

AAQEP Annual Report for 2025

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

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

Grand Canyon University

Grand Canyon University (GCU) is a private Christian university located in Phoenix, Arizona. GCU has been accredited by the Higher Learning Commission (HLC) since 1968. The most recent HLC reaffirmation of accreditation review was completed in 2021. GCU is also authorized by the Arizona State Board for Private Postsecondary Education (AZPPSE).

Grand Canyon College was chartered on August 1, 1949, with 16 faculty and approximately 100 students in Prescott, Arizona. In 1951, the college relocated to a 90-acre tract in West Phoenix, where it remains today, and was first accredited in 1968 by the Commission on Institutions of Higher Education. Established as a Baptist-affiliated institution with an emphasis on religious studies,

the school initially offered bachelor's programs in education. Programs expanded to include the sciences, nursing, business, music and fine arts. It was during this time when the college started to develop a reputation for producing effective teachers, nurses and healthcare professionals in the Southwest.



The University grew its campus student body from fewer than 1,000 students in 2009 to over 24,600 campus students in 2024. GCU's non-traditional student body increased from approximately 22,000 students at the start of 2009 to over 98,300 online students in Fall 2024. In Fall 2024, GCU had a total enrollment of over 123,000 — with more than 24,600 students on campus and over 98,300 learning online. As of February 2025, GCU has graduated over 311,900 students.

Between 2009 and 2024, the University invested over \$1.9 billion dollars and continues to invest in full-time faculty, improved technology infrastructure, new facilities and programmatic expansion in areas such as engineering, computer science and IT. The university has been able to self-fund these investments with only nominal increases in tuition for non-traditional students, while not increasing campus tuition in 16 years.



Grand Canyon University Mission

GCU is a missional, Christ-centered university with an innovative and adaptive spirit that addresses the world's deep needs by cultivating compassionate Christian community, empowering free and virtuous action, and serving others in ways that promote human flourishing. Through academic excellence, the university equips candidates with knowledge of the Christian worldview, instilling in them a sense of purpose and vocational calling that enables them to be innovative thinkers, effective communicators, global contributors, and transformative leaders who change their communities by placing the interests of others before their own.



College of Education

For over 70 years, GCU's College of Education (COE) has proudly maintained its place as a teaching college by working to ensure that the academic programs meet the dynamic needs of PK-12 educator preparation and providing opportunities that create meaningful learning experiences for education candidates from a Christ-centered perspective.

GCU's total enrollment in the College of Education is over 30,300 candidates, including over 1,300 on campus and over 29,000 online in Fall 2024. Between 2020 and June 2024, GCU graduated nearly 17,000 candidates from initial teacher licensure programs and certificates. Between 1961 and 2024, nearly 100,000 campus and online candidates have graduated from GCU's College of Education.

GCU was highlighted at the Arizona State Board of Education's [December 2023 meeting](#) as the in-state institution with the highest percentage of alumni still teaching in the classroom after five years (78%). Additionally, over 100 GCU alumni have been recognized in the field of education, including as Superintendent, Administrator or Teacher of the Year award recipients as of February 2024. GCU alumni have also been recognized as recipients of the [Milken Educator Awards](#), a national award given to educators that demonstrate excellence in their impact on the field of education.

Although this Annual Report focuses on specific advanced program offerings, more broadly, GCU offers undergraduate and master's level education programs leading to licensure, as well as certificate pathways, and individual education courses, in online asynchronous, traditional, and cohort modalities. The required courses in each online or nontraditional COE program of study are delivered via asynchronous online course offerings. Undergraduate online courses are typically eight weeks, and graduate online courses are typically six weeks in length. Undergraduate traditional courses are semester-based and 15-weeks in length. Each initial licensure program requires student teaching coursework. The student teaching course consists of either a 15-week student teaching experience or for candidates in a dual credential program (e.g., Elementary and Special Education program), two separate 8-week student teaching sessions. (e.g., Elementary and Special Education program). Candidates are also required to complete practicum/field experience opportunities throughout their program to fulfill clinical practice requirements, as outlined by state licensing agencies and our institutional program policies.

The College of Education adheres to Arizona State Board of Education, Arizona Department of Education, and the expectations of other regulatory bodies as appropriate to serve candidates' best interests, align programmatic requirements to regulations, support candidates as they work towards educator certification, and continue the University's long-standing tradition of preparing educators. College of Education programs are a planned sequence of courses and field/clinical experiences designed to prepare PreK-12 teachers and other professional school personnel to serve in the profession. The College of Education and the University at large consider the coursework and field/clinical experience requirements an essential component to developing quality educators. The College places 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.

College of Education Mission

Reflective of the University's mission statement, GCU's College of Education's mission is to inspire excellence in pedagogy and scholarship; advances reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promotes servant leadership in educational communities and engages a diverse and global community of learners with purpose and passion.

The mission statements for GCU and COE are published in the [University Policy Handbook](#) and can be found on GCU's website which is publicly available at [GCU's Christian Identity and Mission](#) and [GCU's College of Education](#).



College of Education Conceptual Framework

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

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



Systems of Support

The College of Education at Grand Canyon University provides mission-driven support for candidates through a holistic framework that integrates academic, co-curricular, and community engagement.

- **Academic Support**

Candidates benefit from a specialized graduation team model, offering tailored and regionalized guidance from student services counselors, field experience counselors, teacher placement counselors, as well as faculty site supervisors. High-quality instruction is delivered by committed faculty across modalities. Academic and dispositional alerts, along with improvement action plans and consistent learning opportunities and assessments, ensure timely support.

- **Co-Curricular Support**

The College enriches the candidate experience through professional learning events, educator hiring fairs, resources, and ongoing support. Candidates engage in leadership and learning communities such as Kappa Delta Pi and Educators Rising, and deepen their Christian worldview through chapel, livestreamed services, and the Impact Club.

- **Community Impact**

The College actively involves candidates in outreach and engagement with P–12 schools through intentional partnerships, active affiliation agreements, local and global outreach, and service-learning projects. The College also fosters ongoing connection and impact through social media, alumni engagement, resources, and learning opportunities that uplift the field of education.

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

Appendices A and B, respectively, highlight a standardized glossary of terms used to support candidates and terms used more holistically as an educator preparation provider, as well as the organizational structure for the College of Education.

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

Public Posting URL

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

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

2. Enrollment and Completion Data

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

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

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 06/25)	Number of Completers in most recently completed academic year (12 months ending 06/25)
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Master of Arts in Reading with an Emphasis in Elementary Education	Does not lead to endorsement	347	470
Master of Arts in Reading with an Emphasis in Secondary Education*	Does not lead to endorsement	10	48
Master of Arts in Teaching English to Speakers of Other Languages (TESOL)	Does not lead to endorsement	200	207

Master of Arts in Reading Education K-12	Does not lead to endorsement	189	23
Total for additional programs		*	*
TOTAL enrollment and productivity for all programs		746	748
Unduplicated total of all program candidates and completers		746	748

Added or Discontinued Programs

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

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

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

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

A. **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 2024-2025 year, there were **746** candidates enrolled in our AAQEP-accredited advanced programs.

<p>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.</p>				
<p>During the 2024-2025 year, there were 748 unique graduates from our AAQEP-accredited advanced programs.</p>				
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>				
<p>Not applicable.</p>				
<p>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.</p>				
<p>The cohort completion rates below reflect cohorts with expected graduates in the 2024-2025 year. Of the programs with cohort completion rates, the expected completion timeframes are as follows:</p> <ul style="list-style-type: none"> 17 months for AAQEP-accredited advanced degree programs. <p>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.</p>				
Program	Expected Timeframe (Months)	100% Expected Timeframe	100-150% Expected Timeframe	Total Completion Within 150%
Master of Arts in Reading with an Emphasis in Elementary Education	17	72.08%	10.71%	82.79%
Master of Arts in Reading with an Emphasis in Secondary Education	17	60.61%	16.67%	77.27%
Master of Arts in Teaching English to Speakers of Other Languages (TESOL)	17	58.08%	16.16%	74.24%
Master of Arts in Reading K-12 Education	17	*	*	*
Total:		67.60%	12.58%	80.18%

*Cohort completion data for the 2024-2025 academic year are not yet available. Completion rates are only calculated for programs with 10 or more candidates in the cohort.

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

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

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

Evidence available from program completers is compiled using highlighted information from the *GCU End of Program (EOP) Survey and the College of Education Alumni Survey*. End of Program Survey results from 2024 indicate our Advanced Degree program completers rate their program satisfaction above 90%. Program satisfaction rates emerge from indicators, including whether program completers are (a) likely to recommend GCU programs to friends, family, and peers, (b) the educational program met the completer's expectations, and (c) the completer was satisfied with their GCU experience. As such, an End of Program Survey program satisfaction rate of **94.15%** indicates overall satisfaction with GCU and their educational program. This has increased slightly y^y from 92.56%.

An alumni survey that included questions was deployed in 2024

GCU End of Program Survey - Overall Satisfaction		
Modality	N	Percentage
NonTrad	545	94.15%

AAQEP and program aligned to gather additional information

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

Positively Impact Student Learning	Total	Be a culturally inclusive and responsive educator able to address diverse learner's needs	Total
Highly Prepared and Prepared	93.76%	Highly Prepared and Prepared	91.58%
Somewhat Prepared	4.17%	Somewhat Prepared	6.32%
Unprepared	2.08%	Unprepared	2.11%
Grand Total	100.00%	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.

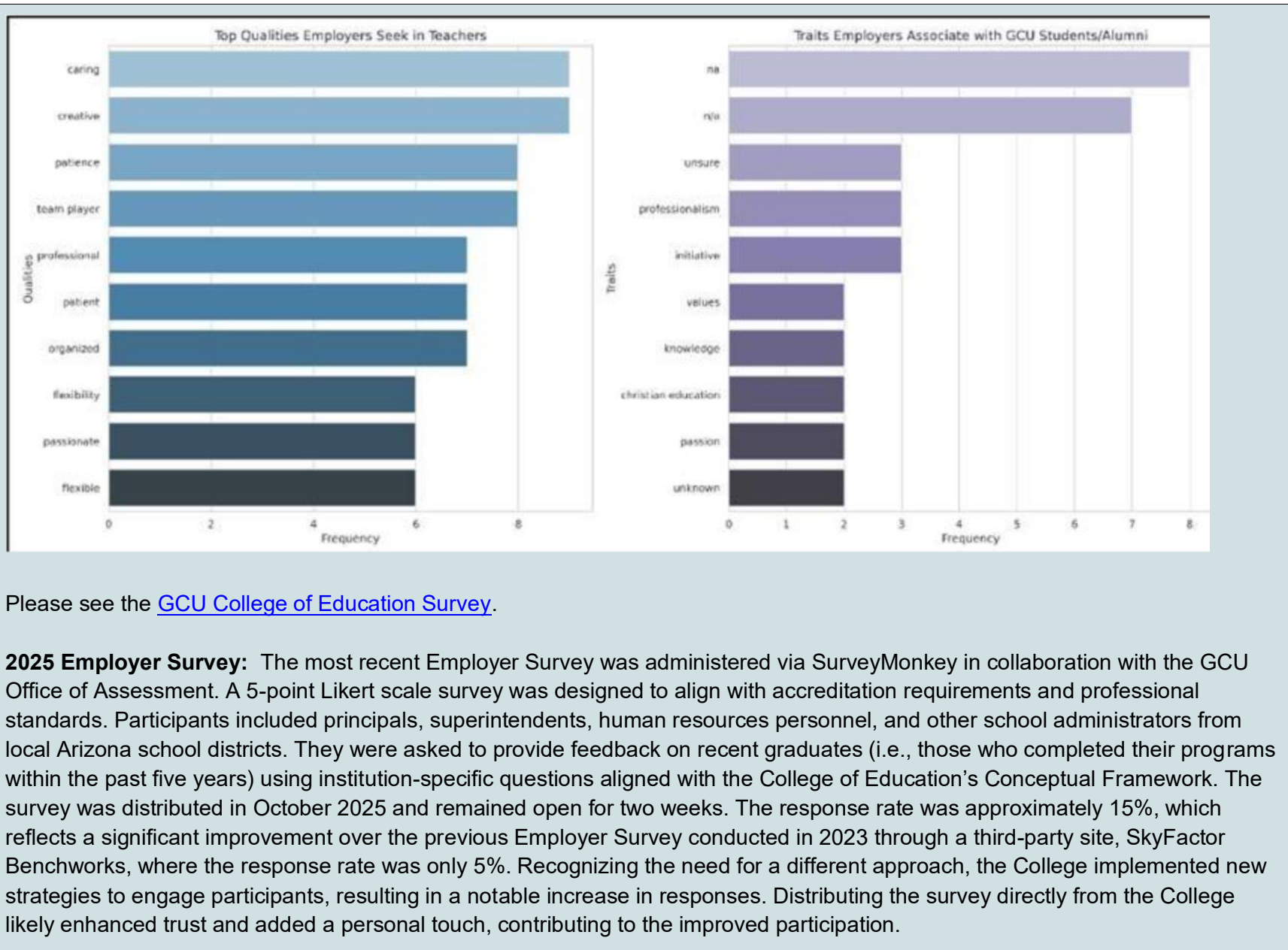
The College of Education gathers formal and informal data on program completers from three primary sources: (1) a biannual survey/interviews with local and Arizona principals and district officials, (2) ongoing feedback and information from partnership projects, and (3) targeted employer survey on a biennial cycle. Currently, the State of Arizona does not survey principals or districts for any information on candidates or graduates. The results and findings from these sources demonstrate that the GCU graduates in general are in high demand for jobs, are prepared for the demands of teaching, are professionals with good character and values, and are responsive to student needs. The findings are similar from both local and national perspectives. While the College of Education is always on a path of continuous improvement, we take note that our graduates appear to be actualizing our conceptual framework of learning, leading, and serving in their school communities.

