AAQEP Annual Report for 2024

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

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

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

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

human flourishing. Through academic excellence, the university equips 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

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

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

College of Education Mission

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

College of Education Conceptual Framework

Learning, Leading, and Serving are the foundational components of COE's Conceptual Framework. These words symbolize the College's diverse learning opportunities where faculty and staff diligently work alongside candidates to develop a culture of mutual

respect, fellowship, and servant leadership within the educational community. COE's Conceptual Framework directly reflects GCU's commitment to serving educational communities in ways that promote human flourishing.

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

Systems of Support

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

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

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

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

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

Appendices A and B showcase additional information defining key terms referenced in the report as well as the organizational structure for the College of Education.
- Appendix A: Terminology for key terms and acronyms.
- Appendix B: Organizational Structure

Public Posting URL

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

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

2. Enrollment and Completion Data

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

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

Degree or Certificate granted by the institution or organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** enrolled in most recently completed academic year (12 months ending 06/24)	**Number of Completers** in most recently completed academic year (12 months ending 06/24)
Programs that lead to initial teaching credentials			
Bachelor of Arts in Dance Education* (Leads to Initial Teacher Licensure)	Dance Education, PreK-12	*	*
Bachelor of Arts in Dance for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	12	1
Bachelor of Arts in English for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	540	74
Bachelor of Arts in History for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	669	82
Bachelor of Arts in Music Education-Choral: Piano (Leads to Initial Teacher Licensure)	Music Education, PreK-12	1	0
Bachelor of Arts in Music Education-Choral: Voice (Leads to Initial Teacher Licensure)	Music Education, PreK-12	15	2
Bachelor of Arts in Music Education-Instrumental: Brass, Woodwind, Percussion, or Strings (Leads to Initial Teacher Licensure)	Music Education, PreK-12	11	1
Bachelor of Arts in Music Education-Instrumental: Piano (Leads to Initial Teacher Licensure)	Music Education, PreK-12	1	0
Bachelor of Arts in Theatre Education* (Leads to Initial Teacher Licensure)	Theatre Education, PreK-12	*	1
Bachelor of Arts in Theatre for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	14	2
Bachelor of Science in Biology for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	13	3

Bachelor of Science in Business for Secondary Education* (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	14	2
Bachelor of Science in Chemistry for Secondary Education* (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	3	0
Bachelor of Science in Early Childhood Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3	1,511	184
Bachelor of Science in Early Childhood Education and Early Childhood Special Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3, Early Childhood Special Education, Birth -Grade 3	1,131	133
Bachelor of Science in Elementary Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	4,095	777
Bachelor of Science in Elementary Education and Special Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8, Mild/Moderate Disabilities, K-12	2,763	357
Bachelor of Science in Elementary Education with an Emphasis in Christian Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	94	12
Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language (Leads to Initial Teacher Licensure)	Elementary Education, K-8	151	26
Bachelor of Science in Elementary Education with an Emphasis in STEM (Leads to Initial Teacher Licensure)	Elementary Education, K-8	122	13
Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading (Leads to Initial Teacher Licensure)	Elementary Education, K-8	97	8
Bachelor of Science in Mathematics for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	268	46
Bachelor of Science in Physical Education (Leads to Initial Teacher Licensure)	Physical Education, PreK – 12	46	20
Master of Education in Early Childhood Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3	511	186
Master of Education in Early Childhood Education (Nevada ARL)* (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 2 (Nevada)	*	*
Master of Education in Early Childhood Education and Early Childhood Special Education (Leads to Initial Licensure)	Early Childhood Education, Birth -Grade 3, Early Childhood Special Education, Birth -Grade 3	313	97
Master of Education in Elementary Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	1,218	445

Master of Education in Elementary Education (Nevada ARL)* (Leads to Initial Teacher Licensure)	Elementary Education, K-8 (Nevada)	*	3
Master of Education in Elementary Education and Special Education (Leads to Initial Licensure)	Elementary Education, K-8, Mild/Moderate Disabilities, K-12	482	92
Master of Education in Secondary Education* *(Leads to Initial Teacher Licensure)*	Secondary Education, 6-12	*	3
Master of Education in Secondary Education with an Emphasis in Humanities (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	488	202
Master of Education in Secondary Education with an Emphasis in STEM (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	329	126
Master of Education in Secondary Humanities Education (Nevada ARL) (Leads to Initial Teacher Licensure)	Secondary Education, 7-12 (Nevada)	18	7
Master of Education in Secondary STEM Education (Nevada ARL) (Leads to Initial Teacher Licensure)	Secondary Education, 7-12 (Nevada)	4	1
Master of Education in Special Education (Leads to Initial Teacher Licensure)	Mild/Moderate Disabilities, K-12	1,000	467
Master of Education in Special Education (Nevada ARL) (Leads to Initial Teacher Licensure)	Generalist (Mild to Moderate), K-12 (Nevada)	16	3
Master of Education in Special Education: Moderate to Severe (Leads to Initial Teacher Licensure)	Moderate/Severe Disabilities, K-12	153	50
Total for programs that lead to initial credentials		16,103	3,426
TOTAL enrollment and productivity for all programs		16,103	3,426
Unduplicated total of all program candidates and completers		16,103	3,426

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.)

Discontinued Programs

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

- Bachelor of Arts in Dance Education* (Leads to Initial Teacher Licensure) – internally retired 2/2022
  - This program was revised and replaced by the Bachelor of Arts in Dance for Secondary Education program to align with the intended licensure outcomes.
- Master of Education in Secondary Education* (Leads to Initial Teacher Licensure) – internally retired 1/2019
  - This program was revised and replaced by the Master of Education in Secondary Education with an Emphasis in Humanities and Master of Education in Secondary Education with an Emphasis in STEM programs to align with state trends and needs.
- Master of Education in Early Childhood Education (Nevada ARL)* (Leads to Initial Teacher Licensure) – internally retired 2/2022
  - This program was retired as changes in the licensure requirements for Nevada created deficits for program approval.
- Master of Education in Elementary Education (Nevada ARL)*(Leads to Initial Teacher Licensure) – internally retired 2/2022
  - This program was retired as changes in licensure requirements for Nevada created deficits for the program. The program was taught out with candidates enrolled until 2023-2024 academic year. A substantive change form will be completed for this discontinuation.

A Substantive Change Request form has been submitted for these programs.

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 2023-2024 year, there were **16,103** unique candidates enrolled in our AAQEP-accredited initial teacher licensure programs. There has been an increase in enrollment within Initial Teacher Licensure programs compared to the previous academic year.

B. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.

During the 2023-2024 year, there were **3,426** unique graduates from our AAQEP-accredited initial teacher licensure programs.

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.

In the 2023-2024 year, there were **3,426*** initial teacher licensure graduates recommended for certification. Of those graduates, **679*** graduates were recommended for certification in more than one area as a result of graduating from a dual licensure program. *Not all states require recommendations and not all candidates request recommendations.

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

The cohort completion rates below reflect cohorts with expected graduates in the year 2023-2024. Newer program versions will have cohort completion rates once cohorts reach their expected graduation dates.

