Ed.D., Educational Leadership, Stephen F. Austin State University; M.Ed., Educational Leadership, University of Texas at Tyler; M.A.T., Secondary Education, Austin College; B.A., English and Spanish, Austin College. Adjunct Instructor, Education.

Dr. Shelley Connell - Ed.D., Science, Morgan State University; M.S. Biology, Morgan State University; B.S. General Agriculture, University of Maryland Eastern Shore. Adjunct Instructor, Science.

Mr. Dennis Deeb – M.A., History, Salem State University; M.Ed., Curriculum & Instruction, University of Massachusetts; M.S., Political Science, Suffolk University; B.S., Political Science, University of Massachusetts. Adjunct Instructor, History.

Ms. Amanda El-Aya - M.Ed., Texas A&M University-Commerce; M.A., Composition, Liberty University; B.A., English, University of North Texas. Adjunct Instructor, English.

Dr. Dorily Esquilin - Ph.D, Education, Leadership in Higher Education, Capella University; D.Min., Theology, Mizpa Christian University; M.A., Pastoral Christian Counseling, Mizpa Christian University; B.A., Psychology, University of Wisconsin, Milwaukee. Adjunct Instructor, Communication and Bible.

Dr. Naomi Estrada – Ph.D., Criminal and Forensic Psychology, Walden University; M.A., Counseling, Webster University; B.A., Psychology, University of Texas at El Paso. Adjunct Instructor, Psychology.

Dr. Melissa Fields - Ed.D, Educational Leadership, Texas Tech University; M.Ed., Educational Leadership, Texas Tech University; B.A., English, Tarleton State University. Adjunct Instructor, Education.

Ms. Sarah Foreman - M.Ed., Mathematics, University of Texas at Arlington; B.S., Academic Studies, Sam Houston State University. Adjunct Instructor, Mathematics.

Dr. Joseph Francis - Ph.D., Biology, Wayne State University; B.S., Microbiology and Public Health, Michigan State University. Adjunct Instructor, Science.

Dr. Shannon Frazier - Ed.D., Curriculum and Instruction, Argosy University; M.S., Educational Psychology, Capella University. B.A. Educational Psychology. Adjunct Instructor, Education and Psychology.

Dr. Pearl Garden – Ed.D., Supervision Curriculum and Instruction, Texas A&M Commerce; M.Ed., Advanced Literacy, Concordia University; M.Ed., Curriculum and Instruction, University of Phoenix; B.S., Kinesiology, Texas A&M Commerce. Adjunct Instructor, Science of Teaching Reading and English.

Ms. Shemetha Green - M.S., Education, School Counseling, Troy State University; B.A. Elementary Education, Troy State University. Adjunct Instructor, Psychology.

Mr. Andrew Greenberg - Ph.D. Candidate, Public Policy, Liberty University; M.A., Public Policy, Liberty University; B.S., Communication, Lamar University; B.S., Political Science, Lamar University. Adjunct Instructor, Government and Economics.

Ms. Cassandra Hardy - M.Ed., Curriculum and Technology, University of Phoenix; B.S., Occupational Therapy, Tuskegee University. Adjunct Instructor, Education.

Dr. Jena Hawk - Ph.D., Higher Education Administration, The University of Southern Mississippi; M.A., Literature, The University of Southern Mississippi; B.A., English and Journalism, The University of Southern Mississippi. Adjunct Instructor, English.

Dr. Shika Hershel - Ed.D., Educational Administration, Texas A&M University-Commerce; M.S., Adult, Occupational, and Continuing Education; B.A., Journalism and Communication, University of Texas-Arlington. Adjunct Instructor, Education.

Mr. Chad Huffman - M.A. Theology, Biola University; M.A., Philosophy, Biola University; B.A., Biblical Studies, The College at Southeastern Baptist Theological Seminary. Adjunct Instructor, Bible.

Dr. Kandi Hunter - Ed.D., Education Leadership and Policy Studies, Tarleton State University; M.Ed., Education Administration, University of North Texas; B.A., Tougaloo College. Adjunct Instructor, Mathematics.

Dr. Peggy Johnson – Ed.D., Leadership in Educational Administration, University of Mary-Hardin Baylor; M.Ed., Educational Administration, Tarleton State University; Bachelor of Applied Arts and Science, Tarleton State University. Adjunct Instructor, Education.

Dr. Lori Johnstone - J.D., Loyola Marymount University; M.Ed., Education Leadership in Faith Based Schools, California Baptist University; B.A., Political Science, University of California, Riverside. Adjunct Instructor, Education and Government.

Dr. Lateria Joiner - Ed.D., Walden University; M.S., Technology Education, Mississippi State University; M.S., Instructional Technology, Mississippi State University; B.S., Secondary Education, Mississippi State University. Adjunct Instructor, Mathematics.

Dr. George Lasley - Ph.D., Higher Education Administration, Liberty University; M.Div., Liberty University; B.A.S., University of Wisconsin-Parkside. Adjunct Instructor, Education and Bible.

Mr. Timothy Lewis - M.Ed., Mathematics, University of Texas-Arlington; Bachelor in Civil Engineering, Morgan State University. Adjunct Professor, Mathematics.

Dr. Marisa May - Ed.D., Educational Leadership, Liberty University; M.A., Mathematics, Sam Houston State University; B.S., Mathematics, University of Mary-Hardin Baylor. Adjunct Instructor, Mathematics.

Dr. Jeff McMaster - Ph.D., Leadership (Education), Andrews University; M.A, Counseling, Missio Seminary; B.A., Christian Thought, Liberty University. Adjunct Instructor, Bible and Education.

Dr. La'Keisha Newsome – Ph.D. Curriculum and Instruction, Liberty University; M.A., Education, University of Phoenix; B.S., Education, Troy University. Adjunct Instructor, Education and Communication.

Mr. Patrick Parris - M.S., Forestry, Stephen F. Austin State University; B.S., Forest Science, Texas A&M University. Adjunct Instructor, Science.

Dr. Elmira Ratliff - Ph.D., Curriculum and Instruction, University of Mississippi; Ed.S., Educational Leadership, University of Mississippi; Ed.S., Curriculum and Instruction, University of Mississippi; M.Ed., English, Mississippi College; B.A., Secondary Education, Alcorn State University. Adjunct Instructor, English.

Ms. Floydreka Ray - Master of Public Health, Lamar University; B.S., Sports Medicine, Howard University. Adjunct Instructor, Health.

Dr. LaChristy Reed – Ph.D., Leadership in Higher Education; Post Master Certification in Enrollment Management, Capella University; Master's in Public Administration, Troy University; B.S., Criminal Justice, Troy University. Instructor, Education.

Dr. Brandi Robinson – Ed.D., Secondary Mathematics Curriculum & Instruction, Liberty University; M.Ed., Secondary Mathematics Curriculum & Instruction, University of New Orleans; B.A., University Studies, Education and Language, University of Tennessee. Adjunct Instructor, Mathematics.

Dr. Vanessa Rowan - Ph.D., Integrative Biology, Florida Atlantic University; B.S. Biological Sciences, Florida State University. Adjunct Instructor, Science.

Mr. Christopher Sanchez - M.A., Government, Regent University; B.A., Government, Grand Canyon University. Adjunct Instructor, Government.

Dr. Rachel Schichtl - Ph.D., Family and Consumer Sciences Education, Texas Tech University; M.S., Nutrition, University of Central Arkansas; B.S., Nutrition, University of Central Arkansas. Adjunct Instructor, Health.

Mr. Chet Truett - M.Ed., Educational Leadership, American College of Education; B.S., Biology, Health Education, The University of South Alabama. Adjunct Instructor, Education.

Ms. Traci Wilmoth – M.B.A., Stayer University; M.A., English, Virginia Polytechnic Institute and State University; B.A., English Literature, Virginia Polytechnic Institute and State University. Adjunct Instructor, English.

Mr. Thomas Wurst - M.A., Secondary Education, University of North Texas; B.A., Education, University of North Texas. Adjunct Instructor, Human Geography.

Ms. Kristin Young - Ed.D. Candidate, Public Health, American College of Education; M.Ed., Health, American College of Education; B.A., Mathematics, Florida Atlantic University. Adjunct Instructor, Health.

Course Descriptions

Undergraduate Course Descriptions

BIBL 1101: New Testament Discovery (3 credits)
A historical survey of the New Testament. This course will allow students to examine the New Testament, key concepts, and events that helped birth Christianity.

Prerequisites: ENGL 1301: Composition I

BIBL 2101: Following Jesus and Spiritual Formation (3 credits)
This course is an introduction to major components that influences spiritual growth leaving students with the tools, resources, and strategies to help them become effective followers of Jesus.

