

## AAQEP Annual Report for 2024

Provider/Program Name:	Grand Canyon University
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 30, 2026

### **PART I: Publicly Available Program Performance and Candidate Achievement Data**

#### **1. Overview and Context**

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Grand Canyon University (GCU) has been accredited by the Higher Learning Commission (HLC) since 1968. The most recent HLC reaffirmation of accreditation review was completed in 2021. GCU is also authorized by the Arizona State Board for Private Postsecondary Education (AZPPSE). Grand Canyon University is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. The programs listed below have been awarded full accreditation by AAQEP through June 30, 2026. Full accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to maintain quality.

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

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

### **College of Education**

The College of Education (“the College” or “COE”) at Grand Canyon University (“GCU”) is part of a rich history of service to the community. For over 70 years, the COE has proudly maintained its place as a teaching college, ensuring our academic programs meet the changing, diverse needs in education and local communities and providing opportunities that create meaningful learning experiences for education candidates from a Christ-centered perspective.

The College of Education adheres to Arizona State Board of Education, Arizona Department of Education, and the expectations of other regulatory bodies as appropriate to serve candidates’ best interests, align programmatic requirements to regulations, support candidates as they work towards educator certification, and continue the University’s long-standing tradition of preparing educators. College of Education programs are a planned sequence of courses and field/clinical experiences designed to prepare PreK-12 teachers and other professional school personnel to serve in the profession. The College of Education and the University at large consider the coursework and field/clinical experience requirements an essential component to developing quality educators. The College places great importance on the development of authentic partnerships through practicum/field experience, student teaching, and internships. This work extends from embedded partnerships in the greater Phoenix area to affiliation agreements with schools and districts across the United States. With each partnership, knowing what schools and districts value and what our candidates require to have the best learning experiences and to flourish as practitioners in the field of education remains at the forefront of the College of Education's academic and clinical field work.

### **College of Education Mission**

The Mission of COE is to inspire excellence in pedagogy and scholarship; advance reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promote servant leadership in educational communities and engage a diverse and global community of learners with purpose and passion.

### **College of Education Conceptual Framework**

Learning, Leading, and Serving are the foundational components of COE’s Conceptual Framework. These words symbolize the College’s diverse learning opportunities where faculty and staff diligently work alongside candidates to develop a culture of mutual respect, fellowship, and servant leadership within the educational community. COE’s Conceptual Framework directly reflects GCU’s commitment to serving educational communities in ways that promote human flourishing.

- **Learning:** We believe that all students can learn and that educators are tasked with engaging in best practices to maximize student learning. Effective educators are knowledgeable and skilled communicators who are dedicated and compassionate, guiding students to learn to the best of their ability.
- **Leading:** We believe education is a powerful tool with which to purposefully transform and uplift communities. As our candidates find their purpose and calling within education, the College aims to support candidates to reach their God-given potential and fulfill their passion in education by helping them lead with a keen focus on addressing the world's deep needs.
- **Serving:** We believe in the spirit of servant leadership and are committed to serving all candidates to enable them to become global contributors who change their communities and the world. As faculty, staff, and candidates, we believe in serving educational communities with an innovative and adaptive spirit and a strong dedication to professional conduct and ethics, respect for the diversity of others, and excellence for all.

### **Systems of Support**

The College of Education is committed to continuous improvement by providing academic, co-curricular, and community outreach opportunities to strategically impact candidates. The College works to ensure all candidates, completers, and partners are engaged in quality experiences. This includes having strong systems of support for all levels of clinical field experience, documented partnerships, and affiliation agreements with schools and Local Education Agencies (LEAs), and an operating partnership statement that guides this work.

1. **Academic Support:** The College works closely with various invested parties to provide high-quality, affordable Christian education to candidates through committed faculty, staff, and partners in the classrooms and in the field. These invested parties regularly engage in professional learning, partnerships with local schools/districts for embedded and residency learning experiences, implementation of consistent learning experiences across modalities for all candidates and embedding the Christian faith into learning. The University also uses a graduation team model, uniquely tailored for College of Education candidates' needs in the field. This may include being assigned a student services counselor, a field experience counselor, a teacher placement counselor, and a faculty supervisor to provide additional academic and clinical field experience guidance before, during, and after program completion. The College also utilizes academic and dispositional alerts, as well as academic and professional improvement plans, for candidates who need additional support in their courses or placements.

2. **Co-Curricular Support:** Candidates are provided academic and student life events, learning communities, and events to enrich their experience in the College. The College aims to ensure candidates are successful in coursework and clinical field experiences.

by providing academic and career excellence resources, including, but not limited to, in-person and virtual professional learning opportunities led by experts in the field of educator preparation, educator hiring fairs, and tutoring support. The College encourages candidates in all modalities the opportunity to get involved in clubs and learning communities that provide opportunities to grow as student-leaders, including the honors club Kappa Delta Pi and the education professions club Educators Rising. The College encourages candidate growth in their Christian worldview through faith-based clubs and events such as chapel, held in-person and livestreamed online, and the Christian Educators chapter, Impact Club.

**3. Community Impact:** The College is committed to working alongside candidates to provide support to internal and external community members and partners through outreach opportunities. Faculty and staff engage candidates in outreach in local, private, and public P-12 schools, including school and family literacy events and book drives. The College provides resources for current candidates, alumni, and external partners through active social media channels, email campaigns, and webpages highlighting opportunities to connect, serve, and uplift the field of education.

Grand Canyon University's College of Education aims to provide experiences for candidates centered on learning, leading, and serving, helping to enable candidates to promote human flourishing in educational communities in Arizona and around the United States.

Appendices A and B showcase additional information defining key terms referenced in the report as well as the organizational structure for the College of Education.

- Appendix A: Terminology for key terms and acronyms.
- Appendix B: Organizational Structure

### **Public Posting URL**

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.gcu.edu/academics/accreditation/college-of-education>

## 2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024**

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 06/24)	Number of Completers in most recently completed academic year (12 months ending 06/24)
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Master of Arts in Reading with an Emphasis in Elementary Education	Does not lead to endorsement	383	500
Master of Arts in Reading with an Emphasis in Secondary Education*	Does not lead to endorsement	31	63
Master of Arts in Teaching English to Speakers of Other Languages (TESOL)	Does not lead to endorsement	195	168
Master of Arts in Reading Education K-12	Does not lead to endorsement	53	*
Total for additional programs		662	731
TOTAL enrollment and productivity for all programs		662	731
Unduplicated total of all program candidates and completers		662	731

### Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

The programs indicated by and “\*” in the chart above have been retired and will be discontinued once all enrolled candidates have completed the program.

**\*Added:** Master of Arts in Reading Education, K-12-No Emphasis-Advanced Programs for Continuing Professional Education (APCPE) (substantive change form has been submitted and approved by AAQEP)

- This program was added to align with reading interventionist or specialist outcomes covering the scope of K-12 education.

**Discontinued:** Master of Arts in Reading with an Emphasis in Secondary Education, Advanced Programs for Continuing Professional Education (APCPE) This program was retired internally and replaced with the MA Reading Education K-12 program offering. It will continue to run until all currently enrolled candidates have completed the program.

### 3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

**Table 2. Program Performance Indicators**

A. <b>Total enrollment</b> in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
During the 2023-2024 year, there were <b>662</b> candidates enrolled in our AAQEP-accredited advanced programs.
B. <b>Total number of unique completers</b> (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
During the 2023-2024 year, there were <b>731</b> unique graduates from our AAQEP-accredited advanced programs.
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
Not applicable.

D. **Cohort completion rates** for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.

The cohort completion rates below reflect cohorts with expected graduates in the 2023-2024 year. Of the programs with cohort completion rates, the expected completion timeframes are as follows:

- 17 months for AAQEP-accredited advanced degree programs.

Completion rates that have fallen below the average rate for comparable AAQEP accredited programs are reviewed annually along with other program data to determine the need for review prior to the scheduled program review cycle.

Program	Expected Timeframe (Months)	100% Expected Timeframe	100-150% Expected Timeframe	Total Completion Within 150%
Master of Arts in Reading with an Emphasis in Elementary Education	17	78.8%	10.0%	88.8%
Master of Arts in Reading with an Emphasis in Secondary Education	17	72.9%	8.3%	81.3%
Master of Arts in Teaching English to Speakers of Other Languages (TESOL)	17	66.3%	23.1%	89.3%
		<b>75.5%</b>	<b>12.9%</b>	88.4%

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

There are no state licensure exams for our AAQEP-accredited advanced degree programs.

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Evidence available from program completers is compiled using highlighted information from the *GCU End of Program (EOP) Survey and the College of Education Alumni Survey*. End of Program Survey results from 2023 indicate our Advanced Degree program completers rate their program satisfaction above 90%. Program satisfaction rates emerge from indicators, including whether program completers are (a) likely to recommend GCU programs to friends, family, and peers, (b) the educational program met the completer’s expectations, and (c) the completer was satisfied with their GCU experience. As such, an End of Program Survey program satisfaction rate of **92.56%** indicates overall satisfaction with GCU and their educational program. This has increased slightly y^y from 90.34%.

**GCU End of Program Survey - Overall Satisfaction**

Modality	N	Percentage
<b>NonTrad</b>	606	92.56%

An alumni survey that included AAQEP and program aligned questions was deployed in 2024 to gather additional information from 2023 advanced program completers. Selected responses from the College of Education Alumni Survey demonstrate how program completers rate their overall preparedness and how their program prepared them to be culturally responsive, utilize data to differentiate instruction, and impact student learning. In terms of impact on student learning, **93.76%\*** of advanced degree program respondents report that their program prepared them to impact student learning, with another 4.17% feeling somewhat prepared. These ratings are in line with last year’s report which was 93.33% which also increased from the year at around 86% of our alumni felt prepared to have a positive impact. When asked how their program prepared them to become culturally inclusive and responsive educators, **91.58%\*** of advanced program graduates felt their program prepared them, with another 6.32% feeling somewhat prepared. Compared to our 2022 Alumni Survey, there has been a slight decrease (2.71%) y^y in our alumni feeling Highly Prepared and Prepared to be able to address diverse learners’ needs but is still above the 90% threshold. Alumni survey responses are used to inform program improvements throughout the year and during the university’s program review process.

<b>Positively Impact Student Learning</b>	<b>Total</b>
Highly Prepared and Prepared	93.76%
Somewhat Prepared	4.17%
Unprepared	2.08%
<b>Grand Total</b>	<b>100.00%</b>

<b>Be a culturally inclusive and responsive educator able to address diverse learner's needs</b>	<b>Total</b>
Highly Prepared and Prepared	91.58%
Somewhat Prepared	6.32%
Unprepared	2.11%
<b>Grand Total</b>	<b>100.00%</b>

*\*Total combines Highly Prepared and Prepared responses as we feel this designation shows that our programs have efficiently prepared our alumni with the various attributes surveyed.*

**G. Narrative explanation of evidence available from employers of program completers, with a characterization of findings.**

The College of Education gathers formal and informal data on program completers from three primary sources: (1) a biannual survey/interviews with local and Arizona principals and district officials, (2) ongoing feedback and information from partnership projects, and (3) targeted employer survey on a biennial cycle. Currently, the State of Arizona does not survey principals or districts for any information on candidates or graduates. The results and findings from these sources demonstrate that the GCU graduates

in general are in high demand for jobs, are prepared for the demands of teaching, are professionals with good character and values, and are responsive to student needs. The findings are similar from both local and national perspectives. While the College of Education is always on a path of continuous improvement, we take note that our graduates appear to be actualizing our conceptual framework of learning, leading, and serving in their school communities.

