AAQEP Annual Report for 2023

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.

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. 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 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 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 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.

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 2022-2023

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 06/23)	**Number of Completers** in most recently completed academic year (12 months ending 06/23)
Programs that lead to initial teaching credentials			
Bachelor of Arts in Dance Education* *(Leads to Initial Teacher Licensure)*	Dance Education, PreK-12	-	3
Bachelor of Arts in Dance for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	7	-
Bachelor of Arts in English for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	501	61
Bachelor of Arts in History for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	606	67
Bachelor of Arts in Music Education-Choral: Piano (Leads to Initial Teacher Licensure)	Music Education, PreK-12	1	-
Bachelor of Arts in Music Education-Choral: Voice (Leads to Initial Teacher Licensure)	Music Education, PreK-12	12	1
Bachelor of Arts in Music Education-Instrumental: Brass, Woodwind, Percussion, or Strings (Leads to Initial Teacher Licensure)	Music Education, PreK-12	11	3
Bachelor of Arts in Music Education-Instrumental: Piano (Leads to Initial Teacher Licensure)	Music Education, PreK-12	1	-
Bachelor of Arts in Theatre Education* *(Leads to Initial Teacher Licensure)*	Theatre Education, PreK-12	2	2
Bachelor of Arts in Theatre for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	12	3
Bachelor of Science in Biology for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	18	8
Bachelor of Science in Business for Secondary Education* *(Leads to Initial Teacher Licensure)*	Secondary Education, 6-12	23	5
Bachelor of Science in Chemistry for Secondary Education* *(Leads to Initial Teacher Licensure)*	Secondary Education, 6-12	3	2

Bachelor of Science in Early Childhood Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3	1,416	179
Bachelor of Science in Early Childhood Education and Early Childhood Special Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3, Early Childhood Special Education, Birth -Grade 3	1,105	144
Bachelor of Science in Elementary Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	3,737	744
Bachelor of Science in Elementary Education and Special Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8, Mild/Moderate Disabilities, K-12	2,395	461
Bachelor of Science in Elementary Education with an Emphasis in Christian Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	98	17
Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language (Leads to Initial Teacher Licensure)	Elementary Education, K-8	159	27
Bachelor of Science in Elementary Education with an Emphasis in STEM (Leads to Initial Teacher Licensure)	Elementary Education, K-8	109	1
Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading (Leads to Initial Teacher Licensure)	Elementary Education, K-8	82	3
Bachelor of Science in Mathematics for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	276	45
Bachelor of Science in Physical Education (Leads to Initial Teacher Licensure)	Physical Education, PreK – 12	49	3
Master of Education in Early Childhood Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3	504	226
Master of Education in Early Childhood Education (Nevada ARL) (Leads to Initial Teacher Licensure)*	Early Childhood Education, Birth -Grade 2 (Nevada)	-	1
Master of Education in Early Childhood Education and Early Childhood Special Education (Leads to Initial Licensure)	Early Childhood Education, Birth -Grade 3, Early Childhood Special Education, Birth -Grade 3	333	152
Master of Education in Elementary Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	1,224	563
Master of Education in Elementary Education (Nevada ARL) (Leads to Initial Teacher Licensure)*	Elementary Education, K-8 (Nevada)	1	4
Master of Education in Elementary Education and Special Education (Leads to Initial Licensure)	Elementary Education, K-8, Mild/Moderate Disabilities, K-12	465	22
Master of Education in Secondary Education (Leads to Initial Teacher Licensure)*	Secondary Education, 6-12	-	6
Master of Education in Secondary Education with an Emphasis in Humanities (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	532	261
Master of Education in Secondary Education with an Emphasis in STEM	Secondary Education, 6-12	329	194

(Leads to Initial Teacher Licensure)			
Master of Education in Secondary Humanities Education (Nevada ARL) (Leads to Initial Teacher Licensure)	Secondary Education, 7-12 (Nevada)	21	3
Master of Education in Secondary STEM Education (Nevada ARL) (Leads to Initial Teacher Licensure)	Secondary Education, 7-12 (Nevada)	4	2
Master of Education in Special Education (Leads to Initial Teacher Licensure)	Mild/Moderate Disabilities, K-12	972	598
Master of Education in Special Education (Nevada ARL) (Leads to Initial Teacher Licensure)	Generalist (Mild to Moderate), K-12 (Nevada)	16	4
Master of Education in Special Education: Moderate to Severe (Leads to Initial Teacher Licensure)	Moderate/Severe Disabilities, K-12	136	51
Total for programs that lead to initial credentials		15,160	3,866
TOTAL enrollment and productivity for all programs		15,160	3,866
Unduplicated total of all program candidates and completers		15,159	3,866

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

The following programs have been discontinued in the 2022-2023 academic year because all candidates have completed their program:

- The Bachelor of Arts in Dance Education
    - This program was revised and replaced by the *Bachelor of Arts in Dance for Secondary Education* program in a previous academic year.
- The Master of Education in Early Childhood Education (Nevada ARL)
- Master of Education in Secondary Education
    - This program was revised and replaced by the *Master of Education in Secondary Education with an Emphasis in Humanities* and *Master of Education in Secondary Education with an Emphasis in STEM* programs in a previous 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 2022-2023 year, there were **15,159** unique candidates enrolled in our AAQEP-accredited initial teacher licensure programs. There has been an increase in enrollment within Initial Teacher Licensure programs compared to the previous academic year.
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 2022-2023 year, there were **3,866** unique graduates from our AAQEP-accredited initial teacher licensure programs.
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
In the 2022-2023 year, there were **3,866*** initial teacher licensure graduates recommended for certification. Of those graduates, **779*** graduates were recommended for certification in more than one area as a result of graduating from a dual licensure program. **Not all states require recommendations and not all candidates request recommendations.*
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 2022-2023 year. Newer program versions will have cohort completion rates once cohorts reach their expected graduation dates. Of the programs with cohort completion rates, the expected completion timeframes are as follows: • 54 months for undergraduate initial teacher licensure programs. • Between 24-34 months for graduate-level initial teacher licensure programs. See the table below for the expected timeframes for each program. 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 Initial Teacher Licensure Programs:

Program	Expected Timeframe (Months)	100% Expected Timeframe	100-150% Expected Timeframe	Total Completion Within 150%
*Bachelor of Arts in Dance Education** *	54	42.86%	0.00%	42.86%
Bachelor of Arts in English for Secondary Education	54	10.66%	8.63%	19.29%
Bachelor of Arts in History for Secondary Education	54	12.35%	5.58%	17.93%
Bachelor of Arts in Music Education-Choral: Piano	54	*	*	*
Bachelor of Arts in Music Education-Choral: Voice	54	27.27%	0.00%	27.27%
Bachelor of Arts in Music Education-Instrumental: Brass, Woodwind, Percussion, or Strings	54	21.43%	0.00%	21.43%
Bachelor of Arts in Music Education-Instrumental: Piano	54	*	*	*
*Bachelor of Arts in Theatre Education** *	54	23.53%	0.00%	23.53%
Bachelor of Science in Biology for Secondary Education	54	23.81%	0.00%	23.81%
*Bachelor of Science in Business for Secondary Education** *	54	9.52%	4.76%	14.29%
*Bachelor of Science in Chemistry for Secondary Education** *	54	*	*	*
Bachelor of Science in Early Childhood Education	54	17.45%	5.86%	23.31%
Bachelor of Science in Elementary Education	54	29.48%	4.52%	34.00%
Bachelor of Science in Elementary Education and Special Education	54	16.61%	8.30%	24.91%
Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language	54	19.59%	6.19%	25.77%
Bachelor of Science in Mathematics for Secondary Education	54	12.69%	5.08%	17.77%
Master of Education in Early Childhood Education	29	42.12%	9.46%	51.58%
*Master of Education in Early Childhood Education (Nevada ARL)** *	30	*	*	*
Master of Education in Early Childhood Education and Early Childhood Special Education	25	18.79%	31.91%	50.71%
Master of Education in Elementary Education	30	53.33%	7.58%	60.91%
*Master of Education in Elementary Education (Nevada ARL)** *	34	*	*	*
*Master of Education in Secondary Education** *	26	49.41%	5.62%	55.03%
Master of Education in Secondary Education with an Emphasis in Humanities	27	45.95%	6.76%	52.70%
Master of Education in Secondary Education with an Emphasis in STEM	27	32.76%	8.62%	41.38%

Master of Education in Secondary Humanities Education (Nevada ARL)	29	*	*	*
Master of Education in Secondary STEM Education (Nevada ARL)	29	*	*	*
Master of Education in Special Education	29	59.60%	6.81%	66.41%
Master of Education in Special Education (Nevada ARL)	31	*	*	*
Master of Education in Special Education: Moderate to Severe	24	42.31%	15.38%	57.69%
Initial Teacher Licensure Program Total		**35.03%**	**7.39%**	**42.41%**

No cohort completion rate. Completion rates are only calculated for programs with 10 or more candidates in the cohort.