Examples of Evidence Available from Employers of Program Completers:

Lopes Leap to Teach and Lead Career and Networking Event: The Lopes Leap to Teach and Lead career and hiring initiative, launched by Grand Canyon University's College of Education in 2014, serves as a strategic bridge between the university and Arizona's P–12 school districts, directly supporting various aspects, including but not limited to 3c, through the intentional engagement of multiple key parties in both relationship-building and program improvement. By inviting districts and schools to GCU's campus to showcase their unique educational environments, this program allows candidates to explore a wide range of practicum/field experience and employment opportunities. These events not only help schools connect with well-prepared candidates but also foster an open dialogue between local educators and COE faculty regarding shared goals, district-specific needs, and workforce readiness.

The College of Education began administering a bi-annual survey in Spring 2023 to Arizona school districts and educational partners. This survey asks relevant parties to provide feedback on their experiences with GCU candidates and completers, including insights into employment trends, workforce gaps, and the performance and preparedness of new teachers. The data collected is used to inform the College's strategic planning and curricular improvements, ensuring that COE programs continue to align with the evolving needs of the local educational community. Through this process, district partners become active collaborators in data collection, analysis, and innovation, reinforcing the university's commitment to responsive educator preparation and continuous improvement—core elements of aspect 3c.

The Fall 2024 event was held on November 19, 2024, and the Spring 2025 event took place on March 5, 2025. Each event welcomed approximately 60 employers, with approximately 200 candidates attending in the fall and over 50 candidates participating in the spring. In total, 115 district and school representatives in Arizona responded to survey questions. Please see the chart showcasing the top qualities employers seek in teachers and traits employers associate with GCU candidates and alumni below:

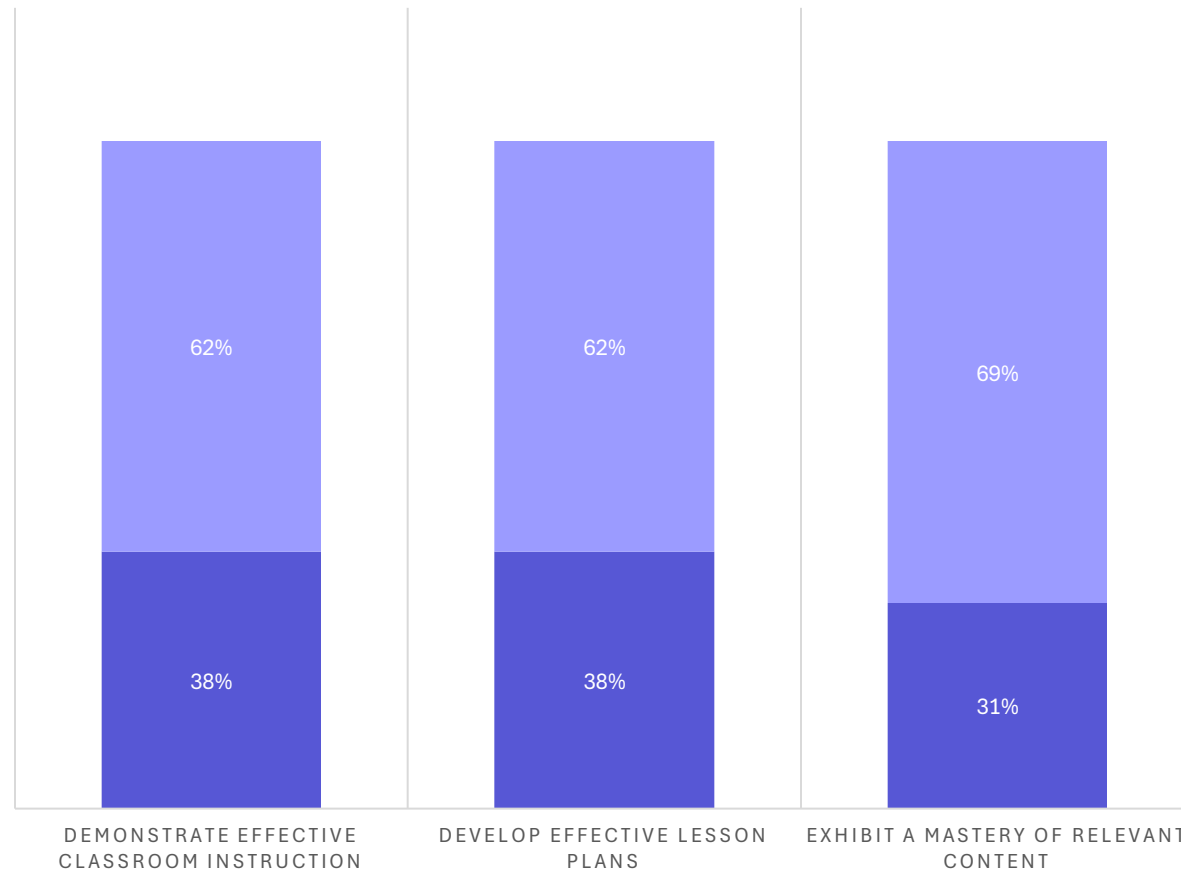


Overall survey results were positive, demonstrating that employers are satisfied with GCU alumni. The feedback below indicates strong performance across multiple domains. Employers reported high levels of satisfaction with graduates' content knowledge, pedagogical skills, and ability to integrate technology into instruction, with technology integration receiving the highest "Very Satisfied" rating among learning outcomes (46%). Professional dispositions such as commitment to their current role and work ethic were particularly noteworthy, each earning 69% "Very Satisfied" ratings, while professionalism also scored highly. Additionally, graduates were rated positively for their ability to apply assessment knowledge (38% Very Satisfied, 62% Satisfied), demonstrating alignment with accreditation standards and professional expectations. These results affirm that GCU programs are effectively preparing educators to meet the demands of today's classrooms while maintaining strong professional values.

For AAQEP Standard 1a, most respondents indicated they are *Strongly (4)* and *Extremely Satisfied (5)* with recent *graduates (i.e., graduated five or fewer years ago)*: content, pedagogical, and professional knowledge.

GRADUATE ABILITIES 1.1A

■ Very Satisfied ■ Satisfied ■ Neither Satisfied nor Dissatisfied ■ Dissatisfied ■ Very Dissatisfied

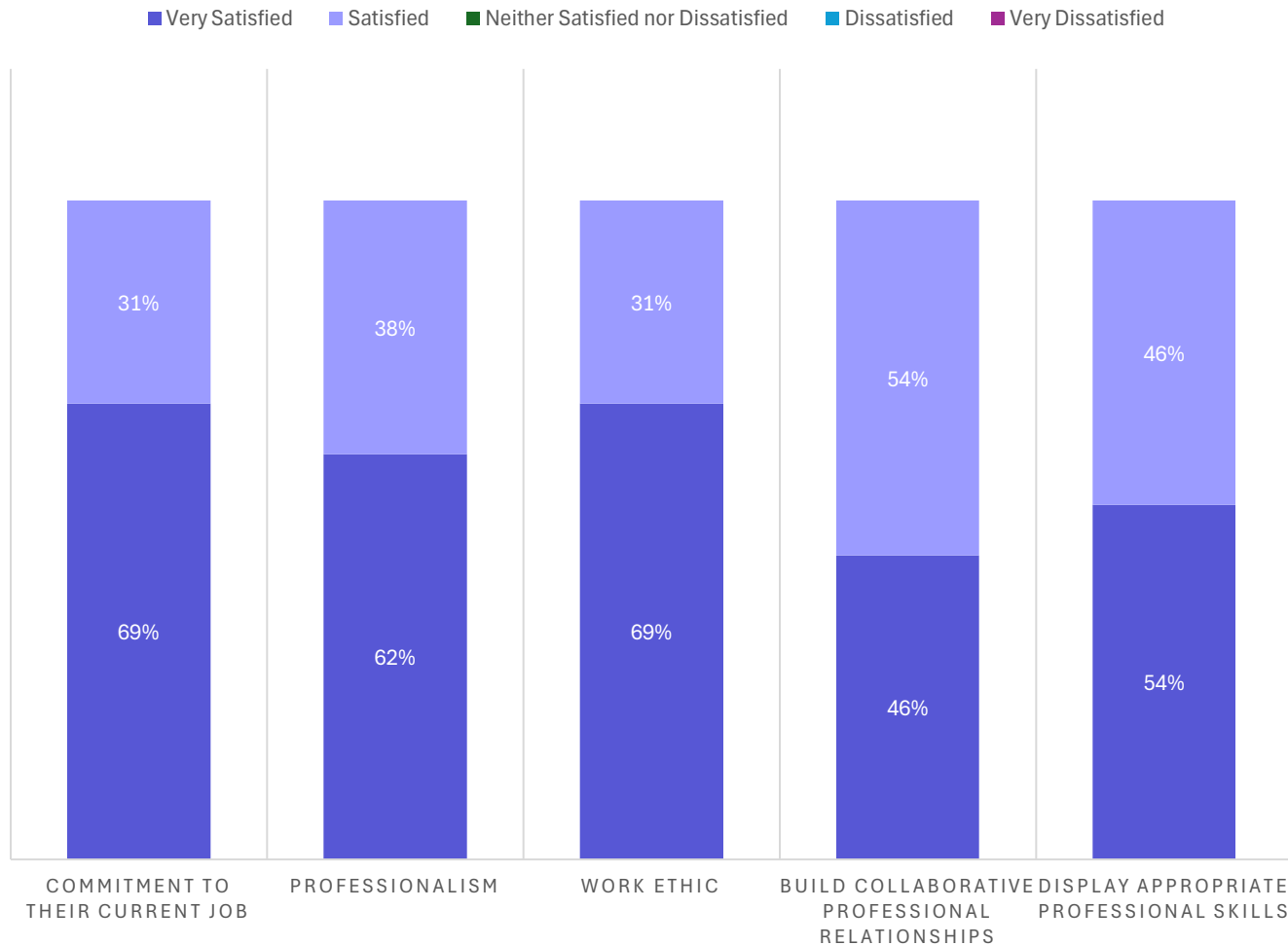


Employers expressed strong satisfaction with graduates' instructional *abilities* (i.e.: *Demonstrate Effective Classroom Instruction, Develop Effective Lesson Plans, and Exhibit A Mastery of Relevant Content*). Ratings for classroom management and lesson planning were highly positive, with 38% of respondents indicating "Very Satisfied" and 62% "Satisfied" for both areas (100% in total). Similarly, graduates' mastery of relevant content was rated favorably, with 31% "Very Satisfied" and 69% "Satisfied" (100%

in total). These results demonstrate that GCU alumni are well prepared to design effective lessons, manage classrooms successfully, and apply content knowledge in practice, which are key competencies aligned with professional standards and accreditation expectations.

For AAQEP Standard 1f, all of the respondents have indicated they are *Strongly (4) and Extremely Satisfied (5)* 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, all of the employers demonstrated satisfaction in the areas of building professional relationships and displaying appropriate professional skills.