Prerequisites: BIBL 1101 New Testament Discovery

BIBL 3100: Gospel Movements of Jesus (3 credits)
This course offers students the opportunity to learn about the historical events—the life, death, and resurrection of Jesus Christ. With a primary bible focus on the Gospel of Matthew, Mark, Luke, and John.

Prerequisites: BIBL 2101 Following Jesus and Spiritual Formation

BIBL 3101: Biblical Wisdom for Teachers (3 credits)
A biblical survey of wisdom for life as a teacher. This course will source wisdom from the Old and New Testaments on issues relevant to flourishing as a teacher. Key concepts include teaching for discovery, collaboration, compassion, listening, and resolving conflict.

Prerequisites: BIBL 2101 Following Jesus and Spiritual Formation

BIOL 1308: Biology for Non-Science Majors (3 credits)

Basic principles of general biology as they relate to students learning to apply scientific methods to understand how living things function and how they depend upon each other for support. The course supports developmentally appropriate instructional delivery, facilitation, and methodologies for teaching the sciences for early childhood, elementary, and secondary children.

Prerequisites: ENGL 1301: Composition I

CHEM 1305: Introductory Chemistry (3 credits)
This course is designed as an introduction to concepts of chemistry including states of matter, physical properties, elements, compounds, and mixtures. Other topics include the periodic table; structure and bonding; physical and chemical change; chemical calculations: mole concept, significant figures, stoichiometry, concentrations; molecular shape; intermolecular forces; gas laws; balancing equations; acids, bases, and pH; volumetric analysis; and chemical equilibrium. This includes the use of instructional approaches that reflect the cognitive, social, and emotional development of students.

Prerequisites: ENGL 1301: Composition I

ECON 2301: Principles of Microeconomics (3 credits)
Students will examine the major issues of microeconomics, including consumer and producer behavior, the nature of supply and demand, the different kinds of markets and how they function, and the welfare outcomes of consumers and producers. Students will also explore how these formal principles and concepts apply to real-world issues.

Prerequisites: ENGL 1301: Composition I

ECON 2302: Principles of Macroeconomics (3 credits)
This course explores the functioning of the economy on a large scale, covering topics such as national income, inflation, unemployment, fiscal and monetary policy, and global trade. Students will gain a deeper understanding of how economic forces shape national and international markets.

Prerequisites: ENGL 1301: Composition I

EDUC 1102: Principles of Teaching in Education (3 credits)
This course offers a basic study of characteristics of how different age groups learn using lesson objectives and teaching methods appropriate for a variety of age groups. Special attention will be given to the foundations of early childhood education, emphasizing developmentally appropriate practices and instructional strategies for young learners. It will explore a biblical worldview connected with a look at the teaching/learning process and application of teaching methods.

Prerequisites: ENGL 1301: Composition I

EDUC 2101: Introduction to Education, Ethics, and Professional Responsibilities (3 credits)
This course explores the fundamentals of elementary and secondary teaching, emphasizing effective teacher qualities and their development. It covers educational theory, special education legal aspects, instructional models, curriculum, and assessment from a biblical worldview while highlighting ethical principles and professional responsibilities in education.

Prerequisites: EDUC 1102 Principles of Teaching in Education

EDUC 2110: Fine Arts in the Classroom (3 credits)

This course offers students the opportunity to learn how to use arts and crafts, drama, dance, music, and songwriting in the elementary school classroom, along with learning how to use their gifts and talents.

Prerequisites: **Introduction to Education, Ethics, and Professional Responsibilities**

EDUC 2201: The Science of Reading (3 credits)
The course is designed to provide students with an understanding of how to implement effective teaching. Methods for teaching decoding, language comprehension, and reading comprehension. Students will learn the fundamental principles and concepts of the structure of language, with a focus on phonological awareness and phonics.

Prerequisites: EDUC 2101 Introduction to Education, Ethics, and Professional Responsibilities

EDUC 2202: K-5th Literacy Reading Assessment, Instruction and Intervention (3 credits)
This course will address the use of formal and informal training in reading instruction and intervention, including assessments, instructional practices, and interventions to improve student reading proficiency for struggling readers, including students with the characteristics of dyslexia in student K - 5th grade. Language development and disorders will also be examined as they relate to reading acquisition and effective intervention strategies. This course is a: Three semester hours of college coursework or 45 clock hours of approved training in reading instruction, including assessments, instructional practices, and interventions to improve student reading proficiency for struggling readers, including students with the characteristics of dyslexia.

Prerequisites: EDUC 2101 Introduction to Education, Ethics, and Professional Responsibilities

EDUC 2203: Structured English Immersion (3 credits)
This course is designed to meet the Structured English Immersion (SEI) Endorsement certification requirements of the State of Arizona. It addresses instructional methods for English Language Learners (ELLs), including SEI strategies, the Arizona ELL Proficiency Standards, and assessment of ELL academic progress, while also exploring the interconnections among children, families, cultures, and communities, with an emphasis on building respectful, inclusive, and culturally responsive learning environments.

Prerequisites: EDUC 2101 Introduction to Education, Ethics, and Professional Responsibilities

EDUC 2220: Teaching All Children (3 credits)
This course equips teachers to bridge the gap between instructional delivery and diverse learning styles by aligning teaching approaches with how students from varied backgrounds learn and communicate. Student populations include individuals with special needs, English language learners, and those from diverse cultural, linguistic, religious, and socioeconomic backgrounds, spanning all grade levels from early childhood through secondary education. The course emphasizes the importance of building strong child, family, cultural, and community relationships to support inclusive and effective learning environments.

Prerequisites: EDUC 2101 Introduction to Education, Ethics, and Professional Responsibilities

EDUC 3101: Transformational Methods of Elementary Education 1 (3 credits)
This course focuses on planning that leads to student transformation, from setting up the classroom to curriculum, with its varied presentations for students from various cultures and with different learning styles. It includes direct and indirect approaches to teaching language and social science material along with the implementation of strategies and assessments.

Prerequisites: EDUC 2101 Introduction to Education, Ethics, and Professional Responsibilities

EDUC 3111: Transformational Methods and Materials in ESL/SpEd (3 credits)
Students in this course will focus on transformational teaching of ESL & Special Education methods and material in general and focus on content instruction of ESL students. Note: Proctored Final Exam.

Prerequisites: EDUC 2101 Introduction to Education, Ethics, and Professional Responsibilities

EDUC 3120: Transformational Teaching Methods (3 credits)
This course focuses on transformational teacher planning and implementing appropriate teaching strategies in elementary and secondary classrooms to include students' cultural and linguistic backgrounds, learning styles, and cognitive levels. This course will also give a basic overview of methods and principles of teaching biblical truth.

Prerequisites: EDUC 2101 Introduction to Education, Ethics, and Professional Responsibilities

EDUC 3130: Transformational Elementary and Secondary Curriculum (3 credits)
This course will develop the students' knowledge and skills in researching, deciding on, and teaching according to school and/or district curriculum frameworks. Students will understand major concepts and process skills that elementary and secondary students are expected to learn and master in an effective classroom. Instructional design and lesson planning, including specially designed instruction, will also be emphasized to ensure lessons meet diverse student needs and align with educational standards.

Prerequisites: EDUC 2101 Introduction to Education, Ethics, and Professional Responsibilities

EDUC 4101: Introduction to Special Education 1 (3 credits)
Beginning with a foundation of the current legal requirements in providing a free and appropriate public education to students with moderate and severe disabilities, this course offers an awareness of topics associated with person-centered planning. Topics include collaborating with related service personnel in routine/emergency medical procedures, physical management and handling, postural/motor dysfunction, recreation, life skills, transition programming, and modifications for individuals with language/vision/hearing impairments. Legal aspects of special education, including individualized education programs and transition planning, are also examined to support effective and compliant service delivery.

Prerequisites: EDUC 2101 Introduction to Education, Ethics, and Professional Responsibilities

EDUC 4102: Introduction to Special Education 2 (3 credits)
This course offers awareness of topics associated with person-centered planning, beginning with a foundation of the current legal requirements in providing a free and appropriate public education to students with moderate and severe disabilities. Topics include collaborating with related service personnel in routine/emergency medical procedures, physical management and handling, postural/motor dysfunction, recreation, life skills, transition programming, and modifications for individuals with language, vision, and/or hearing impairments. Assessment and eligibility, including monitoring and reporting requirements; effective collaboration and communication practices, including modifications and accommodations, are emphasized throughout the course to support individualized and inclusive educational planning.