** Program retired; however, programs will be on a Teach Out Plan for all candidates enrolled. Once all candidates have completed, the program(s) will be discontinued.

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%.

College of Education initial teacher licensure programs are approved by the Arizona State Board of Education. The state of Arizona has utilized the Pearson National Evaluation System (NES) series of content and professional knowledge tests since 2013, except for early childhood testing, which uses the Pearson Arizona Educator Proficiency Assessments (AEPA).

Since the 2021-2022 year, the College of Education has implemented a variety of strategies to support candidates with passing their initial licensure examinations. These supports are regularly reviewed and compared with student data as part of the College's commitment to continuous improvement. The aggregate pass rate for all exams is 83.9%. Compared to the previous year's results, pass rates have increased in nearly every exam category. Some of the most significant areas of growth have been seen in the areas of elementary education (NT102 & NT103) and early childhood special education (AZ083).

The most recent content knowledge and professional knowledge pass rates from the 2023 Title II Report are listed below. Data below is based on program completers from the 2021-2022 year.

2021-2022 Title II Pass Rates					
EXAM TYPE	**ASSESSMENT CODE**	**ASSESSMENT NAME**	**PASSERS**	**TAKERS**	**PASS RATE**
Content Knowledge	036	Early Childhood Education	149	185	81%
	NT102	Elementary Education (Subtests I)	638	829	77%**
	NT103	Elementary Education (Subtests II)	602	811	74%**
	NT301	English Language Arts	36	39	92%
	NT302	History	34	42	81%
	NT304	Mathematics	15	18	83%
	NT305	Biology	*	5	*
	NT309	Business Education	*	4	*
	NT504	Music	*	5	*
	NT506	Physical Education	*	6	*
Professional Knowledge	030	Special Ed.: Sev. & Prof. Disabled	13	13	100%
	083	Special Ed.: Early Childhood	36	85	42%***
	093	Professional Knowledge-Early Childhood	155	184	84%
	NT051	APK Elementary	687	708	97%
	NT052	APK Secondary	249	255	98%
	NT601	Special Education	386	423	91%
Total for all exams			**3,000**	**3,574**	**83.9%**

*Pass rates are not calculated for exams with less than 10 test takers.

**The College has observed growth in pass rates for the Elementary NT102 and NT103 exams compared to the previous Title II year. To support further growth, the College has implemented a variety of approaches to increase candidate preparedness for licensure examinations. In addition to materials embedded in the elementary and special education programs, resources are available to candidates through the Student Success Center, webinars, and the library. The College has collaborated with internal and external stakeholders to increase the rigor of assignments to promote candidates' critical thinking and content application.

***The College has observed significant growth in candidate pass rates for the AZ083 exam over the last academic year as new testing supports and program revisions are implemented. The Bachelor of Science in Early Childhood Education and Early Childhood Special Education and Master of Education in Early Childhood Education and Early Childhood Special Education programs recently completed a full revision based on the results from a recent Program Review. During the revision of these programs, the rigor of assignments was increased in hopes of reaching a depth of knowledge that activates critical thinking skills for candidates as they prepare to take certification exams. In addition, content practice was added to the Legal Aspects of Special Education course to help support candidates' preparation for the AZ083 exam.

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 2022 completers indicate our initial teacher licensure 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 90.85% indicates overall satisfaction with GCU and their educational program.

ProgramType	OverallSatisfactionResponseCnt	OverallSatisfaction
TRADITIONAL	241	86.93%
NONTRADITIONAL	1,099	91.73%
Total	**1,340**	**90.85%**

An alumni survey that includes AAQEP and program-aligned questions was deployed in 2023 to gather additional information from 2022 initial program completers. Selected responses from the College of Education Alumni Survey demonstrate the degree to which program completers rate their overall preparedness to lead a classroom following program completion and how their program prepared them to be culturally responsive, utilize data to differentiate instruction, and more generally impact student learning.

Regarding impact on student learning, 90.79%* of initial teacher licensure respondents report that their program prepared them to impact student learning, with another 8.10% feeling somewhat prepared. When asked how their program prepared them to become culturally inclusive and responsive educators, 88.91%* of initial teacher licensure graduates felt their program prepared them, with another 9.98% feeling somewhat prepared. Notably, in the 2021 College of Education Alumni Survey, 76.3% of respondents felt prepared that their program prepared them to be a culturally inclusive and responsive educator; therefore, there was a significant increase Y^Y in this aspect. Alumni survey responses are used to inform program improvements throughout the year and during the university's Program Review process.

Positively Impact Student Learning	Total
Highly Prepared and Prepared	90.79%
Somewhat Prepared	8.10%
Unprepared	1.10%
Grand Total	**100.00%**

Be a culturally inclusive and responsive educator able to address diverse learner's needs	Total
Highly Prepared and Prepared	88.91%
Somewhat Prepared	9.98%
Unprepared	1.11%
Grand Total	**100.00%**

*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 information on their 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 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 2022 event was held on November 15, 2022, and the Spring 2023 event was held on March 8, 2023. Approximately 60 employers and 200 candidates attended each event. In total 57 district and school representatives in Arizona responded to survey questions.

2023 Employer Survey:
The most recent employer survey was piloted during the 2022-2023 academic year 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
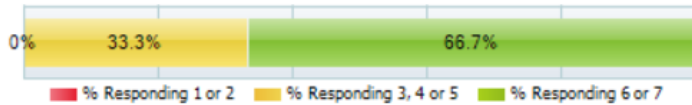
Q012. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Demonstrate effective classroom instruction
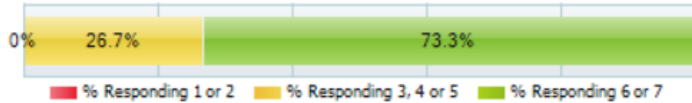
Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	1 (6.7%)
(4) Moderately	1 (6.7%)
(5)	2 (13.3%)
(6)	5 (33.3%)
(7) Extremely	6 (40%)

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

0% — 26.7% — 73.3%

■ % Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7

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

0% — 33.3% — 66.7%

■ % Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7

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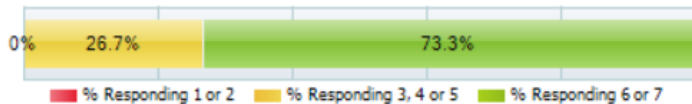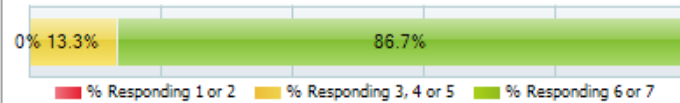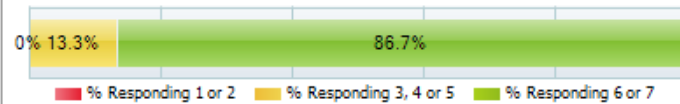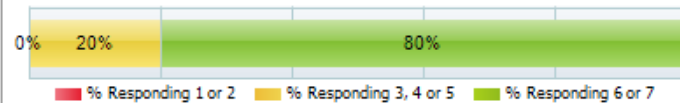
Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	1 (6.7%)
(4) Moderately	0 (0%)
(5)	3 (20%)
(6)	7 (46.7%)
(7) Extremely	4 (26.7%)

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

0% — 26.7% — 73.3%

■ % Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7

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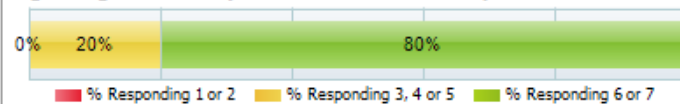
Q006. Employee Traits - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their: Commitment to their current job