EMPLOYEE TRAITS 1.1F



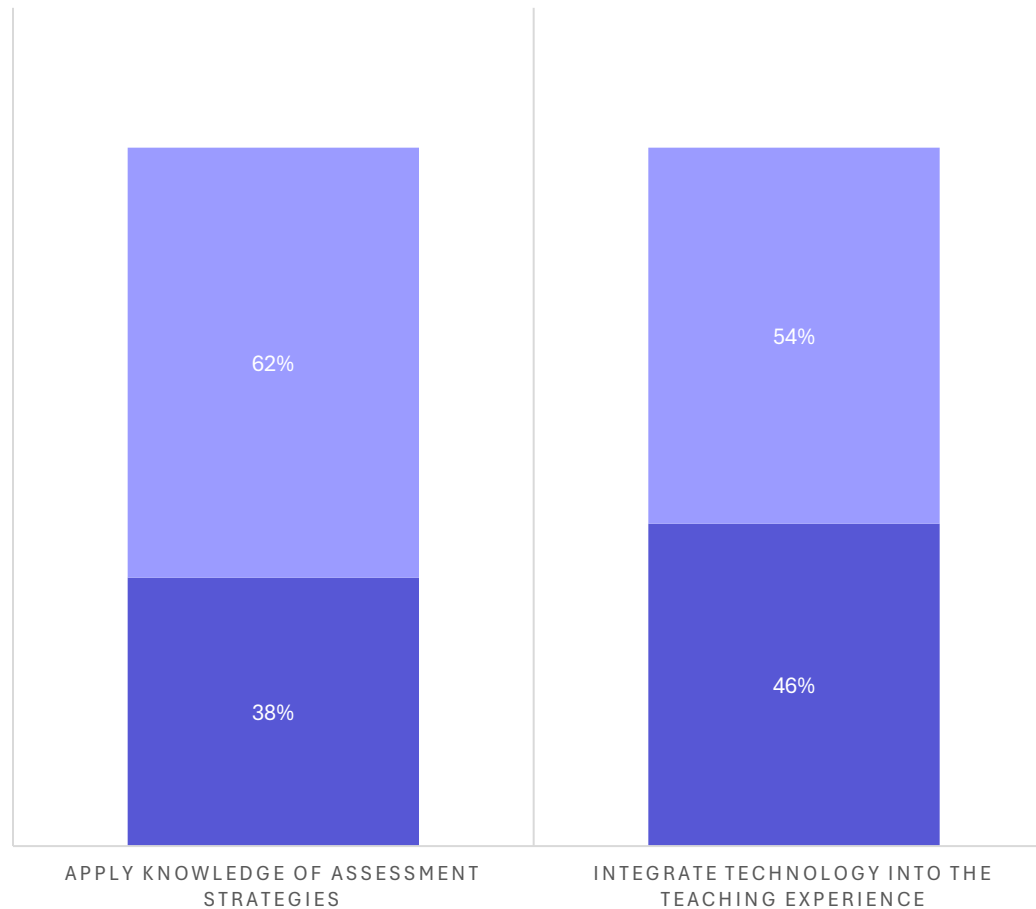
Employers reported exceptionally high satisfaction with graduates' professional dispositions. Commitment to their current role and work ethic were the strongest areas, each receiving 69% "Very Satisfied" and 31% "Satisfied." Professionalism also scored highly, with 62% "Very Satisfied" and 38% "Satisfied." These results indicate that GCU alumni demonstrate strong dedication, reliability,

and professional conduct in their roles, which are essential qualities for success in educational settings and align with the College of Education's conceptual framework.

In the area of assessment, all of the employers are *Strongly (4) and Extremely Satisfied (5)* with GCU Alumni and their ability to apply knowledge of assessment strategies and 100% indicated strong satisfaction with GCU Alumni and their ability to integrate technology. All employers reported being satisfied with GCU alumni and their ability to apply knowledge of assessment strategies, with 38% indicating "Very Satisfied" and 62% "Satisfied." Similarly, 100% of respondents expressed satisfaction with graduates' ability to integrate technology into instruction, including 46% "Very Satisfied" and 54% "Satisfied." These findings affirm that graduates are effectively applying assessment practices and leveraging technology to enhance learning.

LEARNING OUTCOMES 1.1D

■ Very Satisfied ■ Satisfied ■ Neither Satisfied nor Dissatisfied ■ Dissatisfied ■ Very Dissatisfied



These results affirm that GCU programs are effectively preparing educators to meet the demands of today's classrooms while maintaining strong professional values. The College is actively investigating ways to expand the scale of the survey to reach additional partners across the nation and to increase survey response rates.

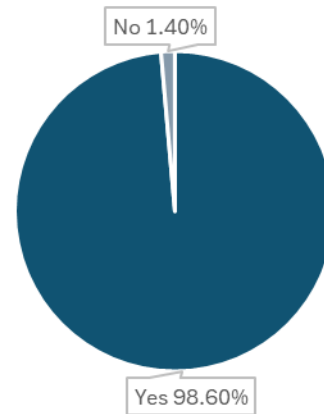
Employers provided positive feedback overall, praising the College of Education’s program completers as exceptional and encouraging the College to continue its strong work, noting, “Honestly, students from GCU are exceptional. We just need more.” Suggestions for improvement focused on preparing candidates for urban school contexts, strengthening professionalism for early-career teachers, expanding internship opportunities, and offering guidance on teacher certification. Respondents also recommended equipping program completers with a clearer understanding of school systems and organizational structures. These insights will inform ongoing program enhancements to ensure program completers are prepared for diverse educational settings.

The College continues to prioritize these areas by revising courses to provide candidates with opportunities to make informed decisions about instruction, planning, and assessment, as well as strategies to support individual students with exceptionalities such as those with Individualized Education Programs (IEPs), English learners, and gifted students.

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

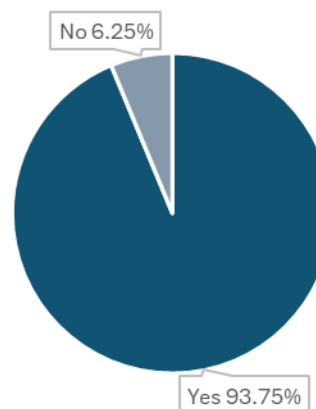
The College of Education investigates employment rates through GCU End of Program (EOP) and Alumni Surveys. The GCU EOP Survey is presented to all GCU students near completion of a program of study to assess overall satisfaction, career preparation, and employment outlook. Based on respondents from GCU Advanced Degree programs from the 2024 graduation year, 98.6% reported employment or graduate school acceptance near the time of program completion.

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



In addition to the End of Program Survey, a GCU Alumni Survey is sent to alumni at 1- and 5-years post-graduation. At the time when the GCU survey is deployed, it's sent to all Traditional GCU students at 16 or fewer remaining credit hours, and all Non-Traditional students with 4 or fewer remaining credit hours. The survey prompts responses related to program and academic satisfaction, career readiness and advancement, and value-add of the degree completion. Based on respondents from GCU Advanced Degree programs from the 2024 graduation year, 93.75% of alumni reported employment.

Alumni Reported Employment 1 and 5 years post-graduation



- I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

During the reporting year, the College of Education at Grand Canyon University has maintained a strong staffing capacity to support program delivery, administration, and quality assurance system monitoring, with strategic adjustments to align with program growth and evolving needs.

Program Delivery and Administration:

The COE continues to employ a robust team of full-time faculty, adjunct faculty, and administrative staff to ensure high-quality instruction and student support. While overall staffing levels have remained stable, targeted hires were made in key areas such as the hiring of a Student Success Director to enhance candidate experiences, support state certification testing, and meet accreditation standards. These additions reflect our commitment to personalized support and rigorous academic preparation across all educator preparation programs.

Quality Assurance System Monitoring:

The College of Education assessment and accreditation department has expanded its capacity through the integration of advanced data analytics tools, including a centralized Academic Affairs survey process and key metric dashboard (in progress), as well as the addition of part-time assessment-focused personnel focused on continuous improvement processes. This includes a dedicated staff member for assessment and compliance monitoring, ensuring timely collection, analysis, and reporting of candidate performance data, program outcomes, and stakeholder feedback. These enhancements have strengthened our ability to identify trends, implement evidence-based improvements, and maintain alignment with AAQEP standards.

Capacity Alignment with Program Size:

Current staffing levels are well-matched to the size and complexity of our programs. With enrollment growing steadily and program offerings consistent, the COE has ensured that faculty-to-student ratios support effective instruction and mentoring, meeting and exceeding, where possible, the Higher Learning Commission's guidelines. Administrative and quality assurance resources are proportionate to program scale, enabling efficient operations and sustained excellence in candidate preparation. College leadership consistently meets with Executive Leadership to review staffing needs and ensure capacity match scale.

Overall, these strategic adjustments have reinforced the College's ability to deliver high-quality programs and maintain a robust quality assurance system, positioning us to meet the needs of our candidates and the profession effectively.

4. Candidate Academic Performance Indicators

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

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																																														
Benchmark Assignment Data	The College of Education expects 80% of candidates to meet or exceed competency on benchmark assessment results. To meet or exceed competency, candidates must earn a score within the “Acceptable” or “Target” categories on the rubric.	<p>During the 2024-2025 academic year, benchmark assessment data collected for select courses were related to diversity and equity, which aligns to AAQEP Standard 1.c. Candidates completing these advanced degree programs explored foundational theories to support diversity, equity, and culturally responsive instructional practices. Benchmark assessment results show candidates are meeting expected outcomes.</p> <p><u>Advanced Degree Program Benchmark Assessment</u></p> <table><tr><th>Program</th><th>GCU Domain/ Competency</th><th>Course</th><th>% Met / Exceeded</th></tr><tr><td rowspan="5">MA Reading - Elementary</td><td>4.1</td><td>REA-540</td><td>88.7%</td></tr><tr><td>4.2</td><td>REA-540</td><td>88.0%</td></tr><tr><td>4.3</td><td>REA-550</td><td>98.8%</td></tr><tr><td>4.4</td><td>REA-540</td><td>95.7%</td></tr><tr><td>4.5</td><td>REA-550</td><td>95.7%</td></tr><tr><td rowspan="5">MA Reading – Secondary**</td><td>4.1</td><td>REA-545</td><td>82.0%</td></tr><tr><td>4.2</td><td>REA-545</td><td>83.7%</td></tr><tr><td>4.3</td><td>REA-550</td><td>93.3%</td></tr><tr><td>4.4</td><td>REA-545</td><td>86.0%</td></tr><tr><td>4.5</td><td>REA-550</td><td>93.3%</td></tr><tr><td rowspan="3">MA TESOL</td><td>2.1</td><td>TSL-568 (previously TSL-567)</td><td>98.2%</td></tr><tr><td>2.2</td><td>TSL-550</td><td>94.4%</td></tr><tr><td>3.1</td><td>TSL-558</td><td>94.3%</td></tr></table>	Program	GCU Domain/ Competency	Course	% Met / Exceeded	MA Reading - Elementary	4.1	REA-540	88.7%	4.2	REA-540	88.0%	4.3	REA-550	98.8%	4.4	REA-540	95.7%	4.5	REA-550	95.7%	MA Reading – Secondary**	4.1	REA-545	82.0%	4.2	REA-545	83.7%	4.3	REA-550	93.3%	4.4	REA-545	86.0%	4.5	REA-550	93.3%	MA TESOL	2.1	TSL-568 (previously TSL-567)	98.2%	2.2	TSL-550	94.4%	3.1	TSL-558	94.3%
Program	GCU Domain/ Competency	Course	% Met / Exceeded																																													
MA Reading - Elementary	4.1	REA-540	88.7%																																													
	4.2	REA-540	88.0%																																													
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MA Reading – Secondary**	4.1	REA-545	82.0%																																													
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	3.1	TSL-558	94.3%																																													

		<table border="1"> <tr> <td>3.1</td><td>REA-522</td><td>90.9%</td></tr> <tr> <td>4.1</td><td>REA-532</td><td>93.8%</td></tr> <tr> <td>4.2</td><td>REA-532</td><td>97.9%</td></tr> <tr> <td>4.3</td><td>REA-550</td><td>100.0%</td></tr> <tr> <td>4.4</td><td>REA-550</td><td>97.3%</td></tr> <tr> <td>6.7</td><td>REA-582</td><td>100.0%</td></tr> </table> <p>MA Reading K-12*</p> <p><i>*The MA-Reading K–12 program is relatively new, making this the first assessment year with fully available data. In contrast, the **MA-Reading Secondary Education program is being taught out and will be retired; therefore, data availability will gradually decrease over time, and no further revisions will be made. During this time, the College will continue to collect course and program data.</i></p>	3.1	REA-522	90.9%	4.1	REA-532	93.8%	4.2	REA-532	97.9%	4.3	REA-550	100.0%	4.4	REA-550	97.3%	6.7	REA-582	100.0%
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4.3	REA-550	100.0%																		
4.4	REA-550	97.3%																		
6.7	REA-582	100.0%																		
Data Dialogue	The College of Education expects student and faculty end of course survey results of 4.00 on a 5-point Likert scale and minimum course success rates of 90%.	<p>The Data Dialogue, a college-developed metric system, merges data from three separate sources (Academic Metrics & Trends student success rates, student End of Course Surveys (EOCS), and Faculty End of Course Surveys (FEOCS) at the course level to inform curricular and instructional course and program improvements.</p> <p>Data Dialogue results from the 2024-2025 academic year indicate positive trends in most areas of curriculum and instruction, along with high student success rates. These results complement benchmark achievement levels noted above and provide an opportunity for the College to ensure the success of candidates in achieving program outcomes. Within the <i>Master of Arts in Reading with an Emphasis in Secondary Education</i> and <i>Master of Arts in Teaching English to Speakers of Other Languages</i> programs, there are a few instances where results from individual quarters dipped below the expected threshold however the overall academic year results meet expectations in all areas. Success rates and survey results are monitored on a quarterly basis for required interventions, and ongoing trends are addressed in monthly collaborative meetings with stakeholders and within program and course revisions. The <i>Master of Arts in Teaching English to Speakers of Other Languages</i> program is currently under a full Program Review for the 2025-2026 program review cycle and both <i>Master of Arts in Reading</i> program were reviewed the 2023-2024 academic year.</p> <p>Master of Arts in Reading with an Emphasis in Elementary Education: REA-540</p>																		

Below is a sample showing results from REA-540 within the Master of Arts in Reading with an Emphasis in Elementary Education program. This course shows an average student success rate of **X%** which is above the expected threshold of 90%. In addition, all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.