**Examples of Evidence Available from Employers of Program Completers:**

**Lopes Leap to Teach and Lead Career and Networking Event:** This is a biannual event hosted by the College for schools and districts to build relationships with our candidates and program completers for potential placement in their schools. This event allows candidates to network with employers, engage in professional conversations, investigate opportunities for internships, student teaching, and job placements. Surveys and interviews are conducted at each event to gather information regarding our graduates and ways to better serve the communities. The Fall 2023 event was held on November 14, 2023, and the Spring 2024 event was held on March 6, 2024. Approximately 50 employers and 150 candidates attended each event. In total 28 district and school representatives in Arizona responded to survey questions.

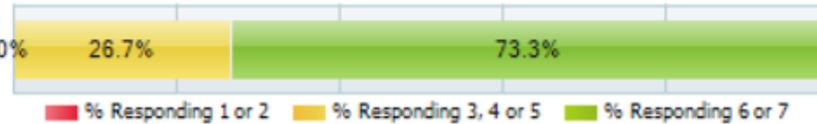
**2023 Employer Survey:** The most recent employer survey was piloted in 2023 through Skyfactor Benchworks, a company whose assessments are aligned with accreditation and professional standards. During this first pilot year, local Arizona school districts were surveyed about recent graduates (i.e., graduated five or fewer years ago) which included institution-specific questions aligned with the College of Education Conceptual Framework. Due to the timing the survey was implemented and some challenges navigating district firewalls, the response rate was approximately 5%.

Overall survey results were positive, demonstrating that employers are highly satisfied with GCU Alumni. Some notable areas to highlight are in areas such as 1) content, pedagogical, and pedagogical knowledge 2) the dispositions required for professional practice, and 3) in areas related to assessment.

For AAQEP Standard 1a, most respondents indicated they are *Strongly (6)* and *Extremely Satisfied (7)* with recent *graduates (i.e., graduated five or fewer years ago)*: content, pedagogical, and professional knowledge. No employers have indicated any dissatisfaction (1 or 2).

**Standard 1.1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought**

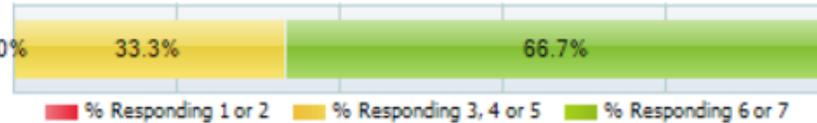
**Q012. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Demonstrate effective classroom instruction**



Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	1 (6.7%)
(4) Moderately	1 (6.7%)
(5)	2 (13.3%)
(6)	5 (33.3%)
(7) Extremely	6 (40%)

% Resp = 100.0 %
N = 15
Mean = 5.93
Std Dev = 1.18

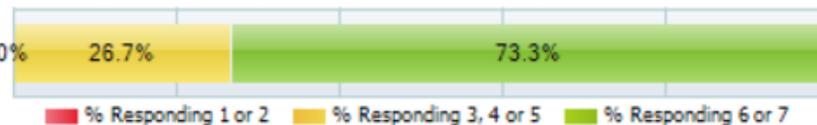
**Q013. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Develop effective lesson plans**



Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	1 (6.7%)
(4) Moderately	2 (13.3%)
(5)	2 (13.3%)
(6)	4 (26.7%)
(7) Extremely	6 (40%)

% Resp = 100.0 %
N = 15
Mean = 5.80
Std Dev = 1.28

**Q015. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Exhibit a mastery of relevant content**



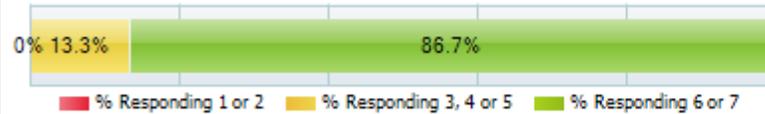
Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	1 (6.7%)
(4) Moderately	0 (0%)
(5)	3 (20%)
(6)	7 (46.7%)
(7) Extremely	4 (26.7%)

% Resp = 100.0 %
N = 15
Mean = 5.87
Std Dev = 1.02

For AAQEP Standard 1f, over 80% of respondents have indicated they are *Strongly (6)* and *Extremely Satisfied (7)* with recent graduates (i.e., graduated five or fewer years ago) when asked about the following traits: *Work Ethic, Professionalism, and Commitment to their current job*. In addition, a majority of employers demonstrated satisfaction in the areas of building professional relationships and displaying appropriate professional skills. No employers have indicated dissatisfaction (1 or 2).

**Standard 1.1f. Dispositions and behaviors required for successful professional practice**

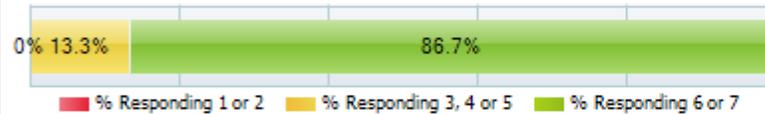
**Q006. Employee Traits - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their: Commitment to their current job**



Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	0 (0%)
(4) Moderately	0 (0%)
(5)	2 (13.3%)
(6)	6 (40%)
(7) Extremely	7 (46.7%)

% Resp = 100.0 %
N = 15
Mean = 6.33
Std Dev = 0.70

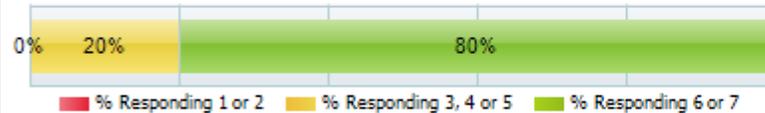
**Q007. Employee Traits - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their: Professionalism**



Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	0 (0%)
(4) Moderately	0 (0%)
(5)	2 (13.3%)
(6)	5 (33.3%)
(7) Extremely	8 (53.3%)

% Resp = 100.0 %
N = 15
Mean = 6.40
Std Dev = 0.71

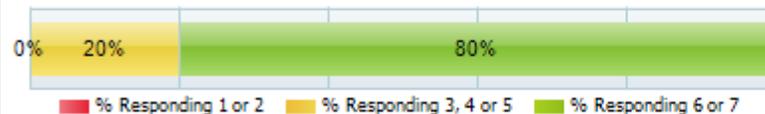
**Q008. Employee Traits - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their: Work ethic**



Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	0 (0%)
(4) Moderately	0 (0%)
(5)	3 (20%)
(6)	5 (33.3%)
(7) Extremely	7 (46.7%)

% Resp = 100.0 %
N = 15
Mean = 6.27
Std Dev = 0.77

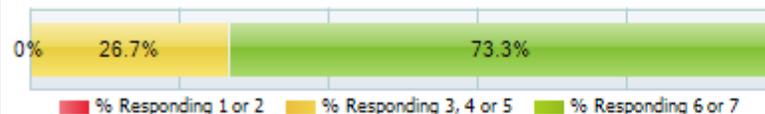
**Q010. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Build collaborative professional relationships**



Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	0 (0%)
(4) Moderately	0 (0%)
(5)	3 (20%)
(6)	4 (26.7%)
(7) Extremely	8 (53.3%)

% Resp = 100.0 %
N = 15
Mean = 6.33
Std Dev = 0.79

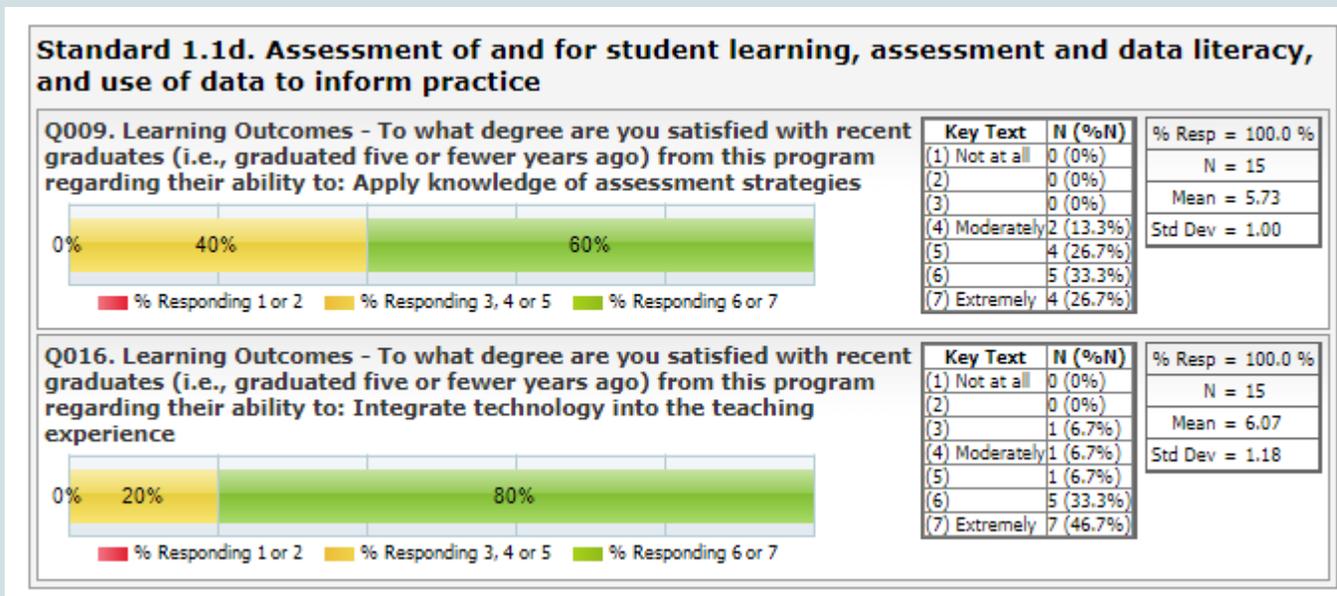
**Q014. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Display appropriate professional skills**



Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	0 (0%)
(4) Moderately	1 (6.7%)
(5)	3 (20%)
(6)	4 (26.7%)
(7) Extremely	7 (46.7%)

% Resp = 100.0 %
N = 15
Mean = 6.13
Std Dev = 0.96

In the area of assessment, 60% of employers are *Strongly (6)* and *Extremely Satisfied (7)* with GCU Alumni and their ability to apply knowledge of assessment strategies and 80% indicated strong satisfaction with GCU Alumni and their ability to integrate technology. The College has already initiated plans to further support candidates in the area of assessment within the 23-24 year by revising courses with a focus on providing candidates with opportunities to make informed decisions on instruction, planning, assessments, and supporting individual students with exceptionalities (i.e., Individualized Education Programs (IEPs), EL, and gifted).

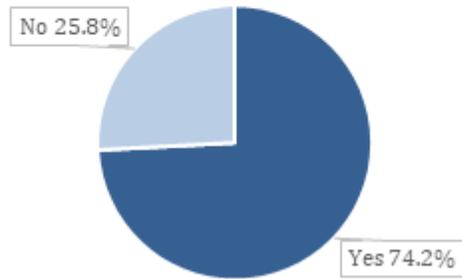


The College is actively investigating ways to expand the scale of the survey to reach additional partners across the nation, and to increase survey response rates. The College is currently working to finalize a Data Sharing Agreement (DSA) with the Arizona Department of Education to support these initiatives for another future Employer survey.