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

0% 13.3%   86.7%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

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

0% 13.3%   86.7%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

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

0% 20%   80%

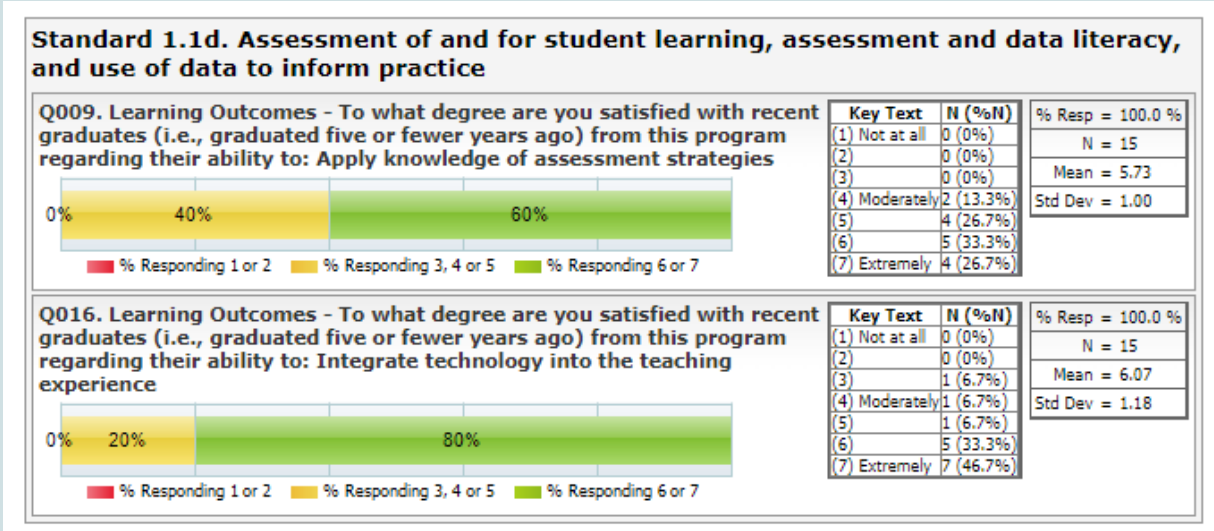■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

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

0% 20%   80%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

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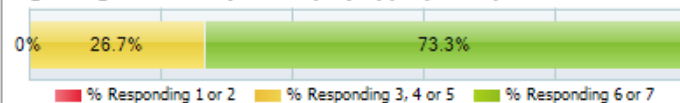
Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	0 (0%)
(4) Moderately	1 (6.7%)
(5)	3 (20%)
(6)	4 (26.7%)
(7) Extremely	7 (46.7%)

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

0% 26.7%   73.3%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

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).

Standard 1.1d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice

Q009. 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: Apply knowledge of assessment strategies

Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	0 (0%)
(4) Moderately	2 (13.3%)
(5)	4 (26.7%)
(6)	5 (33.3%)
(7) Extremely	4 (26.7%)

% Resp = 100.0 %
N = 15
Mean = 5.73
Std Dev = 1.00

0% | 40% | 60%

■ % Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7

Q016. 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: Integrate technology into the teaching experience

Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	1 (6.7%)
(4) Moderately	1 (6.7%)
(5)	1 (6.7%)
(6)	5 (33.3%)
(7) Extremely	7 (46.7%)

% Resp = 100.0 %
N = 15
Mean = 6.07
Std Dev = 1.18

0% | 20% | 80%

■ % Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7

The next planned employer survey will be sent during the 2024-2025 year. The College is actively investigating ways to expand the scale of the survey to reach 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.

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 Initial Teacher Licensure programs from the 2022 graduation year, 73.3% reported employment or graduate school acceptance near the time of program completion.

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

No 26.7%

Yes 73.3%
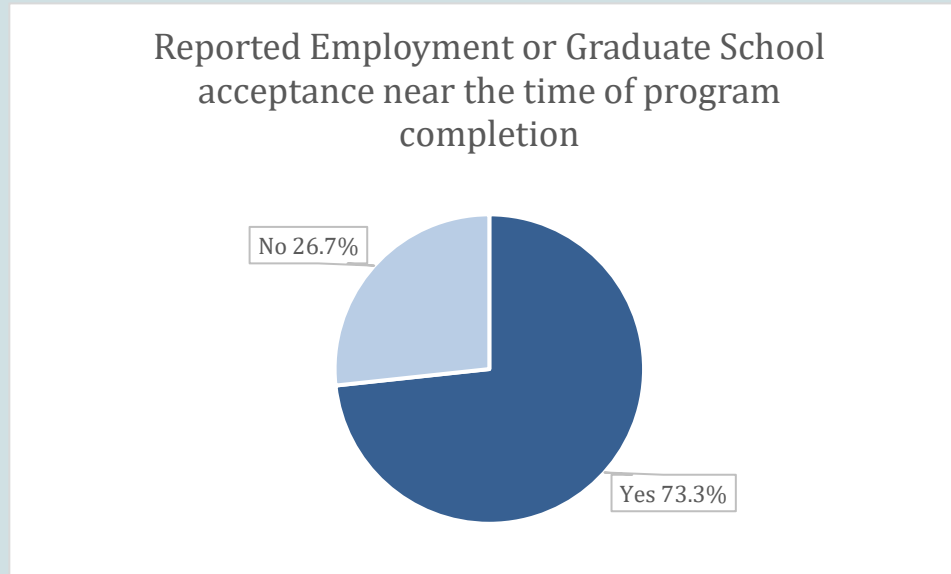
In addition to the End of Program Survey, a GCU Alumni Survey is sent to alumni at 1- and 5-years post-graduation. The survey prompts responses related to program and academic satisfaction, career readiness and advancement, and value-add of the degree completion. Based on respondents from GCU Initial Teacher Licensure programs from the 2021 graduation year, 92.2% of alumni reported employment.

Alumni Reported Employment 1 and 5 years post-graduation

No 7.8%

Yes 92.2%
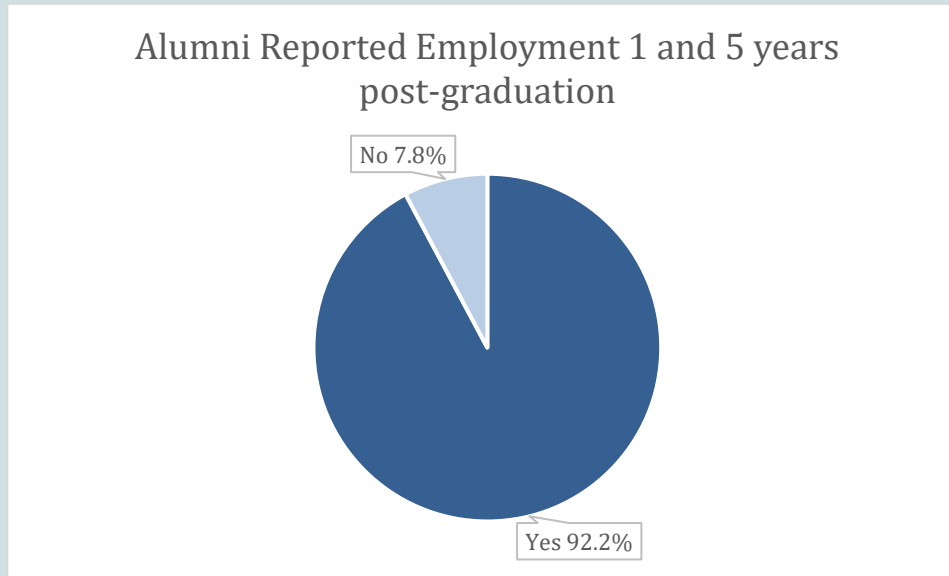
4. Candidate Academic Performance Indicators

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
Content and Professional Knowledge Testing	The College of Education uses an average pass rate of 80% as the benchmark for the two types of tests, which matches the	Since the 2021-2022 year, the College of Education has implemented a variety of strategies to support candidates with passing their initial licensure examinations. These supports are regularly reviewed and compared with student data as part of the College's commitment to continuous improvement. In the most recent Title II year, the aggregate pass rate for all exams is 83.9%. Compared to the previous academic year's results, pass rates have increased in nearly every

industry pass rate standard.	exam category. Some of the most significant areas of growth have been seen in the areas of elementary education (NT102 & NT103) and early childhood special education (AZ083).

exam category. Some of the most significant areas of growth have been seen in the areas of elementary education (NT102 & NT103) and early childhood special education (AZ083).