		EOCS and Success Rates: REA-540							
		Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate
2024	Q3	138	76	4.21	4.53	4.53	4.57	4.53	97.8%
	Q4	119	67	4.36	4.51	4.51	4.55	4.54	96.6%
2025	Q1	119	65	4.38	4.55	4.51	4.52	4.58	98.3%
	Q2	97	48	4.10	4.34	4.44	4.48	4.48	100.0%
AY 24-25				4.26	4.48	4.50	4.53	4.53	98.20

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

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

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

Below is a sample showing results from REA-545 within the Master of Arts in Reading with an Emphasis in Secondary Education program. This course shows an average student success rate of 100% which meets the College threshold. Within this course, candidate survey feedback is generally positive. This program underwent a full Program Review in the 23-24 academic year. Within the review process, data and trends were evaluated from the previous three academic years to inform future program and course revisions, and/or decisions for program retirement. Based on the results from the 23-24 program review, the College determined to pursue program retirement due to low enrollment and the recent rollout of the MA Reading K-12 program. The proposed retired program is one of two emphases based on grade band, both of which are focused on literacy instruction. The newer K-12 offering covers the secondary grade band and dives more deeply into intervention and student assessment, aligning with the literacy interventionist standards.

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

		EOCS and Success Rates: REA-545							
		Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate
2024	Q3	15	8	4.50	4.50	4.50	4.50	4.50	100.00%
	Q4	9	5	4.60	4.40	4.20	4.60	4.20	100.00%
2025	Q1	13	5	4.60	4.60	4.40	4.80	4.60	100.00%
	Q2	8	5	3.60	4.80	4.80	4.80	4.80	100.00%
AY 2024-2025				4.33	4.58	4.48	4.68	4.53	100.00%
<p>The End of Course Surveys were revised in Q2 2023. As a result, our annual report now reflects the changes.</p> <p>*Survey results are not reported for courses with less than 10 responses and for courses with less than 10 seats.</p> <p>Master of Arts in Reading with an Emphasis in Elementary and Secondary Education: REA-550</p> <p>Below is a sample showing results from REA-550 within the elementary and secondary emphasis areas of the Master of Arts in Reading programs as well as the MA Reading Education K-12 program. This course shows an average student success rate of 96.81%. In addition, all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale for sections with greater than 10 candidates.</p> <p>As previously stated, the MA Reading with an Emphasis in Secondary Education has been retired but will remain active for students enrolled prior to the retirement date. Therefore, data for REA-550 will be collected for both the MA Reading with an Emphasis in Elementary and Secondary Education programs. Additionally, REA-550 is part of the MA Reading Education, K-12 program. Therefore, future reviews will include data from this program as students complete the coursework in their program of study.</p>									
		EOCS and Success Rates: REA-550							
		Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate

2024	Q3	91	57	4.28	4.16	4.02	4.23	4.16	96.70%
	Q4	129	79	4.14	4.33	4.41	4.34	4.32	99.22%
2025	Q1	130	80	4.29	4.51	4.38	4.48	4.37	97.69%
	Q2	125	61	4.44	4.49	4.50	4.52	4.38	93.60%
AY 2024-2025				4.29	4.37	4.33	4.39	4.30	96.81%

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

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

Master of Arts in Teaching English to Speakers of Other Languages (TESOL): TSL-568**

Below is a sample showing results from TSL-568 within the Master of Arts in TESOL program. This course shows an average student success rate of 98.04% which is above the College threshold. In addition, most areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale for sections with greater than 10 candidates.

				EOCS and Success Rates: TSL-568					
		Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate
2024	Q3	48	21	4.05	4.29	4.25	4.29	4.19	97.92%
	Q4	43	20	4.55	4.80	4.65	4.75	4.70	97.67%
2025	Q1	53	24	4.46	4.78	4.67	4.79	4.70	98.11%
	Q2	65	33	4.18	4.76	4.70	4.73	4.70	98.46%
AY 2024-2025				4.31	4.66	4.57	4.64	4.57	98.04%

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

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

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

Below is a sample showing results from TSL-550 within Master of Arts in TESOL program. Success rates are monitored on a quarterly basis for required interventions, and ongoing trends are addressed in monthly collaborative meetings with stakeholders and within program and course revisions. Regarding the EOCS results, almost all areas have met the minimum 4.00 threshold on a 5.00 Likert scale for sections with greater than 10 candidates.

		EOCS and Success Rates: TSL-550							
		Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate
2024	Q3	52	34	4.5	4.62	4.65	4.74	4.68	94.23%
	Q4	48	24	4.42	4.48	4.54	4.42	4.43	89.58%
2025	Q1	55	32	4.42	4.69	4.75	4.75	4.63	100.00%
	Q2	70	37	4.53	4.51	4.41	4.54	4.41	94.29%
AY 2024-2025				4.47	4.57	4.59	4.61	4.54	94.52%
The End of Course Surveys were revised in Q2 2023. As a result, our annual report now reflects the changes. *Survey results are not reported for courses with less than 10 responses and for courses with less than 10 seats									

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Benchmark Assignment Data	The College of Education expects 80% of candidates to meet or exceed competency on benchmark assessment	<p>The Digital Classroom allows for the collection of candidate benchmark assessment data down to the rubric line level. The College uses the data collection tool Rubric Reader to assess candidate learning at the competency level, by modality, by program of study, as well as by academic year.</p> <p>During the 2024-2025 academic year, benchmark assessment data collected for select courses were related the awareness of school, community, and families as a collaborative team to support student learning, which aligns to AAQEP Standard 2.a. Courses such as REA-510, REA-522, REA-550, REA-560, REA-582, TSL-552, and TSL-541 are aligned to competencies focused on collaborative efforts between schools and families to support student learning. Data during the 2024-2025 academic year revealed successful outcomes in student performance.</p>

	results. To meet or exceed competency, candidates must earn a score within the “Acceptable” or “Target” categories on the rubric.	<table><tr><th colspan="4">Benchmark Assessment Data</th></tr><tr><th>Program</th><th>Domain/Competency</th><th>Course</th><th>% Met / Exceeded</th></tr><tr><td rowspan="4">MA in Reading Elementary Ed</td><td>5.1</td><td>REA-510</td><td>98.6%</td></tr><tr><td>5.2</td><td>REA-550</td><td>94.7%</td></tr><tr><td>5.3</td><td>REA-550</td><td>97.3%</td></tr><tr><td>5.4</td><td>REA-560</td><td>98.3%</td></tr><tr><td rowspan="4">MA in Reading Secondary Ed **</td><td>5.1</td><td>REA-510</td><td>100.0%</td></tr><tr><td>5.2</td><td>REA-550</td><td>100.0%</td></tr><tr><td>5.3</td><td>REA-550</td><td>100.0%</td></tr><tr><td>5.4</td><td>REA-560</td><td>100.0%</td></tr><tr><td rowspan="2">MA in TESOL</td><td>1.4</td><td>TSL-541</td><td>92.4%</td></tr><tr><td>5.2</td><td>TSL-552</td><td>94.4%</td></tr><tr><td rowspan="4">MA Reading K-12*</td><td>2.6</td><td>REA-552</td><td>100.0%</td></tr><tr><td>3.10</td><td>REA-522</td><td>87.7%</td></tr><tr><td>5.1</td><td>REA-510</td><td>98.2%</td></tr><tr><td>6.7</td><td>REA-582</td><td>100.0%</td></tr></table> <p><i>*The MA-Reading K–12 program is relatively new, making this the first assessment year with fully available data. In contrast, the **MA-Reading Secondary Education program is being taught out and will be retired; therefore, data availability will gradually decrease over time, and no further revisions will be made. During this time, the College will continue to collect course and program data.</i></p>	Benchmark Assessment Data				Program	Domain/Competency	Course	% Met / Exceeded	MA in Reading Elementary Ed	5.1	REA-510	98.6%	5.2	REA-550	94.7%	5.3	REA-550	97.3%	5.4	REA-560	98.3%	MA in Reading Secondary Ed **	5.1	REA-510	100.0%	5.2	REA-550	100.0%	5.3	REA-550	100.0%	5.4	REA-560	100.0%	MA in TESOL	1.4	TSL-541	92.4%	5.2	TSL-552	94.4%	MA Reading K-12*	2.6	REA-552	100.0%	3.10	REA-522	87.7%	5.1	REA-510	98.2%	6.7	REA-582	100.0%
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	5.1	REA-510	98.2%																																																					
	6.7	REA-582	100.0%																																																					
Data Dialogue	The College of Education expects candidate course survey results to meet 4.00 on a 5-point Likert scale,	<p>As noted for AAQEP Standard 1 above, the Data Dialogue merges data from the Academic Metrics & Trends student success rates and EOCS at the course level to inform curricular and instructional course and program improvements.</p> <p>Data Dialogue results from the 2024-2025 academic year indicate positive curricular and instructional results, with high student success rates. These results compliment the benchmark achievement levels noted above and provide an opportunity for the College to ensure the success of candidates in achieving program outcomes. Selected courses from each program aligned to AAQEP 2.a are analyzed below:</p> <p>Master of Arts in Reading with an Emphasis in Elementary and Secondary and K-12: REA-510</p>																																																						

along with a minimum course success rate of 90%.

Below is a sample showing results from REA-510 within the Master of Arts in Reading Education K-12, Master of Arts in Reading with an Emphasis in Elementary Education and Secondary Education programs. This course shows an average student success rate of 95.04%. In addition, all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.

		EOCS and Success Rates: REA-510							
		Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate
2024	Q3	126	70	4.43	4.51	4.57	4.55	4.41	93.65%
	Q4	150	93	4.23	4.35	4.35	4.37	4.3	94.67%
2025	Q1	144	79	4.39	4.38	4.30	4.35	4.38	95.83%
	Q2	100	59	4.42	4.49	4.37	4.51	4.47	96.00%
AY 2024-2025				4.37	4.44	4.40	4.45	4.39	95.04%

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

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

Master of Arts in Reading with an Emphasis in Elementary and Secondary and K-12: REA-550

Below is a sample showing results from REA-550 within the Master of Arts in Reading with an Emphasis in Elementary Education and Secondary Education, and Master of Arts in Reading Education K-12 programs. This course shows an average student success rate of 96.81%. In addition, all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.

		EOCS and Success Rates: REA-550							
		Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate
2024	Q3	91	57	4.28	4.16	4.02	4.23	4.16	96.70%
	Q4	129	79	4.14	4.33	4.41	4.34	4.32	99.22%
2025	Q1	130	80	4.29	4.51	4.38	4.48	4.37	97.69%
	Q2	125	61	4.44	4.49	4.50	4.52	4.38	93.60%
AY 2024-2025				4.29	4.37	4.33	4.39	4.30	96.81%

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

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

Below is a sample showing results from REA-550 within the Master of Arts in Reading with an Emphasis in Elementary Education and Secondary Education programs. This course shows an average student success rate of 98.79%. In addition, all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.

		EOCS and Success Rates: REA-560							
		Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate
2024	Q3	109	55	4.3	4.39	4.38	4.45	4.31	97.25%
	Q4	108	60	4.4	4.57	4.55	4.53	4.53	99.07%
2025	Q1	85	55	4.25	4.6	4.44	4.55	4.5	98.82%
	Q2	109	61	4.16	4.46	4.43	4.53	4.51	100.00%
AY 2024-2025				4.28	4.5	4.45	4.52	4.46	98.79%

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

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

Below is a sample showing results from TSL-552 within the Master of Arts in Teaching English to Speakers of Other Languages program. This course shows an average student success rate of 96.26%. In addition, almost all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.