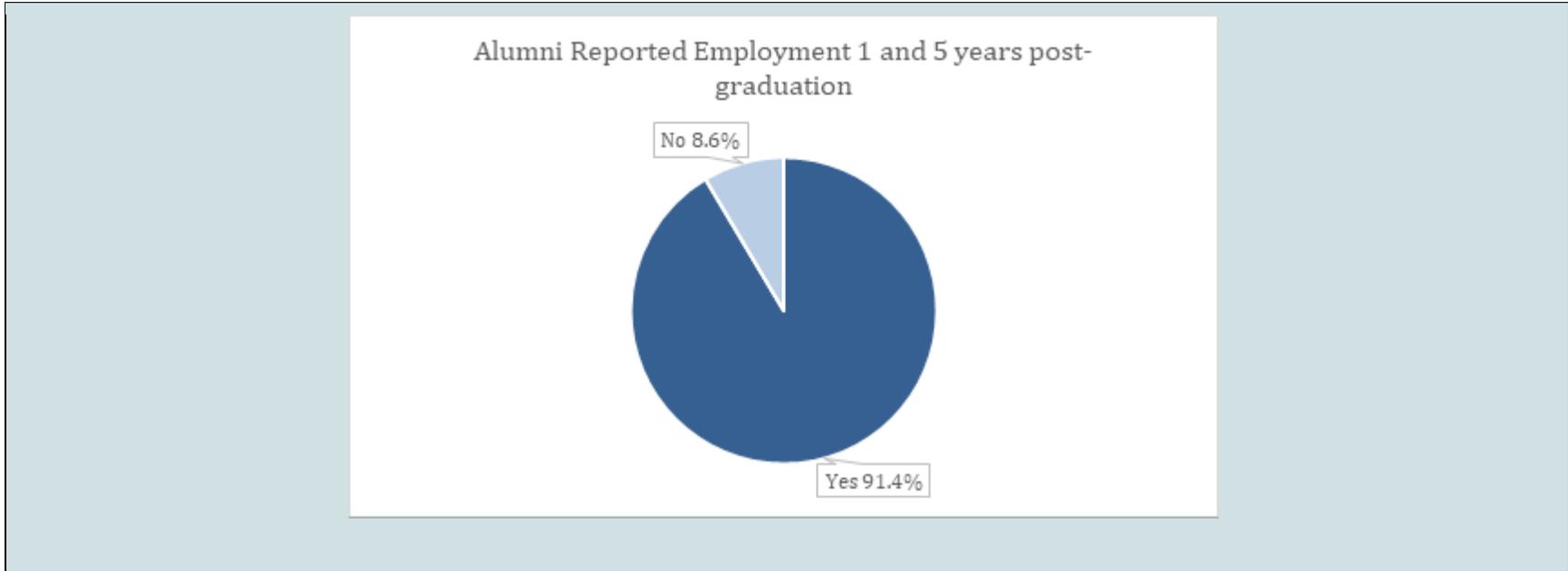
H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The College of Education investigates employment rates through GCU End of Program (EOP) and Alumni Surveys. The GCU EOP Survey is presented to all GCU students near completion of a program of study to assess overall satisfaction, career preparation, and employment outlook. Based on respondents from GCU Advanced Degree programs from the 2023 graduation year, 74.2% reported employment or graduate school acceptance near the time of program completion.

Reported Employment or Graduate School acceptance  
near the time of program completion



In addition to the End of Program Survey, a GCU Alumni Survey is sent to alumni at 1- and 5-years post-graduation. At the time when the GCU survey is deployed, it's sent to all Traditional GCU students at 16 or fewer remaining credit hours, and all Non-Traditional students with 4 or fewer remaining credit hours. The survey prompts responses related to program and academic satisfaction, career readiness and advancement, and value-add of the degree completion. Based on respondents from GCU Advanced Degree programs from the 2022 graduation year, 91.4% of alumni reported employment.



#### 4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																																											
Benchmark Assignment Data	The College of Education expects 80% of candidates to meet or exceed competency on benchmark assessment results. To meet or exceed competency, candidates must earn a score within the “Acceptable” or “Target” categories on the rubric.	<p>During the 2023-2024 academic year, benchmark assessment data collected for select courses were related to diversity and equity, which aligns to AAQEP Standard 1.c. Candidates completing these advanced degree programs explored foundational theories to support diversity, equity, and culturally responsive instructional practices. Benchmark assessment results show candidates are meeting expected outcomes.</p> <p><b><u>Advanced Degree Program Benchmark Assessment</u></b></p> <table border="1" data-bbox="867 646 1650 1190"> <thead> <tr> <th>Program</th> <th>GCU Domain/Competency</th> <th>Course</th> <th>% Met / Exceeded</th> </tr> </thead> <tbody> <tr> <td rowspan="4">MA Reading - Elementary</td> <td>4.1</td> <td>REA-540</td> <td>89.64%</td> </tr> <tr> <td>4.2</td> <td>REA-540</td> <td>89.27%</td> </tr> <tr> <td>4.3</td> <td>REA-550</td> <td>98.05%</td> </tr> <tr> <td>4.4</td> <td>REA-540</td> <td>90.21%</td> </tr> <tr> <td rowspan="4">MA Reading – Secondary</td> <td>4.1</td> <td>REA-545</td> <td>87.10%</td> </tr> <tr> <td>4.2</td> <td>REA-545</td> <td>93.55%</td> </tr> <tr> <td>4.3</td> <td>REA-550</td> <td>95.08%</td> </tr> <tr> <td>4.4</td> <td>REA-545</td> <td>93.55%</td> </tr> <tr> <td rowspan="4">MA TESOL</td> <td>2.1</td> <td>TSL-567</td> <td>84.91%</td> </tr> <tr> <td>3.3*</td> <td>TSL-567</td> <td>88.68%</td> </tr> <tr> <td>3.3*</td> <td>TSL-550</td> <td>96.23%</td> </tr> <tr> <td>4.3</td> <td>TSL-567</td> <td>94.34%</td> </tr> </tbody> </table> <p>* Due to a revision what went into effect during the 2022-2023 AY, competency 3.3 is now aligned in TSL-550 which it was previously measured in TSL-567, as a result we have benchmark assessment findings for both courses in which the competency is measured during the assessment year.</p>	Program	GCU Domain/Competency	Course	% Met / Exceeded	MA Reading - Elementary	4.1	REA-540	89.64%	4.2	REA-540	89.27%	4.3	REA-550	98.05%	4.4	REA-540	90.21%	MA Reading – Secondary	4.1	REA-545	87.10%	4.2	REA-545	93.55%	4.3	REA-550	95.08%	4.4	REA-545	93.55%	MA TESOL	2.1	TSL-567	84.91%	3.3*	TSL-567	88.68%	3.3*	TSL-550	96.23%	4.3	TSL-567	94.34%
Program	GCU Domain/Competency	Course	% Met / Exceeded																																										
MA Reading - Elementary	4.1	REA-540	89.64%																																										
	4.2	REA-540	89.27%																																										
	4.3	REA-550	98.05%																																										
	4.4	REA-540	90.21%																																										
MA Reading – Secondary	4.1	REA-545	87.10%																																										
	4.2	REA-545	93.55%																																										
	4.3	REA-550	95.08%																																										
	4.4	REA-545	93.55%																																										
MA TESOL	2.1	TSL-567	84.91%																																										
	3.3*	TSL-567	88.68%																																										
	3.3*	TSL-550	96.23%																																										
	4.3	TSL-567	94.34%																																										

<p>Data Dialogue</p>	<p>The College of Education expects student and faculty end of course survey results of 4.00 on a 5-point Likert scale and minimum course success rates of 90%.</p>	<p>The Data Dialogue, a college-developed metric system, merges data from three separate sources (Academic Metrics &amp; Trends student success rates, student End of Course Surveys (EOCS), and Faculty End of Course Surveys (FEOCS) at the course level to inform curricular and instructional course and program improvements.</p> <p>Data Dialogue results from the 2023-2024 academic year indicate positive trends in most areas of curriculum and instruction, along with high student success rates. These results complement benchmark achievement levels noted above and provide an opportunity for the College to ensure the success of candidates in achieving program outcomes. Within the <i>Master of Arts in Reading with and Emphasis is Secondary Education</i> and <i>Master of Arts in Teaching English to Speakers of Other Languages</i> programs, there are a few instances where results from individual quarters dipped below the expected threshold however the overall academic year results meet expectations in all areas. Success rates and survey results are monitored on a quarterly basis for required interventions, and ongoing trends are addressed in monthly collaborative meetings with stakeholders and within program and course revisions. The <i>Master of Arts in Teaching English to Speakers of Other Languages</i> program underwent a full Program Review in 2022 and both <i>Master of Arts in Reading</i> programs are under review in the 23-24 academic year.</p> <p><b>Master of Arts in Reading with an Emphasis in Elementary Education: REA-540</b></p> <p>Below is a sample showing results from REA-540 within the Master of Arts in Reading with an Emphasis in Elementary Education program. This course shows an average student success rate of <b>97.1%</b> which is above the expected threshold of 90%. In addition, all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.</p> <table border="1" data-bbox="636 1136 1879 1393"> <thead> <tr> <th colspan="2"></th> <th colspan="8">EOCS and Success Rates: REA-540</th> </tr> <tr> <th colspan="2"></th> <th>Seats</th> <th>Responses</th> <th>Course Materials</th> <th>Faculty Engagement</th> <th>Helpful Feedback</th> <th>Demonstrated Expertise</th> <th>Recommend Instructor</th> <th>Success Rate</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2023</td> <td>Q3</td> <td>152</td> <td>90</td> <td>4.44</td> <td>4.76</td> <td>4.70</td> <td>4.78</td> <td>4.78</td> <td>96.7%</td> </tr> <tr> <td>Q4</td> <td>122</td> <td>72</td> <td>4.35</td> <td>4.41</td> <td>4.43</td> <td>4.50</td> <td>4.52</td> <td>96.7%</td> </tr> <tr> <td rowspan="2">2024</td> <td>Q1</td> <td>111</td> <td>72</td> <td>4.24</td> <td>4.54</td> <td>4.54</td> <td>4.53</td> <td>4.46</td> <td>99.1%</td> </tr> <tr> <td>Q2*</td> <td>134</td> <td>84</td> <td>4.20</td> <td>4.35</td> <td>4.25</td> <td>4.40</td> <td>4.29</td> <td>96.3%</td> </tr> </tbody> </table>			EOCS and Success Rates: REA-540										Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate	2023	Q3	152	90	4.44	4.76	4.70	4.78	4.78	96.7%	Q4	122	72	4.35	4.41	4.43	4.50	4.52	96.7%	2024	Q1	111	72	4.24	4.54	4.54	4.53	4.46	99.1%	Q2*	134	84	4.20	4.35	4.25	4.40	4.29	96.3%
		EOCS and Success Rates: REA-540																																																										
		Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate																																																			
2023	Q3	152	90	4.44	4.76	4.70	4.78	4.78	96.7%																																																			
	Q4	122	72	4.35	4.41	4.43	4.50	4.52	96.7%																																																			
2024	Q1	111	72	4.24	4.54	4.54	4.53	4.46	99.1%																																																			
	Q2*	134	84	4.20	4.35	4.25	4.40	4.29	96.3%																																																			

<b>AY 23-24</b>	<b>4.31</b>	<b>4.52</b>	<b>4.48</b>	<b>4.56</b>	<b>4.52</b>	<b>97.1%</b>
-----------------	-------------	-------------	-------------	-------------	-------------	--------------

The End of Course Surveys were revised in Q2 2023. As a result, our annual report now reflects the changes.  
 \*Survey results are not reported for courses with less than 10 responses and for courses with less than 10 seats.

**Master of Arts in Reading with an Emphasis in Secondary Education: REA-545**

Below is a sample showing results from REA-545 within the Master of Arts in Reading with an Emphasis in Secondary Education program. This course shows an average student success rate of **98.4%** which meets the College threshold. Within this course, candidate survey feedback is generally positive. This program underwent a full Program Review in the 23-24 academic year. Within the review process, data and trends were evaluated from the previous three academic years to inform future program and course revisions, and/or decisions for program retirement. Based on the results from the 23-24 program review, the College determined to pursue program retirement due to low enrollment and the recent rollout of the MA Reading K-12 program. The proposed retired program is one of two emphases based on grade band, both of which are focused on literacy instruction. The newer K-12 offering covers the secondary grade band and dives more deeply into intervention and student assessment, aligning with the literacy interventionist standards.

The MA Reading with an Emphasis in Secondary Education program will follow the University's standard Teach-Out Policy. During this time, the College will continue to collect course and program data.