Of the programs with cohort completion rates, the expected completion timeframes are as follows:
- 54 months for undergraduate initial teacher licensure programs.
- Between 24-34 months for graduate-level initial teacher licensure programs. See the table below for the expected timeframes for each program.

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

AAQEP Accredited Initial Teacher Licensure Programs:

Program	Expected Timeframe (Months)	100% Expected Timeframe	100-150% Expected Timeframe	Total Completion Within 150%
Bachelor of Arts in Dance Education**	54	36.4%	0.0%	36.4%
Bachelor of Arts in English for Secondary Education	54	19.5%	6.5%	26.0%
Bachelor of Arts in History for Secondary Education	54	10.0%	6.9%	16.9%

Bachelor of Arts in Music Education-Choral: Piano	54	*	*	*
Bachelor of Arts in Music Education-Choral: Voice	54	*	*	*
Bachelor of Arts in Music Education-Instrumental: Brass, Woodwind, Percussion, or Strings	54	*	*	*
Bachelor of Arts in Music Education-Instrumental: Piano	54	*	*	*
Bachelor of Arts in Theatre Education**	54	*	*	*
Bachelor of Science in Biology for Secondary Education	54	9.1%	0.0%	9.1%
Bachelor of Science in Business for Secondary Education**	54	11.5%	3.8%	15.4%
Bachelor of Science in Chemistry for Secondary Education**	54	*	*	*
Bachelor of Science in Early Childhood Education	54	14.5%	7.6%	22.1%
Bachelor of Science in Early Childhood Education and Early Childhood Special Education	54	13.5%	7.1%	20.6%
Bachelor of Science in Elementary Education	54	31.2%	3.5%	34.7%
Bachelor of Science in Elementary Education and Special Education	54	18.9%	8.0%	26.9%
Bachelor of Science in Elementary Education with an Emphasis in Christian Education	54	16.0%	0.0%	16.0%
Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language	54	25.7%	8.6%	34.3%
Bachelor of Science in Mathematics for Secondary Education	54	13.5%	3.6%	17.2%
Master of Education in Early Childhood Education (Leads to Initial Teacher Licensure)	29	43.8%	10.8%	54.6%
Master of Education in Early Childhood Education (Nevada ARL)**	30	*	*	*
Master of Education in Early Childhood Education and Early Childhood Special Education (Leads to Initial Licensure)	25	19.7%	28.3%	48.0%
Master of Education in Elementary Education (Leads to Initial Teacher Licensure)	30	50.1%	9.2%	59.2%
Master of Education in Elementary Education (Nevada ARL)**	34	*	*	*
Master of Education in Secondary Education with an Emphasis in Humanities (Leads to Initial Teacher Licensure)	27	40.6%	9.7%	50.4%
Master of Education in Secondary Education with an Emphasis in STEM (Leads to Initial Teacher Licensure)	27	45.1%	5.7%	50.8%
Master of Education in Secondary STEM Education (Nevada ARL)*	29	*	*	*
Master of Education in Secondary Humanities Education (Nevada ARL)	29	*	*	*
Master of Education in Special Education (Leads to Initial Teacher Licensure)**	29	55.3%	9.0%	64.3%

Master of Education in Special Education (Nevada ARL)	31	*	*	*
Master of Education in Special Education: Moderate to Severe (Leads to Initial Teacher Licensure)	24	16.8%	30.7%	47.5%
Total:		**32.7%**	**8.1%**	**40.8%**

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

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

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

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

State-required basic skills and content knowledge exams for educator certification have been a programmatic requirement for the College of Education (COE) at Grand Canyon University since 2011. In August 2017, the COE revisited certification exam requirements following the Arizona Department of Education decision to allow for alternative exam options for certification, including degree in the content area, etc. per Senate Bill (SB) 1042. At that point in time, the College outlined specific processes and pathways to determine student teaching eligibility -- with the intention of streamlining clear and consistent expectations, guidance, documentation, and support around educator certification exams for candidates enrolled in initial teacher licensure programs. Changes in regulations by Arizona state legislature, Arizona Department of Education, and other state departments of education, as well as the fallout from the COVID-19 pandemic, meant that multiple pathways to certification beyond traditional exam requirements were permitted, enabling applicants to obtain certification without passing content exam scores. GCU state-approved programs, however, still required state certification exams as evidence of content preparedness.

Historically, candidates in initial licensure educator programs typically perform more successfully on professional knowledge exams than on content knowledge exams. This trend highlights a stronger foundation in pedagogical skills than in specific subject-area expertise. Armed with that knowledge, GCU COE programs have been recently revised to embed additional content practice within

coursework. Simultaneously, revisions have also centered on deepening the rigor of pedagogical practices, to create more authentic learning experiences, and to further equip candidates with the professional knowledge required to support student learning effectively in the content areas. To increase preparation for educator certification examinations, the College continues to work on multiple exam preparation initiatives focused on two major components: exam content in coursework and exam support outside coursework, detailed below and explicated further in Section 5.

For instance, the COE has provided a wide range of exam support resources to assist candidates in preparing for certification exams. Some of the resources include internally developed materials such as those found on the Student Success Center and a variety of live and recorded webinars. In addition, COE partnered with external providers like McGraw Hill for Teacher Certification Prep (Fall 2021 - July 31, 2023) and currently offers Embedded Test Application Platform (TAP) practice quizzes within courses (from March 28, 2024), as well as the newest implemented educator certification exam preparation support with external partner 240 Tutoring (from May 1, 2024).

Data below is based on program completers from the 2022-2023 year, where lingering effects on the shifts in educator certification requirements and the COVID-19 pandemic remain evident. Since the 2022-2023 year, represented in the data set below, the College of Education has implemented various strategies to support candidates in passing their initial licensure examinations. These supports are regularly reviewed as part of the College's commitment to continuous improvement. The aggregate pass rate for professional knowledge exams is 87% and the content exams is 64% (note: the low 'n' in some content areas).

2022-2023 Title II Pass Rates					
EXAM TYPE	ASSESSMENT CODE	ASSESSMENT NAME	PASSERS	TAKERS	PASS RATE
Content Knowledge	036	Early Childhood Education	149	203	73%
	NT102	Elementary Education (Subtests I)	590	840	70%**
	NT103	Elementary Education (Subtests II)	510	811	63%**
	NT301	English Language Arts	31	38	82%
	NT302	History	18	33	55%
	NT304	Mathematics	13	34	38%
	NT305	Biology	*	1	*
	NT309	Business Education	*	0	*
	NT504	Music	*	0	*
	NT506	Physical Education	*	0	*
Content Knowledge Total			870	1323	64%
Professional Knowledge	030	Special Ed.: Sev. & Prof. Disabled	22	26	85%
	083	Special Ed.: Early Childhood	81	104	78%***
	093	Professional Knowledge-Early Childhood	159	195	82%
	NT051	APK Elementary	708	746	95%
	NT052	APK Secondary	268	282	95%

	NT601	Special Education	320	378	85%
Professional Knowledge Total			**1,558**	**1,731**	**87%**

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

**The College has implemented a variety of approaches to increase candidate preparedness for licensure examinations. In addition to materials embedded in the initial licensure programs, resources are available to candidates through the Student Success Center, webinars, and the library. The College has collaborated with internal and external invested parties to increase the rigor of assignments to promote candidates' critical thinking and content application.