The most recent content knowledge and professional knowledge pass rates from the 2023 Title II Report are listed below. Data below is based on program completers from the 2021-2022 year.

2021-2022 Title II Pass Rates					
EXAM TYPE	ASSESSMENT CODE	ASSESSMENT NAME	PASSERS	TAKERS	PASS RATE
Content Knowledge	036	Early Childhood Education	149	185	81%
	NT102	Elementary Education (Subtests I)	638	829	77%**
	NT103	Elementary Education (Subtests II)	602	811	74%**
	NT301	English Language Arts	36	39	92%
	NT302	History	34	42	81%
	NT304	Mathematics	15	18	83%
	NT305	Biology	*	5	*
	NT309	Business Education	*	4	*
	NT504	Music	*	5	*
	NT506	Physical Education	*	6	*
Professional Knowledge	030	Special Ed.: Sev. & Prof. Disabled	13	13	100%
	083	Special Ed.: Early Childhood	36	85	42%***
	093	Professional Knowledge-Early Childhood	155	184	84%
	NT051	APK Elementary	687	708	97%
	NT052	APK Secondary	249	255	98%
	NT601	Special Education	386	423	91%
Total Pass Rate			3,000	3,574	83.9%

*Pass rates are not calculated for exams with less than 10 test takers.

**The College has observed growth in pass rates for the Elementary NT102 and NT103 exams compared to the previous Title II year. To support further growth, the College has implemented a variety of approaches to increase candidate preparedness for licensure examinations. In addition to materials embedded in the elementary and special education programs, resources are available to candidates through the Student Success Center, webinars, and the library. The College has collaborated with internal and external stakeholders to increase the rigor of assignments to promote candidates' critical thinking and content application.

***The College has observed significant growth in candidate pass rates for the AZ083 exam over the last academic year as new testing supports and program revisions are implemented. The Bachelor of Science in Early Childhood Education and Early Childhood Special Education and Master of Education in Early Childhood Education and Early Childhood Special Education programs recently completed a full revision based on the results from a recent Program Review. During the revision of these programs, the rigor of assignments was increased in hopes of reaching a depth of knowledge that activates critical thinking skills for candidates as they prepare to take certification exams. In addition, content practice was added to the Legal Aspects of Special Education course to help support candidates' preparation for the AZ083 exam.

	Student Teaching Evaluation of Performance (STEP)	GCU's Student Teaching Evaluation of Performance (STEP) assignment is utilized during the student teaching course at the culmination of the initial licensure program. The STEP serves as a work sample that is aligned to standards and acts as a demonstration of teaching performance by the candidate. Evaluation of each standard within the STEP is completed by the course instructor.

Student Teaching Evaluation of Performance (STEP)

The College of Education expects 80% of candidates to meet or exceed the target level of achievement for the Student Teaching Evaluation of Performance. To meet or exceed competency within each STEP standard, candidates must earn a 4 or 5 on a 5-point Likert scale. The 80% expectation is a standard target amongst GCU assessments and is consistent with the industry-standard for evidence of competency.

GCU's Student Teaching Evaluation of Performance (STEP) assignment is utilized during the student teaching course at the culmination of the initial licensure program. The STEP serves as a work sample that is aligned to standards and acts as a demonstration of teaching performance by the candidate. Evaluation of each standard within the STEP is completed by the course instructor.

In the 2022-2023 academic year, over 91.59% of candidates met or exceeded the expected competency level on the Student Teaching Evaluation of Performance. This far exceeds the 80% threshold we have set for our candidates.

The table below illustrates candidate performance on each standard within the STEP. Results are generally consistent from the Fall to Spring semesters and compared to the previous academic year, candidate outcomes improved in all areas of the STEP.

Student Teaching Evaluation of Performance (STEP)	Fall 2022 % Met / Exceeded	Spring 2023 % Met / Exceeded
STEP Standard 1 - Contextual Factors: Knowing Your School and Community	96.97%	96.84%
STEP Standard 2 - Writing Standards-Based Measurable Objectives and the Learning Goal	91.65%	88.89%
STEP Standard 3 - Assessment and Data Literacy	88.83%	87.92%
STEP Standard 4 - Unit and Lesson Planning	88.96%	88.04%
STEP Standard 5 - Implementation of Instructional Unit	86.75%	86.48%
STEP Standard 6 - Analysis of Student Learning	96.47%	96.10%
STEP Standard 7 – Reflecting on Instruction to Improve Student Progress	93.89%	95.21%
Grand Total	**91.82%**	**91.34%**

Clinical Practice Evaluations	The College of Education expects 80% of candidates to meet or exceed the target level of achievement on the final student teaching evaluation. To meet or exceed competency, candidates must earn a score within the "Target" or "Distinguished" categories on the rubric.	The student teaching evaluations, aligned to InTASC standards, are one measure of teacher candidate content, pedagogy, and professionalism. Clinical Practice Evaluation 4 provides a summative measure of candidate performance on the InTASC standards. During the fourth and final Clinical Practice Evaluation during the student teaching experience, the GCU Faculty Supervisor evaluates the teacher candidate on the InTASC standards. This allows for better understanding of teacher candidate performance in the field directly correlated to key areas needed for effective teaching.

AAQEP 1.a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought

InTASC Standards 4 and 5 (Content Knowledge and Application of Content) within the Clinical Practice Evaluation provide one measure of candidates' content and pedagogical knowledge, specifically candidates' understanding and ability to apply the central concepts and structures of the content area or areas. The College of Education closely assesses the performance of its teacher candidates on these standards. Data in the table below shows the percentage of teacher candidates who have met the college expectation by earning a score within the "Target" or "Distinguished" categories. College of Education teacher candidates continue to exceed expectations in these areas.

Clinical Practice Evaluation – InTASC Standards 4 and 5

Clinical Practice Evaluation 4 InTASC Standards 4 & 5		Content Knowledge			Application of Content	
Semester	Total N	InTASC 4.1	InTASC 4.2	InTASC 4.3	InTASC 5.1	InTASC 5.2
Fall 2022	2,000	98.9%	99.1%	99.0%	98.3%	98.1%
Spring 2023	1,839	99.1%	99.1%	99.1%	98.8%	98.6%
Grand Total	3,839	99.0%	99.1%	99.0%	98.5%	98.4%

AAQEP 1.b. Learners; learning theory, including social, emotional, and academic dimensions; and application of learning theory

A central way the College of Education measures learners' knowledge, learning theory, and the application of learning theory in teacher candidates is through the assessment of InTASC Standards 1 and 2 (Student Development and Learning Differences) within the Clinical Practice Evaluation, specifically examining candidates' understanding of unique developmental processes and social, emotional, and academic needs.

Data in the table below shows the average performance of our teacher candidate related to Student Development and Learning Differences by semester. The minimum threshold for these standards is set at 80% and candidates continue to meet expectations for these standards.

Clinical Practice Evaluation – InTASC Standards 1 and 2

Clinical Practice Evaluation 4 InTASC Standards 1 & 2		Student Development		Learning Differences		
Semester	Total N	InTASC 1.1	InTASC 1.2	InTASC 2.1	InTASC 2.2	InTASC 2.3
Fall 2022	2,001	98.8%	99.2%	98.8%	98.8%	99.0%
Spring 2023	1,839	99.0%	99.1%	98.5%	98.7%	98.8%
Grand Total	3,840	98.9%	99.2%	98.6%	98.7%	98.9%

AAQEP 1.d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice

The College of Education measures its teacher candidates' understanding of assessment of and for student learning, data literacy, and the use of data to inform practice. In the Clinical Practice Evaluation, InTASC Standard 6 focuses on multiple means of assessing student learning, monitoring growth, and adjusting instruction as a result of assessment data.

Data shown in the table below shows the average performance of our teacher candidate related to Assessment by semester. The minimum threshold for these standards is set at 90% and candidates continue to meet expectations for Standard 6.