		<b>EOCS and Success Rates: REA-545</b>							
		<b>Seats</b>	<b>Responses</b>	<b>Course Materials</b>	<b>Faculty Engagement</b>	<b>Helpful Feedback</b>	<b>Demonstrated Expertise</b>	<b>Recommend Instructor</b>	<b>Success Rate</b>
2023	Q3	13	11	4.30	4.55	4.55	4.55	4.64	100.0%
	Q4	17	14	3.71	3.86	3.86	3.79	3.86	94.1%
2024	Q1*	12	8	-	-	-	-	-	-
	Q2	19	15	3.60	4.00	3.60	3.93	3.67	100.0%
<b>AY 23-24</b>				<b>3.91</b>	<b>4.19</b>	<b>4.04</b>	<b>4.17</b>	<b>4.15</b>	<b>98.4%</b>

The End of Course Surveys were revised in Q2 2023. As a result, our annual report now reflects the changes.  
 \*Survey results are not reported for courses with less than 10 responses and for courses with less than 10 seats.

**Master of Arts in Reading with an Emphasis in Elementary and Secondary Education: REA-550**

Below is a sample showing results from REA-550 within the elementary and secondary emphasis areas of the Master of Arts in Reading programs. This course shows an average student success rate of 97%. In addition, all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale for sections with greater than 10 candidates.

As previously stated, the MA Reading with an Emphasis in Secondary Education has been retired but will remain active for students enrolled prior to the retirement date. Therefore, data for REA-550 will be collected for both the MA Reading with an Emphasis in Elementary and Secondary Education programs. Additionally, REA-550 is part of the MA Reading Education, K-12 program. Therefore, future reviews will include data from this program as students complete the coursework in their program of study.

		EOCS and Success Rates: REA-550							
		Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate
2023	Q3	139	77	4.36	4.25	4.18	4.22	4.21	95.7%
	Q4	143	91	4.29	4.41	4.32	4.41	4.38	96.5%
2024	Q1	149	101	4.34	4.31	4.29	4.43	4.35	99.3%
	Q2	166	85	4.36	4.56	4.40	4.51	4.35	96.4%
<b>AY 23-24</b>				<b>4.34</b>	<b>4.38</b>	<b>4.30</b>	<b>4.40</b>	<b>4.33</b>	<b>97.0%</b>

The End of Course Surveys were revised in Q2 2023. As a result, our annual report now reflects the changes.

\*Survey results are not reported for courses with less than 10 responses and for courses with less than 10 seats.

**Master of Arts in Teaching English to Speakers of Other Languages (TESOL): TSL-567\*\***

Below is a sample showing results from TSL-567 within the Master of Arts in TESOL program. This course shows an average student success rate of **97.3%** which is above the College threshold. In addition, most areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale for sections with greater than 10 candidates.

		EOCS and Success Rates: TSL-567							
		Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate
2023	Q3	42	26	4.19	4.42	4.38	4.46	4.50	97.6%

	Q4	45	25	4.29	4.32	4.36	4.40	4.40	95.6%
2024	Q1	23	13	4.08	4.62	4.62	4.69	4.62	100.0%
	Q2 *	3	3	-	-	-	-	-	-
<b>AY 23-24</b>				<b>4.23</b>	<b>4.43</b>	<b>4.43</b>	<b>4.49</b>	<b>4.49</b>	<b>97.3%</b>

The End of Course Surveys were revised in Q2 2023. As a result, our annual report now reflects the changes.

\*Survey results are not reported for courses with less than 10 responses and for courses with less than 10 seats

**Master of Arts in Teaching English to Speakers of Other Languages (TESOL): TSL-550\*\***

Below is a sample showing results from TSL-550 within Master of Arts in TESOL program. Student success rates dipped below the expected threshold in Q2 of 2023 however the course shows an average student success rate of **92.2%** across the 23-24 academic year. Success rates are monitored on a quarterly basis for required interventions, and ongoing trends are addressed in monthly collaborative meetings with stakeholders and within program and course revisions. Regarding the EOCS results, almost all areas have met the minimum 4.00 threshold on a 5.00 Likert scale for sections with greater than 10 candidates.

		<b>EOCS and Success Rates: TSL-550</b>							
		<b>Seats</b>	<b>Responses</b>	<b>Course Materials</b>	<b>Faculty Engagement</b>	<b>Helpful Feedback</b>	<b>Demonstrated Expertise</b>	<b>Recommend Instructor</b>	<b>Success Rate</b>
2023	Q3	81	47	4.26	4.06	3.87	4.13	4.00	90.1%
	Q4	62	30	4.30	4.23	4.37	4.27	4.24	91.9%
2024	Q1	66	27	4.26	4.33	4.26	4.37	4.30	90.9%
	Q2 *	72	39	4.46	4.33	4.31	4.37	4.18	95.8%
<b>AY 23-24</b>				<b>4.32</b>	<b>4.22</b>	<b>4.17</b>	<b>4.27</b>	<b>4.15</b>	<b>92.2%</b>

The End of Course Surveys were revised in Q2 2023. As a result, our annual report now reflects the changes.

\*Survey results are not reported for courses with less than 10 responses and for courses with less than 10 seats

**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																																					
Benchmark Assignment Data	The College of Education expects 80% of candidates to meet or exceed competency on benchmark assessment results. To meet or exceed competency, candidates must earn a score within the “Acceptable” or “Target” categories on the rubric.	<p>The Digital Classroom allows for the collection of candidate benchmark assessment data down to the rubric line level. The College uses the data collection tool Rubric Reader to assess candidate learning at the competency level, by modality, by program of study, as well as by academic year.</p> <p>During the 2023-2024 academic year, benchmark assessment data collected for select courses were related the awareness of school, community, and families as a collaborative team to support student learning, which aligns to AAQEP Standard 2.a. Courses such as REA-510, REA-550, REA-560, TSL-552, and TSL-541 are aligned to competencies focused on collaborative efforts between schools and families to support student learning. Data during the 2023-2024 academic year revealed successful outcomes in student performance.</p> <p><b><u>Benchmark Assessment Data</u></b></p> <table border="1" data-bbox="667 824 1774 1284"> <thead> <tr> <th>Program</th> <th>Domain/Competency</th> <th>Course</th> <th>% Met / Exceeded</th> </tr> </thead> <tbody> <tr> <td rowspan="4">MA in Reading Elementary Ed</td> <td>5.1</td> <td>REA-510</td> <td>97.48%</td> </tr> <tr> <td>5.2</td> <td>REA-550</td> <td>92.26%</td> </tr> <tr> <td>5.3</td> <td>REA-550</td> <td>87.55%</td> </tr> <tr> <td>5.4</td> <td>REA-560</td> <td>96.75%</td> </tr> <tr> <td rowspan="4">MA in Reading Secondary Ed</td> <td>5.1</td> <td>REA-510</td> <td>92.86%</td> </tr> <tr> <td>5.2</td> <td>REA-550</td> <td>90.00%</td> </tr> <tr> <td>5.3</td> <td>REA-550</td> <td>83.33%</td> </tr> <tr> <td>5.4</td> <td>REA-560</td> <td>92.19%</td> </tr> <tr> <td rowspan="2">MA in TESOL</td> <td>1.4</td> <td>TSL-541</td> <td>98.21%</td> </tr> <tr> <td>5.2</td> <td>TSL-552</td> <td>98.08%</td> </tr> </tbody> </table>	Program	Domain/Competency	Course	% Met / Exceeded	MA in Reading Elementary Ed	5.1	REA-510	97.48%	5.2	REA-550	92.26%	5.3	REA-550	87.55%	5.4	REA-560	96.75%	MA in Reading Secondary Ed	5.1	REA-510	92.86%	5.2	REA-550	90.00%	5.3	REA-550	83.33%	5.4	REA-560	92.19%	MA in TESOL	1.4	TSL-541	98.21%	5.2	TSL-552	98.08%
Program	Domain/Competency	Course	% Met / Exceeded																																				
MA in Reading Elementary Ed	5.1	REA-510	97.48%																																				
	5.2	REA-550	92.26%																																				
	5.3	REA-550	87.55%																																				
	5.4	REA-560	96.75%																																				
MA in Reading Secondary Ed	5.1	REA-510	92.86%																																				
	5.2	REA-550	90.00%																																				
	5.3	REA-550	83.33%																																				
	5.4	REA-560	92.19%																																				
MA in TESOL	1.4	TSL-541	98.21%																																				
	5.2	TSL-552	98.08%																																				

<p>Data Dialogue</p>	<p>The College of Education expects candidate course survey results to meet 4.00 on a 5-point Likert scale, along with a minimum course success rate of 90%.</p>	<p>As noted for AAQEP Standard 1 above, the Data Dialogue merges data from the Academic Metrics &amp; Trends student success rates and EOCS at the course level to inform curricular and instructional course and program improvements.</p> <p>Data Dialogue results from the 2023-2024 academic year indicate positive curricular and instructional results, with high student success rates. These results compliment the benchmark achievement levels noted above and provide an opportunity for the College to ensure the success of candidates in achieving program outcomes. Selected courses from each program aligned to AAQEP 2.a are analyzed below:</p> <p><b>Master of Arts in Reading with an Emphasis in Elementary and Secondary: REA-510</b>  Below is a sample showing results from REA-510 within the Master of Arts in Reading with an Emphasis in Elementary Education and Secondary Education programs. This course shows an average student success rate of <b>94.3%</b>. In addition, all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.</p> <table border="1" data-bbox="663 799 1915 1104"> <thead> <tr> <th colspan="2"></th> <th colspan="8">EOCS and Success Rates: REA-510</th> </tr> <tr> <th colspan="2"></th> <th>Seats</th> <th>Responses</th> <th>Course Materials</th> <th>Faculty Engagement</th> <th>Helpful Feedback</th> <th>Demonstrated Expertise</th> <th>Recommend Instructor</th> <th>Success Rate</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>Q3</td> <td>148</td> <td>96</td> <td>4.32</td> <td>4.48</td> <td>4.32</td> <td>4.49</td> <td>4.43</td> <td>89.9%</td> </tr> <tr> <td></td> <td>Q4</td> <td>157</td> <td>99</td> <td>4.14</td> <td>4.24</td> <td>4.19</td> <td>4.23</td> <td>4.12</td> <td>94.3%</td> </tr> <tr> <td>2024</td> <td>Q1</td> <td>157</td> <td>96</td> <td>4.28</td> <td>4.50</td> <td>4.58</td> <td>4.53</td> <td>4.60</td> <td>96.8%</td> </tr> <tr> <td></td> <td>Q2 *</td> <td>134</td> <td>86</td> <td>4.28</td> <td>4.34</td> <td>4.27</td> <td>4.29</td> <td>4.28</td> <td>96.3%</td> </tr> <tr> <td colspan="4"><b>AY 23-24</b></td> <td><b>4.25</b></td> <td><b>4.39</b></td> <td><b>4.34</b></td> <td><b>4.39</b></td> <td><b>4.36</b></td> <td><b>94.3%</b></td> </tr> </tbody> </table> <p>The End of Course Surveys were revised in Q2 2023. As a result, our annual report now reflects the changes.  *Survey results are not reported for courses with less than 10 responses and for courses with less than 10 seats</p> <p><b>Master of Arts in Reading with an Emphasis in Elementary and Secondary: REA-550</b>  Below is a sample showing results from REA-550 within the Master of Arts in Reading with an Emphasis in Elementary Education and Secondary Education programs. This course shows an average student success rate of <b>97.0%</b>. In addition, all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.</p>			EOCS and Success Rates: REA-510										Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate	2023	Q3	148	96	4.32	4.48	4.32	4.49	4.43	89.9%		Q4	157	99	4.14	4.24	4.19	4.23	4.12	94.3%	2024	Q1	157	96	4.28	4.50	4.58	4.53	4.60	96.8%		Q2 *	134	86	4.28	4.34	4.27	4.29	4.28	96.3%	<b>AY 23-24</b>				<b>4.25</b>	<b>4.39</b>	<b>4.34</b>	<b>4.39</b>	<b>4.36</b>	<b>94.3%</b>
		EOCS and Success Rates: REA-510																																																																						
		Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate																																																															
2023	Q3	148	96	4.32	4.48	4.32	4.49	4.43	89.9%																																																															
	Q4	157	99	4.14	4.24	4.19	4.23	4.12	94.3%																																																															
2024	Q1	157	96	4.28	4.50	4.58	4.53	4.60	96.8%																																																															
	Q2 *	134	86	4.28	4.34	4.27	4.29	4.28	96.3%																																																															
<b>AY 23-24</b>				<b>4.25</b>	<b>4.39</b>	<b>4.34</b>	<b>4.39</b>	<b>4.36</b>	<b>94.3%</b>																																																															

				EOCS and Success Rates: REA-550					
		Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate
2023	Q3	139	77	4.36	4.25	4.18	4.22	4.21	95.7%
	Q4	143	91	4.29	4.41	4.32	4.41	4.38	96.5%
2024	Q1	149	101	4.34	4.31	4.29	4.43	4.35	99.3%
	Q2 *	166	85	4.36	4.56	4.40	4.51	4.35	96.4%
<b>AY 23-24</b>				<b>4.34</b>	<b>4.38</b>	<b>4.30</b>	<b>4.40</b>	<b>4.33</b>	<b>97.0%</b>

The End of Course Surveys were revised in Q2 2023. As a result, our annual report now reflects the changes.