		EOCS and Success Rates: TSL-552							
		Seats	Responses	Course Materials	Faculty Engagement	Helpful Feedback	Demonstrated Expertise	Recommend Instructor	Success Rate
2024	Q3	56	33	4.56	4.67	4.67	4.76	4.7	89.29%
	Q4	45	22	4.32	4.5	4.45	4.55	4.55	100.00%
2025	Q1	60	26	4.42	4.65	4.73	4.85	4.69	100.00%
	Q2	47	21	4.14	4.4	4.43	4.38	4.55	95.74%

		<table><tr><td>AY 2024-2025</td><td>4.36</td><td>4.56</td><td>4.57</td><td>4.63</td><td>4.62</td><td>96.26%</td></tr></table> <p>The End of Course Surveys were revised in Q2 2023. As a result, our annual report now reflects the changes.</p> <p>*Survey results are not reported for courses with less than 10 responses and for courses with less than 10 seats.</p>	AY 2024-2025	4.36	4.56	4.57	4.63	4.62	96.26%
AY 2024-2025	4.36	4.56	4.57	4.63	4.62	96.26%			
College of Education Alumni Survey	The College of Education expects that 80% of alumni respondents will report that their instruction had an impact on student learning.	<p>The College of Education surveys alumni on an annual basis to gather data on how advanced degree programs have impacted various aspects of candidate instruction. Alumni surveys are deployed to program graduates one year after program completion. For the scope of this report, alumni surveys were sent in 2024 to graduates from the 2023 year.</p> <p>In alignment with AAQEP standard 2.c, creating productive learning environments, the College of Education gathered alumni survey data to see how candidates were impacting student learning in the field. Completers were questioned on a range of topics, but the survey concluded with <i>“Did your program prepare you to positively impact student learning?”</i></p> <p>In the most recent survey of 2023 program graduates, 93.76% of respondents reported that their program prepared them to positively impact student learning citing evidence such as creating engaging instructional experiences, the acquisition of extensive knowledge, the value of teaching experience, practical use of materials, and a recognition of the ongoing learning process. Specific feedback includes: <i>“I have been able to implement some of the learning gleaned in my daily instruction such as aspects of brain-based learning...”</i> and <i>“I have a substantively deeper understanding of so many factors that lead to improved academic outcomes.”</i></p>							

Positively Impact Student Learning

Category	Percentage
Highly Prepared and Prepared	93.76%
Somewhat Prepared	4.17%
Unprepared	2.08%

Completer feedback from alumni surveys is used within our annual program revision and review processes to inform program improvements. The GCU Office of Assessment will be sending out the GCU Alumni survey with embedded college-specific questions in the Spring of 2026 to 2024 program completers.

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, documented partnerships, and affiliation agreements with schools and Local Education Agencies (LEAs), and an operating partnership statement that guides this work. Consequently, these are the progress, accomplishments, and innovations that address COE's spirit of continuous improvement. In addition, the College of Education provides a variety of supports and services to online and ground/traditional populations. The College aims to understand and meet the needs of each modality of learner. The below will outline the progress, accomplishments, and innovations for such supports and services for advanced programs.

Progress

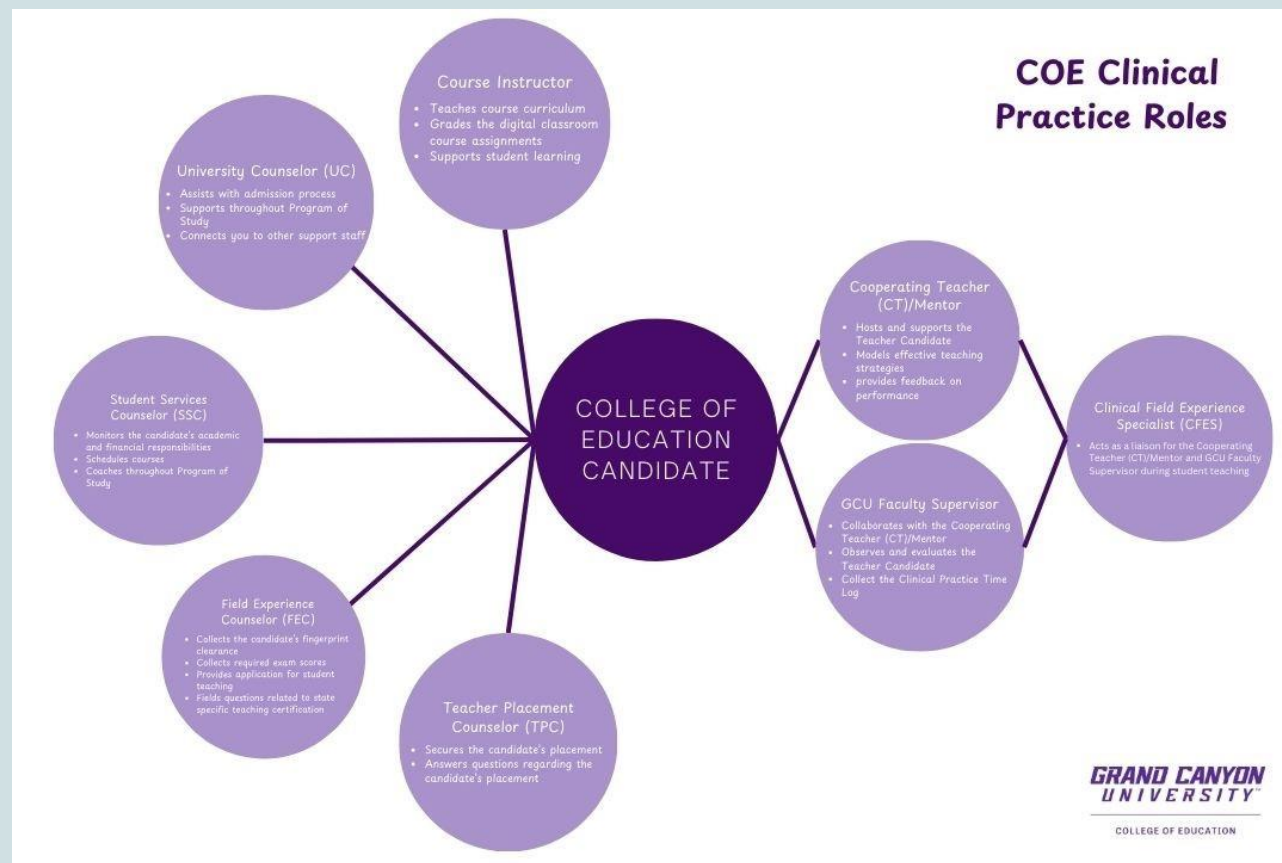
Academic Progress

- **Substantive Change Forms:** In January 2024, the College submitted the MA Reading Education, K-12 program to AAQEP following the substantive change form process and was accepted under the existing Advanced Degree Program accreditation. The structure of the MA Reading Education, K-12 program mirrors other COE AAQEP accredited advanced degree programs. However, this offering differs from the MA Reading with an Emphasis in Elementary and Secondary Education programs as there is greater focus on diagnosis of reading disabilities and deficiencies as well as intervention strategies. Following the accreditation and implementation of the MA Reading Education, K-12, the College has internally retired the MA Reading with an Emphasis in Secondary Education program due to low student enrollment. Additionally, the newer K-12 offering covers the secondary grade band and dives more deeply into intervention and student assessment, aligning with the literacy interventionist standards. The College is in the process of completing a substantive change form for the MA Reading with an Emphasis in Secondary Education program to document this retirement with AAQEP. This will be submitted once there are no remaining candidates in the program.
- **Office of Clinical Practice Support:** The College of Education's Office of Clinical Practice practicum/field experiences which provide professional growth opportunities to develop the knowledge, skills, and dispositions necessary to be effective practitioners. Working in collaboration with other university departments (i.e., Office of Field Experience, State Compliance, etc.), the Office of Clinical Practice establishes partnerships with local education agencies to co-construct mutually beneficial arrangements and agree to shared responsibilities for candidate preparation and continuous improvement. Candidate preparation is strengthened by a variety of clinical practice support resources including, but not limited to, handbooks and trainings. While not applicable to the advanced programs in this report, the Office of Clinical Practice also supports the GCU faculty supervisors and cooperating teachers/mentors who guide, assist, and evaluate teacher candidates in the field. COE utilized the following established criteria for success: 100% of candidates are assigned a field experience counselor by the end of their first course.

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

- **Field Experience Counselor (FEC):** The Field Experience Counselor supports candidates in meeting College of Education specific supplementary requirements throughout their program. These requirements include, but are not limited to, background clearance, educator certification examination requirements, practicum/field experiences, student teaching, and Institutional Recommendation (IR).
- **Mentor:** The mentor is defined as the teacher/educator hosting the candidate in practicum/field experiences. The classroom teacher's responsibility focuses on the students in their classroom, rather than on the candidate. The mentor's role includes modeling effective instructional practice, planning instructional lessons with students, and providing feedback on the candidate's performance.
- **Course Instructor:** The course instructor is the GCU faculty member assigned to teach program courses. Course instructors are responsible for implementing course assignments, as required through the syllabus, and to provide formative feedback on candidate assignments.

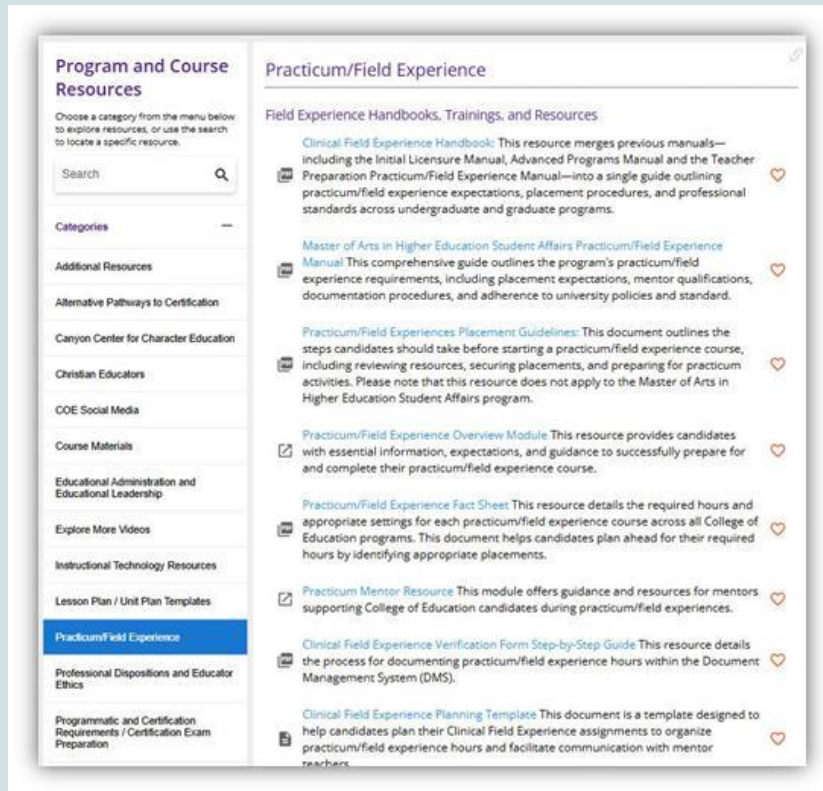
Together, these roles create a robust support system that enables candidates to develop professionally and successfully in full-time educator roles. Note, there are some roles listed below specific to initial teacher licensure programs that are non-applicable to the advanced programs addressed in this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



To best prepare relevant parties with consistent information around the practicum/field experiences, the College provides the following supports:

- **Student Success Center:** The Practicum/Field Experience and Student Teaching/Clinical Practice sections of the Student Success Center provide essential resources for candidates preparing for or currently engaged in classroom-based experiences. These sections includes supports such as manuals, guidelines, trainings, etc. These resources are updated on a regular basis and designed to ensure that candidates are well-prepared, professionally supported, and aligned with GCU's standards for excellence in education. For example, the Clinical Field Experience Handbook from Grand Canyon University's College of Education provides a comprehensive framework for designing and supporting high-quality practicum/field experiences across initial and advanced educator

preparation programs. These experiences are embedded throughout coursework and structured to promote observation, application, and reflection in diverse educational settings. The handbook outlines clear expectations for candidates, mentors, and faculty, ensuring that experiences are aligned with professional standards and program outcomes. Please see below a screenshot of the Practicum/Field Experience section of the Student Success Center:



- **Quarterly Practicum/Field Experience Communications:** Each quarter, the College of Education sends out practicum/field experience emails to both candidates and faculty. These communications provide timely reminders, key deadlines, and updates related to practicum/field experience, documentation requirements, and professional expectations. They also highlight available resources, support contacts, and any changes to procedures or policies. The goal is to ensure alignment, transparency, and readiness across all parties involved in the practicum and student teaching process.