Clinical Practice Evaluation – InTASC Standard 6

Clinical Practice Evaluation 4 InTASC Standard 6		Assessment		
Semester	Total N	InTASC 6.1	InTASC 6.2	InTASC 6.3
Fall 2022	2,001	98.6%	98.7%	98.7%
Spring 2023	1,837	98.7%	98.6%	98.6%
Grand Total	3,838	98.6%	98.6%	98.6%

AAQEP 1.e. Creation and development of positive learning and work environments

InTASC Standard 3 emphasizes building learning environments that are engaging, positive, and focused on self-motivation. Clinical Practice Evaluation 4 specifically asks the GCU Faculty Supervisor to evaluate the teacher candidate on Learning Environments via InTASC Standard 3, including both subsets in Standard 3. The following summarizes assessment results for InTASC Standard 3 for both semesters of academic year 2022-2023. The results are consistently above our expectation.

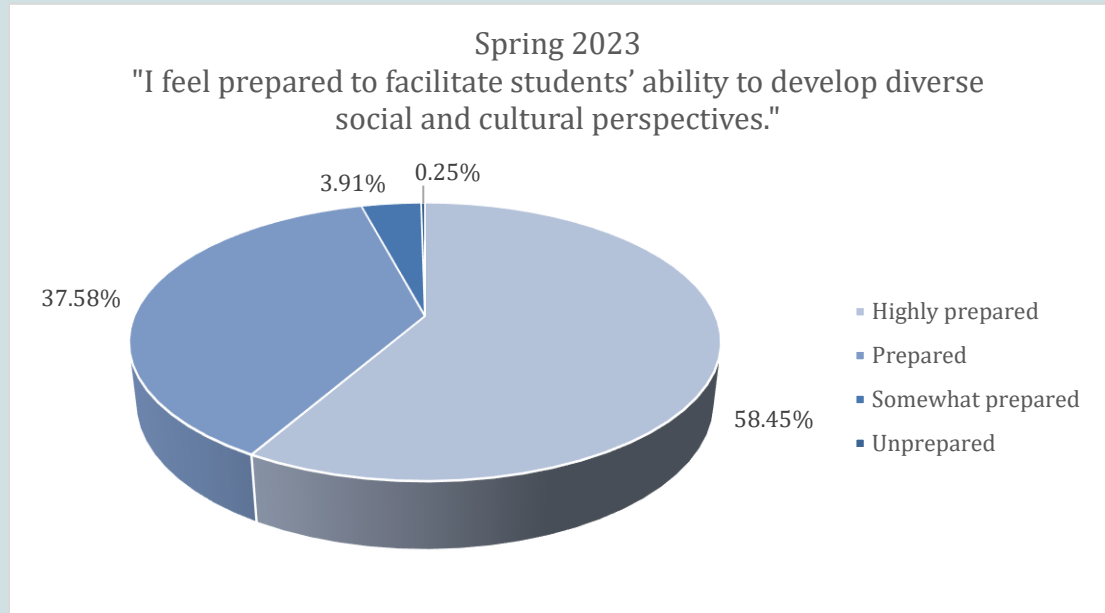**Clinical Practice Evaluation – InTASC Standards 3**

Clinical Practice Evaluation 4 InTASC Standard 3		Learning Environments	
Semester	Total N	InTASC 3.1	InTASC 3.2
Fall 2022	2,001	99.2%	99.4%
Spring 2023	1,839	99.1%	99.4%
Grand Total	3,840	99.1%	99.4%

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
GCU College of Education Teacher Preparation Programs Questionnaire	By the end of program completion, the College of Education expects that 80% of candidates will perceive themselves to be prepared or highly prepared in this area.	The College of Education Teacher Preparation Program Questionnaire seeks to gather data on Teacher Candidate perceived level of preparedness upon completing the student teaching experience and entering the classroom. This survey is administered during the final week of the student teaching experience. In alignment with AAQEP standard 2.d, and in an effort to understand how our teacher candidates, influence international and global perspectives in their classrooms, question 7 asks candidates to rate the following: *"I feel prepared to facilitate students' ability to develop diverse social and cultural perspectives."* In the Fall 2022 and Spring 2023 semesters, completers were asked to provide information on how prepared they were to facilitate their students' ability to develop diverse social and cultural perspectives. In the Fall 2022, 96.20% of respondents felt prepared or highly prepared in this area. Fall 2022 "I feel prepared to facilitate students' ability to develop diverse social and cultural perspectives." 3.74% 0.18% 37.35% 58.85% Highly prepared Prepared Somewhat prepared Unprepared n=1,684

In Spring 2023, 96.03% of respondents felt prepared or highly prepared. Results met and exceeded the minimum expectation that 80% of candidates perceive themselves to be prepared or highly prepared in this area.

Spring 2023
"I feel prepared to facilitate students' ability to develop diverse social and cultural perspectives."

3.91%   0.25%

37.58%

58.45%

- Highly prepared
- Prepared
- Somewhat prepared
- Unprepared

n=1,604

Response to Question 7	Fall 2022	Spring 2023
Highly prepared	58.85%	58.45%
Prepared	37.35%	37.58%
Somewhat prepared	3.74%	3.91%
Unprepared	0.18%	0.25%
Grand Total	100.00%	100.00%

The College of Education continues to look for ways to prepare candidates in this area questionnaire during the upcoming semesters to evaluate additional action steps needed to broaden Teacher Candidates' international and global perspectives.

College of Education Alumni Survey	The College of Education expects that 80% of alumni will report that their instruction had an impact on student learning.	The College of Education surveys alumni on an annual basis to gather data on how initial licensure programs have impacted various aspects of candidate instruction and preparedness to teach. Alumni surveys are deployed to program graduates one year after program completion. For the scope of this report, alumni surveys were sent in 2023 to graduates from the 2022 year. 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 ***"Did your program prepare you to positively impact student learning?"*** In the most recent survey of 2022 program graduates, 90.79% of respondents reported a positive impact on student learning citing evidence such as learning effective teaching strategies, strategies and interventions for both student and family support, setting expectations in the classroom, building relationships with their students, etc. Specific feedback includes: *"I am able to use the classroom management skills I learned to provide a better environment in my class."* and another response to highlight is: *"I am a kindergarten teacher at a private school, so being able to create a nice, comfortable environment for the students impacts their learning because they want to learn!"*
		 Positively Impact Student Learning 8.10% 1.10% 90.79% ■ Highly Prepared and Prepared ■ Somewhat Prepared ■ Unprepared

		Completer feedback from alumni surveys is used within our annual program revision and review processes to inform program improvements.

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 initial programs.

Progress
- **Academic Progress**
  - **Testing Content and Support**: In an effort to increase preparation for professional examinations, the College continues to work on multiple testing initiatives with two major components. The first component involves the inclusion of testing content and practice in coursework and the second involves testing practice support and opportunities outside of the course requirements. The College is currently developing extra support for candidates regarding content knowledge certification tests. These supports range from testing practice opportunities, test information gathering, reflections, and personal success plans. The type of training that is implemented in the program depends largely on the requirements and needs of each licensure program.
    - *Testing Content In Coursework*: As part of the College of Education's commitment to continuous improvement and in support of the exam preparation of our teacher candidates, the College has also implemented course level changes that will be effective beginning in the 2023-2024 academic year.
      - **Programmatic Changes:** The College of Education, in collaboration with textbook publishing partners and subject matter experts, is developing test preparation content for programs under revision from the 2022-2023 academic year forward. The programs revised thus far include the Early Childhood Education, Elementary Education, Elementary and Special Education Dual Licensure, Special Education, and Secondary Education programs at both the undergraduate and graduate levels. Test preparation content is presented in each course with standard learning objects (SLOs), assignments emphasizing critical thinking and application, and content

quizzes. Standard learning objects are interactive media pieces that enable candidates to engage with course content as flashcard sets, sequencing tools, and multiple-choice quizzes. Content for SLOs is determined and developed through collaborative efforts between curriculum designers and subject matter experts (SMEs) using reference materials when appropriate. Test questions for content quizzes are developed by SMEs and collected from course textbooks with a focus on content knowledge as well as professional practice. These concepts are also addressed through added rigor in course assignments, particularly through case studies. All test preparation content is aligned with the focus of the course to provide meaningful practice that both enhances the student learning and prepares for licensure examination.