\*Survey results are not reported for courses with less than 10 responses and for courses with less than 10 seats

### Master of Arts in Reading with an Emphasis in Elementary and Secondary: REA-560

Below is a sample showing results from REA-550 within the Master of Arts in Reading with an Emphasis in Elementary Education and Secondary Education programs. This course shows an average student success rate of **98.6%**. In addition, all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.

				EOCS and Success Rates: REA-560					
		Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate
2023	Q3	142	88	4.29	4.49	4.38	4.47	4.38	100.0%
	Q4	120	83	4.24	4.44	4.39	4.39	4.37	98.3%
2024	Q1	138	84	4.06	4.26	4.07	4.29	4.20	97.8%
	Q2 *	181	111	4.35	4.45	4.30	4.41	4.35	98.3%
<b>AY 23-24</b>				<b>4.24</b>	<b>4.41</b>	<b>4.29</b>	<b>4.39</b>	<b>4.33</b>	<b>98.6%</b>

The End of Course Surveys were revised in Q2 2023. As a result, our annual report now reflects the changes.

\*Survey results are not reported for courses with less than 10 responses and for courses with less than 10 seats.

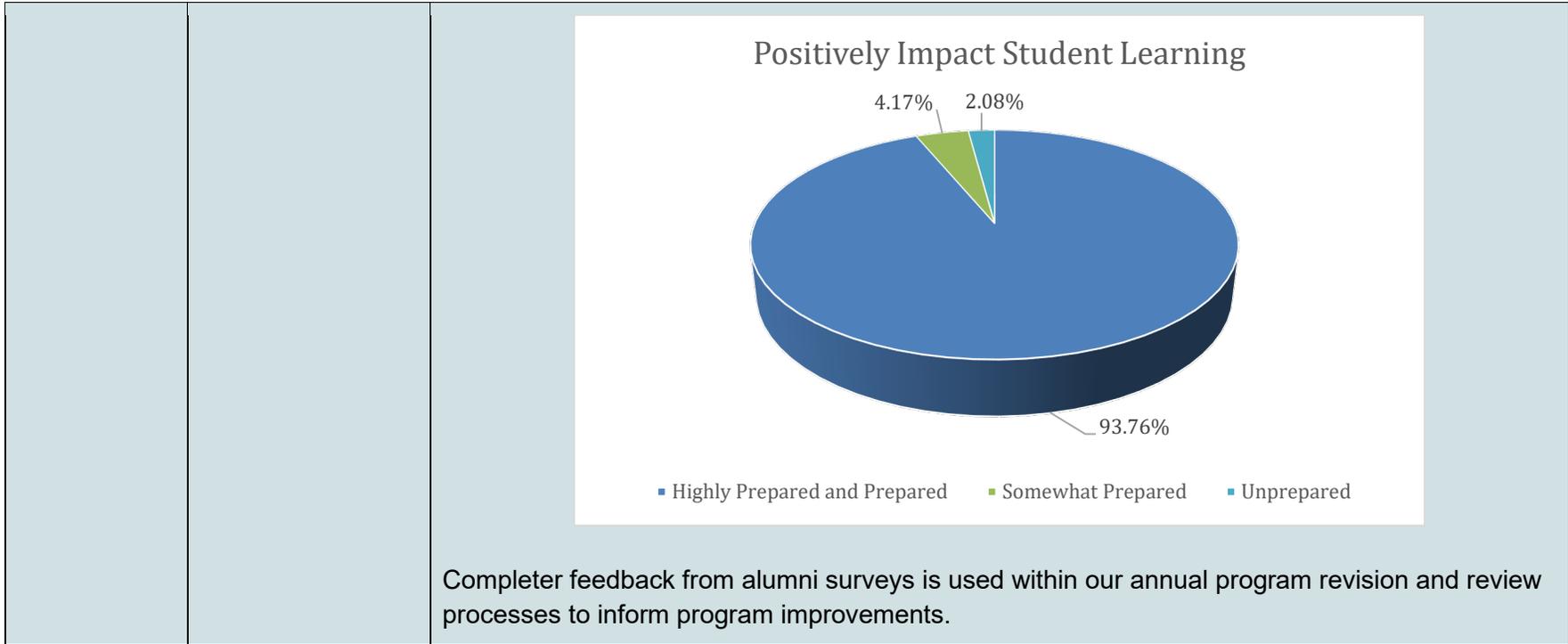
### Master of Arts in Teaching English to Speakers of Other Languages: TSL-552

Below is a sample showing results from TSL-552 within the Master of Arts in Teaching English to Speakers of Other Languages program. This course shows an average student success rate of **96.4%**. In addition, almost all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.

		EOCS and Success Rates: TSL-552							
		Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate
2023	Q3	48	30	4.20	4.43	4.57	4.53	4.57	97.9%
	Q4	55	29	4.24	4.21	3.89	4.10	4.07	96.4%
2024	Q1	28	17	4.29	4.65	4.65	4.71	4.47	92.9%
	Q2 *	62	35	3.91	4.26	4.09	4.34	4.20	96.8%
<b>AY 23-24</b>				<b>4.14</b>	<b>4.35</b>	<b>4.25</b>	<b>4.39</b>	<b>4.31</b>	<b>96.4%</b>

The End of Course Surveys were revised in Q2 2023. As a result, our annual report now reflects the changes.  
 \*Survey results are not reported for courses with less than 10 responses and for courses with less than 10 seats.

College of Education Alumni Survey	The College of Education expects that 80% of alumni respondents will report that their instruction had an impact on student learning.	<p>The College of Education surveys alumni on an annual basis to gather data on how advanced degree programs have impacted various aspects of candidate instruction. Alumni surveys are deployed to program graduates one year after program completion. For the scope of this report, alumni surveys were sent in 2024 to graduates from the 2023 year.</p> <p>In alignment with AAQEP standard 2.c, creating productive learning environments, the College of Education gathered alumni survey data to see how candidates were impacting student learning in the field. Completers were questioned on a range of topics, but the survey concluded with <i>“Did your program prepare you to positively impact student learning?”</i></p> <p>In the most recent survey of 2023 program graduates, <b>93.76%</b> of respondents reported that their program prepared them to positively impact student learning citing evidence such as creating engaging instructional experiences, the acquisition of extensive knowledge, the value of teaching experience, practical use of materials, and a recognition of the ongoing learning process. Specific feedback includes: <i>“I have been able to implement some of the learning gleaned in my daily instruction such as aspects of brain-based learning...”</i> and <i>“I have a substantively deeper understanding of so many factors that lead to improved academic outcomes.”</i></p>
------------------------------------	---	--



## 5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

The College of Education is committed to learning and continuous improvement by providing (1) academic, (2) co-curricular, and (3) community outreach opportunities to strategically impact candidates. These three elements are critical to the College’s conceptual framework. The College works to ensure all candidates, completers, and partners are engaged in quality experiences. This includes having strong systems of support for all levels of practicum/field experience and student teaching, documented partnerships, and affiliation agreements with schools and Local Education Agencies (LEAs), and an operating partnership statement that guides this work. Consequently, these are the progress, accomplishments, and innovations that address COE’s spirit of continuous improvement. In addition, the College of Education provides a variety of supports and services to online and ground/traditional populations. The

College aims to understand and meet the needs of each modality of learner. The below will outline the progress, accomplishments, and innovations for such supports and services for advanced programs.

## Progress

### Academic Progress

- **Substantive Change Forms:** In January 2024, the College submitted the MA Reading Education, K-12 program to AAQEP following the substantive change form process and was accepted under the existing Advanced Degree Program accreditation. The structure of the MA Reading Education, K-12 program mirrors other COE AAQEP accredited advanced degree programs. However, this offering differs from the MA Reading with an Emphasis in Elementary and Secondary Education programs as there is greater focus on diagnosis of reading disabilities and deficiencies as well as intervention strategies. Following the accreditation and implementation of the MA Reading Education, K-12, the College has internally retired the MA Reading with an Emphasis in Secondary Education program due to low student enrollment. Additionally, the newer K-12 offering covers the secondary grade band and dives more deeply into intervention and student assessment, aligning with the literacy interventionist standards. The College is in the process of completing a substantive change form for the MA Reading with an Emphasis in Secondary Education program document this retirement with AAQEP.
- **Clinical Practice Support:** The College of Education's structured support for practicum/field is foundational to candidates' success, ensuring they are well-prepared for their careers as educators. These support systems provide candidates with practical, hands-on experience in real classrooms, which helps bridge the gap between theoretical knowledge and applied teaching skills. By working under the guidance of experienced faculty, mentors, and counselors, candidates gain confidence and efficacy in the teaching craft.

One key benefit of robust support during these experiences is personalized mentorship. Roles such as faculty and mentors offer guidance, model effective instructional practices, and provide constructive feedback, allowing candidates to continuously improve their teaching approach. Additionally, regular evaluations and check-ins help candidates stay on track, providing accountability and support as they progress through their clinical practice requirements.

