



AAQEP Annual Report for 2022 Advanced Degree Programs

Provider/Program Name:	Grand Canyon University
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	6/30/2026

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 encompassed in its AAQEP review.

The College of Education (“the College” or “COE”) at Grand Canyon University (“GCU”) is part of a rich heritage of service to the community. For over 60 years, the COE has proudly maintained its place as a prestigious teaching college, ensuring our academic programs meet the changing, diverse needs in education and local communities, and provide opportunities that create meaningful learning experiences for education candidates from a Christ-centered perspective. In addition, 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.

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.

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 who inspire excellence engage in best practices and maximize student learning achievements. Effective educators are highly experienced and skilled communicators who are dedicated and compassionate, ensuring all students 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 learning and 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 stakeholders to provide high-quality, affordable Christian education to candidates through committed faculty, staff, and partners in the classrooms and in the field. These stakeholders 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 students, 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, enabling candidates to promote human flourishing in educational communities in Arizona and around the United States.

Public Posting URL

If the provider is publicly posting data from this report, that information can be found at the following URL (web address):

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

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2021-2022

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 06/22)	Number of Completers in 2021-22 in most recently completed academic year (12 months ending 06/22)
Advanced Degree Programs			
Master of Arts in Reading with an Emphasis in Elementary Education	Does not lead to endorsement	441	501
Master of Arts in Reading with an Emphasis in Secondary Education	Does not lead to endorsement	44	41
Master of Arts in Teaching English to Speakers of Other Languages	Does not lead to endorsement	166	221
Total Advanced Degree Programs		651	763
Unduplicated total of all program candidates and completers		651	763

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.)

Added Programs

None

Discontinued Programs

No AAQEP accredited advanced programs were discontinued in the 2021-2022 academic year.

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. **Total enrollment** 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 2021-2022 year, there were **651** candidates enrolled in our AAQEP-accredited advanced programs.

B. **Total number of unique completers** (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 2021-2022 year, there were **763** unique graduates from our AAQEP-accredited advanced programs.

C. **Number of recommendations** 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 2020-2021 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.

AAQEP Accredited Advanced Degree Programs:

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	78.62%	10.34%	88.97%
Master of Arts in Reading with an Emphasis in Secondary Education	17	79.76%	7.14%	86.90%
Master of Arts in Teaching English to Speakers of Other Languages	17	70.11%	11.49%	81.61%
Advanced Degree Program Total		76.64%	10.37%	87.01%

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 2021 indicate our advanced degree program completers rate their program satisfaction at **92.58%**. 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 92.58% indicates overall satisfaction with GCU and their educational program.

An alumni survey that included AAQEP and program aligned questions was deployed in 2022 to gather additional information from 2021 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, **86%*** of advanced degree program respondents report that their program prepared them to impact student learning, with another 12% feeling somewhat prepared. When asked how their program prepared them to become culturally inclusive and responsive educators, **83.67%*** of advanced program graduates felt their program prepared them, with another 12.24% feeling somewhat prepared. Alumni survey responses are used to inform program improvements throughout the year and during the university's program review process.

**Preliminary feedback from the 2021 College of Education Alumni Survey*

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

The College of Education gathers formal and informal information on their graduates from three primary sources – (1) survey/interviews with local and Arizona principals and district officials, (2) information from partnership projects, and (3) targeted national completers' principal survey on a rotating cycle. At this time, the State of Arizona does not do any survey of 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 do 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 & Networking Event 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 2021 event was held on November 16, 2021. The Spring 2022 event was held on March 2, 2022. Nearly 60 employers and over 200 candidates attended each event. In total, thirty-two district and school representatives in Arizona responded to survey questions. (*see Error! Bookmark not defined. for specific feedback*)

National Survey Data

COE previously worked with Eduventures to collect employer survey data for completers of our advanced programs. As the pandemic moved us into a transitional period, we moved away from utilizing the resources of Eduventures, and have strategized with our internal partners and resources to move towards innovative solutions for obtaining this type of data. We plan to expand our collection of advanced program employer data in 2022 including, but not limited to, resources from our Alumni Office to retrieve data from Linked In, surveys to alumni, and contacting advanced program employers.

The most recent national data collected was from a survey conducted by the national educational research firm Eduventures for the College of Education. The survey informed the College of how completers have engaged in their relevant professional practice and what strategies learned in their program were used in the classroom. In the survey, principals were asked about College of Education graduates, and some of their primary findings included GCU graduates excel at “making learners feel valued, taking responsibility for learners’ growth, observing thoughtfully, using technology, and collaborating with families and communities.”