- **Supplemental Academic Resources:** The College offers and continues to develop extra support strategies and resources for candidates in areas around academics, practicum/field experiences, and professionalism. Some resources and supports include:
 - **[Academic and Career Excellence \(ACE\) Support](#):** The College works alongside the Academic and Career Excellence (ACE) center to offer career, tutoring, and networking resources for all candidates.
 - **Explore More Sessions:** The College of Education's Explore More sessions are on-demand videos, as well as in-person sessions, designed to help candidates garner academic experience by providing support from faculty and staff on a variety of topics related to the field of education. Exam preparation Explore More topics include general exam preparation and content area preparation in the areas of early childhood education, elementary education, and special education.
 - **[Library Guides](#):** The College of Education worked in collaboration with the GCU Library to uncover key resources around a variety of topics. The curated resources were compiled into "Library Guides" specific to these topics. The Library Guides are housed within the GCU Library and also referenced via link within the Student Success Center.
 - **Classroom Assessment Techniques:** To encourage candidates to access resources and assess their content knowledge within coursework, faculty have developed and shared posts on a variety of topics within the digital discussion forum with candidates. Discussion questions include exploring college resources, reviewing course material/readings, and making personal preparation plans. These techniques are shared widely among faculty through collaboration platforms, email communications, etc. to ensure wide access to materials.
 - **AI Integration:** In response to advancing technologies, particularly artificial intelligence (AI), the College has explored ways to meaningfully leverage such tools, creating new expectations for learning and preparing teacher candidates for the modern classroom. This will be included in phases for all COE programs. As part of the initial phase, select courses spanning all initial teacher licensure programs at the undergraduate and graduate levels have been revised to include guided opportunities for teacher candidates to utilize AI tools as an initial brainstorming or lesson planning resource. In the second phase, AI integration will be addressed in each program individually, aligning with the specific roles associated with TESOL and reading. Emphasis is placed on the appropriate usage and citation of AI tools as well as the need to review all generated content for bias and accuracy. During the Summer and Fall 2025 terms, COE began the revisions of the M.A. Reading with an Emphasis in Elementary Education and the M.A. Reading Education K-12 programs. These revisions include assignments prompting candidates to leverage AI tools to deepen their learning, support the development of instructional resources, and gather insights on student data.

- **Terminology Updates:** The College frequently revisits and revises terminologies, especially when referring to student populations, to ensure that language remains inclusive, accurate, and reflective of current understanding. This practice includes review of relevant standards, research, and findings from academic conferences, as well as monitoring national trends with the purpose of identifying language that is both respectful and aligned with the College's commitment to inclusivity and student success. Beginning in 2023, the College has included a shift from the use of English Language Learners (ELLs) to English Learners (EL) throughout program revisions. During the Summer and Fall 2025 terms, COE began the revisions of the M.A. Reading with an Emphasis in Elementary Education and the M.A. Reading Education K-12 programs which include these terminology updates.
- **Partnerships for Program Revisions:** In Fall 2024-Spring 2025, the College of Education, working in partnership with Grand Canyon Education's Curriculum Design and Development department, created and/or revised 230 courses. In addition, 28 programs were created, revised, or implemented within that timeframe. This work included the collaborative partnership with 107 contracted subject matter experts.
- **Program Reviews:** All COE programs complete a three-year or five-year review cycle to analyze assessment data, program success, and future actions needed for the programs. The University's Office of Assessment oversees the program review process. In 2024, COE completed 12 program reviews at both the initial licensure and advanced degree levels. The College has begun the next cycle of reviews for the 2025-2026 academic year, which includes a full review of the M.A. TESOL program. The comprehensive data analysis conducted during this program review will be used to inform a decision to retain, revise or retire the program.
- **Model Code of Ethics:** The College of Education (COE), in collaboration with the Canyon Center for Character Education (CCCE), continues its commitment to strengthening how educator preparation programs assess candidates' understanding of professional ethics, including the Model Code of Ethics for Educators (MCOE), COE Academic Program Competencies, the COE Conceptual Framework, professional dispositions, and the professional responsibilities inherent in the field of education. This initiative reflects the college's mission to elevate the standards of the education profession and to prepare graduates who uphold the highest levels of ethical conduct, ensure the safety and well-being of the students and communities they serve, and demonstrate leadership as servant-leaders in PK–12 educational settings.

Phase One Completion:

The initial phase of this work, focused on the Master of Education in Educational Administration and Leadership programs, was successfully completed in the previous academic year. This stage established foundational revisions to the ethics assessment process and provided key insights into how candidate understanding of ethical principles develops throughout a program of study. Data collected from candidate performance and faculty feedback during Phase One indicated that while early exposure to ethics was beneficial, additional opportunities for applied decision-making and reflection were needed to support deeper competency development. These findings directly informed the design and scope of the next phase.

Phase Two Implementation:

Phase Two is now underway and expands the work to encompass all undergraduate and graduate-level programs, including both licensure and non-licensure pathways. The college recognized the critical importance of ensuring that all

candidates, regardless of program, gain a consistent and comprehensive foundation in ethical principles and professional expectations. This phase prioritizes integration of ethics assessment across all programs in which candidates are preparing to work within PK–12 educational settings.

To accomplish this, the COE is partnering with the Curriculum Design and Development (CDD) team and designated faculty subject matter experts (SMEs) to revise the existing professional ethics quiz and develop a more comprehensive Professional Ethics Assessment. This revised assessment is designed to deepen candidate understanding of the MCOE and its alignment with essential professional frameworks, including InTASC Standards, professional dispositions, the Canyon Center for Character Education (CCCE) framework, Integration of Faith and Work, and the Integration of Free Market Concepts. The assessment will be administered at two critical points within the curriculum, in the initial course and again in a later program course, to measure both baseline knowledge and growth over time.

Each assessment will now include a scoring rubric, which will allow faculty to establish a baseline for candidate performance and track progress longitudinally. Assessment data will be collected, disaggregated by program and pathway, and analyzed to identify trends, inform curriculum refinements, and guide faculty professional development. This systematic use of evidence will support continuous improvement across all educator preparation programs.

Continuous Improvement and Commitment:

This multi-phase initiative exemplifies the college's commitment to continuous improvement and its mission to prepare educators who embody ethical practice and leadership. As Phase Two progresses, COE will continue to analyze assessment outcomes, incorporate stakeholder feedback, and refine both curriculum and assessment strategies to ensure that ethical leadership and professional responsibility remain central to candidate preparation.

- **Clinical Practice Resource Revisions:** The College revised the Clinical Field Experience Handbook to enhance guidance related to practicum/field experience expectations. Example of revisions within the handbook is seen below:

V2.2	09/03/24	<ul style="list-style-type: none"> Added School Health and Safety Expectations section. Added Programmatic & Certification Exam Requirements section.
V2.3	12/02/24	<ul style="list-style-type: none"> Added additional clarifying language to the following sections: <ul style="list-style-type: none"> Programmatic & Certification Exam Requirements Course Expectations for Practicum/Field Experience Added a College of Education Certification/Licensure Exam section in Frequently Asked Questions within the Appendix.
2025		
V3.1	1/14/25	<ul style="list-style-type: none"> Added Licensure vs. Non-Licensure COE Program section. And included link.
V3.2	02/24/25	<ul style="list-style-type: none"> Added link to Professional Dispositions resource on SSC.
V3.3	05/05/25	<ul style="list-style-type: none"> Added an important note regarding Go-React in the <i>FERPA and Confidentiality Information</i> section. Updated the <i>Clinical Field Experience Verification Form</i> section for clarity.

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V3.4	09/18/25	<ul style="list-style-type: none"> Added Graduate Certificate in Instructional Coaching Updated mentor qualifications for Master of Education in Educational Leadership Added reference to 10–12-week timeline for placement requests
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Co-Curricular Progress:

- Lopes for Literacy Committee:** The Lopes for Literacy Committee, comprised of passionate faculty and staff from the College of Education, is deeply committed to advancing teacher candidates' expertise in reading instruction. In direct response to Arizona's recent Science of Reading legislation, the committee has prioritized the development and dissemination of resources grounded firmly in the Science of Reading. These resources, rooted in the latest evidence-based literacy research, include engaging blog posts, in-depth instructional YouTube videos, and interactive webinars. Notably, the committee's YouTube playlist features over 27 videos with more than 57,460 views, each one focusing on key Science of Reading concepts such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. These practical resources equip

teacher candidates with actionable strategies that can be immediately applied in classrooms to boost students' literacy outcomes.

In addition, the committee has continued its revitalization efforts with the Lopes for Literacy Facebook page. Membership in the last year alone has grown from 900 to over 1,200 members. Through this platform, members actively share high-quality fiction and nonfiction literature, as well as supplemental materials that are thoughtfully aligned with current events and holidays. This thriving professional community provides teacher candidates with a rich variety of classroom resources, collaborative opportunities, and ongoing support in implementing Science of Reading principles. By offering a multi-faceted array of research-based content and fostering a vibrant, interactive community, the Lopes for Literacy Committee empowers future educators with the knowledge, skills, and confidence to promote effective literacy development grounded in the Science of Reading.

- **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 sent bimonthly newsletters to members to share professional development opportunities, scholarship opportunities, and important college updates. The KDP social media accounts for Instagram and LinkedIn were also created this year. KDP officers were selected in May and met to plan the 25-26 academic year. The leaders will be incorporating monthly virtual meetings to increase reach for the online student population.
- **Ed Tech Club:** The Ed Tech Club is an online club with the focus on sharing educational technology. This club is open to all teacher candidates and is hosted on the Ed Tech Club Instagram account. In the last year, the Ed Tech club membership has grown from 1,607- 2,000.
- **CCCE – Lopes Lead with Character:** Lopes Lead with Character is the only monthly, synchronous group designed specifically for online GCU students. Over the past quarter, more than 150 students have participated in three themed Zoom sessions focused on character development and community engagement. Each session provided structured opportunities for reflection, dialogue, and the practical application of core virtues relevant to academic, personal, and professional growth:
 - Harvesting Character: Virtues for Growth and Renewal – Explored gratitude, resilience, balance, and community, encouraging students to reflect on life transitions and personal strengths.
 - Summer Carnival of Character – Focused on joy, fairness, and responsibility through interactive activities and guided discussions.
 - Campfire Conversations: Stories That Shape Us – Emphasized integrity, humility, forgiveness, and authenticity by creating space for participants to share personal stories and examine guiding principles.These sessions reinforce the group's mission to foster character growth, create inclusive and engaging dialogue, and cultivate a culture of belonging and reflection within the online learning community.

Community Support Progress

- **Affiliation Agreements:** Grand Canyon University's College of Education (COE) prioritizes the development of documented and effective partnerships with P–12 schools and districts to ensure the implementation of high-quality clinical experiences, aligning directly with aspect 3b. These partnerships span across the country and are supported through over 2,200 formal affiliation agreements with schools and districts across the United States that outline mutual expectations and responsibilities between the College of Education and school/district sites in which field experiences are completed.

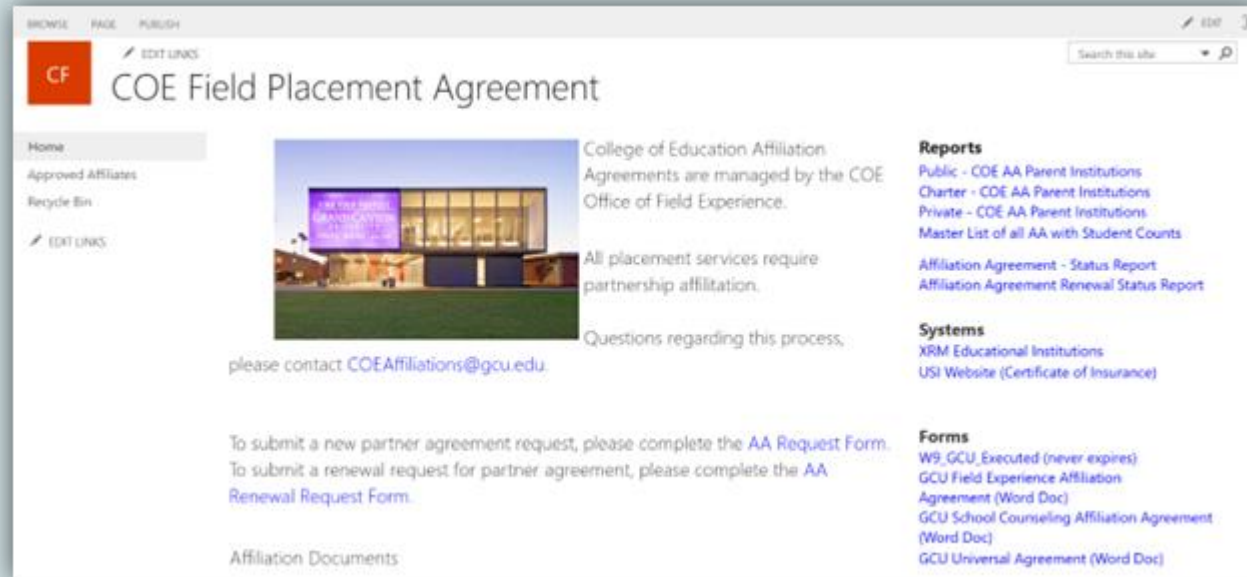
COE utilized the following established criteria for success: 100% of affiliation agreements are reviewed at least once every three years. Note: Area of improvement to obtain completed affiliation agreements for 100% for student teaching placements.