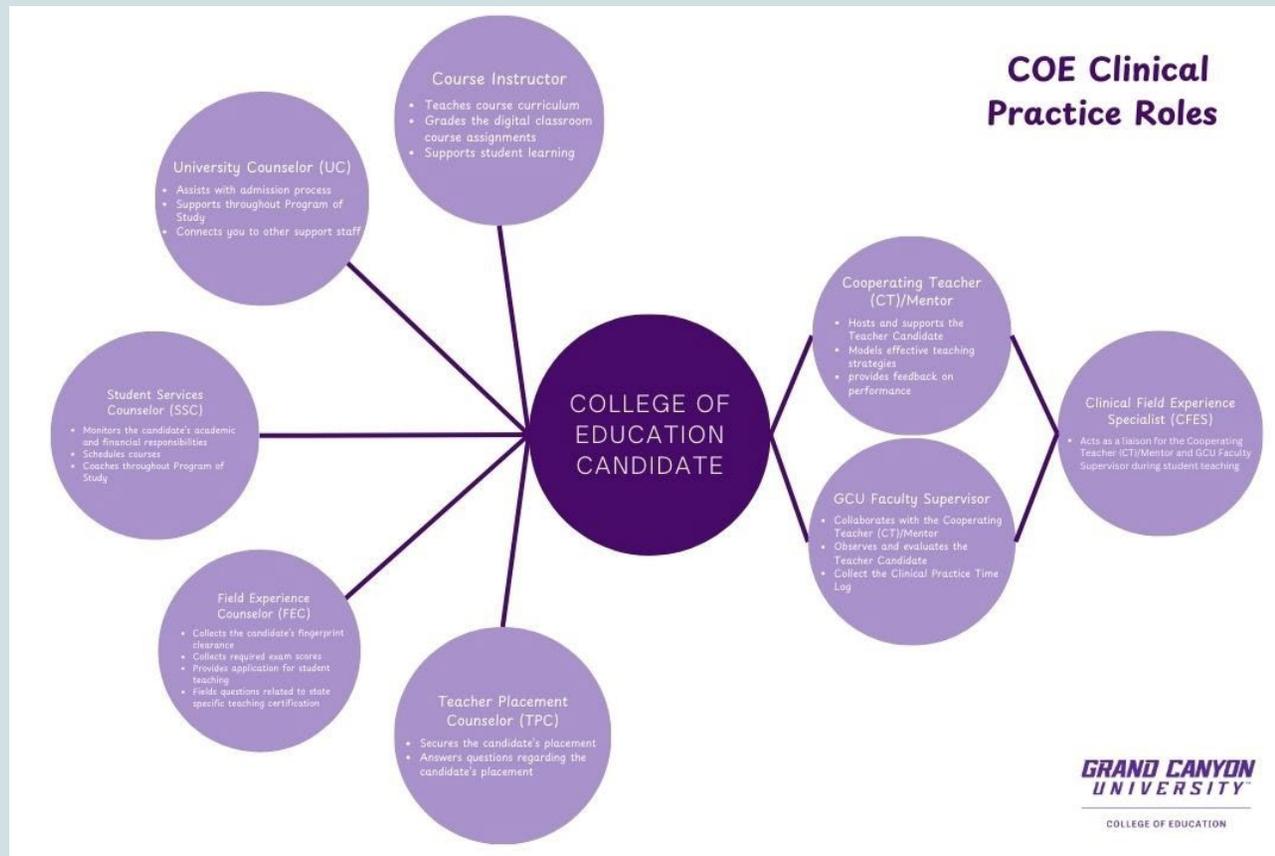
Examples of key clinical practice support roles are identified below, and additional support roles showcased in graphic visual. These roles work collaboratively to ensure that aspiring educators receive comprehensive guidance, feedback, and opportunities to grow professionally.

- **Field Experience Counselor (FEC):** The Field Experience Counselor supports candidates in meeting College of Education specific supplementary requirements throughout their program. These requirements

include, but are not limited to, background clearance, educator certification examination requirements, practicum/field experiences, student teaching, and Institutional Recommendation (IR).

- **Mentor:** The mentor is defined as the teacher/educator hosting the candidate in practicum/field experiences other than student teaching. The classroom teacher's responsibility focuses on the students in their classroom, rather than on the candidate. The mentor's role includes modeling effective instructional practice, planning instructional lessons with students, and providing feedback on the candidate's performance.
- **Course Instructor:** The course instructor is the GCU faculty member assigned to teach program courses. Course instructors are responsible for implementing course assignments, as required through the syllabus, and to provide formative feedback on candidate assignments.

Together, these roles create a robust support system that enables candidates to develop professionally and successfully in full-time educator roles. Note, there are some roles listed below specific to initial teacher licensure programs that are non-applicable to the advanced programs addressed in this annual report.



- Supplemental Academic Resources:** The College offers and continues to develop extra support strategies and resources for candidates in areas around academics, practicum/field experiences, and professionalism. Some resources and supports include:
  - Academic and Career Excellence (ACE) Support:** The College works alongside the Academic and Career Excellence (ACE) center to offer career, tutoring, and networking resources for all candidates.
  - Explore More Sessions:** The College of Education's Explore More sessions are on-demand videos, designed to help teacher candidates garner academic experience by providing support from faculty and staff on a variety

of topics related to the field of education. Exam preparation Explore More topics include general exam preparation and content area preparation in the areas of early childhood education, elementary education, and special education.

- **Library Guides:** The College of Education worked in collaboration with the GCU Library to uncover key resources around a variety of topics. The curated resources were compiled into “Library Guides” specific to these topics. The Library Guides are housed within the GCU Library and also referenced via link within the Student Success Center.
- **Student Success Center:** This virtual resource hub hosts a wide variety of resources for candidates. To support candidates completing College of Education programs, the College has curated, updated, and created robust digital educator resources that are available to candidates at any time of the day. Resources include, but are not limited to, flyers that include important reminders, infographics, links to outside sources, video series, digital flashcards, library guides, etc.
- **Classroom Assessment Techniques:** To encourage candidates to access resources and assess their content knowledge within coursework, faculty have developed and shared posts on a variety of topics within the digital discussion forum with candidates. Discussion questions include exploring college resources, reviewing course material/readings, and making personal preparation plans. These techniques are shared widely among faculty through collaboration platforms, email communications, etc. to ensure wide access to materials.
- **AI Integration:** In response to advancing technologies, particularly artificial intelligence (AI), the College has explored ways to meaningfully leverage such tools, creating new expectations for learning and preparing teacher candidates for the modern classroom. This will be included in phases for all COE programs. As part of the initial phase, select courses spanning all initial teacher licensure programs at the undergraduate and graduate levels have been revised to include guided opportunities for teacher candidates to utilize AI tools as an initial brainstorming or lesson planning resource. In the second phase, AI integration will be addressed in each program individually, aligning with the specific roles associated with TESOL and reading. Emphasis is placed on the appropriate usage and citation of AI tools as well as the need to review all generated content for bias and accuracy.
- **Terminology Updates:** The College frequently revisits and revises terminologies, especially when referring to student populations, to ensure that language remains inclusive, accurate, and reflective of current understanding. This practice includes review of relevant standards, research, and findings from academic conferences, as well as monitoring national trends with the purpose of identifying language that is both respectful and aligned with the College's commitment to inclusivity and student success. Beginning in 2023, the College has included a shift from the use of English Language Learners (ELLs) to English Learners (EL) throughout program revisions.

- **Partnerships for Program Revisions:** In Fall 2023-Spring 2024, the College of Education, working in partnership with Grand Canyon Education's Curriculum Design and Development department, created and/or revised 277 courses. In addition, 21 programs were created, revised, or implemented within that timeframe. This work included the collaborative partnership with 130 contracted subject matter experts.
- **Program Reviews:** All COE programs complete a three-year or five-year review cycle to analyze assessment data, program success, and future actions needed for the programs. The University's Office of Assessment oversees the program review process. In 2023, COE completed 6 program reviews, which included 5 Initial Teacher Licensure (ITL) programs. Reviewed programs included: Bachelor of Science in Elementary Education and Special Education, Bachelor of Science in Elementary Education with an Emphasis in STEM, Bachelor of Science in Elementary Education with an emphasis in Teaching Reading, Master of Education in Special Education, Master of Education in Special Education – Nevada Alternative Route to Licensure (ARL), and Master of Arts in Reading with an Emphasis in Secondary Education. The College has been working collaboratively with other internal teams to align the programmatic lifecycles as determined by the Arizona Department of Education with the internally driven program review cycles to improve the effectiveness of the review process.
- **Model Code of Ethics:** The College of Education (COE) in collaboration with the Canyon Center for Character Education (CCCE) have been working to improve how to best assess our candidates' understanding of the Model Code of Ethics, CCCE College of Education Academic Program Competencies, COE Conceptual Framework, professional dispositions, and professional responsibilities in the field of education. The College seeks to raise the bar of the education profession and aims to help our graduates understand the importance of upholding ethical standards for the safety of those they will teach, the community in which they will teach, and to be good servant leaders on and off school campuses. COE and CCCE have begun revisions to the current ethics quizzes embedded in all licensure programs. The first phase of the revisions has focused on the Master of Education in Educational Administration and Leadership programs. The second phase will include all initial licensure programs at the undergraduate and graduate levels. The third phase will include advanced programs, and any additional pathways that might incorporate an ethics assessment. To ensure all invested parties are appropriately included in the revision process, COE and CCCE leaders, faculty, and staff, across all departments, are reviewing what should be considered and assessed within the revisions. Based on stakeholder feedback, subject matter experts, data, and research, moving forward, the ethics quiz will now be an ethics assessment. This assessment will now be implemented in the first course, and again in a course later in the program of study, and it will also now have a scoring rubric so that a baseline can be provided as well to show growth as candidates progress throughout their respective programs. The new assessments will be developed by subject matter experts, will then be followed by a formal peer review and college approval process before implementation into the respective programs.

- **Clinical Practice Resource Revisions:** The College revised the Clinical Field Experience Handbook to enhance guidance related to practicum/field experience expectations. Revisions aimed to improve the overall organization of the documents, making navigation easier and more intuitive for readers. Frequently asked questions were incorporated to address common candidate concerns, such as expectations during field experiences and logistical details. Additionally, language regarding the potential for paid field placements was included to provide guidance on allowable activities and responsibilities.

#### Co-Curricular Progress:

- **Lopes for Literacy Committee:** The Lopes for Literacy Committee, composed of dedicated faculty and staff from the College of Education, supports teacher candidates deepen their understanding of effective reading instruction. In response to Arizona's recent legislation on the Science of Reading, the committee has created a range of valuable resources tailored to equip future educators with research-based strategies. These resources include blog posts, instructional YouTube videos, and interactive webinars, all centered around the Science of Reading. The Committee's YouTube playlist alone boasts over 24 videos, accumulating more than 10,000 views, and covers key concepts in the Science of Reading. This content provides teacher candidates with practical insights and strategies directly applicable in the classroom. Additionally, the committee revitalized the Lopes for Literacy Facebook page, which has grown to over 900 members. Through this community, members actively share fiction and nonfiction literature that aligns with current events and holidays, offering teacher candidates a wide variety of resources to engage young readers. By offering a diverse range of media and fostering an interactive community, the Lopes for Literacy Committee empowers teacher candidates with essential tools and knowledge to promote literacy development effectively in their future classrooms.
- **Kappa Delta Pi:** The GCU chapter of the Kappa Delta Pi (KDP) honors society is dedicated to building the professional skills educators need to be effective in the field. Candidates are invited to join KDP twice per year based on grade point average. The GCU KDP chapter hosts professional development for the chapter officers who also plan learning experiences for members. This year, KDP officers participated in a professional development series in partnership with the College's Educators Rising chapter. Candidates completed asynchronous micro-credential sessions related to current topics in education (anti-bias instruction, classroom culture, and learner engagement) and then reflected as a group on takeaways. Candidates were able to receive certificates of completion that can be added to resumes.
- **Ed Tech Club:** The Ed Tech Club is an online club with the focus on sharing educational technology. This club is open to all teacher candidates and is hosted on the Ed Tech Club Instagram account. In the last year, the Ed Tech club membership has grown from 1,000 to 1,607.

### Community Support Progress

- **Affiliation Agreements:** The College of Education continues to work alongside several university departments and colleges, such as those related to compliance, legal, site placement, and technology, to address the affiliation agreement processes between outside placement sites across the United States and Grand Canyon University. Progress includes several items. First, the College's service provider designated and hired Affiliation Agreement Coordinators to assist in systematic organization and daily maintenance involved in tracking, completing, and organizing affiliation agreements. One of the first action items completed by the newly hired Affiliation Agreement Coordinators included a thorough review and audit of all agreement documents on file. This process allowed the College to have access to an up-to-date repository of agreements. Second, the College worked alongside key invested parties to update the current affiliation agreement to provide more robust and thorough details outlining key elements for both the district/school site, college candidates, and the university. Some of these elements included, but are not limited to, more clarity around digital privacy and protection, FERPA, and additional appendices. Third, the College continued to work alongside technology teams to update system tracking and potential student-facing information.