Our next cycle for a national survey of employers would have been conducted in Spring 2020, but due to COVID-19, has been rescheduled for the 2022-2023 academic year through Skyfactor Benchworks, a company whose assessments are aligned with accreditation and professional standards. In addition, the College has included institution specific questions aligned with the College of Education Conceptual Framework.

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 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 AAQEP accredited advanced degree programs from in the 2021 graduation year, **97.7%** 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. 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 AAQEP accredited advanced degree programs from in the 2020 graduation year, **95.7%** of alumni reported employment. Candidates in our advanced degree programs are licensed teachers, and therefore high employment rates are expected.

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

Standard 1: Advanced Degree Programs		
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Benchmark Assessment 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>Over the last academic year, the College of Education made improvements to the way benchmark assessment data is reported. Rather than reporting the average rubric score earned, the College has chosen to report data showing the percentage of candidates who have met and exceeded each competency. This change better aligns with how the college reports other student outcome data. It also allows the College to readily identify opportunities for improvement and implement improvement actions.</p>

During the 2021-2022 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.

Advanced Degree Program Benchmark Assessment Data

Program	GCU Domain/ Competency	Course	% Met / Exceeded
MA Reading - Elementary	4.1	REA-540	93.10%
	4.2	REA-540	93.53%
	4.3	REA-550	93.24%
	4.4	REA-540	94.83%

Program	GCU Domain/ Competency	Course	% Met / Exceeded
MA Reading – Secondary	4.1	REA-545	80.49%
	4.2	REA-545	95.12%
	4.3	REA-550	84.85%
	4.4	REA-545	95.12%

Program	GCU Domain/ Competency	Course	% Met / Exceeded
MA TESOL	2.1	TSL-567	90.77%
	3.3	TSL-567	90.26%
	4.3	TSL-567	97.95%

Data Dialogue	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>The Data Dialogue, a college-developed metric system, merges data from three separate sources (Academic Metrics & 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 2021-2022 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, aligned to AAQEP 1.c.</p> <p>Master of Arts in Reading with an Emphasis in Elementary Education: REA-540</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 96.53%. In addition, all areas within the EOCS and FEOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.</p> <table border="1" data-bbox="735 803 1890 1274"> <thead> <tr> <th colspan="2"></th> <th colspan="8">EOCS and Success Rates: REA-540</th> </tr> <tr> <th colspan="2"></th> <th colspan="3">Curricular</th> <th colspan="3">Instructional</th> <th>Success Rate</th> </tr> <tr> <th colspan="2"></th> <th>Seats</th> <th>Responses</th> <th>Q1. The assignment directions were clear</th> <th>Q2. The assignments were relevant</th> <th>Q3. The textbook and additional course material assisted</th> <th>Q4. My instructor was engaged in classroom discussion</th> <th>Q5. My instructor provided useful feedback</th> <th>Success Rate</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2021</td> <td>Q3</td> <td>178</td> <td>141</td> <td>4.26</td> <td>4.48</td> <td>4.18</td> <td>4.25</td> <td>4.25</td> <td>97.8%</td> </tr> <tr> <td>Q4</td> <td>103</td> <td>76</td> <td>4.41</td> <td>4.49</td> <td>4.33</td> <td>4.53</td> <td>4.53</td> <td>95.1%</td> </tr> <tr> <td rowspan="2">2022</td> <td>Q1</td> <td>77</td> <td>60</td> <td>4.62</td> <td>4.67</td> <td>4.47</td> <td>4.63</td> <td>4.62</td> <td>96.1%</td> </tr> <tr> <td>Q2</td> <td>102</td> <td>71</td> <td>4.35</td> <td>4.49</td> <td>4.15</td> <td>4.42</td> <td>4.41</td> <td>97.1%</td> </tr> </tbody> </table> <p data-bbox="892 1356 1617 1404" style="text-align: center;">FEOCS: REA-540</p>			EOCS and Success Rates: REA-540										Curricular			Instructional			Success Rate			Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate	2021	Q3	178	141	4.26	4.48	4.18	4.25	4.25	97.8%	Q4	103	76	4.41	4.49	4.33	4.53	4.53	95.1%	2022	Q1	77	60	4.62	4.67	4.47	4.63	4.62	96.1%	Q2	102	71	4.35	4.49	4.15	4.42	4.41	97.1%
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		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course material are up to date
2021	Q3	15	4	5.00	5.00	5.00	5.00
	Q4	8	-	-	-	-	-
2022	Q1	6	1	5.00	5.00	5.00	5.00
	Q2	8	0	-	-	-	-

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 96.6%, which is similar to its elementary counterpart. In addition, all areas within the EOCS and FEOCS have met the minimum 4.00 threshold on a 5.00 Likert scale for sections with greater than 10 candidates.