Prerequisites: EDUC 4101: Introduction to Special Education 1

EDUC 4110: Transformational Classroom Assessment (3 credits)
This course provides students with the theoretical frameworks behind classroom-based and school-wide assessments and specific strategies to develop transformational elements and assessment tools. The course will

help students develop the knowledge and skills to develop and use transformational assessment strategies that can report on students' learning and help design instruction for student learning.

Prerequisites: EDUC 2101 Introduction to Education, Ethics, and Professional Responsibilities

EDUC 4410: Field Experience I (3 credits)
This course consists of observation and participation in the ongoing teaching/learning situations in classrooms. To be eligible for this course, students must have earned 90 credit hours towards their degree program and have an overall GPA of 3.0 or better.

Prerequisites: EDUC 2101 Introduction to Education, Ethics, and Professional Responsibilities

EDUC 4420: Field Experience II (3 credits)
This course consists of observation and participation in the ongoing teaching/learning situations in classrooms. Student must have an overall GPA of 3.0 or better.

Prerequisites: EDUC 4410 Field Experience I

EDUC 4430: Field Experience III (3 credits)
This course consists of observation and participation in the ongoing teaching/learning situations in classrooms. Student must have an overall GPA of 3.0 or better.

Prerequisites: EDUC 4420 Field Experience II

EDUC 4440: Field Experience IV (3 credits)
This course consists of observation and participation in the ongoing teaching/learning situations in classrooms. Student must have an overall GPA of 3.0 or better.

Prerequisites: EDUC 4430 Field Experience III

ENGL 1301: Composition I (3 credits)
This introductory course helps students master the interconnected nature of listening, speaking, reading, writing, and thinking through seven integrated strands of developing and sustaining language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic proficiency in oral expression and comprehension, authentic reading, and reflective writing. The strands are integrated to help students develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

Prerequisites: None

ENGL 1302: Composition II (3 credits)
This course emphasizes precision, accuracy and effectiveness in written English. The class will focus on the writing process, research techniques and properly citing texts. The class will emphasize persuasive and research writing and speaking, as well as vocabulary acquisition and research presentation.

Prerequisites: ENGL 1301: Composition I

ENGL 2306: American Literature I (3 credits)

This reading and writing intensive course introduces a variety of literature. Students learn about literary forms, terms, and techniques. Extensive writing in response to literature is also expected of course participants.

Prerequisites: ENGL 1301: Composition I

ENGL 2307: Christian Literature I (3 credits)
This reading and writing intensive course introduces a variety of literature. Students learn about literary forms, terms, and techniques. Extensive writing in response to literature is also expected of course participants.

Prerequisites: ENGL 1301: Composition I

ENGL 3301: English Language Arts & Reading (3 credits)
The ELAR course is designed to align with the ELAR 7-12 Learning Standards. This course is a balanced, comprehensive and integrated course that develops skills and strategies in vocabulary instruction, as well as reading comprehension for literary and non-literary texts.

Prerequisites: ENGL 1301: Composition I

GEOG 1301: Human Geography (3 credits)
A survey of the major systems of man-land relations of the world and their dissimilar developments; the processes of innovation, diffusion, and adaptation stressed with regard to changing relationships between people and their environment.

Prerequisites: ENGL 1301: Composition I

GEOL 1301: Earth Science for Non-Science Majors (3 credits)
This course is designed as an interactive integrated introduction to physical science. Students will focus on fundamental concepts of physical science within the earth. Including the use of instructional approaches that reflect the cognitive, social, and emotional development of students.

Prerequisites: ENGL 1301: Composition I

GOVT 2305: Federal Government (3 credits)
This course provides an introduction to the structure and functions of the United States government, including the Constitution, federalism, political institutions, and civil rights. Students will also explore the role of economics in government decision-making, policy development, and the impact on society.

Prerequisites: ENGL 1301: Composition I

GOVT 2306: Texas Government (3 credits)
This course examines the structure and functions of Texas state and local government, focusing on the Texas Constitution, political institutions, and the legislative process. Students will explore key issues, policies, and the role of state and local governments in shaping the lives of Texas residents.

Prerequisites: ENGL 1301: Composition I

HEAL 1101: Caring for Mind, Body and Spirit (3 credits)
This course helps students to apply a variety of activities related to biblical concepts of wholeness. Addresses the integration of mind, body, and spirit healing from personal and professional perspectives.

Prerequisites: ENGL 1301: Composition I

HIST 1301: US History I (3 credits)
This course surveys the political, social, religious, intellectual, and economic developments in the United States from the colonial period through Reconstruction. Students will examine key events, figures, and movements that shaped early American history, focusing on the foundation of the nation and its evolving identity.

Prerequisites: ENGL 1301: Composition I

HIST 1302: US History II (3 credits)
This course surveys the political, social, religious, intellectual, and economic developments in the United States from the late 19th century through the 21st century. Students will explore key historical events, movements, and figures, focusing on modern America's growth, challenges, and global impact.

Prerequisites: ENGL 1301: Composition I

MATH 1350: Fundamentals of Mathematics I (3 credits)
A review of basic mathematical operations, including fractions, percent, and decimals. The course will introduce the basic concepts and applications of functions and demonstrate how to apply mathematics to practical situations. Students will also learn to utilize age-appropriate instructional strategies that promote engagement, critical thinking, and active participation across all grade levels.

Prerequisites: ENGL 1301: Composition I

MATH 1351: Fundamentals of Mathematics II (3 credits)
This course explores mathematical understanding and reasoning across the following domains: mathematical operations and computation; algebraic reasoning; proportionality; coordinate and transformational geometry; statistical concepts; functions and equations; trigonometry; and measurement and data analysis. Students will also learn to utilize age-appropriate instructional strategies that promote engagement, critical thinking, and active participation across all grade levels.

Prerequisites: MATH 1350: Fundamentals of Mathematics I

MATH 1332: Contemporary Mathematics (3 credits)
This course explores quadratic, polynomial, rational, radical, exponential and logarithmic functions and expressions with an emphasis on graphing and applications while incorporating developmentally appropriate teaching methods and strategies that support effective instruction and active learning for early childhood, elementary, and secondary classroom.

Prerequisites: MATH 1351: Fundamentals of Mathematics II

MATH 1394: College Algebra (3 credits)
This course provides a working knowledge of college- level algebra and its applications. Emphasis is placed upon the solution and application of linear and quadratic equations, word problems, polynomial functions, roots and radicals. Students perform operations on real numbers, operations with algebraic expressions, algebraic fractions, rational and radical expressions, and will apply research-based teaching methodologies designed for the early childhood, elementary, and secondary classrooms, fostering hands-on learning and meaningful student interaction.

Prerequisites: MATH 1332: Contemporary Mathematics

MATH 1395: Precalculus (3 credits)

Pre-Calculus builds upon the foundational skills of College Algebra to address topics including: functions, graphs, polynomials, rational functions, trigonometry, conic sections and analytic geometry, and an introduction to Calculus. Students will also work on teaching strategies to engage students in upper-level math courses.

Prerequisites: MATH 1394: College Algebra

MATH 1342: Elementary Statistical Methods (3 credits)
In this course, students will be introduced to the basic concepts of statistics using an intuitive approach to understanding concepts and methodologies. These include basic statistics, numerical measures, frequency distributions, measures of central tendency, measures of dispersion, concepts of probability, sampling principles of testing and univariate inferential testing. Students learn to solve correlation and regression for bivariate data, estimation, and hypothesis testing. Also, students will be encouraged to explore the practical application of statistical thinking, collecting and analyzing data. Note: Proctored Final Exam.

Prerequisites: MATH 1332: Contemporary Mathematics

PHIL 1304: Introduction to World Religions (3 credits)
This course offers a comprehensive exploration of major world religions, including Hinduism, Buddhism, Judaism, Christianity, and Islam, along with traditional belief systems. Students will examine key religious texts, practices, and philosophies to understand the cultural and historical impact of these religions on societies worldwide.

Prerequisites: ENGL 1301: Composition I

PHYS 3101: Introduction to Physics (3 credits)
This course provides an overview of key physics concepts, including forces and motion, energy, gravity, electricity and magnetism, thermodynamics, and optics. Students will develop a foundational understanding of the physical principles that govern the natural world and their real-world applications.

Prerequisites: MATH 1350: Fundamentals of Mathematics I

PSYC 2301: General Psychology (3 credits)
This foundational course introduces students to the core principles, theories, and practices of psychology. It covers key areas of psychological study, including biological bases of behavior, cognition, human development, personality, and mental health. Students will explore research methods and how psychological knowledge applies to everyday life, fostering critical thinking skills.

Prerequisites: ENGL 1301: Composition I

PSYC 2314: Lifespan Growth & Development (3 credits)
An introductory course in developmental psychology. Major developmental theories are studied, as well as characteristics and developmental tasks of each age group.