***Programs for early childhood, early childhood special education, elementary, secondary, and special education areas have undergone a full revision based on the results from recent Program Reviews and data analysis. During the revision of these programs, the rigor of assignments was increased to prompt a depth of knowledge that activates critical thinking skills for candidates as they prepare to take certification exams. In addition, examination practice, resources, and planning assignments were added to address the specific licensure examinations.

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*. The GCU End of Program Survey results from 2023 program completers indicate our initial teacher licensure program completers rate their program satisfaction above 87%. The 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 87.36% indicates overall satisfaction with GCU and their educational program.

GCU End of Program Survey - Overall Satisfaction		
Modality	N	Percentage
Trad	239	83.0%
NonTrad	800	88.7%
Total	1,039	87.4%

An annual alumni survey that includes AAQEP and program-aligned questions was deployed in 2024 to gather additional information from 2023 initial program completers. Selected responses from the College of Education Alumni Survey demonstrate the degree to which program completers rate their overall preparedness to lead a classroom following program completion and how their program prepared them to be culturally responsive, utilize data to differentiate instruction, and more generally impact student learning.

Regarding the impact on student learning, 88.9%* of initial teacher licensure respondents report that their program prepared them to positively impact student learning, with another 9.9% feeling somewhat prepared. When asked how their program prepared them to become culturally inclusive and responsive educators, 86.4%* of initial teacher licensure graduates felt their program prepared them, with another 11.9% feeling somewhat prepared. Alumni survey responses are used to inform program improvements throughout the year and during the university's Program Review process.

Positively Impact Student Learning	Total
Highly Prepared and Prepared *	88.83%
Somewhat Prepared	9.93%
Unprepared	1.24%
Grand Total	100%

Be a culturally inclusive and responsive educator able to address diverse learner's needs	Total
Highly Prepared and Prepared *	86.42%
Somewhat Prepared	11.85%
Unprepared	1.73%
Grand Total	100%

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

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

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

Examples of Evidence Available from Employers of Program Completers:

Lopes Leap to Teach and Lead Career and Networking Event: This is a biannual event hosted by the College for schools and districts to build relationships with our candidates and program completers for potential placement in their schools. This event

allows candidates to network with employers, engage in professional conversations, investigate opportunities for internships, student teaching, and job placements. Surveys and interviews are conducted at each event to gather information regarding our graduates and ways to better serve the communities. The Fall 2023 event was held on November 14, 2023, and the Spring 2024 event was held on March 6, 2024. Approximately 50 employers and 150 candidates attended each event. In total 28 district and school representatives in Arizona responded to survey questions.

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

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

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

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

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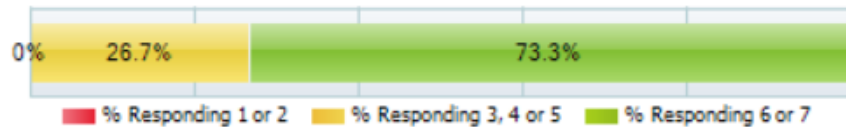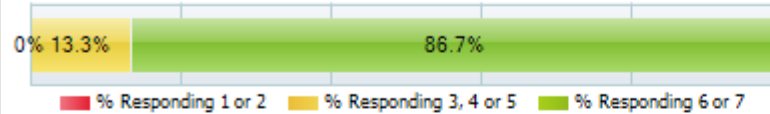
Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	1 (6.7%)
(4) Moderately	1 (6.7%)
(5)	2 (13.3%)
(6)	5 (33.3%)
(7) Extremely	6 (40%)

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

0% | 26.7% | 73.3%

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

Q013. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Develop effective lesson plans
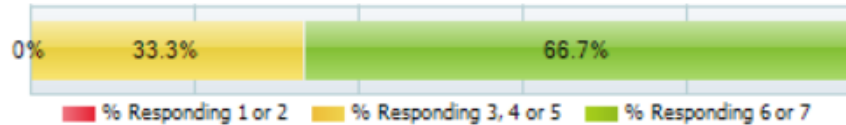
Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	1 (6.7%)
(4) Moderately	2 (13.3%)
(5)	2 (13.3%)
(6)	4 (26.7%)
(7) Extremely	6 (40%)

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

0% | 33.3% | 66.7%

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

Q015. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Exhibit a mastery of relevant content
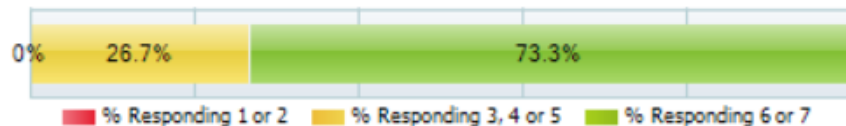
Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	1 (6.7%)
(4) Moderately	0 (0%)
(5)	3 (20%)
(6)	7 (46.7%)
(7) Extremely	4 (26.7%)

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

0% | 26.7% | 73.3%

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

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

Standard 1.1f. Dispositions and behaviors required for successful professional practice
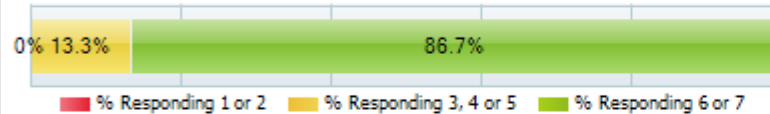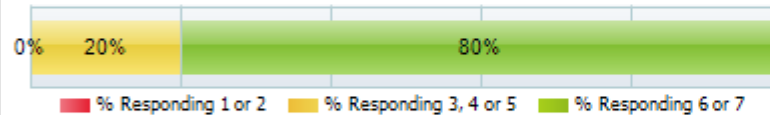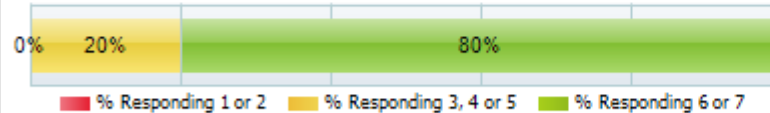
Q006. Employee Traits - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their: Commitment to their current job

Bar chart: 0% (% Responding 1 or 2), 13.3% (% Responding 3, 4 or 5), 86.7% (% Responding 6 or 7)

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

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

Legend: % Responding 1 or 2 | % Responding 3, 4 or 5 | % Responding 6 or 7

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

Bar chart: 0% (% Responding 1 or 2), 13.3% (% Responding 3, 4 or 5), 86.7% (% Responding 6 or 7)

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

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

Legend: % Responding 1 or 2 | % Responding 3, 4 or 5 | % Responding 6 or 7

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

Bar chart: 0% (% Responding 1 or 2), 20% (% Responding 3, 4 or 5), 80% (% Responding 6 or 7)