EOCS and Success Rates: REA-545									
		Curricular					Instructional		Success Rate
		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate
2021	Q3	19	16	4.00	4.38	4.13	4.44	4.06	94.7%
	Q4	12	10	4.30	4.40	4.00	4.10	4.00	91.7%
2022	Q1	5	4	*	*	*	*	*	*
	Q2	3	3	*	*	*	*	*	*

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

FEOCS: REA-545

		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course material are up to date
2021	Q3	4	1	4.00	4.00	4.00	5.00
	Q4	3	2	4.00	4.00	4.00	4.00
2022	Q1	3	0	-	-	-	-
	Q2	2	0	-	-	-	-

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 99.1%. In addition, all areas within the EOCS and FEOCS have met the minimum 4.00 threshold on a 5.00 Likert scale for sections with greater than 10 candidates.

EOCS and Success Rates: REA-550										
					Curricular			Instructional		Success Rate
		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate	
2021	Q3	103	79	4.35	4.59	4.39	4.48	4.29	99.0%	
	Q4	89	68	4.36	4.49	4.30	4.26	4.09	96.6%	
2022	Q1	123	98	4.31	4.53	4.24	4.42	4.23	100%	
	Q2	151	113	4.42	4.53	4.35	4.41	4.33	100%	

FEOCS: REA-550

		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course material are up to date
2021	Q3	8	1	5.00	5.00	5.00	5.00
	Q4	7	1	4.00	4.00	4.00	4.00
2022	Q1	9	4	4.50	4.50	4.00	4.50
	Q2	11	0	-	-	-	-

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 elementary and secondary emphasis areas of the Master of Arts in Reading programs. This course shows an average student success rate of 96.5.1%. In addition, all areas within the EOCS and FEOCS 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									
		Curricular					Instructional		Success Rate
		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate
2021	Q3	98	79	4.32	4.52	4.23	4.34	4.23	96.9%
	Q4	52	48	4.63	4.57	4.48	4.50	4.56	96.2%
2022	Q1	35	32	4.41	4.59	4.50	4.50	4.41	94.3%
	Q2	46	30	4.47	4.57	4.37	4.40	4.23	97.8%

FEOCS: TSL-567

		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course material are up to date
2021	Q3	7	0	-	-	-	-
	Q4	3	1	5.00	5.00	5.00	5.00
2022	Q1	4	2	5.00	5.00	5.00	5.00
	Q2	5	0	-	-	-	-

Summary and Future Improvements:

Data Dialogue is evaluated on a quarterly basis to identify needs to curricular or instructional improvement to support student learning outcomes. Results from the 2021-2022 academic year show survey results meeting or exceeding the College expectation. In addition, these selected courses show strong student success rates.

During the 2021-2022 academic year, the College focused on developing the Master of Arts in Reading Education K-12 program. This program examines the role of a reading specialist/interventionists and provides students with depth in reading deficiencies, diagnosis, interventions, and remediations to support the progression of reading for the K-12 population of students. The program of study for the MA Reading Education K-12 program includes three courses from our currently approved MA Reading with an emphasis in Elementary or Secondary programs. This has required revisions to REA-500, REA-510, and REA-550. As part of the revision process, content was revised to include additional science of reading material, reading theory and foundational knowledge in the process of reading to include how the brain approaches reading. The revised content considers both the existing reading program as well as the new reading education K-12 program to ensure all candidates completing these programs will have a solid understanding of the science of reading. The new MA Reading Education K-12 program was approved through the University process as part of the state specific initiative GCU is moving forward implementing. The MA Reading Education K-12 program will be submitted for approval through the state of Oregon and

		upon state approval can allow candidates to add a reading endorsement to teacher certification in various states.
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Standard 2: Advanced Degree Programs		
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Benchmark Assessment 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>Over the last academic year, the College of Education made improvements to the way benchmark assessment data is reported. Rather than reporting the average rubric score earned, the College has chosen to report data showing the percentage of candidates who have met and exceeded each competency. This change better aligns with how the college reports other student outcome data. It also allows the College to readily identify opportunities for improvement and implement improvement actions.</p> <p>During the 2021-2022 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, and TSL-552 are aligned to competencies focused on collaborative efforts between schools and families to support student learning. Data during the 2021-2022 academic year revealed successful outcomes in student performance. For example, the average assessment score for REA-510 ranges from 4.74 to 4.88 out of a total of 5. This confirms candidates’ knowledge related to</p>

understanding of how to engage with schools and communities, ultimately to support student learning.