Prerequisites: ENGL 1301: Composition I

SPCH 1318: Interpersonal Communication (3 credits)
Examines principles and processes of communicating from one culture to another. A case study approach increases students' awareness of different ways of thinking and expression, different value systems and worldviews, thus helping them to be more effective in communicating cross-culturally.

Prerequisites: ENGL 1301: Composition I

Graduate Course Descriptions

Master of Arts in Transformational Education

BIBL 6000 Survey of the New Testament (3 credits)
This course will allow students to analyze key concepts and significant events that contributed to the emergence and development of Christianity, gaining insights into the cultural, social, and theological contexts of the early Christian movement.

Prerequisite: Strategies for Teaching Diverse SPED Learners

BIBL 6001 Exploring Spiritual Growth (3 credits)
This course provides an exploration of the key components of the Christian faith that influence spiritual growth. Through a comprehensive examination of foundational principles, students will acquire the necessary tools, resources, and strategies to foster effective spiritual development.

Prerequisite: Survey of the New Testament

EDUC 5000 Transformational Principles of Managing the Classroom (3 credits)
This course explores best practices in effective classroom and behavior management, addressing a variety of evidence-based classroom management practices that are essential to enhancing students' academic, behavioral, social-emotional, and motivational outcomes while also providing strategies for managing individual and group behaviors across diverse student populations in general, fostering the development of crucial decision-making and problem-solving skills tailored to the unique needs of students.

Prerequisite: None

EDUC 5001 Foundations of Education, Ethics, and Professional Responsibilities (3 credits)
This course will allow students to explore the foundational principles that shape the field of education. This course dives into the historical, philosophical, sociological, and psychological dimensions of education, providing students with a solid grounding in the theories and ideas that underpin modern educational practices. This course also highlights ethical principles and professional responsibilities in education.

Prerequisite: None

EDUC 5002 Field Experience I (3 credits)
This course consists of observation and participation in the ongoing teaching/learning situations in classrooms.

Prerequisite: Transformational Teaching Principles in Education

EDUC 5003 Field Experience II (3 credits)
This course consists of observation and participation in the ongoing teaching/learning situations in classrooms.

Prerequisite: Field Experience I

EDUC 6000 Strategies for Teaching Diverse SPED Learners (3 credits)

This course will focus on equipping students with the knowledge and skills to effectively accommodate and selectively modify curricula, materials, and procedures, ensuring they are adept at meeting the unique needs of diverse learners within Special Education.

Prerequisite: Advanced Topics in Elementary Science Education

EDUC 6001 Transformational Teaching Principles in Education (3 credits)
This course provides an in-depth exploration of transformational teaching principles within the context of education that allows students to delve into theories, strategies, and practices that promote transformative learning experiences for educators and students. Students will examine how innovative teaching approaches can positively impact student engagement, motivation, and academic success through a blend of theoretical frameworks, case studies, and practical applications.

Prerequisite: Strategies for Teaching Diverse SPED Learners

EDUC 6002 Curriculum, Instructional Planning, and Assessments (3 credits)
This course will demonstrate Intermediate or Advanced theoretical and practical considerations of curricula and instructional planning in early childhood through elementary school.

Prerequisite: Transformational Teaching Principles in Education

EDUC 6003 Social, Emotional, and Cultural Views of Diverse Learner (3 credits)
This course explores advanced aspects of social, emotional, and cultural perspectives on maturity, creativity, and high performance in children and adolescents from diverse backgrounds, examined through a Christian lens. Students will deepen their insights and competencies to address the complexities of fostering optimal growth and performance in diverse young populations.

Prerequisite: Transformational Teaching Principles in Education

EDUC 6004 Advanced Technology in Education (3 credits)
This course provides students with an in-depth exploration of advanced concepts, theories, and applications of technology in education, supported by relevant data and statistics. Through the examination of empirical evidence, students will gain insights into emerging trends, innovative tools, and best practices for seamlessly integrating technology to enhance teaching, learning, and educational leadership across diverse contexts.

Prerequisite: Social, Emotional, and Cultural Views of Diverse Learner

EDUC 6005 Advanced Studies in the Science of Reading (3 credits)
This course focuses on the Science of Reading and provides an in-depth exploration of theoretical foundations, evidence-based practices, and current research in literacy development. Emphasizing the interdisciplinary nature of reading, the course examines cognitive, linguistic, and socio-cultural factors influencing the acquisition of reading skills.

Prerequisite: Advanced Topics in Elementary Science Education

EDUC 6006 Reading Assessment, Instructions, and Intervention (3 credits)
This course will address the use of formal and informal training in reading instruction and intervention, including assessments, instructional practices, and intervention to improve student reading proficiency for struggling readers, including students with characteristics of dyslexia in students K-5th.

Prerequisite: Advanced Topics in Elementary Science Education

EDUC 6007 Structured English Immersion (3 credits)
This course will is designed to meet the Structure English Immersion Endorsement certification requirement of the State of Arizona. Addresses SEI instructional methods for English Language Learners (ELL), including instruction in SEI strategies, ELL State Proficiency Standards, and assessment of ELL student academic progress.

Prerequisite: Advanced Topics in Elementary Science Education

ENGL 5000 Elementary Language and Literacy Methods and Interventions (3 credits)
This course explores advanced methodologies and intervention strategies for language and literacy development in elementary education. The course emphasizes a critical analysis of effective instructional methods, tailored interventions, and inclusive practices to address the diverse needs of elementary learners.

Prerequisite: Advanced Topics in Elementary Science Education

GEOL 5000 Advanced Topics in Elementary Science Education (3 credits)
This course will explore contemporary theories, methodologies, and practices in elementary science education in depth. Students will explore advanced topics such as curriculum design, inquiry-based learning, assessment, student learning, and technology integration to enhance science education for elementary students.

Prerequisite: Elementary Language and Literacy Methods and Interventions

MATH 5000 Advanced Strategies in K-12 Mathematics Instruction (3 credits)
The course will explore innovative approaches to teaching K-12 mathematical concepts, leveraging technology, reading data, and differentiation strategies to accommodate diverse learners, and methods for assessing mathematical understanding.

Prerequisite: Foundations of Education

SOSC 5000 Elementary Social Studies Curriculum and instructions (3 credits)
This course is designed to provide students with a comprehensive exploration of advanced concepts, methodologies, and critical perspectives essential for effectively teaching elementary social studies. Grounded in current research and pedagogical best practices, this course emphasizes developing advanced skills and knowledge for fostering engaged and informed citizenship in diverse educational settings.

Prerequisite: Advanced Topics in Elementary Science Education

Master of Arts in Applied Educational Practice (MAEP) program (Spanish)

EDUC 5100 – Transformational Principles of Managing the Classroom
This course explores best practices in effective classroom and behavior management, addressing a variety of evidence-based classroom management practices that are essential to enhancing students' academic, behavioral, social-emotional, and motivational outcomes while also providing strategies for managing individual and group behaviors across diverse student populations in general, fostering the development of crucial decision-making and problem-solving skills tailored to the unique needs of students.

EDUC 5101 – Foundations of Education, Ethics, and Professional Responsibilities
This course will allow students to explore the foundational principles that shape the field of education. This course dives into the historical, philosophical, sociological, and psychological dimensions of education, providing

students with a solid grounding in the theories and ideas that underpin modern educational practices. This course also highlights ethical principles and professional responsibilities in education.

EDUC 5102 – Field Experience I (3 credits)
This course consists of observation and participation in the ongoing teaching/learning situations in classrooms.

EDUC 5111 Educational Ethics and Moral Formation (3 credits)
This course explores ethical foundations, moral development, and professional responsibility in education through a biblically grounded and academically rigorous framework. Students examine conscience formation, character development, ethical decision-making, and leadership accountability as they apply to educational practice, integrating Scripture with scholarly ethics literature to cultivate integrity, discernment, and moral courage in professional roles.

EDUC 5112 Active and Collaborative Teaching Strategies (3 credits)
This course examines instructional approaches that promote active student engagement and collaborative learning. Topics include project-based learning, cooperative learning structures, discussion-based instruction, and strategies for facilitating meaningful student interaction. Emphasis is placed on instructional planning, facilitation techniques, and evaluating the effectiveness of active and collaborative methods across diverse educational contexts.

EDUC 5113 Global Educational Innovation Models (3 credits)
This course examines educational innovation models from international and comparative perspectives. Students analyze how different systems design, implement, and scale instructional practices, policies, and organizational structures to address educational challenges. Topics include system-level reform, technology-enabled learning models, workforce-aligned education, and cross-cultural approaches to improvement. Emphasis is placed on evaluating evidence, contextual factors, and transferability of global innovations to diverse educational settings.