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

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

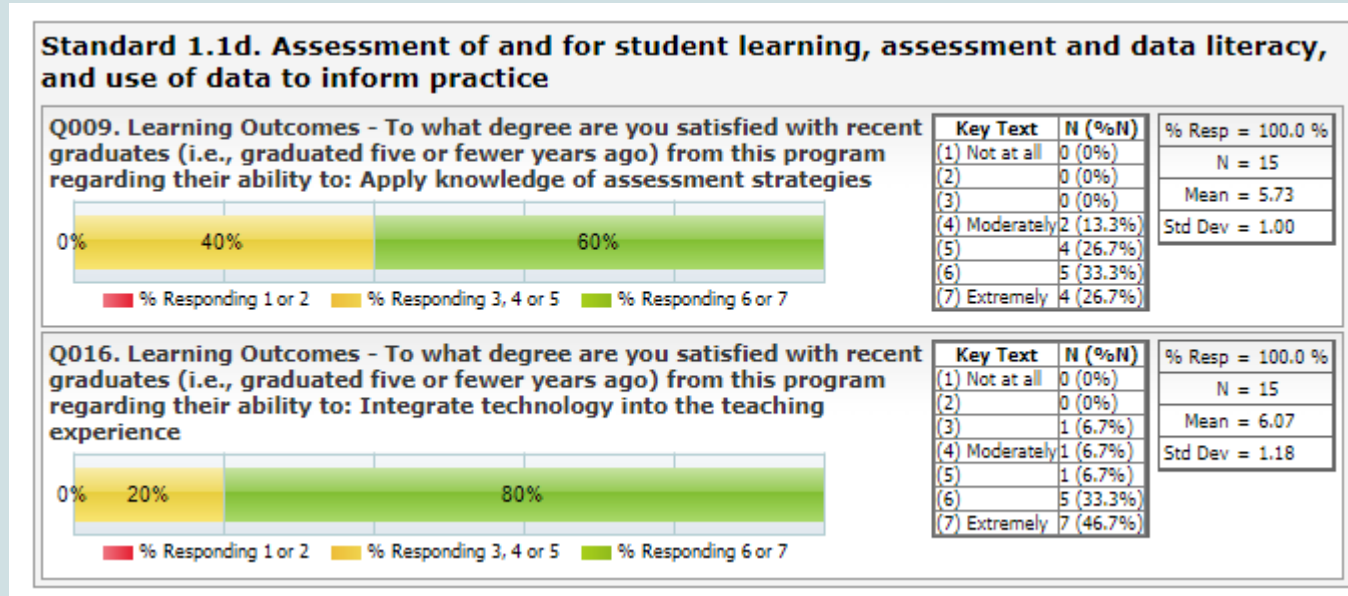Legend: % Responding 1 or 2 | % Responding 3, 4 or 5 | % Responding 6 or 7

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

Bar chart: 0% (% Responding 1 or 2), 20% (% Responding 3, 4 or 5), 80% (% Responding 6 or 7)

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

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

Legend: % Responding 1 or 2 | % Responding 3, 4 or 5 | % Responding 6 or 7

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

Bar chart: 0% (% Responding 1 or 2), 26.7% (% Responding 3, 4 or 5), 73.3% (% Responding 6 or 7)
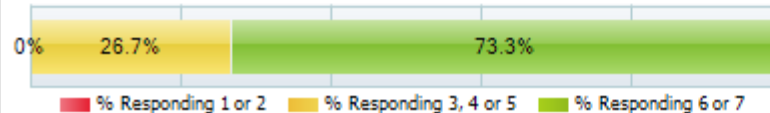
Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	0 (0%)
(4) Moderately	1 (6.7%)
(5)	3 (20%)
(6)	4 (26.7%)
(7) Extremely	7 (46.7%)

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

Legend: % Responding 1 or 2 | % Responding 3, 4 or 5 | % Responding 6 or 7

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

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

Q009. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Apply knowledge of assessment strategies

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

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

0%   40%   60%

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

Q016. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Integrate technology into the teaching experience

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

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

0%   20%   80%

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

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

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

The College of Education investigates employment rates through GCU End of Program (EOP) and Alumni Surveys. The GCU EOP Survey is presented to all GCU candidates near completion of a program of study to assess overall satisfaction, career preparation,

and employment outlook. Based on respondents from GCU Initial Teacher Licensure programs from the 2023 graduation year, 74.2% reported employment or graduate school acceptance near the time of program completion. This number has slightly increased from last year which was 73.3%.

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

No 25.8%

Yes 74.2%
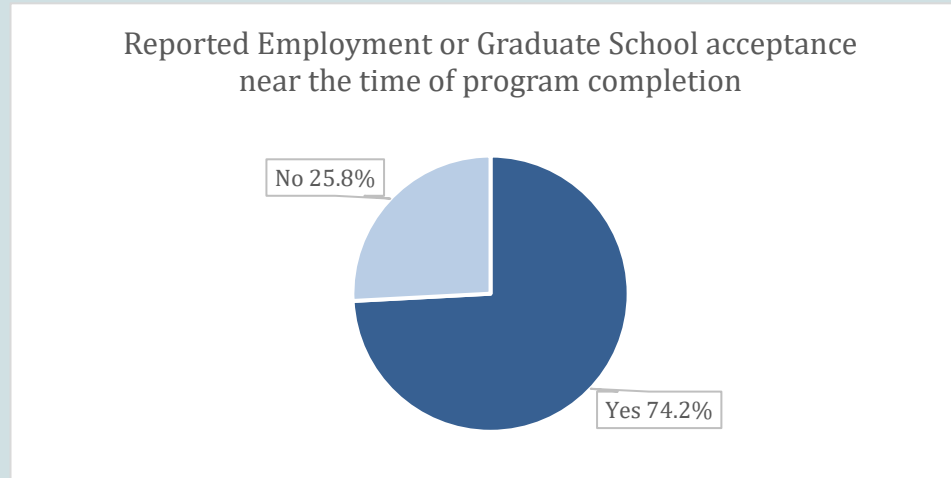
In addition to the End of Program Survey, a GCU Alumni Survey is sent to alumni at 1- and 5-years post-graduation. At the time when the GCU survey is deployed, it's sent to all Traditional GCU candidates at 16 or fewer remaining credit hours, and all Non-Traditional candidates with 4 or fewer remaining 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 Initial Teacher Licensure programs from the 2022 graduation year, 91.4% of alumni reported employment.