Whether through practicum/field experience, student teaching, or internship placements, the College's commitment to collaborative, field-based preparation is evident in its intentional work with schools to align clinical experiences with district needs and program outcomes. GCU's counselors work closely with school leaders and administrators to identify appropriate placements for candidates enrolled in COE programs. Candidates utilize the Practicum/Field Experience Fact Sheet and the Clinical Field Experience Handbook to review required time and setting requirements. Candidates work alongside the Office of Field Experience to select placements sites in alignment with course and program requirements.

The College and the Office of Field Experience work alongside schools/districts to meet placement requirements. Some school/district sites may allow for candidates to self-place for practicum/field experiences. However, many schools/districts require University placement. The field experience placement process guidelines can be reviewed in further detail on the [Student Success Center](#).

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 as follows. First, the College's service provider, the Office of Field Experience, designated and hired three 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 parties to update the current affiliation agreement to provide more robust and thorough details outlining key elements for both the district/school site, college candidates, and the university. Some of these elements included, but are not limited to, more clarity around digital privacy and protection, FERPA, and additional appendices. Third, the College continued to work alongside technology teams to update system tracking and potential student-facing information.

The below image showcases a section of the internal shared website used between the College of Education and the Office of Field Experience to document and share processes, templates, resources, and affiliation agreement tracking.



Accomplishments

Academic Accomplishments:

- **Scholarship:** The College of Education faculty and staff participate in scholarship work through research, presentations, and publications. These include scholarship and work within GCU, but also to outside organizations and education relevant parties.
- **Presentations:** In 2024-2025, the College continued to participate in presentations to share scholarship and best practices with other educator preparation programs. More than 20 presentations were completed by faculty and staff. Presentations of note include:
 - 2025 AAQEP Quality Assurance Symposium: The College of Education faculty and staff presented 5 sessions at the 2025 AAQEP Quality Assurance Symposium. Presentations included:

- Farkas, E., Brandon, A., & Blair, J. (2025). *Fostering Ethics: Integrating and Measuring an Ethics Assessment in Teacher Preparation*. Presented at the Association for Advancing Quality in Educator Preparation (AAQEP) 2025 Quality Assurance Symposium, Tempe, AZ.
- Farkas, E. & Brandon, A. (2025). *Navigating Ethical Dilemmas: A Framework for Faculty in Student Communal Engagement*. Presented at the Association for Advancing Quality in Educator Preparation (AAQEP) 2025 Quality Assurance Symposium, Tempe, AZ.
- Kozimor, A. (2025). *From Recruitment to Retention: Comprehensive Approaches for Sustaining Future Educators*. Presented at the Association for Advancing Quality in Educator Preparation (AAQEP) 2025 Quality Assurance Symposium, Tempe, AZ.
- Pottinger, E., Critchfield, M., & Gaudiano, L. (2025). *Steering the future: Policy and Advocacy for transforming educator preparation*. Presented at the AAQEP Quality Assurance Symposium. Tempe, AZ.
- Critchfield, C., Pottinger, E., & Gaudiano, L., (2025). Education Policy and Advocacy in an Era of Inequity. AACTE Annual Meeting, Long Beach, CA.
- Kozimor, A. (2025). From Recruitment to Retention: Comprehensive Approaches for Sustaining Future Educators. AACTE Annual Meeting, Long Beach, CA.
- Pottinger, E., & Brett, J., (2025). Setting Sail for Success: Educator Dispositions as the Captain's Compass. AACTE Annual Meeting, Long Beach, CA.
- Sprute, K., & Damiani, S. (2025). Building Virtual Bridges: Fostering Community in Remote Higher Education. AACTE Annual Meeting, Long Beach, CA.
- *Association of Teacher Educators National Conference*. New Orleans, LA.
 - Damiani, S., McCabe, C., & Basko, L. (2025). Fueling our future: Advocating Well-Being and Growth. *Association of Teacher Educators National Conference*. New Orleans, LA.
 - Damiani S., Basko, L., & McCabe, C. (2025). Advocacy in action: Transforming classrooms with gratitude, student voices, and teacher leadership. *Association of Teacher Educators National Conference*. New Orleans, LA.
 - McCabe, M. & Underdown, K. (2025). Creative strategies to meet students where they are. *Association of Teacher Educators National Conference*. New Orleans, LA.
 - McCabe, C. & McCabe M. (2025) Redefining advocacy in education: Shattering myths to inspire change. *Association of Teacher Educators National Conference*. New Orleans, LA.
- *CEEDAR Center Cross State Convening (CCSC), 2025*
 - Blair, J., Cihak, D., & Johnson, J. (2025, June). *Messaging That Matters: Strategic Outreach for Effective Education*. [Conference presentation]. CEEDAR Center Cross State Convening (CCSC) 2025, Virtual. Florida State University, CEEDAR Center.
- *Institute for Human Development (IHD): Evidence for Success Disability Conference 2025*, Phoenix, AZ.

- Blair, J. & Remy-Tauaese, D. (2025, June). *Integrating High-Leverage Practices into Teacher Preparation: Advancing Inclusive Education*. [Conference presentation]. Institute for Human Development (IHD): Evidence for Success Disability Conference 2025, Phoenix, AZ.
 - *International Conference:*
 - Swan, M. (2024, October 12-14). *Sustainable practices: Integrating SEL strategies in literacy instruction*. 2024 Global Research Education Association Annual Conference, Shijiazhuang, Hebei Province, China
- **Publications:** The College faculty and staff was published widely in 2024 and 2025.
 - Several full-time faculty and staff contributed chapters to the upcoming book *Exploring Online Student Psychology*, edited by Dr. Katie Sprute (Senior Faculty Chair and Assistant Professor). Contributors from the College of Education include:
 - Jennifer Jakobi (traditional faculty):
“From Access to Engagement: AI-Enhanced UDL Practices in Online Higher Education”
 - Dr. Ashley Brandon and Emily Farkas (Canyon Center for Character Education):
“Cultivating Character and Virtue in Virtual Classrooms: Ethical Formation in Online Higher Education”
 - Kimber Underdown, Dr. Crystal McCabe, and Dr. Mike McCabe (Online Full-time Faculty):
“A Call to Humanize Online Learning”
 - Dr. Sheila Damiani and Dr. Lynn Basko (Senior Faculty Chair/Online Full-time Faculty):
“Psychological Foundations of Online Learning”
 - Other publications of note are:
 - Clark, B.A. & Basko, L.M. (2025). The influence of faith-based motivational functions on motivation to volunteer: A qualitative descriptive study. *Journal of Scholarly Engagement*. 8(1), 64-71.
<https://doi.org/10.9743/jse.2025.8.1.7>
 - Dyer, T.D. & Dyer, R.D. (2024). Enhancing Access, Engagement, and Inclusion in Online Education. *Faculty Focus*.
 - These publications demonstrate the College’s ongoing leadership in advancing research and best practices in online education.
- **Committee Involvement:** College faculty and staff have a robust involvement in local, state, and national committees with the goal of supporting current and future educators and leaders.
 - *Examples of Local Service*

- Arizona Association of Mid-Level Educators Member, Dr. Paul Danuser
- Arizona Education Foundation Board of Directors, Dr. Lindy Gaudiano
- Arizona State Board of Education Professional Practices Advisory Committee, Dr. Lindy Gaudiano
- Teacher of the Year Selection Committee, Dr. Lindy Gaudiano
- First Things First AZ, Phoenix North Regional Partnership Council-Vice Chair, Dr. Katie Sprute
- AZ CTE Education and Training and Family and Consumer Sciences Advisory Council, Virginia Murray
- First Things First AZ, Phoenix Central Regional Partnership Council, Chesa Mendez
- Arizona Mathematics Leaders, Dr. Katy Long
- *Examples of National Service*
 - AACTE Programmatic Advisory Committee on Government Relations and Advocacy, Dr. Meredith Critchfield
 - AAQEP Events Committee Chair, Dr. Alicia Kozimor
 - AACTE Programmatic Advisory Committee on Membership Engagement and Outreach, Dr. Lindy Gaudiano
 - The National Teacher Project (TNTP)/AZ Teacher Talent Convening Advisory Board, Dr. Emily Pottinger, Dr. Sheila Damiani, Dr. Alicia Kozimor
 - International Dyslexia Association Board Member, Chair of Branch Council Executive Committee, Dr. Rebekah Dyer
 - Association of Teacher Educators Classroom Management SIG Chair, Dr. Brandon Juarez
 - EDUCAUSE Ambassador, Dr. Sheila Damiani

- **New Practicum/Field Experience Process:** In revising current program versions and future licensure programs, the College adopted a shift from assigning field experience hours to specific courses to a practicum/field experience “block” approach. This flexible model offers candidates greater autonomy in fulfilling requirements for their specific content areas, allowing for a more tailored and comprehensive field experience. This new approach has been implemented in 19 initial teacher licensure programs thus far. During the Summer and Fall 2025 terms, COE began the revisions of the M.A. Reading with an Emphasis in Elementary Education and the M.A. Reading Education K-12 programs. With these revisions, the programs will be moved to the new practicum structure. Input from subject matter experts and contacts in the field are being used to develop lists of suggested experiences to fit the degree program. These lists include observations, interviews, instructional planning and assessment focuses, and professional development opportunities.
- **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, resources on Canyon Center for Character Education (CCCE), practicum/field experience, student teaching, 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 relevant parties to ensure updates were clear and helpful for all key relevant parties, 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:
 - COE Candidate Fingerprint Clearance
 - COE Educational Administration and Educational Leadership Admissions
 - COE Educational Administration
 - COE Paid Practicum/Field Experience Opportunities
 - Eligibility for Student Teaching
 - Requirements for Institutional Recommendation
 - Bachelor of Science in Educational Studies to Master of Arts in Curriculum & Instruction Fast Track
 - Bachelor of Science in Educational Studies to Master of Arts in Reading Education Fast Track
 - Bachelor of Science in Educational Studies to Master of Science in Instructional Technology Fast Track
 - COE LBS1 Admissions
 - TEACH Grant
 - College of Education Certification/Licensure Pathway
- The College continues to review University policies and is currently updating current the following policies: COE Candidate Fingerprint Clearance, Practicum/Field Experience and Student Teaching policies.
- **Training Support:**
 - **Office of Field Experience Counselor Training:** The College of Education held specialized training sessions on various topics, such as edTPA and alternative pathways, with the Field Experience and Teacher Placement Counselors discussing policies, expectations, requirements, and resources. Trainings were designed to improve consistency, provide opportunity for college and operations team collaboration, and to ensure counselors are equipped with college resources and understanding of key topics and expectations to better assist education candidates in successful experiences in the field.
 - **College of Education All-Counselor Training:** The College of Education hosted multiple training sessions for all counselors in July 2024 and February 2025 with the Employee Learning and Development team to train over 1,000 university counselors, university development counselors, student services counselors, field experience counselors, teacher placement counselors, and all managers/leadership of each counseling team. The trainings included in-depth discussion on new resources, Canyon Center for Character Education updates, paid opportunities and professional, program updates, technology updates, federal and state updates, certification readiness, certification exam preparation and process norming. The trainings were designed to improve

consistency, provide an opportunity for college and operations team collaboration, and ensure counselors are equipped with college resources and understanding of university policy, as well as programmatic/state certification expectations. This not only assists counselors in informing potential candidates and providing guidance to those to enter programs that best fit their future goals but also allows for counselors to better assist candidates in successful field experiences during their program and continuing on to certification in candidates' states of residence.

- **Canyon L.E.A.P. to Teach Touchpoints:** While not directly associated with the advanced programs identified in this annual report, in response to the nationwide teacher shortages, the College of Education has invested in opportunities to uplift the field and bolster the educator pipeline. One initiative that is in alignment with this initiative is the Canyon L.E.A.P. to Teach program. Although this program is not included within the College's AAQEP approvals, it is an Arizona state approved program that assists educators with earning certification through an alternative pathway. This unique pathway is an example of innovative thinking to directly support local schools and current educators maintain positions in the classroom while completing programmatic coursework that can lead to teacher certification. Alongside this program, the College supported counseling teams in understanding requirements, expectations, and opportunities for upcoming cohorts for the alternative pathway program-Canyon L.E.A.P. to Teach. Continued college guidance on this unique program enhances counselor knowledge on certification, programmatic, licensure examination, and other requirements for the alternative route to teacher licensure to address teacher shortages in Arizona.
- **Enrollment and Training Videos:** The College, in collaboration with the Employee Learning and Development department, has completed training materials for enrollment counselors. This material consists of short video overviews and one-pager documents differentiating between the various program offerings. Enrollment training is important for the College to ensure candidates are adequately informed about their program choices and accurately placed in a program that aligns with their professional goals.
- **Monthly COE Adjunct Meetings:** This year, the College of Education worked to increase supports for adjunct faculty. Each month, Dr. Alicia Kozimor led monthly virtual meetings for adjunct faculty. The meetings were used to provide college updates, lead professional development and training sessions, and create a strong community among all faculty. Topics for training included time management for faculty, having difficult conversations with students, and increasing engagement in the online classroom. The average number of attendees to meetings this year was ~80 attendees.
- **1st Annual COE Adjunct Conference:** This year, the College of Education hosted its inaugural Fall Adjunct Conference. This conference was held both online and virtually to encourage attendance from adjunct faculty across the nation. Over 45 attended in person, and over 70 attended virtually. Topics for the conference included

using videos for engagement in the online classroom, identifying resources and policies to uphold high expectations, and incorporating the Christian Worldview into instruction.