EDUC 5155 Strategic School Diagnosis and Data-Driven Planning (3 credits)
Students learn to diagnose school needs using comprehensive data sources including student performance, school culture data, and instructional evidence. The course centers on developing needs assessments, conducting root cause analysis, and drafting an initial school improvement plan that emphasizes clarity, focus, and shared ownership.

EDUC 5156 Evidence-Based Decision Making for Curriculum and Instruction (3 credits)
This course equips students to evaluate curriculum, instructional practices, and assessment systems. Students learn to analyze instructional data, critique curriculum decisions, and design research-informed instructional improvement strategies. Emphasis is placed on evaluating evidence using scholarly research and practical tools.

EDUC 6100 Strategies for Teaching Diverse SPED Learners (3 credits)
This course will focus on equipping students with the knowledge and skills to effectively accommodate and selectively modify curricula, materials, and procedures, ensuring they are adept at meeting the unique needs of diverse learners within Special Education.

EDUC 6101 Transformational Teaching Principles in Education (3 credits)
This course provides an in-depth exploration of transformational teaching principles within the context of education that allows students to delve into theories, strategies, and practices that promote transformative learning experiences for educators and students. Students will examine how innovative teaching approaches can positively impact student engagement, motivation, and academic success through a blend of theoretical frameworks, case studies, and practical applications.

EDUC 6102 Curriculum, Instructional Planning and Assessments (3 credits)

This course will demonstrate intermediate or advanced theoretical and practical considerations of curricula and instructional planning in early childhood through elementary school.

EDUC 6103 Social, Emotional, and Cultural Views of Diverse Learners (3 credits)
This course explores advanced aspects of social, emotional, and cultural perspectives on maturity, creativity, and high performance in children and adolescents from diverse backgrounds, examined through a Christian lens. Students will deepen their insights and competencies to address the complexities of fostering optimal growth and performance in diverse young populations.

EDUC 6104 Advanced Technology in Education (3 credits)
This course provides students with an in-depth exploration of advanced concepts, theories, and applications of technology in education, supported by relevant data and statistics. Through the examination of empirical evidence, students will gain insights into emerging trends, innovative tools, and best practices for seamlessly integrating technology to enhance teaching, learning, and educational leadership across diverse contexts.

EDUC 6152 Curriculum and Assessment for Instructional Development (3 credits)
Students examine curriculum design, assessment systems, and instructional alignment. The course focuses on backwards design, formative assessment practices, and designing instructional systems that support student learning and teacher growth.

EDUC 6157 Action Research for School Improvement (3 credits)
As part of the leadership practicum, students design and implement an action research project focused on a specific school improvement need. Students conduct needs assessments, implement targeted interventions, collect and analyze data, and synthesize findings into a professional Action Research Playbook.

EDUC 6160 Emerging Themes in Education (3 credits)
This course examines contemporary developments influencing educational practice and leadership. Topics include digital transformation, competency-based learning, artificial intelligence in education, global innovation models, and future-ready teaching frameworks. Emphasis is placed on evaluating research evidence, assessing implementation feasibility, and analyzing ethical and organizational implications. Students develop disciplined approaches for making informed leadership decisions related to emerging educational initiatives.

Master of Arts in Transformational Education Leadership

EDUC 5052 Foundations of Servant Leadership and Trust-Building in Education (3 credits)
This course introduces the foundations of servant leadership and its application to educational settings. Students examine trust-building practices, servant leadership theory, communication dynamics, and the biblical principles that inform character-centered leadership. Emphasis is placed on reflection, ethical leadership, and laying the foundation for leading through service.

EDUC 5053 Cultivating a High-Trust, High-Expectations School Culture (3 credits)
Students explore the elements of a healthy and effective school culture. Topics include relational trust, expectations for excellence, staff morale, conflict resolution, and shaping the conditions that help both students and staff thrive. The course includes case studies and cultural analysis tools to diagnose and strengthen school culture.

EDUC 5054 School–Community Relations and Communications (3 credits)
This course examines strategies for building authentic partnerships with families and communities. Students develop communication plans, learn crisis communication fundamentals, analyze community engagement models, and practice communication techniques aligned with stakeholder needs and relational trust.

EDUC 5055 Strategic School Diagnosis and Data-Driven Planning (3 credits)
Students learn to diagnose school needs using comprehensive data sources including student performance, school culture data, and instructional evidence. The course centers on developing needs assessments, conducting root cause analysis, and drafting an initial school improvement plan that emphasizes clarity, focus, and shared ownership.

EDUC 5056 Evidence-Based Decision Making for Curriculum and Instruction (3 credits)
This course equips students to evaluate curriculum, instructional practices, and assessment systems. Students learn to analyze instructional data, critique curriculum decisions, and design research-informed instructional improvement strategies. Emphasis is placed on evaluating evidence using scholarly research and practical tools.

EDUC 5057 Visionary Leadership and Stakeholder Engagement (3 credits)
Students develop skills in crafting and communicating a compelling vision for school improvement. The course explores stakeholder engagement, strategic communications, vision-aligned planning, and building consensus. Students practice communicating vision and leading stakeholders through change.

EDUC 5058 Instructional Leadership and Data-Driven Instruction (3 credits)
This course prepares leaders to effectively observe instruction, provide feedback, and guide teachers through data-driven instructional cycles. Students learn to lead data meetings, design instructional coaching plans, and analyze teaching effectiveness through structured observation tools.

EDUC 6052 Curriculum and Assessment for Instructional Development (3 credits)
Students examine curriculum design, assessment systems, and instructional alignment. The course focuses on backwards design, formative assessment practices, and designing instructional systems that support student learning and teacher growth.

EDUC 6053 School Budgeting and Fiscal Planning (3 credits)
This course introduces the fundamental principles of school finance, budgeting, and resource allocation. Students learn to interpret financial reports, design school budgets, evaluate spending decisions, and strategically allocate resources aligned with school improvement priorities.

EDUC 6054 Empowering Teachers and Distributed Leadership (3 credits)
Students study leadership practices that empower teachers and build distributive leadership structures. Topics include professional trust, delegation, coaching, motivating teams, and designing collaborative leadership environments that foster teacher ownership.

EDUC 6055 Transformational Leadership and Professional Development (3 credits)
This course focuses on designing and delivering professional development systems that support teacher growth. Students learn to create adult learning structures, plan effective PD sessions, evaluate PD impact, and apply leadership practices that develop professional capacity.

EDUC 6056 Legal and Ethical Issues in Education (3 credits)
This course examines the legal frameworks governing K–12 education including governance, student rights, civil rights, negligence, liability, personnel law, and ethical decision-making. Students analyze legal cases, evaluate ethical dilemmas, and design a legal–ethical decision-making framework informed by research and biblical principles.

EDUC 6057 Action Research and Leadership Practicum for School Improvement (3 credits)
As part of the leadership practicum, students design and implement an action research project focused on a specific school improvement need. Students conduct needs assessments, implement targeted interventions, collect and analyze data, and synthesize findings into a professional Action Research Playbook.

EDUC 6058 Servant Leadership Practicum and Reflective Capstone in School Leadership (3 credits)
This capstone practicum continues the field-based leadership experience and centers on leadership identity, servant leadership practices, ethical decision-making, wellness, spiritual formation, and long-term leadership readiness. Students produce a comprehensive Leadership Playbook demonstrating mastery of MTEL standards and readiness for administrative leadership roles.

Additional Policies and Administrative Guidelines

Gracelyn Doctrinal Statement / Statement of Faith

1. THE PURPOSE OF GOD

We affirm our belief in the one eternal God, Creator and Lord of the world, Father, Son and Holy Spirit, who governs all things according to the purpose of his will. He has been calling out from the world a people for himself, and sending his people back into the world to be his servants and his witnesses, for the extension of his kingdom, the building up of Christ's body, and the glory of his name. We confess with shame that we have often denied our calling and failed in our mission, by becoming conformed to the world or by withdrawing from it. Yet we rejoice that, even when borne by earthen vessels, the gospel is still a precious treasure. To the task of making that treasure known in the power of the Holy Spirit we desire to dedicate ourselves anew.

2. THE AUTHORITY AND POWER OF THE BIBLE

We affirm the divine inspiration, truthfulness and authority of both Old and New Testament Scriptures in their entirety as the only written word of God, without error in all that it affirms, and the only infallible rule of faith and practice. We also affirm the power of God's word to accomplish his purpose of salvation. The message of the Bible is addressed to all men and women. For God's revelation in Christ and in Scripture is unchangeable. Through it the Holy Spirit still speaks today. He illumines the minds of God's people in every culture to perceive its truth freshly through their own eyes and thus discloses to the whole Church ever more of the many-colored wisdom of God.