- **Course Embedded Exam Preparation:** The College is developing licensure examination preparation opportunities which will be embedded in all initial licensure programs. The test questions and answers in these assessments are created using artificial intelligence (AI) as an instructional tool and resource. Generative AI technology offers a unique opportunity to present candidates with a condensed aggregate of the style of questions they will see on several national certification tests. To ensure accuracy and quality, these questions and answers are validated by subject matter experts. The College of Education is committed to providing a reliable and effective assessment process that combines the benefits of AI technology with human expertise to ethically deliver quality educational outcomes. Moreover, the licensure exam preparation includes a reflective component designed to guide candidates in understanding the specific licensure requirements for the state in which they intend to certify as well as their individual strengths and areas of need in content knowledge.

- *Testing Support Outside Coursework*: In the 2022-2023 year, the College has implemented a variety of strategies aimed at supporting candidates in their journey towards licensure exam success. Some strategies include:
  - **Academic and Career Excellence (ACE) Support:** The College works alongside the Academic and Career Excellence (ACE) center to offer test preparation sessions for candidates.
    - The first session for candidates is a "Test Prep Roadshow" in which ACE leaders visit classrooms to offer a beginner test preparation session to help candidates determine which test they should be preparing for, locate study resources, and make a timeline to test completion. Courses were identified by the College as early in candidates' course walks. In this way, test preparation support is offered towards the start of candidates' programs of study.
    - The second ACE session for candidates was an "after dark" series in which candidates attend a session in the evening. This session allowed candidates to prepare for their content knowledge tests, which included an overview of test structure, location of resources, and practice questions.
  - **Explore More Sessions:** The College of Education's Explore More sessions are on-demand videos, as well as in-person sessions, 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.
  - **Teacher Certification Preparation (TCP):** In partnership with McGraw-Hill, the College of Education developed the Teacher Certification Preparation (TCP) offering designed to help candidates prepare for the elementary

math, science, and the arts, health and fitness portions of teacher certification subject knowledge exams. This offering includes a variety of subject knowledge questions aligned to teacher certification exam competencies as well as pre- and post-exams to help candidates track individual progress. This offering is provided to all candidates enrolled in academic programs centered around Elementary Education and has been available since August 2021. In July of 2023, the College officially removed the McGraw Hill testing practice opportunity, in an effort to streamline resources for candidates, and focused its efforts on incorporating testing practice in each course for all licensure programs and continuing to develop relationships with third party testing practice organizations.

- **Testing Support Plan (TSP) Modules:** The College of Education developed virtual modules with an aim to introduce teacher candidates to exam preparation tools, topics to study, and practical tips for success. These modules are offered as an additional layer of support for teacher candidates in the following programs: Early Childhood, Elementary, Secondary, and Special Education.
- **240 Tutoring**: In addition to the resources Grand Canyon University provides, the College collaboratively worked towards enhanced opportunities with test preparation organization, 240 Tutoring. The resources this external party provides are robust, state-specific and the structure mirrors that of the state certification exams. A targeted pilot group of College of Education candidates were provided complimentary subscriptions to assist in evaluating the quality of the product. Through this continued initiative, College of Education candidates are provided access to 240 resources at a discounted rate. Finally, the College is continuing to establish an embedded and streamlined process around candidate access to 240 Tutoring.
- **Digital Resources:**
  - **Library Guides:** The College of Education worked in collaboration with the GCU Library to uncover key resources around educator certification exam preparation. The curated resources were compiled into "Library Guides" specific to test preparation, practice exams, texts, etc. for key content/grade range bands. 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 in successfully preparing and passing educator certification exams, the College has curated, updated, and created robust digital educator certification test preparation 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.

  - **Partnerships for Program Revisions:** In Fall 2022, the College of Education, working in partnership with educational partner Grand Canyon Education's Curriculum Design and Development department, created and/or revised 106 course versions. In addition, five programs were created/revised with an effective date between July 1, 2022-December 31, 2022. In the Fall 2022

semester, the College resolved 226 cases related to course content, including requests to update broken hyperlinks, templates or rubrics, and instructor resources. In the Spring 2023 semester, the College created/revised 128 courses. In addition, 17 programs were created/revised with an effective date between January 1, 2023-June 30, 2023. The College resolved 410 cases related to course content between January 1, 2023-June 30, 2023. Throughout the 2022-2023 school year, 55 programs were in development.

- o **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 2022, COE completed seven program reviews, which includes three Initial Teacher Licensure (ITL) programs. Reviewed programs include: Bachelor of Science in Educational Studies, Bachelor of Science in Elementary Education (ITL), Bachelor of Science in Elementary Education with an emphasis in Christian Education (ITL), Bachelor of Science in Elementary Education with an emphasis in ESL (ITL), Master of Arts in Autism Spectrum Disorders, Master of Arts in Curriculum and Instruction, and a Master of Arts in TESOL. In 2023, COE will complete seven additional program reviews. These include the Bachelor of Science in Elementary Education and Special Education (ITL), Bachelor of Science in Elementary Education with an emphasis in STEM (ITL), Bachelor of Science in Elementary Education with an emphasis in Teaching Reading (ITL), Master of Arts in Reading for Elementary Education, Master of Arts in Reading for Secondary Education, Master of Education in Special Education-Mild to Moderate (ITL) and the Master of Education in Special Education-Mild to Moderate Non-Initial Teacher Licensure (NITL).

- o **Revision of the Student Teaching Course E-Book:** The College has worked to revise an existing textbook for all teacher candidates completing the student teaching course. A first phase revision has been completed to incorporate updated terminology and a timeline has been established to align with the revision of the current student teaching courses. An additional revision has been discussed; however, major revisions of the student teaching courses are currently underway and these need to be completed before the next revision of the e-book can take place. There is a tentative date to begin this second revision in late 2024 or early 2025.

- o **Professional Practices Committee (PPC)/Personal Improvement Plan (PIP) Process and Training Resource Development:** In the instance that a candidate does not have a successful student teaching attempt, the College of Education conducts a review process to determine necessary support for candidates. It is important to note that only about 4% of overall student teachers experience an unsuccessful student teaching attempt. An unsuccessful attempt may include a cancellation of a placement within 30 days of placement start, self-termination, termination, or a failure of the online student teaching course. The College of Education's Professional Practices Committee reviews the unsuccessful attempts at student teaching when there were issues or concerns within the placement and carefully deliberates on the best course of action for program progression. In making their determination, the committee considers the severity of the offense as well as the Teacher Candidate's academic history. The PPC may require the teacher candidate to complete coaching and/or remediation through a Personal Improvement Plan (PIP) as additional support to best prepare the Teacher Candidates for a future attempt. If required by the Professional Practices Committee, a Personal Improvement Plan (PIP) must be successfully completed to be eligible for a second and final attempt at student teaching. Throughout the four-week PIP, the teacher candidate will work with the College of Education to reflect on and remediate any areas of improvement to prepare for the next student teaching attempt. Out of nearly 4,000 candidates who entered student teaching in the Fall 2022 and Spring 2023 semesters, about 160 had an unsuccessful attempt at student teaching. 46 Fall 2022 and 16 Spring 2023 teacher candidates were required to complete a PIP. Roughly half of those that were required to complete a PIP have successfully done so. The College is analyzing past and current trends of unsuccessful attempts and remediation plans to better understand the decline in Spring 2023 PIPs. The remaining teacher candidates will be required to complete the PIP prior to further progress or will be coached into a non-initial teacher licensure

program. The College continues to provide trainings, resources, and support to the PIP Facilitators. In the upcoming year, the College is looking to come alongside university processes to streamline and align with other Colleges' Professional Practices Committees (PPCs).

- o **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 stakeholders 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 assessment will be developed by subject matter experts, followed by a formal peer review and college approval process before implementation into the respective programs.