Alumni Reported Employment 1 and 5 years post-graduation

No 8.6%

Yes 91.4%
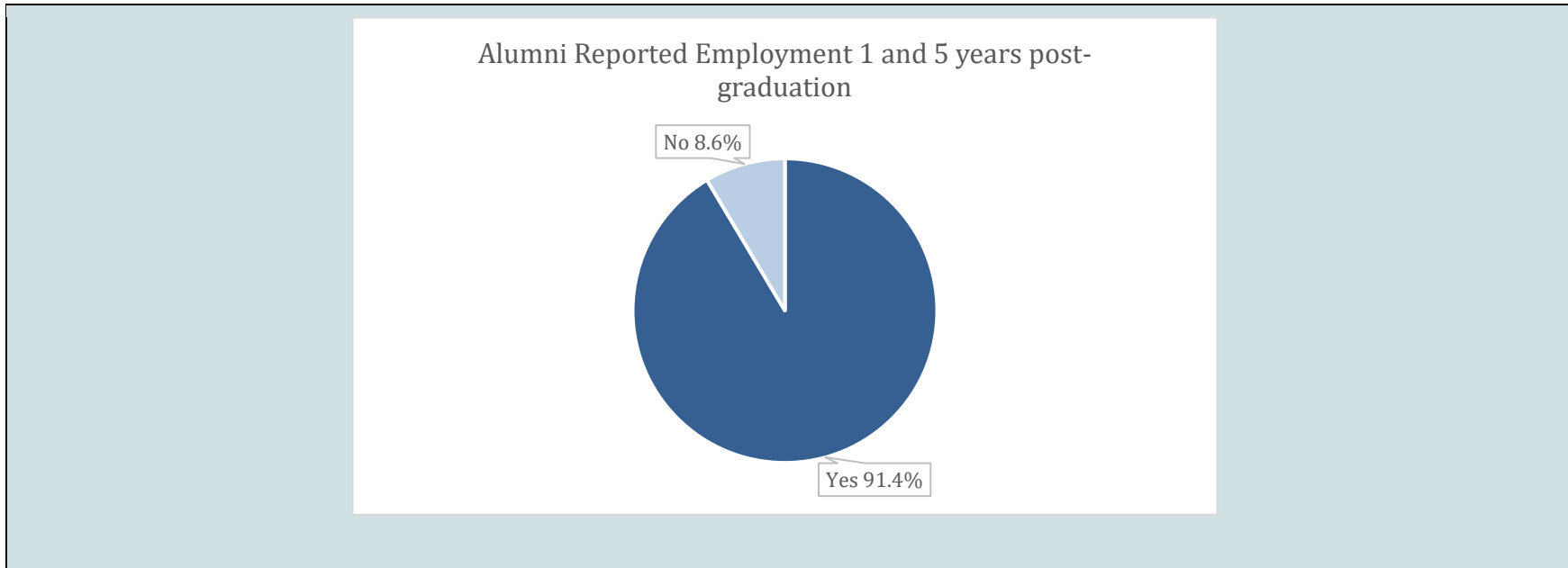
4. Candidate Academic Performance Indicators

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

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Content and Professional Knowledge Exams	The College of Education uses an average pass rate of 80% as the benchmark for the two types of tests, which matches the industry pass rate standard.	Since the 2023-2024 year, the College of Education has implemented a variety of strategies to support candidates with passing their initial licensure examinations. These supports are regularly reviewed and compared with student data as part of the College's commitment to continuous improvement. In the most recent Title II year, the aggregate pass rate for all exams for AZ Traditional programs is **73%.** The most recent content knowledge and professional knowledge summary pass rates from the Title II Report (Spring 2024) are listed below. Data below is based on program completers from the 2022-2023 academic year, where pass rates were impacted by the shifts in educator certification requirements. Please see additional information and a contextual summary around certification exam requirements and initiatives in section 3.E.

Summary Pass Rates			
All Program Completers	**Passers**	**Takers**	**Pass Rate**
2022-2023	1,262	1,738	73%
2021-2022	1,457	1,782	82%
2020-2021	1,551	2,032	76%

2022-2023 Title II Pass Rates					
EXAM TYPE	**ASSESSMENT CODE**	**ASSESSMENT NAME**	**PASSERS**	**TAKERS**	**PASS RATE**
Content Knowledge	**036**	Early Childhood Education	149	203	73%
	NT102	Elementary Education (Subtests I)	590	840	70%**
	NT103	Elementary Education (Subtests II)	510	811	63%**
	NT301	English Language Arts	31	38	82%
	NT302	History	18	33	55%

	NT304	Mathematics	13	34	38%
	NT305	Biology	*	1	*
	NT309	Business Education	*	0	*
	NT504	Music	*	0	*
	NT506	Physical Education	*	0	*
Content Knowledge Total			**870**	**1323**	**64%**
Professional Knowledge	030	Special Ed.: Sev. & Prof. Disabled	22	26	85%
	083	Special Ed.: Early Childhood	81	104	78%***
	093	Professional Knowledge-Early Childhood	159	195	82%
	NT051	APK Elementary	708	746	95%
	NT052	APK Secondary	268	282	95%
	NT601	Special Education	320	378	85%
Professional Knowledge Total			**1,558**	**1,731**	**87%**

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

**The College has implemented a variety of approaches to increase candidate preparedness for licensure examinations. In addition to materials embedded in the initial licensure programs, resources are available to candidates through the Student Success Center, webinars, and the library. The College has collaborated with internal and external invested parties to increase the rigor of assignments to promote candidates' critical thinking and content application.

***Programs for early childhood, early childhood special education, elementary, secondary, and special education areas have undergone a full revision based on the results from recent Program Reviews and data analysis. During the revision of these programs, the rigor of assignments was increased to prompt a depth of knowledge that activates critical thinking skills for candidates as they prepare to take certification exams. In addition, examination practice, resources, and planning assignments were added to address the specific licensure examinations.

Student Teaching Evaluation of Performance (STEP)	The College of Education expects 80% of candidates to meet or exceed the target level of achievement for the Student Teaching Evaluation of Performance. To meet or exceed competency within each STEP standard, candidates must earn a 4 or 5 on a 5-point Likert scale. The 80% expectation is a standard target amongst GCU assessments and is consistent with the industry-standard for evidence of competency	GCU's Student Teaching Evaluation of Performance (STEP) assignment is utilized during the student teaching course at the culmination of the initial licensure program. The STEP serves as a work sample that is aligned to standards and acts as a demonstration of teaching performance by the candidate. Evaluation of each standard within the STEP is completed by the course instructor. In the 2023-2024 academic year, **92.6%** of candidates met or exceeded the expected competency level on the Student Teaching Evaluation of Performance. This far exceeds the 80% threshold we have set for our candidates. The table below illustrates candidate performance on each standard within the STEP. Results are generally consistent from the Fall to Spring semesters and compared to the previous academic year, candidate outcomes improved in all areas of the STEP.

Student Teaching Evaluation of Performance (STEP)	Fall 2023 % Met / Exceeded	Spring 2024 % Met / Exceeded
STEP Standard 1 - Contextual Factors: Knowing Your School and Community	96.97%	97.73%
STEP Standard 2 - Writing Standards-Based Measurable Objectives and the Learning Goal	92.24%	91.63%
STEP Standard 3 - Assessment and Data Literacy	89.22%	90.54%
STEP Standard 4 - Unit and Lesson Planning	88.28%	90.20%
STEP Standard 5 - Implementation of Instructional Unit	88.77%	89.75%
STEP Standard 6 - Analysis of Student Learning	96.05%	96.74%
STEP Standard 7 – Analysis and Reflection to Improve Planning and Practice	94.20%	96.35%
Grand Total	**92.01%**	**93.22%**

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

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

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

Clinical Practice Evaluation – InTASC Standards 4 and 5

Clinical Practice Evaluation 4 InTASC Standards 4 & 5		Content Knowledge			Application of Content	
Semester	Total N	InTASC 4.1	InTASC 4.2	InTASC 4.3	InTASC 5.1	InTASC 5.2
Fall 2023	1,817	99.0%	99.2%	99.3%	98.7%	98.4%
Spring 2024	1,524	98.8%	99.0%	99.1%	98.6%	98.3%
Grand Total	3,341	98.90%	99.10%	99.20%	98.65%	98.35%

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

A central way the College of Education measures learners' knowledge, learning theory, and the application of learning theory in teacher candidates is through the assessment of InTASC Standards 1 and 2 (Student Development and Learning Differences) within the Clinical Practice Evaluation, specifically examining candidates' understanding of unique developmental processes and social, emotional, and academic needs. Data in the table below shows the average performance of our teacher candidate related to Student Development and Learning Differences by semester. The minimum threshold for these standards is set at 80% and candidates continue to meet expectations for these standards.