3. THE UNIQUENESS AND UNIVERSALITY OF CHRIST

We affirm that there is only one Savior and only one gospel, although there is a wide diversity of evangelistic approaches. We recognize that everyone has some knowledge of God through his general revelation in nature. But we deny that this can save, for people suppress the truth by their unrighteousness. We also reject as derogatory to Christ and the gospel every kind of syncretism and dialogue which implies that Christ speaks equally through all religions and ideologies. Jesus Christ, being himself the only God-Man, who gave himself as the only ransom for sinners, is the only mediator between God and people. There is no other name by which we must be saved. All men and women are perishing because of sin, but God loves everyone, not wishing that any should perish but that all should repent. Yet those who reject Christ repudiate the joy of salvation and condemn themselves to eternal separation from God. To proclaim Jesus as 'the Savior of the world' is not to affirm that all people are either automatically or ultimately saved, still less to affirm that all religions offer salvation in Christ. Rather it is to proclaim God's love for a world of sinners and to invite everyone to respond to him as Savior and Lord in the wholehearted personal commitment of repentance and faith. Jesus Christ has been exalted above every other name; we long for the day when every knee shall bow to him and every tongue shall confess him Lord.

4. THE NATURE OF EVANGELISM

To evangelize is to spread the good news that Jesus Christ died for our sins and was raised from the dead according to the Scriptures, and that, as the reigning Lord, he now offers the forgiveness of sins and the liberating gifts of the Spirit to all who repent and believe. Our Christian presence in the world is indispensable to evangelism, and so is that kind of dialogue whose purpose is to listen sensitively in order to understand. But evangelism itself is the proclamation of the historical, biblical Christ as Savior and Lord, with a view to persuading people to come to him personally and so be reconciled to God. In issuing the gospel invitation we have no liberty to conceal the cost of discipleship. Jesus still calls all who would follow him to deny themselves, take up their cross, and identify themselves with his new community. The results of evangelism include obedience to Christ, incorporation into his Church and responsible service in the world.

5. CHRISTIAN SOCIAL RESPONSIBILITY

We affirm that God is both the Creator and the Judge of all men. We therefore should share his concern for justice and reconciliation throughout human society and for the liberation of men and women from every kind of oppression. Because men and women are made in the image of God, every person, regardless of race, religion, color, culture, class, sex or age, has an intrinsic dignity because of which he or she should be respected and served, not exploited. Here too we express penitence both for our neglect and for having sometimes regarded evangelism and social concern as mutually exclusive. Although reconciliation with other people is not reconciliation with God, nor is social action evangelism, nor is political liberation salvation, nevertheless we affirm that evangelism and socio-political involvement are both part of our Christian duty. For both are necessary expressions of our doctrines of God and Man, our love for our neighbor and our obedience to Jesus Christ. The message of salvation implies also a message of judgment upon every form of alienation, oppression and discrimination, and we should not be afraid to denounce evil and injustice wherever they exist. When people receive Christ, they are born again into his kingdom and must seek not only to exhibit but also to spread its righteousness in the midst of an unrighteous world. The salvation we claim should be transforming us in the totality of our personal and social responsibilities. Faith without works is dead.

6. THE CHURCH AND EVANGELISM

We affirm that Christ sends his redeemed people into the world as the Father sent him, and that this calls for a similar deep and costly penetration of the world. We need to break out of our ecclesiastical ghettos and permeate non-Christian society. In the Church's mission of sacrificial service, evangelism is primary. World evangelization requires the whole Church to take the whole gospel to the whole world. The Church is at the very center of God's cosmic purpose and is his appointed means of spreading the gospel. But a church which preaches the cross must itself be marked by the cross. It becomes a stumbling block to evangelism when it betrays the gospel or lacks a living faith in God, a genuine love for people, or scrupulous honesty in all things including promotion and finance. The church is the community of God's people rather than an institution, and must not be identified with any particular culture, social or political system, or human ideology.

7. COOPERATION IN EVANGELISM

We affirm that the Church's visible unity in truth is God's purpose. Evangelism also summons us to unity, because our oneness strengthens our witness, just as our disunity undermines our gospel of reconciliation. We recognize, however, that organizational unity may take many forms and does not necessarily advance evangelism. Yet we who share the same biblical faith should be closely united in fellowship, work and witness. We confess that our testimony has sometimes been marred by a sinful individualism and needless duplication. We pledge ourselves to seek a deeper unity in truth, worship, holiness and mission. We urge the development of regional and functional

cooperation for the furtherance of the Church's mission, for strategic planning, for mutual encouragement, and for the sharing of resources and experience.

8. CHURCHES IN EVANGELISTIC PARTNERSHIP

We rejoice that a new missionary era has dawned. The dominant role of western missions is fast disappearing. God is raising up from the younger churches a great new resource for world evangelization, and is thus demonstrating that the responsibility to evangelize belongs to the whole body of Christ. All churches should therefore be asking God and themselves what they should be doing both to reach their own area and to send missionaries to other parts of the world. A re-evaluation of our missionary responsibility and role should be continuous. Thus a growing partnership of churches will develop and the universal character of Christ's Church will be more clearly exhibited. We also thank God for agencies which labor in Bible translation, theological education, the mass media, Christian literature, evangelism, missions, church renewal and other specialist fields. They too should engage in constant self-examination to evaluate their effectiveness as part of the Church's mission.

9. THE URGENCY OF THE EVANGELISTIC TASK

More than 2,700 million people, which is more than two-thirds of all humanity, have yet to be evangelized. We are ashamed that so many have been neglected; it is a standing rebuke to us and to the whole Church. There is now, however, in many parts of the world, an unprecedented receptivity to the Lord Jesus Christ. We are convinced that this is the time for churches and para-church agencies to pray earnestly for the salvation of the unreached and to launch new efforts to achieve world evangelization. A reduction of foreign missionaries and money in an evangelized country may sometimes be necessary to facilitate the national church's growth in self-reliance and to release resources for unevangelized areas. Missionaries should flow ever more freely from and to all six continents in a spirit of humble service. The goal should be, by all available means and at the earliest possible time, that every person will have the opportunity to hear, to understand, and to receive the good news. We cannot hope to attain this goal without sacrifice. All of us are shocked by the poverty of millions and disturbed by the injustices which cause it. Those of us who live in affluent circumstances accept our duty to develop a simple life-style in order to contribute more generously to both relief and evangelism.

10. EVANGELISM AND CULTURE

The development of strategies for world evangelization calls for imaginative pioneering methods. Under God, the result will be the rise of churches deeply rooted in Christ and closely related to their culture. Culture must always be tested and judged by Scripture. Because men and women are God's creatures, some of their culture is rich in beauty and goodness. Because they are fallen, all of it is tainted with sin and some of it is demonic. The gospel does not presuppose the superiority of any culture to another, but evaluates all cultures according to its own criteria of truth and righteousness, and insists on moral absolutes in every culture. Missions have, all too frequently, exported with the gospel an alien culture, and churches have sometimes been in bondage to culture rather than to Scripture. Christ's evangelists must humbly seek to empty themselves of all but their personal authenticity in order to become the servants of others, and churches must seek to transform and enrich culture, all for the glory of God.

11. EDUCATION AND LEADERSHIP

We confess that we have sometimes pursued church growth at the expense of church depth, and divorced evangelism from Christian nurture. We also acknowledge that some of our missions have been too slow to equip and encourage national leaders to assume their rightful responsibilities. Yet we are committed to indigenous principles, and long that every church will have national leaders who manifest a Christian style of leadership in terms not of domination but of service. We recognize that there is a great need to improve theological education,

especially for church leaders. In every nation and culture there should be an effective training program for pastors and laity in doctrine, discipleship, evangelism, nurture and service. Such training programs should not rely on any stereotyped methodology but should be developed by creative local initiatives according to biblical standards.

12. SPIRITUAL CONFLICT

We believe that we are engaged in constant spiritual warfare with the principalities and powers of evil, who are seeking to overthrow the Church and frustrate its task of world evangelization. We know our need to equip ourselves with God's armor and to fight this battle with the spiritual weapons of truth and prayer. For we detect the activity of our enemy, not only in false ideologies outside the Church, but also inside it in false gospels which twist Scripture and put people in the place of God. We need both watchfulness and discernment to safeguard the biblical gospel. We acknowledge that we ourselves are not immune to worldliness of thought and action, that is, to a surrender to secularism. For example, although careful studies of church growth, both numerical and spiritual, are right and valuable, we have sometimes neglected them. At other times, desirous to ensure a response to the gospel, we have compromised our message, manipulated our hearers through pressure techniques, and become unduly preoccupied with statistics or even dishonest in our use of them. All this is worldly. The Church must be in the world; the world must not be in the Church.