Benchmark Assessment Data

Program	Domain/Competency	Course	% Met / Exceeded
MA in Reading Elementary Ed	5.1	REA-510	98.64%
	5.2	REA-550	92.03%
	5.3	REA-550	96.86%
	5.4	REA-560	98.31%
MA in Reading Secondary Ed	5.1	REA-510	97.56%
	5.2	REA-550	93.94%
	5.3	REA-550	100.00%
	5.4	REA-560	94.87%

Program	Domain/Competency	Course	% Met / Exceeded
MA in TESOL	1.4	TSL-552	95.39%
	5.2	TSL-552	98.03%

Data Dialogue

The College of Education expects student and faculty end of course survey results of 4.00 on a 5-point Likert scale and

The Data Dialogue, a college-developed metric system, merges data from three separate sources (Academic Metrics & 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.

Data Dialogue results from the 2021-2022 academic year indicate positive curricular and instructional results, with high student success rates. These results compliment the benchmark

minimum course success rates of 90%.

achievement levels noted above and provide an opportunity for the College to ensure the success of candidates in achieving program outcomes, aligned to AAQEP 2.a.

Master of Arts in Reading with an Emphasis in Elementary and Secondary: REA-510

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 95.7%. In addition, all areas within the EOCS and FEOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.

EOCS and Success Rates: REA-510

				Curricular			Instructional		Success Rate
		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor or was engaged in classroom discussion	Q5. My instructor or provided useful feedback	Success Rate
2021	Q3	94	77	4.25	4.37	4.18	4.31	4.09	93.6%
	Q4	130	94	4.46	4.65	4.26	4.54	4.49	95.4%
2022	Q1	151	121	4.43	4.64	4.29	4.50	4.36	96.7%
	Q2	132	83	4.31	4.54	4.27	4.51	4.38	96.2%

FEOCS: REA-510

		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course material are up to date
2021	Q3	9	1	5.00	5.00	5.00	4.00
	Q4	9	3	4.67	4.67	4.67	4.67
2022	Q1	11	2	5.00	5.00	5.00	5.00
	Q2	10	0	-	-	-	-

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

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 99.1%. In addition, all areas within the EOCS and FEOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.

EOCS and Success Rates: REA-550

				Curricular			Instructional		Success Rate
		Seats	Response s	Q1. The assignm ent direction s were clear	Q2. The assignme nts were relevant	Q3. The textbook and additiona l course material assisted	Q4. My instructo r was engaged in classroom discussion	Q5. My instruct or provided useful feedback	Success Rate
2021	Q3	103	79	4.35	4.59	4.39	4.48	4.29	99.0%
	Q4	89	68	4.36	4.49	4.30	4.26	4.09	96.6%
2022	Q1	123	98	4.31	4.53	4.24	4.42	4.23	100%
	Q2	151	113	4.42	4.53	4.35	4.41	4.33	100%

		FEOCS: REA-550					
		Section s	Response s	The assignm ent direction s were clear	The assignme nts cover objective s	The materials are free of errors	The syllabus and course material are up to date
2021	Q3	8	1	5.00	5.00	5.00	5.00
	Q4	7	1	4.00	4.00	4.00	4.00
2022	Q1	9	4	4.50	4.50	4.00	4.50
	Q2	11	0	-	-	-	-

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 96.5%. In addition, all areas within the EOCS and FEOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.

		EOCS and Success Rates: REA-560							
		Curricular			Instructional		Success Rate		
		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate
2021	Q3	116	87	4.40	4.44	4.33	4.43	4.31	98.3%
	Q4	97	77	4.47	4.54	4.36	4.54	4.43	99.0%
2022	Q1	91	65	4.29	4.54	4.18	4.38	4.23	93.4%
	Q2	179	133	4.37	4.48	4.18	4.54	4.35	95.5%

		FEOCS: REA-560					
		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course material are up to date
2021	Q3	9	1	2.00	5.00	2.00	5.00
	Q4	8	1	5.00	5.00	5.00	5.00

2022	Q1	8	0	-	-	-	-
	Q2	12	0	-	-	-	-

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 96.2%. In addition, all areas within the EOCS and FEOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.