Clinical Practice Evaluation – InTASC Standards 1 and 2

Clinical Practice Evaluation 4 InTASC Standards 1 & 2		Student Development		Learning Differences		
Semester	Total N	InTASC 1.1	InTASC 1.2	InTASC 2.1	InTASC 2.2	InTASC 2.3
Fall 2023	1,817	99.3%	99.4%	98.8%	99.0%	99.1%
Spring 2024	1,524	99.1%	99.3%	98.8%	98.8%	99.0%
Grand Total	3,341	99.20%	99.35%	98.80%	98.90%	99.05%

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

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

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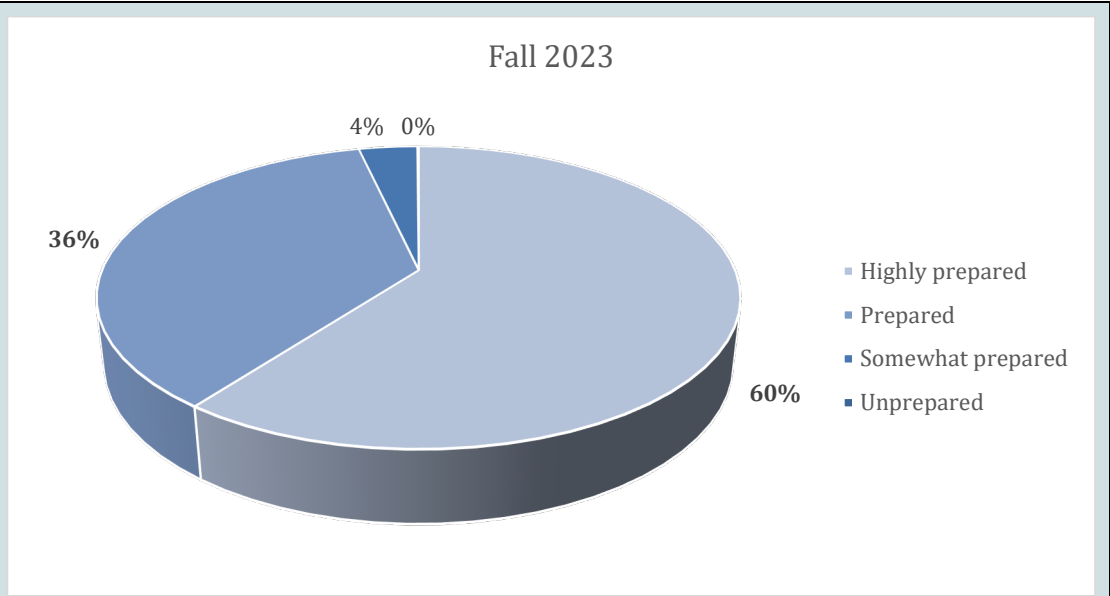
Clinical Practice Evaluation – InTASC Standard 6

Clinical Practice Evaluation 4 InTASC Standard 6		Assessment		
Semester	Total N	InTASC 6.1	InTASC 6.2	InTASC 6.3

	Total N			
Fall 2023	1,817	98.9%	99.1%	98.7%
Spring 2024	1,524	98.7%	98.7%	98.5%
Grand Total	3,341	98.80%	98.90%	98.60%

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

InTASC Standard 3 emphasizes building learning environments that are engaging, positive, and focused on self-motivation. Clinical Practice Evaluation 4 specifically asks the GCU Faculty Supervisor to evaluate the teacher candidate on Learning Environments via InTASC Standard 3, including both subsets in Standard 3. The following summarizes assessment results for InTASC Standard 3 for both semesters of academic year 2023-2024. The results are consistently above our expectation.

Clinical Practice Evaluation – InTASC Standards 3

Clinical Practice Evaluation 4 InTASC Standard 3		Learning Environments	
Semester	**Total N**	**InTASC 3.1**	**InTASC 3.2**
Fall 2023	1,817	99.1%	99.3%
Spring 2024	1,524	98.8%	99.1%
Grand Total	3,341	98.95%	99.20%
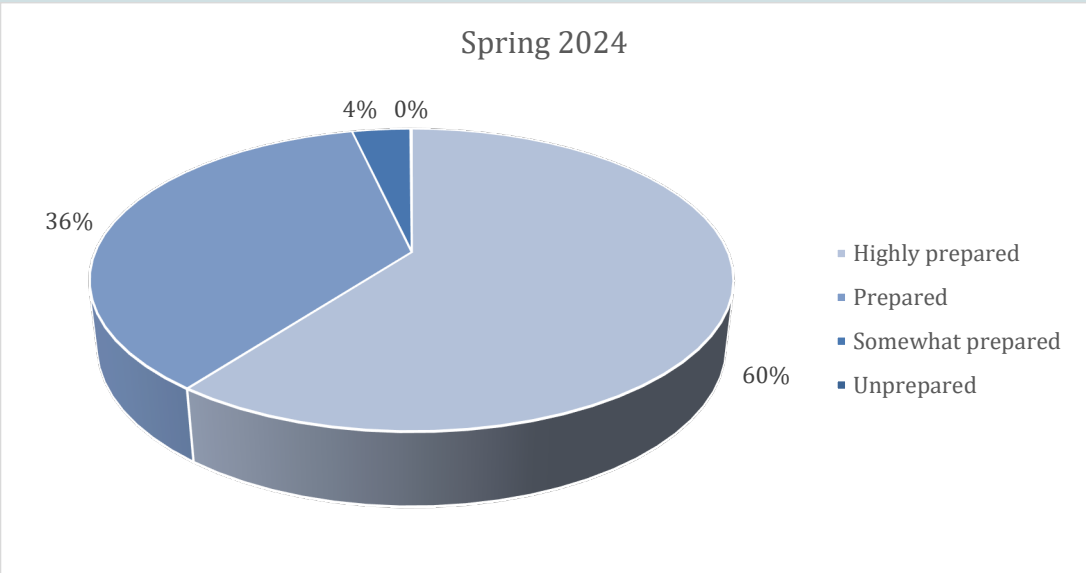
Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
GCU College of Education Teacher Preparation Programs Questionnaire	By the end of program completion, the College of	The College of Education Teacher Preparation Program Questionnaire seeks to gather data on teacher candidate perceived level of preparedness upon completing the student teaching experience and entering the classroom. This survey is administered during the final week of the student teaching experience. In alignment

	Education expects that 80% of candidates will perceive themselves to be prepared or highly prepared in this area.	with AAQEP standard 2.d, and in an effort to understand how our teacher candidates, influence international and global perspectives in their classrooms, one of the questions asks, *"I feel prepared to facilitate students' ability to develop diverse social and cultural perspectives."* In the Fall 2023 and Spring 2024 semesters, completers were asked to provide information on how prepared they were to facilitate their students' ability to develop diverse social and cultural perspectives.