13. FREEDOM AND PERSECUTION

It is the God-appointed duty of every government to secure conditions of peace, justice and liberty in which the Church may obey God, serve the Lord Jesus Christ, and preach the gospel without interference. We therefore pray for the leaders of nations and call upon them to guarantee freedom of thought and conscience, and freedom to practice and propagate religion in accordance with the will of God and as set out in The Universal Declaration of Human Rights. We also express our deep concern for all who have been unjustly imprisoned, and especially for those who are suffering for their testimony to the Lord Jesus. We promise to pray and work for their freedom. At the same time we refuse to be intimidated by their fate. God helping us, we too will seek to stand against injustice and to remain faithful to the gospel, whatever the cost. We do not forget the warnings of Jesus that persecution is inevitable.

14. THE POWER OF THE HOLY SPIRIT

We believe in the power of the Holy Spirit. The Father sent his Spirit to bear witness to his Son; without his witness ours is futile. Conviction of sin, faith in Christ, new birth and Christian growth are all his work. Further, the Holy Spirit is a missionary spirit; thus evangelism should arise spontaneously from a Spirit-filled church. A church that is not a missionary church is contradicting itself and quenching the Spirit. Worldwide evangelization will become a realistic possibility only when the Spirit renews the Church in truth and wisdom, faith, holiness, love and power. We therefore call upon all Christians to pray for such a visitation of the sovereign Spirit of God that all his fruit may appear in all his people and that all his gifts may enrich the body of Christ. Only then will the whole Church become a fit instrument in his hands, that the whole earth may hear his voice.

15. THE RETURN OF CHRIST

We believe that Jesus Christ will return personally and visibly, in power and glory, to consummate his salvation and his judgment. This promise of his coming is a further spur to our evangelism, for we remember his words that the gospel must first be preached to all nations. We believe that the interim period between Christ's ascension and return is to be filled with the mission of the people of God, who have no liberty to stop before the end. We also remember his warning that false Christs and false prophets will arise as precursors of the final Antichrist. We therefore reject as a proud, self-confident dream the notion that people can ever build a utopia on earth. Our Christian confidence is that God will perfect his kingdom, and we look forward with eager anticipation to that day,

and to the new heaven and earth in which righteousness will dwell and God will reign forever. Meanwhile, we re-dedicate ourselves to the service of Christ and of people in joyful submission to his authority over the whole of our lives.

CONCLUSION

Therefore, in the light of this our faith and our resolve, we enter into a solemn covenant with God and with each other, to pray, to plan and to work together for the evangelization of the whole world. We call upon others to join us. May God help us by his grace, and for his glory, to be faithful to this our covenant! Amen, Alleluia!

Student Identity Verification

In compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, concerning the verification of student identity in distance learning, Gracelyn has established and will periodically evaluate its process to confirm that a person who is enrolling in the University is the person who is completing the enrollment form, that a student taking an examination is the student who registered to take the examination and that the student who is registered for an online course is the same student who participates in, completes, and receives credit for the course.

To authenticate identities, Gracelyn uses a secure login with username and password and proctored examinations. Gracelyn also collects government-issued IDs for all of its students.

Specifically for proctored examinations, once the proctor is identified, Gracelyn emails the proctor a copy of the student ID with certain information blacked out. At the time of testing, the proctor compares the ID received from Gracelyn with the ID of the student taking the exam and confirms that the IDs match. If the IDs do not match, the proctor will not administer the exam and will notify student.services@gracelyn.edu that they were unable to administer the exam due to IDs not matching.

Gracelyn Students' Privacy Rights under FERPA

Gracelyn is in compliance with the Family Education Rights and Privacy Act (FERPA) of 1974, and later laws amending it, such as the Buckley Amendment of 1984. These laws help protect the privacy of student records. The Act grants students the following four rights: a) the right to inspect and review educational records, b) to seek to amend those records, c) to limit disclosure or information from the records, d) and to file a complaint with the US Department of Education if the preceding three rights have been violated.

A. Inspection & Review of Records

Official student records are maintained in the Student Records Office; some are also stored electronically. Students and parents of dependent students may request to review official educational records under the following procedure:

1. The student must provide a written request to review the record. Parents of dependent students (under the age of 18) must supply evidence of the income tax dependency of the student if the student does not sign a release. It is the university’s discretion to allow parents of students 18 years or older to review their record with consent.

2. An appointment to review the record will be set with the university's Academic Dean, within 45 days after the day the university receives a request for access.

B. Requesting Amendment of Records

Students have the right to request amendment of education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask Gracelyn to amend a record should write the Academic Dean, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If Gracelyn decides not to amend the record as requested, the Academic Dean at Gracelyn will notify the student in writing of the decision and the student's 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.

C. Limitation of Disclosure

Students have the right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Gracelyn is permitted under FERPA to disclose education records without a student's prior written consent 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 unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the university who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist 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 responsibilities for the university.

D. Filing a Complaint

If a student believes his/her rights under FERPA were violated, he or she may file a complaint with the Family Policy Compliance Office, which administers FERPA, at the following address:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

For further details about your rights under FERPA, please contact the Student Records Office at registrar@gracelyn.edu.

List of Disclosures Postsecondary Institutions May Make Without Consent

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations.

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

Gracelyn may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within the university whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. ((§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials (such as medical, emergency, and public health personnel) in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Intellectual Property Rights

Any papers or posts written by students are the intellectual property of that student.

Vaccination Policy

Because Gracelyn offers coursework exclusively through distance-education programs, Gracelyn does not have any policies regarding student vaccination.

Dress Code Policy

Because Gracelyn offers coursework exclusively through distance-education programs, Gracelyn does not have dress code requirements.

Drug and Alcohol Abuse Prevention Policy

Gracelyn is committed to promoting a drug-free learning environment. The University has a vital interest in maintaining a safe and healthy environment for the benefit of its employees and students. Dignity and self-respect are essential components to the mission of the University. The use of performance-impairing and mind-altering drugs can impair judgment and increase the risk of injuries and death.

Consistent with federal law (HEOA Sec. 107 amended HEA Sec. 102 and the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226)), *all students and employees are advised that individuals who violate Federal, State or Local laws and campus policies are subject to University disciplinary action and may also be subject to criminal prosecution*, depending on the severity of the offense.

The possession, use or distribution of a controlled substance or dangerous drugs, or any drug unlawful to possess, e.g. marijuana, except as expressly permitted by law, is a violation of law and of the University Code of Conduct. Penalties may include required participation in and completion of appropriate rehabilitation programs in addition to federal, state and local sanctions. Students may face disciplinary actions up to and including dismissal from the University for possession or use of non-prescribed controlled substances or for consumption of alcoholic beverages while engaged in school activities.

Students and employees should be aware there are significant psychological and physiological health risks associated with the use of illicit drugs and alcohol. Physical addiction, loss of control and withdrawal syndrome as well as serious damage to vital organs of the body can result from drug and alcohol abuse.

Available Counseling, Treatment, Rehabilitation, and Re-entry Programs:

We recommend Celebrate Recovery as a faith-based option for receiving support for substance abuse issues.

Furthermore, individuals with alcohol abuse issues are recommended to find a local Alcoholics Anonymous Support Group.

Institutions:

- National Institute on Alcohol Abuse and Alcoholism
- National Council on Alcoholism and Drug Dependence
- Substance Abuse and Mental Health Services Administration

Legal Penalties:

- Federal Drug Trafficking Penalties
- All Federal Drug Laws

Campus Security Policy, Crime Reporting and Emergency Response Procedures

Because Gracelyn offers coursework exclusively through distance-education programs, the University is exempt from Federal regulations requiring the release of campus security information, crime statistics, and emergency response procedures. This includes the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

Fire Safety Policies, Fire Statistics and Fire Log

Because Gracelyn offers coursework exclusively through distance education and does not maintain on-campus housing for our students, Gracelyn is exempt from the Higher Education Opportunity Act enacted on Aug. 14, 2008 which requires institutions that maintain on-campus housing facilities to publish an annual fire safety report that contains information about campus fire safety practices and standards of the institution.

Misrepresentation Policy

As an institution of high integrity, Gracelyn is committed to providing the most accurate information through all media to anyone associated with the University. The University complies with business standards, which require accuracy and honesty in all marketing and other university communications.

Gracelyn will not engage in misrepresentation of any form as defined by Federal law (34 CFR § 668.71(c)).