		EOCS and Success Rates: TSL-552								
					Curricular			Instructional		Success Rate
		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate	
2021	Q3	42	34	4.64	4.70	4.58	4.64	4.68	100%	
	Q4	41	28	4.61	4.82	4.79	4.89	4.68	95.1%	
2022	Q1	31	27	4.26	4.48	4.35	4.52	4.42	100%	
	Q2	44	28	4.48	4.64	4.61	4.43	4.57	90.9%	

			<table border="1"> <thead> <tr> <th colspan="8">FEOCS: TSL-552</th> </tr> <tr> <th></th> <th></th> <th>Sections</th> <th>Responses</th> <th>The assignment directions were clear</th> <th>The assignments cover objectives</th> <th>The materials are free of errors</th> <th>The syllabus and course material are up to date</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2021</td> <td>Q3</td> <td>4</td> <td>0</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Q4</td> <td>3</td> <td>1</td> <td>5.00</td> <td>5.00</td> <td>5.00</td> <td>5.00</td> </tr> <tr> <td rowspan="2">2022</td> <td>Q1</td> <td>2</td> <td>1</td> <td>2.00</td> <td>3.00</td> <td>5.00</td> <td>5.00</td> </tr> <tr> <td>Q2</td> <td>3</td> <td>0</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table>						FEOCS: TSL-552										Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course material are up to date	2021	Q3	4	0	-	-	-	-	Q4	3	1	5.00	5.00	5.00	5.00	2022	Q1	2	1	2.00	3.00	5.00	5.00	Q2	3	0	-	-	-	-
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	Q2	3	0	-	-	-	-																																															
COE Alumni Survey	The College of Education expects that 80% of alumni 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 their advanced degree program has impacted various aspects of their instruction.</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>Of the respondents to the 2021 College of Education Alumni Survey, 86%* reported that their program prepared them to positively impact student learning citing evidence such as standardized test scores, formative and summative assessments, etc.</p> <p>Completer feedback from alumni surveys is used within our annual program revision and review processes to inform program improvements.</p> <p><i>*Preliminary feedback from the 2021 College of Education Alumni Survey</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 clinical field experience, 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.

Progress

- **Academic Support:**

- **MA Reading:** The Master of Arts in Reading K-12 program, a new program offering, is currently in development. It is set to be completed in Spring 2023. All courses in the MA Reading K-12 program are designed to support a reading specialist/reading interventionist role within a school district. Candidates completing this program will be prepared to work intensely with candidates demonstrating signs of reading delays or deficiencies. The courses will focus on literacy coaching, methods for teaching reading instruction, reading, and writing curriculum and assessment, intervention strategies and the diagnosis and remediation process in the area of reading. This program is aligned with AAQEP standards, International Literacy Association (ILA) coaching standards, and Oregon Reading Interventionist standards to provide a high-quality experience for teachers desiring a pathway to support reading. This K-12 program will be offered alongside the existing elementary and secondary emphasis programs.
- **MA TESOL:** The Master of Arts in Teaching English to Speakers of Other Languages (M.A. TESOL) program is currently under revision with an anticipated effective date in Spring 2023. As part of the revision process, the course learning objectives are being aligned to AAQEP standards. Additionally, the content is being revised to reflect current research, best practices, the 2018 Initial Pre-K-12 Teacher Preparation Program standards, and Oregon TESOL standards. The College and Curriculum Development and Design team are working in collaboration with subject matter experts to develop a cohesive program that will be prepare candidates for teaching English learners in a K-12 environment. While this program does not lead to licensure, completion of the program may meet certain criteria for endorsement.
- **Partnerships for Program Revisions:** In the Fall 2021 semester, the College of Education, working in partnership with Grand Canyon Education's Curriculum Design and Development team, created and/or revised 315 course versions (which is higher than normal due to the bulk Halo update) and created/revised 7 programs with an effective date between 7/1/2021-12/31/2021. The College resolved 242 cases related to course content in the Fall 2021 semester. In the Spring 2022 semester, the College created/revised 165 courses and 2 programs with an effective date between 1/1/2022-6/30/2022. Additionally, 137 cases related to course content were resolved within this semester. Throughout the 2021-2022 school year, 42 programs were in development (including 26 programs involving the Science of Reading).

Program Reviews: All graduate level COE programs undergo a three-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 2021 COE completed 7 program reviews, including the Bachelor of Science in Early Childhood, Bachelor of Science in Early Childhood and Early Childhood Special Education, Master of Education in Education of Early Childhood-ITL, Master of Education in Early Childhood-NITL, Master of Education in Special Education Mild-Moderate-ITL, Master of Education in Special Education Mild-Moderate-NITL, and the Master of Science in Instructional Technology. In 2022 COE has an additional 7 program review we are working to complete. These include the Bachelor of Science in Educational Studies, Bachelor of Science in Elementary Education, Bachelor of Science in Elementary Education with an emphasis in Christian Education, Bachelor of Science in Elementary Education with an emphasis in ESL, Master of Arts in Autism Spectrum Disorders, Master of Arts in Curriculum and Instruction, and a Master of Arts in TESOL.