### Accomplishments

#### Academic Accomplishments:

- **Scholarship:** The College of Education faculty and staff participate in scholarship work through research, presentations, and publications. These include scholarship and work within GCU, but also to outside organizations and education invested parties.
- **Presentations:** In 2023, the College continued to participate in presentations to share scholarship and best practices with other educator preparation programs. More than 20 presentations were completed by faculty and staff. Presentations of note include:
  - 2024 AAQEP Quality Assurance Symposium: The College of Education faculty and staff presented 5 sessions at the 2024 AAQEP Quality Assurance Symposium. Presentations included:
    - "A Framework for Quality Assurance in Educator Residency Models," Dr. Emily Pottinger, Dr. Meredith Critchfield, Julianne Brett.
    - "From Silos to Structured Collaboration: Capitalizing on Strengths to Enhance Program Development," Alexi Linn, Julianne Brett

"Learning, Leading, Serving Through Character Education in School Leader Programs," Emily Farkas, Dr. Ashley Betkowski

"Digital Storytelling: Elevating Your College's Narrative Through Social Media Platforms," Dr. Alicia Kozimor, Dr. Lindy Gaudiano

"From Theory to Practice: Providing Preservice Teachers With Meaning Classroom Experience Through Embedded Partnerships," Dr. Alicia Kozimor

- Brandon Juarez attended the ATE National Conference in Anaheim, California. He presented on Classroom Management as well as transitioned leadership for the Classroom Management Committee Chair from himself to new leadership.
- Dean, Dr. Meredith Critchfield, Associate Dean, Dr. Emily Pottinger, and Assistant Dean, Dr. Lindy Gaudiano, attended the 5th Annual Carolyn Warner Women in Leadership Conference on March 20, 2024 in Phoenix to discuss and support women in leadership in the field of education.
- Associate Dean, Dr. Emily Pottinger, and Executive Director, Julianne Brett, presented a session titled Propelling the Profession Forward: Addressing the Educator Shortage Through Innovative Residency Models at the American Association of Colleges for Teacher Education (AACTE) 2024 Annual Meeting in Denver, Colorado.
- Faculty Chairs, Katie Sprute, Dr. Sheila Damiani and Dr. Alicia Kozimor represented the College of Education at the EDUCAUSE Annual Conference in Chicago in October. They shared their expertise on the critical subjects of team collaboration and online student retention.
- Dr. Kimber Underdown, Virginia Murray, and Dr. Crystal McCabe presented at the 25<sup>th</sup> International Conference on Autism, Intellectual Disability and Developmental Disabilities. Honolulu, HI. The presentation was titled "Empowering Autistic young adults: Unleashing self-determination skills for equity and inclusion."
- **Publications:** The College faculty and staff was published widely in 2023 and 2024. Notably, faculty chair Katie Sprute and faculty member Dr. Kimber Underdown published an article in *Adjunct Faculty in Online Higher Education: Best Practices for Teaching Adult Learners* titled Structural Empowerment: The Next Step for University Support of Online Adjunct Faculty. Additionally, faculty chair Katie Sprute and faculty members Dr. Crystal McCabe, Lynn Basko, Dr. Paul Danuser, and Dr. Jean Mandernach published an article in a special series titled Six Ideas for Building a Vibrant Online Professional Community: Effective eLearning. Dr. Alicia Kozimor also completed a chapter for the edited volume called, *Using Data for Continuous Improvement in Educator Preparation*, to be published by Myers Education Press and sponsored by AAQEP, titled *Maximizing Student Outcomes: Harnessing the Power of Faculty Collaboration and Continuous Program Improvement*.



The College continues to review University policies and is currently updating current the following policies: COE Certification Exam, COE LBS1 Admissions, COE Student Teaching Eligibility, Educational Administration and Leadership and TEACH Grant policies.

- **Training Support:**

- **Office of Field Experience Counselor Training:** The College of Education held specialized training sessions on various topics, such as edTPA and alternative pathways, with the Field Experience and Teacher Placement Counselors discussing policies, expectations, requirements, and resources. Trainings were designed to improve consistency, provide opportunity for college and operations team collaboration, and to ensure counselors are equipped with college resources and understanding of key topics and expectations to better assist education candidates in successful experiences in the field.
- **College of Education All-Counselor Training:** The College of Education hosted multiple training sessions for all counselors in July 2023 and February 2024 with the Employee Learning and Development team to train over 1,000 university counselors, university development counselors, student services counselors, field experience counselors, teacher placement counselors, and all managers/leadership of each counseling team. The trainings included in-depth discussion on candidate professionalism, certification exam preparation, practicum/field experiences updates, College of Education policies, the National Center for Teacher Preparation, and additional resources. The trainings were designed to improve consistency, provide an opportunity for college and operations team collaboration, and ensure counselors are equipped with college resources and understanding of university policy, as well as programmatic/state certification expectations. This not only assists counselors in informing potential candidates and providing guidance to those to enter programs that best fit their future goals but also allows for counselors to better assist candidates in successful field experiences during their program and continuing on to certification in candidates' states of residence.
- **Canyon L.E.A.P. to Teach Touchpoints:** In response to the nationwide teacher shortages, the College of Education has invested in opportunities to uplift the field and bolster the educator pipeline. One initiative that is in alignment with this initiative is the Canyon L.E.A.P. to Teach program. Although this program is not included within the College's AAQEP approvals, it is an Arizona state approved program that assists educators with earning certification through an alternative pathway. This unique pathway is an example of innovative thinking to directly support local schools and current educators maintain positions in the classroom while completing programmatic coursework that can lead to teacher certification. Alongside this program, the College supported counseling teams in understanding requirements, expectations, and opportunities for upcoming cohorts for the alternative pathway program-Canyon L.E.A.P. to Teach. Continued college guidance on this unique program enhances counselor knowledge on certification, programmatic, licensure examination, and other requirements for the alternative route to teacher licensure to address teacher shortages in Arizona.

- **Enrollment and Training Videos:** The College, in collaboration with the Employee Learning and Development department, has completed training materials for enrollment counselors. This material consists of short video overviews and one-pager documents differentiating between the various program offerings. Enrollment training is important for the College to ensure candidates are adequately informed about their program choices and accurately placed in a program that aligns with their professional goals.
- **Collaborative Communities:** The College of Education developed a virtual space for faculty and other support roles (i.e., GCU Faculty Supervisors) to collaborate. These communities are grouped by program and allow faculty opportunities to collaborate with other faculty regarding specific courses within programs. Each community has a facilitator who is either an adjunct, full-time faculty or college staff member serving to promote engagement and increased access to, support, information, and resources. Facilitators share College of Education updates, host virtual meetings and initiate discussions regarding topics such as student engagement, integration of faith, instructional strategies, student teaching, practicum/field experience, holistic feedback, and much more. These facilitators also serve as a point of contact for all faculty with questions pertaining to course content. There are currently 10 different communities with membership ranging from 46-469 faculty or site supervisors.

#### **Co-Curricular Accomplishments:**

- **Lopes Leap to Teach and Lead Career Fair:** The College hosts a biannual Career and Networking Event to connect educator candidates with current districts and sites for career and field experience opportunities. See part I, section 3.G. under the Program Performance Indicators portion above for additional information on the Lopes Leap to Teach and Lead Career and Networking event.
- **Dean's Speaker Series:** The College hosts a semi-annual Dean's Speakers Series in both the fall and spring semesters. The purpose of the Dean's Speakers Series is to shine a light on the work done by educators both as classroom teachers, but also in other areas of education. This is a virtual event open to both online and traditional ground candidates, as well as faculty, staff, and COE invested parties. Over one hundred candidates attended each of the Fall and Spring events, heading from industry experts including administrators, new teachers, experienced and recognized teachers, and advocates for education shared their career journey and how to succeed as educators. In addition, participants hear panelists speak on topics such as Christian education, character education, and tips for first-year teachers and administrators.

#### **Community Outreach Accomplishments:**

- **College of Education Advisory Board:** Since 2022, the College expanded the Advisory Board to include an additional 40+ members. Board members are key invested parties in the local and national education field, comprised of alumni, local

and national educators and leaders. The College has continued to expand the opportunity to serve members outside of Arizona who choose to participate and contribute.

- **GCU's Day of Giving:** The Day of Giving event is centered around philanthropy and showing GCU students the power of supporting the ideas and organizations invested parties believe in. This year, the donation option for the College of Education was focused on increasing student scholarships. All donations to the Day of Giving empowered the College of Education candidates to take part in critical initiatives, allowing them to go into communities and make a difference while helping to uplift the education profession.
- **Canyon Center for Character Education:** Since March of 2023, the Canyon Center for Character Education has connected with 136 LEAs to share resources and support them in a collaboration effort. The CCCE has provided 22 professional development sessions among 10 schools and one district of 25 schools in support as they determine their core values and character education approach. The CCCE has official partnerships with 31 LEAs, are learning from 9 LEAs in partnership, has featured 6 LEAs in the *Voices from the Field* video series to share character education practices with the wider education field, and continues to enhance collaboration with LEAs to support them in implementing character education.

## Innovation

### Academic Innovation:

- **Practicum/Field Experience Updates:** The College continues to revise practicum/field experience requirements within all programs. While these updates did not yet affect the advanced programs within this Annual Review cycle, the College wanted to outline the initiative to showcase direction and future revisions. To provide additional application opportunities within the field, the transition in practicum/field experience discussion includes a three-block approach to practicum/field experience in all initial licensure programs. Block One focuses on foundational teaching knowledge, such as interviews, classroom learning observations, school-wide events, and more. Block Two includes collaboration with mentors to start applying foundational information in the classroom environment through activities in the categories of collaborative teaching, lesson planning, small group activities, and more. Finally, in Block Three, teacher candidates independently apply knowledge to the learning environment through teaching practices. Furthermore, this restructuring of practicum/clinical field experience includes a shift from ten or more courses with 5–10-hour requirements to an average of six courses with 15–20-hour requirements. This change has been a result of feedback from various external partners emphasizing the benefits of substantial hours in a single setting for the mentor, teacher candidate, and K-12 students. The College has been able to apply these revisions and implement the new structure in the B.S. Early Childhood, B.S. Elementary and emphases, B.S. Elementary and Special Education, B.S. Secondary, M.Ed. Early Childhood, M.Ed. Elementary, M.Ed. Secondary, and M.Ed. Special Education programs, with the remaining initial teacher licensure

programs scheduled for revision. With these updates to the practicum structure, the College has maintained an emphasis on guiding students to diverse settings to complete their practicum/clinical field experience hours.

- **GoReact Technology:** The College of Education piloted the GoReact tool, an external video recording platform that allows instructors to review and share embedded feedback on candidate video assignments. The yearlong pilot was included in a 15-week student teaching course and one additional 8-week course spanning all undergraduate licensure programs, EDU-330. During this pilot, the Go React tool was included in multiple course sections for both the online and in-person modalities. Based on analysis of the data, COE is expanding the use of GoReact through implementation in additional methods and student teaching courses. The College continues to monitor feedback from candidates and faculty to determine additional areas to scaffold this technology into licensure programs, particularly in courses where candidate teaching can be observed. As courses within the AAQEP-approved advanced programs include practicum/clinical field experiences, the data collected from this pilot will inform decisions to integrate the GoReact technology in the advanced degree programs.
- **Multimedia Content Integration:** The development and integration of multimedia content in courses is intended to enrich the learning experience by offering candidates dynamic and interactive ways to engage with course material. By utilizing various forms of multimedia, such as videos, podcasts, interactive modules, and checks for understanding, concepts are presented in more accessible and engaging formats. This approach allows students to explore and understand topics at a deeper level, emphasizing the application of knowledge over mere recitation of facts. Through multimedia, candidates are provided opportunities to apply theoretical concepts in practical scenarios, facilitating critical thinking and problem-solving skills essential for their academic and professional development.
- **Pathways to Licensure:** While the advanced programs are not intended for licensure, in response to the national teacher shortage crisis, the College continues exploring alternative pathways to licensure. Using feedback from invested parties and partnerships with K-12 educational agencies across the country, the College continues exploring opportunities to support candidates in understanding various routes to licensure, including opportunities to earn while learning. The College strives to provide high-quality and affordable educator preparation that is accessible to a diverse population of future or current educators.
- **Field Experience Technology Innovations:**
  - **Document Management System (DMS):** The College is continuing to work collaboratively alongside technology teams to further improve the current technology tools used for documentation and tracking of field experience requirements. The practicum tracker, launched in Spring 2024, provides candidates with a clear visual representation of their progress in meeting the required practicum hours for their program of study. Additional future improvements will include the real-time electronic tracking of time requirements for student teaching and educational administration programs.