Response	Fall 2023	Spring 2024
Highly prepared	60.13%	60.85%
Prepared	36.37%	35.93%
Somewhat prepared	3.62%	3.35%
Unprepared	0.12%	0.06%

In the Fall 2023, 96.5% of respondents felt prepared or highly prepared in this area.

Fall 2023

4% 0%

36%

60%

- Highly prepared
- Prepared
- Somewhat prepared
- Unprepared

In Spring 2024, 96.8% of respondents felt prepared or highly prepared. Results met and exceeded the minimum expectation that 80% of candidates perceive themselves to be prepared or highly prepared in this area.

		Spring 2024 4% 0% 36% 60% ■ Highly prepared ■ Prepared ■ Somewhat prepared ■ Unprepared The College of Education continues to look for ways to prepare candidates in this area questionnaire during the upcoming semesters to evaluate additional action steps needed to broaden teacher candidates' international and global perspectives.
College of Education Alumni Survey	The College of Education expects that 80% of alumni will report that their instruction had an impact on student learning.	The College of Education surveys alumni on an annual basis to gather data on how their teacher preparation program has impacted various aspects of their instruction and preparedness to teach. In alignment with AAQEP Standard 2.c, creating productive learning environments, the College of Education gathered alumni survey data to see how candidates were impacting student learning in the field. Completers were questioned on a range of topics, but the survey concluded with **"Did your program prepare you to positively impact student learning?"** Of the respondents to the 2023 College of Education Alumni Survey, 88.9% reported a positive impact on student learning citing evidence such as learning

effective teaching strategies, strategies and interventions for both student and family support, setting expectations in the classroom, building relationships with their students, etc. Specific feedback includes: "*The values and material learned made me an effective teacher. I was able to deliver lessons to encourage students to grasp and learn, even while having fun...*" and "*I teach in a self-contained classroom where my students can learn as long as I adjust the teaching to their style of learning. I also set the tone of the room with my attitude and mood for the day.*"

Positively Impact Student Learning

- Highly Prepared and Prepared
- Somewhat Prepared
- Unprepared

9.93% 1.24% 88.83%
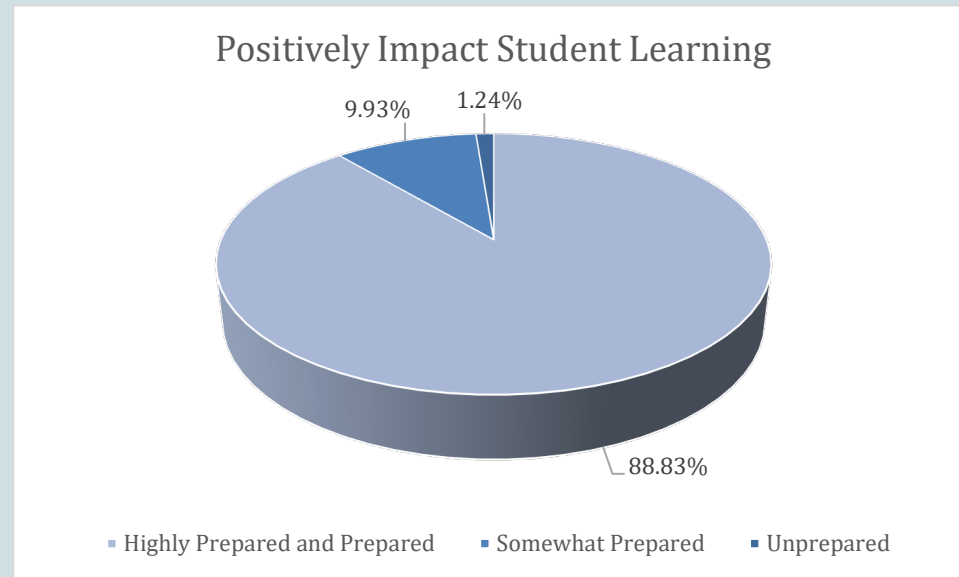
Completer feedback from alumni surveys is used within our annual program revision and review processes to inform program improvements.

5. Notes on Progress, Accomplishment, and Innovation

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

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

Progress
Academic Progress

- **Clinical Practice Support:** The College of Education's structured support for practicum/field experience and student teaching is foundational to candidates' success, ensuring they are well-prepared for their careers as educators. These support systems provide candidates with practical, hands-on experience in real classrooms, which helps bridge the gap between theoretical knowledge and applied teaching skills. By working under the guidance of experienced faculty, mentors, and counselors, candidates gain confidence and efficacy in the teaching craft.

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

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

  - **Field Experience Counselor (FEC)**: The Field Experience Counselor supports teacher candidates in meeting College of Education specific supplementary requirements throughout their program. These requirements include, but are not limited to, background clearance, educator certification examination requirements, practicum/field experiences, student teaching, and Institutional Recommendation (IR). The FEC works in tandem with the Student Services Counselor (SSC) to review required programmatic criteria necessary to participate in the student teaching experience is met by the teacher candidate prior to placement. This includes the prerequisite hours and coursework

for student teaching. The FECs will work with the teacher candidates' SSC and other offices on campus to facilitate completion of the teacher candidate's program of study.

- **Teacher Placement Counselor (TPC)**: The Teacher Placement Counselor completes the placement for student teaching. The TPC communicates with districts and teacher candidates during the student teaching placement and student teaching course(s) regarding roles and expectations of student teaching.
- **Cooperating Teacher (CT):** The cooperating teacher is the teacher in whose classroom the teacher candidate is placed in to complete the student teaching experience. The CT must be certified, endorsed, and/or licensed as a teacher. The primary responsibility of the CT is to the school and district, then to the teacher candidate. These individuals have the expertise to provide formative and summative feedback on teacher candidate performance.
- **Mentor:** For teacher candidates who are completing practicum/field experience or who are currently serving in a contracted teaching position (within the student teaching experience), it is not necessary to secure a cooperating teacher for supervisory responsibilities. In those cases, and upon approval of the building principal and the College of Education, a mentor will be assigned to support the teacher candidate.
- **GCU Faculty Supervisor:** The GCU faculty supervisor is the GCU approved supervisor who has oversight responsibility for the evaluation of the teacher candidate. The GCU faculty supervisor is also certified, endorsed, and/or licensed as a teacher. This individual will work closely with the teacher candidate and the cooperating teacher/mentor.
- **Course Instructor**: The course instructor is the GCU faculty member assigned to teach the student teaching courses. Course instructors are responsible for implementing course assignments, as required through the syllabus, which relates to the student teaching experience and to provide formative feedback on teacher candidate assignments.
- **Clinical Field Experience Specialist (CFES)**: The Clinical Field Experience Specialist is the university representative that supports the cooperating school personnel. The CFES acts as liaison between the student teaching placement and the university. The CFES is the primary support resource for cooperating teachers and GCU faculty supervisor.