- **Affiliation Agreements:** The College of Education worked 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. This was in response to COVID-19 outcomes and changes with specific requirements regarding COVID-19 testing, vaccinations, and additional exemptions. This initiative set in motion a more efficient process for reviewing affiliation agreements with placement sites and processes needed to document different district requirements across the nation. These developments better support candidate placement through proactive review and documentation of site partner needs and requirements including, but not limited to, specific clearances, testing, health screenings, paperwork, and site policies.
- **Model Code of Ethics:** The College of Education (COE) in collaboration with the Canyon Center for Character Education (CCCE) has been working to improve how to best assess our candidates understanding of the Model Code of Ethics, CCCE Academic Program Competencies, COE Framework, professional dispositions, and professional responsibilities in the field of education. The college wants to raise the bar of the education profession and wants to ensure 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 campus. COE and CCCE have begun revisions to the current Ethics Quizzes that are currently in all the licensure programs. The first phase of the revisions has been 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 should incorporate an ethics assessment.

To ensure all stakeholders have been part of this revision, the COE Programs Team and CCCE have collaborated with the COE Clinical Practice and Assessment Teams to review what should be considered and assessed with 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 given in the first course, and again in a later course in the program of study. This assessment will also now have a scoring rubric so that a baseline can be provided a later assessment as well to show growth as candidates progress throughout their respective programs. The new assessment will be developed by subject matter experts, followed by a formal peer review and college approval process before being implemented into the respective program.

- **Co-Curricular:**

- **Lopes for Literacy Committee:** The Lopes for Literacy Committee, a group consisting of faculty and staff from the College of Education has developed significant content around the recent Science of Reading legislation change. This content includes blog posts, YouTube videos, and webinars. The materials developed to address and inform the Science of Reading was created by a team of faculty and staff that were also utilized in the development of curriculum to address the new legislation. This helped to ensure a continuity and relevance of developed content to the curriculum and assessments used in courses. The Lopes for Literacy Committee is also working to develop teacher candidates in being agents of change for education. The committee is currently planning a book drive and bingo night in conjunction with student leaders in the College of Education clubs. This event will promote literacy to families in the local area as well as provide books to families.
- **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. Students 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 book study on leadership within education. The officers then worked with advisor Dr. Brandon Juarez to plan a series of virtual meetings for KDP members to attend and discuss takeaways from the book chapters assigned for each session. In addition to supports student professional development, the KDP chapter also funds the Student Teaching Celebration pinning ceremony, in which all graduating candidates receive a COE pin and pledge to uphold the professional and ethical obligations of educators.
- **Educators Rising:** The COE's collegiate chapter of the national Educators Rising organization is supported by faculty advisor, Katy Long. Educators Rising meets monthly to learn about and uplift the field of education. This year, the club organized and hosted an alumni panel in which COE alumni were invited to speak to Educators Rising club members to share inspirational words, tips for the first year of teaching, and how to approach the changing landscape of education. Educators Rising students also attend and complete in the state and national Educators Rising conference. Competitions include lesson planning, ethical debate, and creating children's literature.
- **Impact Club:** The Impact Club is a student chapter of the Christian Educators Association. Through this club, traditional and online students are invited to attend meetings and activities. Club members are gifted a membership to the Christian Educators Association to aid them in their practicum/field experience. Club members meet monthly to participate in Bible study as scripture relates to educators and classroom instruction. Each semester, Impact Club also participates in service-learning projects by adopting a local school and doing a donation drive. This year, the Impact Club adopted Valencia Newcomer School to collect clothing and shoes to donate to the school's "mall" in which students and families are able to take necessary items.

Accomplishments

- **Academic Support:**

- **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 stakeholders.
 - **Presentations:** In 2022, 67% of the College had presented at least once, with 14% presenting more than 4 times. Presentations of note include the Association of Teacher Educators (ATE) conference in Chicago, IL, where the College had 5 presentations of topics such as: charismatic teaching and the role of maintaining high expectations in the classroom.

The College also had a large presence at the Educators Rising National Conference in Washington, DC, with 6 presenters delivering a total of 8 presentations.