- **Co-Curricular Progress:**
  - o **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 Arizona's 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 continuity and relevance of content to the curriculum and assessments used in courses. Specifically related to the Science of Reading, the Lopes for Literacy YouTube channel has featured seven videos sharing information including Scarborough's rope and phonological awareness, The Lopes for Literacy Committee is also working to develop teacher candidates to be agents of change for education. The Committee launched a revamp of the Lopes for Literacy Facebook page, which now has 585 members. Followers interact on posts, sharing fiction and nonfiction literature related to current events and holidays that can be used by educators and families to increase literacy.
  - o **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.
  - o **Educators Rising:** The COE's collegiate chapter of the national Educators Rising organization 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 candidates also attend and compete in the state and national Educators Rising conference. Competitions include lesson planning, ethical debate, and creating children's literature.
  - o **Impact Club**: The Impact Club is a student chapter of the Christian Educators Association. Through this club, campus and online candidates 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 candidates and families are able to take necessary items.
- **Community Support Progress**
  - o **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 stakeholders 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:**
  - o **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 2023, the College continued to participate in presentations to share scholarship and best practices with other educator preparation programs. Presentations of note include the Key Ministry Conference where Dr. Rebekah Dyer presented on Autism Inclusion in Higher Education. The College also had two presentations at the AAQEP Quality Assurance Symposium, sharing experiences with partnerships and residency models. The College also had a large presence at the Educators Rising National Conference in Orlando, FL, delivering a total of 4 presentations. Dean Dr. Meredith Critchfield presented on a panel for the plenary session at AACTE's inaugural convening on character formation in education.
    - ▪ **Publications:** The College faculty and staff was published widely in 2023. Notably, faculty members such as Dr. Lynn Basko wrote an article for the *Journal of Scholarly Engagement* on best practices for increasing student persistence through teacher engagement. Dr. Rebekah Dyer completed a textbook chapter for the Joni and Friends Beyond the Suffering Curriculum, titled *Supporting Individuals with Autism in the Church*. 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*.

- Arizona Department of Education's Recently Approved Programs: During the 2022-2023 academic year, the College submitted several programs to the Arizona Department of Education for approval of the revisions. These programs include the Master of Education in Elementary Education, Bachelor of Arts in Music Education, Bachelor of Science in Physical Education, Bachelor of Science in Early Childhood Education, Master of Education in Early Childhood Education, Bachelor of Arts in Secondary Education with Emphases in English, Dance, History, and Theater, Bachelor of Science in Secondary Education with Emphases in Math and Biology. Each of these revisions includes an update to the most current standards as well as content and all new Arizona Department of Education regulations. Additionally, emphasis was placed on digital literacy for educators and preparing candidates for a variety of education settings. Each of these program revisions has been approved by the Arizona State Board of Education following a recommendation from the Arizona Department of Education.
- Relevant Resources on Student Success Center (SSC): The College updated material and resources located on the Student Success Center. These updates included, but are not limited to, additional resources on Canyon Center for Character Education (CCCE), certification exam preparation, and expectations around educator professionalism.
- Policy Updates: To improve transparency and candidate experience, COE revised vital policies in the University Policy Handbook. 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, and faculty. The following policies were updated to align with the most current practices and processes related to student teaching:
    - *Basic Skills and Content Area Exams (undergraduate and graduate)*
    - *COE Practicum/Field Experience policies (undergraduate and graduate)*
    - *COE Master's Degree and Graduate Certification Admission Requirements*

  The College continues to review University policies and is currently updating current the following policies: Candidate Fingerprint Clearance, Educational Administration policies, Graduate Admissions, Paid Opportunities, and TEACH Grant policies.
- Faculty Site Supervisor Evaluation, Survey, and Feedback Process: To collect and review feedback for continuous improvement, the College has implemented faculty site supervisor evaluations and surveys. The College continues to conduct regular evaluations to provide further support, consistency, and feedback with GCU faculty supervisors. Additionally, the College collaborated to develop an updated survey to be sent out to all cooperating teachers to gather feedback on the student teaching experience, including their involvement and feedback with the faculty site supervisor. The survey was sent in Summer 2023 and from there, on a semester basis.
- 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 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 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 February and March 2023 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 training included an in-depth discussion on candidate professionalism, certification exam preparation, practicum/field experiences updates, College of Education policies, and additional 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 not only assists counselors in informing potential COE candidates and providing guidance to those to enter into 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 Training**: 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 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 to address teacher shortages in Arizona.

- **Student Teaching Training:** The College supports training for teacher candidates, student teaching faculty, GCU faculty supervisors and cooperating teachers in the field. The College hosted student teaching orientations for all registered student teachers in both fall and spring sessions. Candidates attend the orientation to obtain an overview of the student teaching experience, expectations, best practices and to help candidates better prepare and successfully complete student teaching. Additionally, the College held kick-off webinars for both the student teaching faculty cadre and GCU faculty supervisors. Webinars assist in providing an overview of faculty/supervisor expectations, important reminders on best practices, and helpful resources. In addition, the College supported cooperating teachers at partnering schools and districts with paperwork, training, and fielding individualized questions and supports. These supports allow for norming responsibilities that may include evaluation processes, communication expectation, and overall candidate support.

- **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.

o **Program Standards and Evaluation Committee (PSEC):** Over the previous year, the Program Standards and Evaluation Committee (PSEC) has made a concerted effort to increase diverse representation and membership. 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.

o **Collaborative Communities:** The College of Education developed a virtual space for faculty 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 COE 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, assignment norming, and much more. These facilitators also serve as a point of contact for all faculty with questions pertaining to course content.

- **Co-Curricular Accomplishments:**
  - **Student Teaching Celebration:** To recognize teacher candidate accomplishments and uplift teaching as a profession, the College hosts a semi-annual student teaching celebration and pinning ceremony for traditional campus candidates. The celebration welcomes over 50 student teachers each semester who successfully complete their student teaching experience and will be entering the field of education as professionals. The event includes sharing the post-graduation plans and opportunities for candidates, a celebration of the work done in classrooms over the semester, and inspirational words from COE graduates and stakeholders. This initiative honors and supports future educators and allows networking opportunities with current education leaders and recently graduated student teachers. The event concludes with a pinning ceremony in which each teacher candidate is given a COE branded pin and renews their dedication through the COE pledge.
  - **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 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 stakeholders. One hundred and fifteen attendees from around the United States attended the Fall 2022 Dean's Speaker Series and roughly 300 attended the Spring 2023 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.
- **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 stakeholders in the local and national education field, comprised of alumni, local 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 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.
  - **Canyon Global Educators:** The Canyon Global Educators team traveled to Spain in May 2023. College faculty and candidates from College of Education programs helped prepare for work with second language learner immigrant students and adults. This opportunity not only served the greater global community, but also provided College of Education candidates with ample experiences in teaching speakers of other languages, gaining cultural and diverse experiences.
  - **Canyon Center for Character Education:** Since March of 2023, the Canyon Center for Character Education has connected with 81 LEAs to share resources and support them in a collaboration effort. The CCCE has provided professional development for 3 schools in support as they determine their core values. The CCCE has an official, partnerships with 7 LEAs, are learning from 8 LEAs in partnership, has featured 4 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:**
  - **State-Specific Programs:** The university initiated a state specific approach to teacher licensure programs. In partnership with the Curriculum Design and Development team and State Compliance, the College is in the process of developing programs to meet the specific requirements for multiple subjects and educational specialist credentials in California. Teaching credential requirements and California Department of Education program submissions processes were researched by the State Compliance and College to identify a program of study that served the population of candidates residing in California seeking initial licensure teacher preparation programs. California teacher performance expectations (TPE's) were examined and aligned with Arizona teacher preparation standards to determine the appropriate program of study utilizing approved COE courses with newly developed courses meeting specific California content. State-specific programs will be a continued process moving forward for the College. Future state-specific programs will be determined through a newly formed process between State Compliance, Regional Directors of Operations (RDO's), and the College of Education. Data will be reviewed based on potential student enrollment, employment opportunities within the individual states requested, and the process of submitting programs for approval. The collective team will continue to monitor data to determine future state-specific initiatives.
  - **Practicum/Field Experience Updates:** The College has outlined a revision for the practicum/field experience requirements within all initial licensure programs. To provide additional application opportunities within the field, the transition in practicum/field experience discussion will include 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 that more required hours in a single setting is beneficial to the mentor, teacher candidate, and K-12 students. Programs revised beginning in Fall 2022 follow this new practicum/field experience structure, with the first program implemented in July 2023.
  - **Go React Technology:** The college is piloting an external tool to better review and share feedback with candidates through video. The video tool will be utilized in method courses, both for the traditional and non-traditional campus. With the success of Go React, the college is researching other possible applications and partnerships to further connectivity between candidates and instructors.
  - **Voice Thread Pilot Part 1:** The college, in collaboration with Curriculum Design and Development, piloted the use of Voice Thread within the University Success Course (UNV-108) with a dedicated instructor. Aimed to assess the platform's user-friendliness and integration potential and looking into its viability for enhancing the online learning experience. The instructor was able to leverage Voice Thread to craft insightful video presentations, strategically guiding candidates through course content and assignments. Additionally, the use of Voice Thread facilitated a seamless experience for candidates to submit video assignments and allowed for personalized, time-stamped, feedback from faculty.