- **Expanded Alternative Certification Program Partnerships:** The College of Education collaborates with several Alternative Certification Programs (ACPs) nationwide to acknowledge and integrate student work from these programs into prospective graduate degrees. To establish these partnerships, the College conducts thorough curriculum reviews of the ACPs. Through these partnerships, students gain the opportunity to complete graduate programs more efficiently, reducing both time and cost.

### **Curricular Innovation:**

- **CEEDAR Partnership:** The College of Education actively participates in the Arizona Coalition for Educator Preparation and Practice (ACEPP), a chapter of the national Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) organization. Through this partnership, the College engages in collaborative discussions with representatives from other Arizona institutes of higher education (IHEs) on critical issues related to special education teacher preparation and retention. These discussions address programming, candidate field experiences, assessment practices, and alignment with national and state regulations and trends.

As part of ACEPP, faculty and staff from the College contribute to conferences like the National CEEDAR Convening, both as presenters and participants, fostering collaborations with educator preparation providers and state agency representatives across the country. This engagement allows the College to remain informed about challenges facing special education teachers, contribute to the broader body of scholarship, and build a supportive network with other IHEs and state agencies.

Involvement with CEEDAR has been pivotal in upholding professional standards in special education while enabling program revisions that promote inclusivity for all students. By leveraging CEEDAR's resources and collaborative opportunities, the College equips educators—from classroom teachers to school leaders—with the knowledge and tools to implement inclusive education models effectively and sustainably.

Furthermore, this partnership empowers the College to serve as a change agent within Arizona, influencing program review and approval processes and amplifying our voice on state committees and initiatives. These efforts not only enhance our programs but also help shape an inclusive educational landscape that supports diverse learners and fosters the professional growth of educators at all levels.

- **Goal Setting:** Strategic planning is critical for aligning GCU's University-wide goals with college, department, and individual goals, promoting a cohesive and unified direction. This alignment enhances the candidate's experience by creating a supportive and coordinated educational environment. By strategically aligning goals, the College aims to

optimize the efficacy of programs, promoting the effective use of resources, relevance and innovation of curricular offerings, and delivery of high-quality education and support. This cohesive approach fosters an academic community that is dedicated to candidate success and continuous improvement across all levels of the institution.

### **Community Outreach Innovations:**

- **Kern Grant/Impact on Programs:** The Robert D. and Patricia E. Kern Family Foundation, Inc. awarded Grand Canyon University a three-year grant of \$2,271,000 to support the development of the Canyon Center for Character Education. Grand Canyon University's College of Education (COE) is working collaboratively with the Canyon Center for Character Education to train college faculty and staff on practical wisdom and practices to effectively embed character education and virtue development in PK-12 education. These training opportunities will have exponential impact on our programs as the faculty and staff develop innovative ways to incorporate these concepts into educator preparation programs.
- **[Social Media \(COE Blog, Top of the Class Podcast, Instagram\)](#):** The College is continuously working on a social media presence through blog posts, Instagram, Facebook, webinars, and podcasts. Content for social media post is developed from various invested parties, including COE faculty, staff, and candidates as well as currently practicing professionals in the field. The purpose of these posts is both to share the unique aspects of the College and to promote knowledge of educational trends and practices. Metrics on social media posts are evaluated regularly to determine additional content and platform needs. For instance, there has been a 17.62% increase in followers on Instagram as a result of concerted efforts to engage with the education community via social media.
- **Director of State Outreach:** In September of 2024, the college hired an internal candidate for the new role. This full-time employee is experienced in educator certification, educator certification exam support, state specific research and development for state specific requests related to courses or program requests.
- **[National Center for Teacher Preparation](#):** While this initiative does not apply directly to the advanced programs outlined in this Annual Report, to address the national teacher shortage, the College created the National Center for Teacher Preparation. This center is part of the College's pledge to make higher education more accessible to paraprofessionals and other classified staff seeking teacher licensure through a bachelor's or master's degree program. The program allows candidates access to tuition scholarship and cohort support opportunities.

## Appendix A: Terminology

The College of Education uses a [glossary of terms](#) to support candidates through their program of study and to contextualize educator preparation.

### Key Terminology:

**Benchmark Assignment** – A cumulative assessment that reflects scaffolded learning throughout each course of the program of study. Each course measures student understanding of specific specialized professional association standards related to the program, e.g., Interstate Teacher Assessment and Support Consortium (InTASC) and the National Council of Teachers of English (NCTE) and is reflective of applicable Learner Goals described in the College’s Conceptual Framework. In many cases, practicum/field experience, the action inquiry process, and/or contact with various invested parties within the greater educational community inform them too.

**Candidate** – A student enrolled in a professional education licensure program that leads to institutional recommendation.

**Clinical Practice** – Experiences to help prepare innovative, reflective, and creative, professional educators with high ethical and moral standards who have the understanding, attitudes, and skills necessary for effective teaching.

**Cooperating School/District** – The school/district where the candidate is completing any clinical practice experience (i.e., practicum/field experience, student teaching, internships).

**End of Course Surveys** – At the end of a course, faculty, and student End of Course Surveys (EOCS) are administered in the classroom. They are designed to measure satisfaction regarding materials, assignments, support services, and instruction. Data collected and analyzed are used to effect curricular and instructional improvements, to enhance the decision-making process in academic and institutional areas, and to substantiate institutional and program effectiveness.

**Field Experience Counselor (FEC)** – The field experience counselor supports teacher candidates in meeting College of Education specific supplementary requirements throughout their program. These requirements include, but are not limited to, background clearance, educator certification examination requirements, practicum/field experiences, student teaching, and Institutional Recommendation (IR). The FEC also works in collaboration with the student services counselor (SSC) to review all required programmatic criteria necessary to participate in the student teaching experience is met by the teacher candidate prior to placement, which include the prerequisite hours and coursework for student teaching. The FECs will work in tandem with the teacher candidates’ SSC and other offices on campus to facilitate completion of the teacher candidate’s program of study.

**Mentor Teacher** – The mentor is defined as the teacher/educator hosting the candidate in practicum/field experiences other than student teaching. The classroom teacher’s responsibility focuses on the students in their classroom, rather than on the candidate. The mentor’s role includes modeling effective instructional practice, planning instructional lessons with students, and providing feedback on the candidate’s performance.

**[Model Code of Ethics for Educators \(MCEE\)](#)** (*Attachment 1.n*) – A set of professional expectations for educators forth by the National Association of State Directors of Teacher Education and Certification.

**Non-Traditional Student** – GCU candidates who complete their academic coursework in the online environment.

**[Pledge and Promise](#)** (*Attachment 1.o*) – Grand Canyon University’s College of Education is committed to assisting all COE graduates who need additional support or who are experiencing challenges in an educational setting. Support might include content-area teaching materials, certification examination resources, course curriculum assistance or faculty mentoring. To honor this promise, the College of Education asks graduates to pledge to uphold a high level of excellence in their educational setting. Candidates may review the video for more information on the Promise: The College of Education’s Promise to GCU Graduates

**Practicum/Field Experience** – Practicum/field experiences are field-based learning opportunities that focus on observation, application, and reflection. Practicum/field experiences require the candidate to observe and interact in diverse, real-life educational settings, and to apply the theories and concepts learned in program coursework. Candidates may experience a variety of practicum/field experience activities dependent upon their program and/or course. Different practicum/field experience structures exist to cater to diverse learning needs, providing both guided and independent opportunities for candidates to acquire essential skills, knowledge, and practical experiences in the field. Please refer to the [Clinical Field Experience Handbook](#) (*Attachment 1.p*) for additional information.

**[Professional Disposition of Learners](#)** (*Attachment 1.q*)– Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities that affect student learning and achievement, motivation, and development, as well as the educator’s professional growth. If sincerely held, dispositions should lead to actions and patterns of professional conduct (Grand Canyon University, 2022).

**Programs Standards and Evaluation Committee (PSEC):** The Program Standards and Evaluation Committee (PSEC) consists of representation from the Program team, faculty, and College leadership. This committee performs systematic review and evaluation of program designs and coursework for each program at least every three years and makes recommendations and/or modifications giving consideration to the mission and vision of the College of Education, changes in the field of education, and feedback from invested parties. The PSEC Committee entertains ideas for and proposes all new courses and programs of study. In addition, the committee conducts and reviews “Data Dialogue” twice per academic year.

**Student Services Counselor (SSC)** - The Student Services Counselor supports and advises candidates on degree program requirements, course selection and the financial aid application process.

**Student Success Center** (*Attachment 1.r*)- The College of Education's page located on the Student Success Center houses learning resources, forms and templates related to programs, courses, practicum/field experience, student teaching and internships.

**Synchronous** – Synchronous learning is when the learning experience is happening or occurring at the same time for both the instructor and candidates.

**Understanding by Design (UbD) Lesson Plan Template** – The Understanding by Design (UbD) template, created by Grant Wiggins and Jay McTighe, offers a planning process and structure to guide curriculum, assessment, and instruction. The foundations of this framework are a focus on teaching and assessment utilizing backward design.

## Appendix B: Organizational Structure

Responsibility for all educator preparation programs at GCU resides with the Dean of the College of Education (COE), Dr. Meredith Critchfield, who reports to the Provost, Dr. Randy Gibb. The Dean of the College of Education is responsible for the academic oversight of all educator preparation programs and serves as the unit head.

The College's [full-time employee team](#) is organized into five major departments, including:

- (1) Full-Time Traditional Faculty led by Faculty Chair Dr. Alicia Kozimor. Full-time Non-Traditional Faculty led by Senior Faculty Chairs Dr. Sheila Damiani and Katie Sprute
- (2) Academic Programs and Outreach led by Assistant Dean Dr. Lindy Gaudiano
- (3) Canyon Center for Character Education led by Emily Farkas
- (4) Clinical Field Experience led by Associate Dean Dr. Emily Pottinger and Executive Director Julianne Brett
- (5) Assessment and Accreditation led by Director Erica Stolte.

### College of Education Employee Count:

- Dean (1)
- Associate Dean (1)
- Assistant Dean (1)
- Executive Assistant (1)
- Faculty Department (3)
  - Faculty Chair (3)
  - Ground Full-Time Faculty (11)
  - Online Full-Time Faculty (26)
  - Ground Part-Time Faculty (30)
  - Online Part-Time Faculty (770)
- Programs and Outreach Department (4)
  - Assistant Director (2)
  - Academic Program Manager (1)
  - Senior Academic Program Specialist (1)
- Canyon Center for Character Education Department (3) (externally grant-funded by the Kern Family Foundation)

- Director (1)
- Assistant Director (1)
- Executive Assistant (1)
- Clinical Practice Department: (6)
  - Executive Director (1)
  - Clinical Practice Manager (2)
  - Clinical Field Experience Specialist (3)
  - Faculty Site Supervisors (325)
- Assessment Department: (2)
  - Director (1)
  - Program and Assessment Manager (1)

Beyond the College of Education, there are additional full-time employees who directly support our candidates with career advancement, specifically through the Office of Field Experience. The Field Experience department increases our capacity for quality by providing practicum/field experience and student teaching placement, district affiliation agreement support, teacher certification guidance, and operational support.

- Field Experience Department: (47)
  - Field Experience Director (1)
  - Field Experience Manager (3)
  - Field Experience Counselor (27)
  - Teacher Placement Counselor (9)
  - Practicum Coordinator (4)
  - Affiliation Agreement Coordinator (2)