- **Publications:** The College faculty and staff created 12 publications in 2022. Faculty members such as Lynn Basko wrote an article for the Journal of Scholarly Engagement on the work done and best practices for increasing student persistence through teacher engagement.
- **Relevant Resources on Student Success Center (SSC):** The College updated material and resources located on the Student Success Center, a virtual hub for resources and materials that support student learning and guide candidates through their program life cycle and milestones. These updates included additional guidance around digital media and confidentiality/FERPA.
- **Policy Updates:** To improve transparency and candidate experience, COE revised vital policies that related to the initial licensure programs. While the specific revisions did not directly relate to advanced programs, the updates included additional clarity for overall candidate success. The revisions followed the University process but also included several stakeholders to ensure updates were clear and helpful for all key stakeholders, such as State Compliance, the Office of Field Experience, faculty, etc. In addition, the College continues to review University policy related to approved advanced programs, such as policies related to field experience. In addition, the College is working to streamline language around admission requirements for master's degree & graduate certificate programmatic admission requirements.
- **Collaboration on State-Specific Initiatives with State Compliance Department:** COE continues to spread its mission and vision nationwide by developing Graduate Certificates that can offer an alternative pathway for teacher candidates to be qualified licensed teachers in schools. As part of a larger University initiative and to support the effort to address the teacher shortage nationwide, COE has initiated state specific graduate certificates to prepare candidates for alternative pathways to licensure. This innovative initiative intends to review state needs for certified teachers as well as student licensure needs to determine state specific initiatives. State Compliance and COE are meeting bi-weekly to review state specific initiative requests, alignment to teacher standards, and proposed timelines to complete graduate certificates or initial licensure programs. The collaboration ensures a successful partnership between teacher preparation and compliance needs for a seamless programmatic outcome. This initiative is new for the college and university and follows the nationwide need for certified teachers.
- **AAQEP Alignment to Other Advanced Programs:** The College is currently prioritizing alignment of advanced programs to AAQEP standards. This alignment will follow the University and data driven revision cycles for the COE advanced programs. The Programs Team is collaborating with the Curriculum Development and Design team to determine a schedule for revisions of the advanced programs. This collaboration will also include the Assessment and Program Operations team to determine programmatic needs related to AAQEP.
- **Program Standards and Evaluation Committee (PSEC):** Over the previous year, the Program Standards and Evaluation Committee (PSEC) has made a concerted effort to diversity representation. PSEC meetings are held monthly to discuss programmatic changes, College initiatives, and other education specific opportunities and challenges. The committee amended the existing bylaws to include adjunct faculty as voting members, as this voice was previously missing from committee meetings. Furthermore, participation in sub-committees, such as the Lopes for Literacy, lesson plan, and ethics committees has been expanded to include more adjunct faculty members.
- **Training Support:**

- **Office of Field Experience Counselor Training:** The College of Education held monthly training sessions with the Field Experience and Teacher Placement Counselors discussing programmatic policy expectations, requirements, and resources. The training included over 40 participants from the College, State Compliance team, and Grand Canyon Education's, Office of Field Experience. The training was designed in an effort to improve consistency, provide opportunity for college and operations team collaboration, and to ensure counselors are equipped with college resources and understanding of university policy, as well as programmatic/state certification expectations in order to better assist candidates in successful experiences in the field.
- **Clinical Practice All-Counselor Training:** The College hosted three Clinical Practice Training sessions in June 2022 with the Employee Learning & Development team to train 1,132 University Counselors, University Development Counselors, Student Services Counselors, Field Experience Counselors, Teacher Placement Counselors, and all managers/leadership of each counseling team. The training included an in-depth discussion on practicum/field experience expectations, procedures, and resources. The training was 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 will not only assist counselors in informing potential COE candidates and providing guidance to candidates to enter into programs that best fit their future goals but will also allow for counselors to better assist candidates in successful field experiences during their program.
- **Canyon L.E.A.P. to Teach Training:** In response to the nationwide teacher shortage, 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 a state approved program that assists educators with earning certification through an alternative pathway. This unique pathway is an example of out-of-the-box, 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. College guidance on this unique program enhanced counselor knowledge on certification, programmatic, testing, and other requirements for the alternative route to teacher licensure in an effort to address teacher shortages in Arizona.
- **Enrollment and Training Videos:** The College, in collaboration with Employee Learning and Development, has completed training materials for enrollment counselors. This material consists of short video overviews and a 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.