- o **Voice Thread Pilot Part 2:** To expand on part 1 of the Voice Thread Pilot, the college, in collaboration with Curriculum Design and Development, piloted the use of Voice Thread within the University Success Course (UNV-108) with 7 instructors in the Topic 5 Dispositions to Teach Video. Candidates were required to submit their video through Voice Thread and the 7 dedicated faculty returned personalized, time-stamped feedback.
- o **Interactive Media Pieces:** In collaboration with subject matter experts (SMEs), the College has developed several interactive media pieces to present content. These media pieces enable candidates to review concepts, such as writing learning objectives and the I.D.E.A. disability categories, through a collection of written statements, linked resources, videos, and images. Additionally, there are options for candidates to sequence concepts and complete self-grading quizzes which provide feedback. These media pieces are embedded in courses for initial content as well as a review of concepts. Moreover, the College is working to add the interactive media pieces to the Student Success Center as these are finalized. The College believes presenting the content in this format will enable candidates to engage in higher-level activities with concepts in course assignments. Furthermore, the review of concepts in later courses and access to materials through the Student Success Center will enable candidates to explore key concepts of education throughout their programs, building stronger connections between foundational pedagogy skills and application in instruction.
- o **Pathways to Licensure:** In response to the national teacher shortage crisis, the College continues exploring alternative pathways to licensure. Using feedback from stakeholders 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.
- o **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. These technological improvements will include the real-time electronic tracking of time requirements for student teaching and educational administration programs.
    - **Alternative Pathway Reporting:** With assistance from the technology department, the College revised and improved a real-time web report showcasing data to proactively monitor and support candidates in alternative pathway programs, including the Arizona Alternative Teaching, Arizona Student Teaching Interns, Arizona Canyon L.E.A.P. to Teach and Nevada ARL programs. This innovation allows the College and counselors to better track and utilize consistent information and data regarding these candidates.
- o **Alternative Pathways to Educator Licensure:**
    - **Arizona Student Teaching Intern Certificate**: GCU worked with local districts and other state entities to meet the needs of the local teacher shortage to develop a Student Teaching Intern Certificate that allows candidates to fill open positions in local schools, provided they meet specific requirements as outlined by AZ Department of Education and fulfill the requirements of their institution of higher education. Since Fall 2017, nearly 230 GCU Student Teaching Intern candidates have filled these positions in local schools. This includes 22 candidates in the 2022-2023 school year.
    - **Canyon L.E.A.P. to Teach**: To fill gaps in the field of education, GCU partnered with local districts and Arizona Department of Education to create a local alternative pathway to teaching for GCU candidates. Since Fall 2020, over 30 local districts/charter schools have partnered with the College of Education to support candidates through the Canyon Local Education Agency Pathway (L.E.A.P.) to Teach graduate certificate program pathways. Close to 40 candidates have now completed these pathways, which includes 8 candidates in the 2022-2023 school year.

- **Arizona Alternative Pathway**: GCU's longest-running alternative pathway to teacher certification was created to align with the AZ Department of Education's Alternative Teaching Certificate (previously called the Arizona Intern Certificate). Candidates going through eligible GCU graduate licensure programs are approved to teach full-time in Arizona classrooms on this certificate while completing their programs. Since 2014, nearly 1,010 candidates have taught on this certificate. This includes 102 candidates in the 2022-2023 school year.
- **Nevada ARL**: In 2018, GCU partnered with the Nevada Department of Education to create specific graduate licensure programs that allowed candidates to teach on the Nevada Alternative Route to Licensure (ARL) teaching license. This alternative pathway helped fill teaching positions in high-needs areas in Nevada schools. Since 2019, over 50 candidates have filled these positions, which includes 23 in the 2022-2023 school year.

- **Local School Embedded Partnerships:** The College of Education's conceptual framework heralds learning, leading, and serving. As such, intentional partnerships with local schools and districts are critical. These partnerships are typically grown from a need that local schools or districts have that they believe the College of Education programs and their graduates could help fill. The embedded partnership model the COE established many years ago continues to be a successful addition to local school communities.
  - Instructional Assistants/Paraprofessionals: Dr. Jim Mostofo has partnered with two local charter schools, Empower College Prep and Glenview Preparatory Academy, to support candidates who are working in classrooms as instructional assistants/paraprofessionals. About 20 candidates are observed and coached by Dr. Mostofo as they work with small groups and/or implement lessons to provide real-time coaching and support.
  - In another example, faculty member Professor Jena Akard has partnered with a local elementary school, Westwood School, to embed candidates in classrooms. GCU candidates meet at Westwood once per week for their class period and implement lessons either small group or whole group. They work with the classroom teacher of record to identify standards to be taught as well as modify and implement school curriculum. Professor Akard guides candidates as they navigate planning lessons and analyzing student data, and coaches' candidates as they implement lessons.
  - BALSZ School District: Dr. Nydia Palomino and Professor Nathan Hollis II have partnered with Brunson-Lee elementary school in the Balsz School District to provide after-school tutoring and Conflict Resolution training. Monday through Thursday, the 10 GCU candidates meet at Brunson-Lee school to offer tutoring to students that have been selected as part of this program by their teachers. The candidates also received Restorative Justice training that they enact with students to guide them through conflict resolution and creating positive mindsets about learning.
  - Victory Autism Academy (VAA): Professor Jennifer Jakobi has partnered with Victory Autism Academy to give GCU candidates experiences with the Autism population and experience in implementing lessons and programs with students. 25 candidates meet at VAA once a week to work with students, observe teachers, and collect data about student goals and progress. This information is used in the GCU classroom to write lessons, mock IEPs, and practice implementing ABA programs.
  - Emergency Substitute Teacher Partnership: The Emergency Substitute Cohort is offered to eligible candidates who have completed the necessary courses to effectively enter the classroom as a substitute teacher. Candidates are paired with a faculty advisor and assigned to a school district where they will serve as a substitute. Candidates receive their emergency substitute certification through the Arizona Department of Education. Candidates participating in this residency serve schools as paid substitute teachers while also completing field experience hours required for coursework. Candidates are supported by regular check-ins and coaching from their faculty advisor and school administrators. In Fall 2022, over 70 candidates participated in this residency, partnering with 7 school districts, serving Pre-K-12 populations.

- **Co-Curricular Innovation:**
  - **CEEDAR Partnership:** In the past year, the College of Education has increased participation 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. As members of this organization, the College of Education engages in collaborative discussions with representatives from other Arizona institutes of higher education (IHE) on practices surrounding special education teacher preparation and retention. These collaborations address topics related to programming, candidate field experiences, and assessment practices within educator preparation programs as well as national and state regulations and trends. Moreover, members of ACEPP are invited to conferences as presenters and participants, such as the National CEEDAR Convening, which facilitates collaborations with educator preparation providers and state agency representatives across the country. This larger collaboration is further supported through Topical Action Groups (TAG) led by CEEDAR. During TAG meetings, individuals from CEEDAR chapters across the country discuss challenges and opportunities for specific aspects of special educator preparation and retention. Through participation with ACEPP and CEEDAR, the College stays abreast of issues facing special education teachers, builds scholarship, and establishes a supportive network with other IHEs and state agencies. Focus this last year has been to continue work within AZ Blueprint and goals presented, such as continuing to support educators in the areas of high leverage practices (HLPs), collaborating with stakeholders across various organizations such as AZ CEC/CASE, and our partners at the Arizona Department of Education to improve teacher and leader preparation programs, support recruitment and retention in the areas of special education. The Teacher Empowerment project has also continued to collaborate with special education directors to discuss and address how to best support them in their roles as they navigate through the various challenges of special education teacher shortages and staff changes from district to school levels that impact teacher retention and student success.
- **Community Outreach Innovations:**
  - **Kern Grant/Impact on Initial 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 initial licensure 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 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 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.