- **Collaborative Communities:** The College of Education developed a virtual space for faculty and other support roles (i.e., GCU Faculty Supervisors) to collaborate. These communities are grouped by program and allow faculty opportunities to collaborate with other faculty regarding specific courses within programs. Each community has a content lead who is either an adjunct, full-time faculty or college staff member serving to promote engagement and increased access to, support, information, and resources. Content leads share College of Education updates, host virtual meetings and initiate discussions regarding topics such as student engagement, integration of faith, instructional strategies, student teaching, practicum/field experience, holistic feedback, and much more. These facilitators also serve as a point of contact for all faculty with questions pertaining to course content.

Co-Curricular Accomplishments:

- **Lopes Leap to Teach and Lead Career Fair:** The College hosts a biannual Career and Networking Event to connect educator candidates with current districts and sites for career and field experience opportunities. See part I, section 3.G. under the Program Performance Indicators portion above for additional information on the Lopes Leap to Teach and Lead Career and Networking event.
- **Dean's Speaker Series:** The College hosts a semi-annual Dean's Speakers Series in both the fall and spring semesters. The purpose of the Dean's Speakers Series is to shine a light on the work done by educators both as classroom teachers, but also in other areas of education. This is a virtual event open to both online and traditional ground candidates, as well as faculty, staff, and COE relevant parties. Over one hundred candidates attended each of the Fall and Spring events, hearing from industry experts including administrators, new teachers, experienced and recognized teachers, and advocates for education shared their career journey and how to succeed as educators. In addition, participants hear panelists speak on topics such as Christian education, character education, and tips for first-year teachers and administrators.
 - Fall: Teaching Beyond Boundaries: Stories of Resilience, Passion, and Purpose, Panelists included: Dr. George Barnes (Balsz School District Superintendent), Nick Schuerman (CEO of Victory Schools), and Leisha Ritchie (COE Alum and Teacher)
 - Spring: The Power of the Journey: From Paras and Subs to Passionate Educators, Panelists included three COE alumni and individuals who started their teaching careers as paraprofessionals and substitute teachers while working through their programs, including Jena Brue, Theresa Jones, and Natalie Scudder

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 relevant parties in the local and national education field, comprised of alumni, local

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

- **GCU's Day of Giving:** The Day of Giving event is centered around philanthropy and showing GCU students the power of supporting the ideas and organizations relevant parties believe in. This year, the donation option for the College of Education was focused on increasing student scholarships. All donations to the Day of Giving empowered the College of Education candidates to take part in critical initiatives, allowing them to go into communities and make a difference while helping to uplift the education profession.
- **Canyon Center for Character Education:** During the 2024–2025 academic year, the Canyon Center for Character Education (CCCE) created and disseminated several core value resources to COE personnel as a follow up to collaborative meetings to define five core values that reflect the college's mission and identity that took place the previous academic year. The core values serve as a moral compass for the college, shaping its Christian character and identity while fostering a shared sense of purpose, unity, and ethical behavior in the field of education. These values are not only foundational to the COE's internal culture but also reflect a commitment to preparing educators who are globally minded, culturally responsive, and ethically grounded.
The integration of core values into coursework began with the dissemination of curated resources to instructors, aimed at prompting meaningful discussions, supporting independent exploration, and fostering candidate self-reflection. Faculty have been encouraged to incorporate the core values in diverse and authentic ways to enrich learning and spark thoughtful conversation.
To strengthen the integration of character education within educator preparation, the Canyon Center for Character Education (CCCE) utilized a comprehensive set of competencies that guide candidates from foundational learning to practical application. These competencies were designed in alignment with [Grand Canyon University's Mission](#), [the Statement on the Integration of Faith, Learning, and Work](#), [the College of Education \(COE\) Conceptual Framework](#), and the [COE Professional Dispositions of Learners](#). In collaboration with the Curriculum Design and Development (CDD) team, the College of Education has begun integrating these competencies into academic programs. This integration is systematically documented by the CDD team and shared with CCCE leadership to ensure consistency and transparency. This model has been adopted by other colleges within GCU, expanding the reach of character education across disciplines. Currently, there are over 300 courses at Grand Canyon University with documented integration of character education. COE utilized the following established criteria for success: Character education integrated in 30% of the courses in every academic program University-wide.
- **National Education Policy and Advocacy:** College leaders, Dr. Meredith Critchfield, Dr. Emily Pottinger, Dr. Lindy Gaudiano, Dr. Katie Sprute, and Dr. Alicia Kozimor attended the AACTE Washington Week in Washington D.C. July 2025. Dr. Meredith Critchfield also participated in a Q&A panel to prepare attendees for participating in education policy and

advocacy. The COE leaders visited the offices of Arizona representatives and senators to share about the work being done at GCU and in the College of Education.

- **Local Education Policy and Advocacy:** This year, the College visited the Arizona state capitol and testified at committee meetings several times. In October, Dr. Meredith Critchfield testified at the House Education Committee and House Appropriations Committee for House Bill 2018 to speak on behalf of the inclusion of private institutions in the state's Arizona Teachers Academy. In November, over 12 College faculty and staff joined Dr. Emily Pottinger as Grand Canyon University was honored on the Senate floor and Dr. Pottinger testified for GCU's inclusion in the Arizona Teachers Academy bill at the Senate Education Committee.

Innovation

Academic Innovation:

- **Practicum/Field Experience Updates:** The College continues to revise practicum/field experience requirements within all programs. To provide additional application opportunities within the field, the transition in practicum/field experience discussion includes a three-block approach to practicum/field experience in all initial licensure programs. Block One focuses on foundational teaching knowledge, such as interviews, classroom learning observations, school-wide events, and more. Block Two includes collaboration with mentors to start applying foundational information in the classroom environment through activities in the categories of collaborative teaching, lesson planning, small group activities, and more. Finally, in Block Three, candidates independently apply knowledge to the learning environment in the practicum course. This change has been a result of feedback from various external partners emphasizing the benefits of substantial hours in a single setting for the mentor, teacher candidate, and K-12 students. The College is currently revising the M.A. Reading with an Emphasis in Elementary Education and the M.A. Reading Education K-12 programs. A revision to the M.A. TESOL program, planned to begin in fall 2026, will include this practicum restructure.
- **Multimedia Content Integration:** The development and integration of multimedia content in courses is intended to enrich the learning experience by offering candidates dynamic and interactive ways to engage with course material. By utilizing various forms of multimedia, such as videos, podcasts, interactive modules, and checks for understanding, concepts are presented in more accessible and engaging formats. This approach allows candidates to explore and understand topics at a deeper level, emphasizing the application of knowledge over mere recitation of facts. Through multimedia, candidates are provided opportunities to apply theoretical concepts in practical scenarios, facilitating critical thinking and problem-solving skills essential for their academic and professional development. Additional platforms are being explored to continue advancing the multimedia offerings within programs, including interactive video simulations and educator focused AI-tools.

- **Pathways to Licensure:** While the advanced programs are not intended for licensure, in response to the national teacher shortage crisis, the College continues exploring alternative pathways to licensure. Using feedback from relevant parties and partnerships with K-12 educational agencies across the country, the College continues exploring opportunities to support candidates in understanding various routes to licensure, including opportunities to earn while learning. The College strives to provide high-quality and affordable educator preparation that is accessible to a diverse population of future or current educators.
- **Field Experience Technology Innovations:**
 - **Document Management System (DMS):** The College is continuing to work collaboratively alongside technology teams to further improve the current technology tools used for documentation and tracking of field experience requirements. The practicum tracker, launched in Spring 2024, provides candidates with a clear visual representation of their progress in meeting the required practicum hours for their program of study. Additionally, the Document Management System tracker has been integrated into GCU's CRM system allowing counselors the ability to view a candidate's practicum/field experience progress. While not pertinent to initial licensure, the College has worked alongside the technology teams to include the real-time electronic tracking of educational administration time requirements and plans to mirror this same time tracking process for initial teacher licensure programs.
- **Expanded Alternative Certification Program Partnerships:** The College of Education has expanded its partnerships beyond traditional Alternative Certification Programs (ACPs) by collaborating with a wide range of state-approved educator preparation providers across the country. These ACPs serve individuals who already hold a bachelor's degree but have not completed a conventional teacher preparation program. Through these partnerships, the College conducts a thorough review of the ACP curriculum and training completed by candidates to ensure quality and relevance. This process allows the College to formally recognize prior learning and professional experience, integrating them into potential graduate degree pathways, such as the M.A. Reading and M.A. TESOL programs. By aligning ACP content with academic standards and leveraging comprehensive curriculum evaluations, the College creates flexible, accelerated options that reduce time to graduate degree completion and overall cost.

Curricular Innovation:

- **CEEDAR Partnership:** The College of Education remains actively engaged in the Arizona Coalition for Educator Preparation and Practice (ACEPP), the state chapter of the national CEEDAR Center. CEEDAR focuses on improving the preparation and retention of special education teachers and leaders, with growing emphasis on roles such as directors, administrators, and superintendents. Through ACEPP, our faculty and staff collaborate with Arizona IHEs to share best practices and address

challenges in special education programming, field experiences, and assessment. These discussions also reflect national and state policy shifts and emerging trends. Partnerships with organizations like the Council for Exceptional Children and the IRIS Center further enhance CEEDAR's reach and resources. College representatives participate in CEEDAR-led Affinity Groups and national convenings, contributing to broader conversations on PK–20 education. CEEDAR priorities, including High-Leverage Practices (HLPs), are embedded across our special education, administrator preparation, and initial licensure programs. These collaborations support innovation, scholarship, and reform efforts to better serve all students.

- **Strategic Goal Setting:** Each year, from May to early August, the College of Education engages in a strategic planning process that involves collaboration among key college leadership, faculty, and staff. This process is vital in shaping the College's direction for the upcoming academic year. It includes three full-day workshops where participants review the previous year's successes and challenges, including the analysis of prior year outcomes, metrics, and data sets. After an intensive review of previous year's goals, new college goals are established to align with the broader academic affairs objectives. Subsequently, department goals are set to align with the college goals, and individual goals are organized to support departmental objectives.

The areas of focus for these goals fall into four categories: Faculty and Staff Culture; Our Story; Healthy Growth; Systems and Processes; and Institutional Effectiveness. These strategic goals are shared and refined during the annual Fall Faculty Conference, where they are discussed and socialized, and individuals are given the opportunity to provide feedback. Once finalized, the goals are communicated across the College, and each department prioritizes these goals during team meetings throughout the year to ensure continuous advancement and alignment with the College's mission.

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 topics related to virtue formation, including 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. In January 2026, the Canyon Center for Character Education will expand its mission to lead a university-wide initiative focused on Christian Character Education. This expansion is made possible by a \$10.6 million grant awarded to Grand Canyon University in September 2025, enabling the Center to broaden its impact across the institution.

- **[Social Media \(COE Blog, Top of the Class Podcast, Instagram\)](#)**: The College of Education continues to grow its social media presence through blog posts, Instagram, Facebook, Linked In, webinars, and podcasts. Content is developed collaboratively with COE faculty, staff, students, and professionals in the field to highlight the unique strengths of the College and share insights on educational trends and practices. Social media metrics are regularly reviewed to guide future content and platform strategies. Notably, Instagram followers have increased by 22.5% thanks to intentional efforts to connect with the education community.
- **[National Center for Teacher Preparation](#)**: While this initiative does not apply directly to the advanced programs outlined in this Annual Report, to address the national teacher shortage, the National Center for Teacher Preparation (NCTP) is an initiative that aims to address the national teacher shortage by providing targeted pathways for paraprofessionals and other aspiring educators to become certified teachers. NCTP places a strong emphasis on meeting the workforce needs of school districts, particularly in high-need and underserved areas. In fact, GCU awarded \$14,129,088 in National Center for Teacher Preparation (NCTP) scholarships in 2024. NCTP combines community outreach and innovation by developing embedded partnerships with local school districts. Partnerships are formed through various long-standing relationships with schools/districts around the United States and offers scholarships, academic advising, mentorship, accessible online programs, and professional development to these candidates to support their journey towards becoming a licensed teacher.