- **Co-Curricular Support:**

- **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 section 7 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 Speaker Series in both the fall and spring semesters. The purpose of the Dean's Speaker 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 stakeholders. One hundred and thirty attendees from around the United States attended the Spring 2022 Dean's Speaker Series. 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.
- **Building Virtues Conference: Character Education in a Changing World:** The College held this conference on December 13, 2021, at the GCU Arena and through livestream technology to over 2,000 participants. Internationally known keynote speakers, Clifton Taulbert and Dr. Marvin Berkowitz, shared expertise regarding character development and education to GCU candidates, faculty, staff, as well as school partners, PreK-12 administrators, teachers, etc. Participants received live resources in addition to digital materials through a digital classroom space created by College of Education Online Full-Time Faculty member, Amanda Errington. The conference took place through the support of the Kern Family Foundation and GCU, as well as the event's planning committee. The event focused on character education and human flourishing and hosted presenters across colleges and departments.
- **Community Support:**
 - **College of Education Advisory Board:** In support of the College's Conceptual Framework and commitment to engage with key stakeholders to provide relevant, timely, and quality programs and opportunities, the College of Education seeks regular feedback and insight from key stakeholders in the field through the College of Education Advisory Board. In 2022, the College expanded the Advisory Board to include an additional 20 members. Board members are key stakeholders in the local and national education field. For the first time this year, the College has members outside of Arizona who choose to participate and contribute.
 - **GCU's Day of Giving:** The *Day of Giving* is a University-wide annual day of giving centered around philanthropy and showing GCU students the power of supporting the ideas and organizations stakeholders 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.

Innovations

Academic Support:

- **Graduate Certificate in Instructional Coaching:** This 15-credit graduate certificate is designed to meet a request for additional instructional coach experts in the state of Florida. GCU is partnering with the Polk County, Florida, school superintendent to offer a 15-credit graduate certificate that offers courses to support the role of an instructional coach. The school district received a grant that can offer this certificate to hundreds of certified teachers allowing them to learn more about coaching colleagues through instructional needs and best practices. At this time, this graduate certificate will only be offered in the state of Florida as another state specific initiative. This

certificate is not currently identified as a graduate certificate seeking AAQEP accreditation approval but is comprised of courses directly from advanced programs offered through the COE. This certificate is valuable as a part the initiative to identify needs within the landscape of education and continue to meet the needs of teachers as continued growth in the field of education.

- **Science of Reading Continuing Education Courses:** Due to the teacher preparation requirements outlined in SB-1572, the College of Education revised course content in initial licensure programs to include the required literacy/science of reading content as coursework which was completed in August 2022. As the advanced programs are not initial licensure, these requirements outlined in SB-1572 were not applicable. However, the College recognizes that many practicing educators and candidates in the advanced programs need to complete the requirements to maintain existing licensure. Therefore, the College developed continuing teacher education courses, EDU-5600TE and EDU-5650TE, which were made available to all educators in June 2022. Coursework for EDU-5600TE and EDU-5650TE contain content suitable for K-12 educators addressing the requirements identified follow:
Requirements for the Teacher Certification: Beginning in August 2022, all K-5 teachers of reading will be required to complete 6 semester hours or 90 hours of training in the science of reading, intervention, and dyslexia content by August 2025. All eligible teachers also have the opportunity to apply for the reading endorsement with the completed content AND the passing scores of the Foundations of Reading (090) exam. 3-credit course or 45 hours of training in phonics and the science of reading and 3-credit course or 45 hours of training in literacy interventions and remediation. In addition to the continuing education courses, the COE Lopes for Literacy Committee is developing webinars surrounding topics related to the Science of Reading. These webinars are available to all teaching candidates to improve understanding of the legislation change, history of Science of Reading, and a brief introduction to instructional topics.
- **Field Experience Technology Innovations:**
 - Document Management System (DMS):** The College and the University's technology department worked collaboratively to phase out their field experience and evaluation documentation from a third-party application and into an internal University-created system. The College is working alongside technology teams to further improve the current technology tools used for documentation and tracking of field experience requirements. These in progress technology improvements will include the real-time electronic tracking of time requirements for student teaching and educational administration programs.
- **Community Support:**
 - **Kern Grant/Character Education Impact on Advanced Educational Administration and Leadership 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 (CCCE) to train college faculty and staff on practical wisdom and practices to effectively embed character education and virtue development in PreK-12 educational administration and leadership. These training opportunities will have exponential impact on our advanced licensure programs as the faculty and staff develop innovative ways to support these concepts into the revised and existing educator preparation programs. These trainings will align to the rollout of the revised and new programs emphases for both the educational administration and leadership programs,

beginning in the fall of 2023. Therefore, as COE works to teach out the older programs alongside the revised programs, all faculty are equipped to support and implement character education strategies for our future educational leaders.

- **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 stakeholders, 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 on 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 28% increase in followers on Instagram as a result of concerted efforts to engage with the education community via social media.