That law defines misrepresentation as any false, erroneous or misleading statement that an eligible institution, one of its representatives, or any ineligible institution, organization, or person with whom the eligible institution has an agreement to provide educational programs, or to provide marketing, advertising, recruiting or admissions services, makes directly or indirectly to a student, prospective student or any member of the public, or to an accrediting agency, to a State agency, or to the Secretary.

A misleading statement includes any statement that has the likelihood or tendency to deceive. A statement is any communication made in writing, visually, orally, or through other means. Misrepresentation includes the dissemination of a student endorsement or testimonial that a student gives either under duress or because the institution required the student to make such an endorsement or testimonial to participate in a program.

Gracelyn Grievance Policy / Student Complaint Process

Definition of Complaints

An item is only considered a complaint if the student believes that Gracelyn is not following its own policies, state or federal laws. Students that have concerns that do not meet this definition should work with Gracelyn staff to resolve them without the formal process described below.

Steps to Resolve Complaints

We recommend that students follow the following process to resolve complaints.

1. If a student has a complaint (as defined above), the first step is to work with appropriate staff or faculty member to try and resolve the issue. When Gracelyn staff receive what they perceive to be a complaint, they will notify Gracelyn's President to ask for guidance.
2. If no appropriate resolution can be reached in working directly with staff, contact our President, at president@gracelyn.edu. A written response will be given within 4 weeks of the official complaint, but typically much sooner than that.
3. If students are not able to resolve their complaint with one of the above options, they may submit their complaints through one of the following channels:

Distance Education Accrediting Commission

Our accreditor DEAC has an "Online Complaint System" that enables individuals to file a complaint directly from the DEAC website. The complaint form may be found at http://www.deac.edu/Student-Center/Complaint-Process.aspx. All complaints should be submitted using this form. For those who cannot access the Internet, written complaints will be accepted provided they include the complainant's name and contact information and a release from the complainant(s) authorizing the Commission to forward a copy of the complaint, including identification of the complainant(s) to the institution. Where circumstances warrant, the complainant may remain anonymous to the institution, but all identifying information must be given to DEAC. Written complaints must contain the following: the basis of any allegation of noncompliance with DEAC standards and policies; all relevant names and dates and a brief description of the actions forming the basis of the complaint; copies of any available documents or materials that support the allegations; a release authorizing the Commission to forward a copy of the complaint, including identification of the complaint(s) to the institution. In cases of anonymous complaints or where the complainant requests for his/her name to be kept confidential, the Commission considers how to proceed and whether the anonymous complaint sets forth reasonable and credible information that an institution may be in violation of the Commission's standards and whether the complainant's identify is not necessary to investigate.

DEAC
ATTN: COMPLAINTS
1101 17th Street NW,
Suite 808
Washington, DC 20036

Texas Higher Education Coordinating Board

Gracelyn operates in Texas. To file a complaint after you have attempted to resolve the issue with Gracelyn, please contact:

Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, Texas 78711
https://forms.highered.texas.gov/Forms/StudentComplaints
The web address for the rules governing student complaints – Title 19 of the Texas Administrative Code, Sections 1.110-1.120:
https://www.highered.texas.gov/student-complaints/

Refund Policy for Cancellation of Program/Course or Closure of School

If the school is permanently closed and no longer offers instruction, after a student has enrolled, the student shall be entitled to a pro rata refund of tuition.

If a program or course is canceled subsequently to a student's enrollment and before instruction in the program or course has begun, Gracelyn shall at its discretion either:

- provide a full refund of all monies paid, or
- provide completion of the program or course

The school at which students continue their education and training shall not charge the students an amount greater than that to which Gracelyn would have been entitled under its contract with the student and for which the student has not yet paid.

If a program or course is cancelled, Gracelyn shall notify affected students individually of the availability of the refund or teach-out plan, and diligently advertise such availability. The agreements among institutions may provide that these notices may be sent by the schools(s) that are accepting students from Gracelyn.

Gracelyn shall dispose of school records in accordance with all applicable federal and state laws.

Academic Year Definition

Our regular academic year is 24 credits across 32 academic weeks. This includes four 8-week terms of Fall 1, Fall 2, Spring 1 and Spring 2. Students may also elect to take courses in the summer term (also 8 weeks in length) outside the regular academic year.

Tuition Billing Date

For undergraduate students, payment dates will be based on your starting term:

Fall I Term – Payments begin August 15th

Fall II Term – Payments begin October 15th

Spring I Term – Payments begin January 15th

Spring II Term – Payments begin March 15th

Summer Term – Payments begin June 1st

For graduate students, payment dates will be based on your starting term:

Fall II Term – Payments begin August 1st

Summer Term – Payments begin April 1st

These payments typically continue on the same date each month.

Credit Balance Refund Policy

Should a credit balance occur as the result of an overpayment for a student, after withdrawal, the excess will be refunded to the payer within 30 days.

Uncashed and unclaimed refund checks will be credited back to the student's account and the funds returned to the program from which they came within 240 days.

Outstanding Checks Policy

If students that are given a refund check do not cash their check, they will be notified at least once before the 240-day limit on cashing checks to see if they need a check to be reissued. Gracelyn will reissue checks to students that request them. For checks that are still outstanding, Gracelyn will issue a stop payment on the checks and refund them to the US Department of Education before 240 days from the original date of the check being issued.

VA Funds Payment Policy

In compliance with the Veterans Benefits and Transition Act of 2018, Gracelyn will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

Price of Attendance / Cost of Attendance (COA)

The following is the estimated Price of Attendance / Cost of Attendance (COA) for students in the 2024-2025 aid year.

For half-time students, the tuition and books & supplies amounts are prorated to half.

Undergraduate Student

Academic Year Undergraduate (4 terms – 8 mos.)

Academic expenses:

- Undergraduate Tuition: $2,131.20
- Books & Supplies (estimated): $400
- Graduation Fee (one time, applied at graduation): $100

Living expenses & other indirect costs (estimated):

- <u>Off-campus (not with family):</u>
  - Room & board: $4,900
  - Other expenses: $810

- Off-campus (with family):
  - Other expenses: $570

Total for students living with parents: $3,101.20

Total for students not living with parents: $8,241.20

Calendar Year Undergraduate (5 terms – 10 mos.)

Academic expenses:

- Undergraduate Tuition: $2,664
- Books & Supplies (estimated): $500
- Graduation Fee (one time, applied at graduation): $100

Living expenses & other indirect costs (estimated):

- Off-campus (not with family):
  - Room & board: $6,125
  - Other expenses: $1,013
- Off-campus (with family):
  - Other expenses: $713

Total for students living with parents: $3,877

Total for students not living with parents: $10,302

Graduate Student (Master's In Transformational Education or Applied Educational Practice Spanish Program)

Academic Year Graduate (4 terms – 8 mos.)

Academic expenses:

- Graduate Tuition: $4,570
- Books & Supplies (estimated): $400
- Graduation Fee (one time, applied at graduation): $100

Living expenses & other indirect costs (estimated):

- Off-campus (not with family):
  - Room & board: $4,900
  - Other expenses: $810
- Off-campus (with family):
  - Other expenses: $570

Total for students living with parents: $5,640

Total for students not living with parents: $10,780

Calendar Year Graduate (5 terms – 10 mos.)

Academic expenses:

- Graduate Tuition: $5,713
- Books & Supplies (estimated): $500
- Graduation Fee (one time, applied at graduation): $100

Living expenses & other indirect costs (estimated):

- Off-campus (not with family):
  - Room & board: $6,125
  - Other expenses: $1,013
- Off-campus (with family):
  - Other expenses: $713

Total for students living with parents: $7,026

Total for students not living with parents: $13,451

Graduate Student (Master's in Education Leadership)

Academic Year Graduate (4 terms – 8 mos.)

Academic expenses:

- Graduate Tuition: $5,988
- Books & Supplies (estimated): $400
- Graduation Fee (one time, applied at graduation): $100

Living expenses & other indirect costs (estimated):

- Off-campus (not with family):
  - Room & board: $4,900
  - Other expenses: $810
- Off-campus (with family):
  - Other expenses: $570

Total for students living with parents: $7,058

Total for students not living with parents: $12,198

Calendar Year Graduate (5 terms – 10 mos.)

Academic expenses:

- Graduate Tuition: $7,485
- Books & Supplies (estimated): $500

- Graduation Fee (one time, applied at graduation): $100

Living expenses & other indirect costs (estimated):

- Off-campus (not with family):
  - Room & board: $6,125
  - Other expenses: $1,013
- Off-campus (with family):
  - Other expenses: $713

Total for students living with parents: $8,798

Total for students not living with parents: $15,223