Together, these roles create a robust support system that enables candidates to develop professionally and successfully transition into full-time teaching roles.

COE Clinical Practice Roles

- **Educator Certification Exam Content and Support**: To increase preparation for educator examinations, the College continues to work on multiple educator certification exam initiatives both in and out of coursework and across varying departments. (See Section 3.E for further information around COE's exam history.)

Educator Certification Exam Preparation Support Overview

Personnel
- College of Education
  - Faculty
  - Office of Clinical Practice
  - Director of Outreach and Student Support
- Office of Field Experience
  - Field Experience Counselor
  - Teacher Placement Counselor

Communications
- Application & Enrollment Agreement information
- State disclosures
- Email series from OFE & COE (Automated & Individualized)

Programmatic/Curricular Support
- Quizzes
- Check-point assignments
- Discussion questions
- References in syllabi
- Test Preparation Course (CTE)
- Other college support (CHSS, etc.)

External 3rd Party Resources in partnership with GCU/COE
- 240 Tutoring
- Grand Canyon Education Test Prep Webinars

Internally GCU/COE Created Resources
- Student Success Center materials
- GCU Library
- Video content

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- **Educator Certification Exam Support Within Coursework:** The College is developing extra support for candidates regarding content knowledge certification exams. These supports range from testing practice opportunities, test information gathering, reflections, and personal success plans. The type of training that is implemented in the program depends largely on the requirements and needs of each licensure program.

- **Educator Certification Exam Content in Coursework**: As part of the College of Education's commitment to continuous improvement and in support of the exam preparation of our teacher candidates, the College has also implemented course level changes that will be effective beginning in the 2023-2024 academic year.
- **Programmatic Changes:** The College of Education, in collaboration with textbook publishing partners and subject matter experts, is developing certification exam preparation content for programs under revision from the 2022-2023 academic year forward. The programs revised thus far include the Early Childhood Education, Elementary Education, and emphases, Elementary and Special Education dual licensure, Special Education, and Secondary Education programs at both the undergraduate and graduate levels. Certification exam preparation content is presented in each course with standard learning objects (SLOs), assignments emphasizing critical thinking and application, and content. Exam preparation content will be found within multiple touchpoints throughout program coursework to ensure candidates receive support and guidance early and often.

- **Educator Certification Exam Support Outside Coursework**: In the 2023-2024 year, the College has implemented a variety of strategies aimed at supporting candidates in their journey towards licensure exam success. Some strategies include:
  - **Academic and Career Excellence (ACE) Support:** The College works alongside the Academic and Career Excellence (ACE) center to offer certification exam preparation sessions for candidates. The first session for candidates is a "Test Prep Roadshow" in which ACE leaders visit classrooms to offer a beginner certification exam preparation session to help candidates determine which test they should be preparing for, locate study resources, and make a timeline to test completion. Courses were identified by the College as early in candidates' course walks. In this way, educator certification exam preparation support is offered towards the start of candidates' programs of study. The second ACE session for candidates was an "after dark" series in which candidates attend a session in the evening. This session allowed candidates to prepare for their content knowledge exams, which included an overview of exam structure, location of resources, and practice questions.
  - **Explore More Sessions:** The College of Education's Explore More sessions are on-demand videos, as well as in-person sessions, designed to help teacher candidates garner academic experience by providing support from faculty and staff on a variety of topics related to the field of education. Exam preparation Explore More topics include general exam preparation and content area preparation in the areas of early childhood education, elementary education, and special education.
  - **240 Tutoring**: In addition to the resources Grand Canyon University provides, the College collaboratively worked towards enhanced opportunities with educator certification exam preparation organization, 240 Tutoring. The resources this external party provides are robust, state-specific and the structure mirrors that of the state certification exams. 240 Tutoring is an external online-based resource providing self-paced, comprehensive digital study guides, diagnostic tests, instructional content, quizzes, and more for over 14 exam series and 250 study guides. Candidates who are enrolled in an initial teacher licensure program in the College of Education will receive

one-year of access to 240 Tutoring's test preparation materials that will help candidates prepare for their educator certification exams.

- **Library Guides:** The College of Education worked in collaboration with the GCU Library to uncover key resources around educator certification exam preparation. The curated resources were compiled into "Library Guides" specific to educator certification exam preparation, practice exams, texts, etc. for key content/grade range bands. The Library Guides are housed within the GCU Library and also referenced via link within the Student Success Center.
- **Student Success Center:** This virtual resource hub hosts a wide variety of resources for candidates. To support candidates in successfully preparing and passing educator certification exams, the College has curated, updated, and created robust digital educator certification exam preparation resources that are available to candidates at any time of the day. Resources include, but are not limited to, flyers that include important reminders, infographics, links to outside sources, video series, digital flashcards, library guides, etc.
- **Classroom Assessment Techniques:** To encourage candidates to access resources and begin their preparation for passing educator certification exams, faculty have developed and shared posts to share in the discussion forum with candidates. Discussion questions include exploring college resources, utilizing the 240 Tutoring platform, and making personal preparation plans. These techniques are shared widely among faculty through collaboration platforms, email communications, etc. to ensure wide access to materials.

- **EDU-330 Revision**: The College offers EDU-330: Social Justice for Educators in all undergraduate programs, providing teacher candidates with content on ethical practices, culturally competent teaching, service learning, and education history. In collaboration with the Canyon Center for Character Education and College of Theology, the course has been revised to emphasize culturally responsive teaching, valuing diversity, and advocating for equity. Reflecting its updated focus, the course is now titled EDU-330: Ethics and Advocacy in Education.
- **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. 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 resource. Emphasis is placed on the appropriate usage and citation of AI tools as well as the need to review all generated content for bias and accuracy.
- **Terminology Updates:** The College frequently revisits and revises terminologies, especially when referring to student populations, to ensure that language remains inclusive, accurate, and reflective of current understanding. This practice includes review of relevant standards, research, and findings from academic conferences, as well as monitoring national trends with the purpose of identifying language that is both respectful and aligned with the College's commitment to inclusivity and student success. Beginning in 2023, the College has included a shift from the use of English Language Learners (ELLs) to English Learners (EL) throughout program revisions.
- **Student Teaching Course Revisions:** The College invited recent graduates from various initial licensure programs to engage in a focus group discussion regarding the student teaching course. Based on the results from this focus group, the College has revised all student teaching courses to enhance the teacher candidate experience. The revisions included a

removal of extraneous assignments to allow more focus on the teaching takeover and completion of the Student Teacher Evaluation of Performance (STEP) and/or IEP Performance templates as these are key data sources for a teacher candidate's ability to plan, implement, and assess effective lesson planning following standards of effective teaching.

- **Partnerships for Program Revisions:** In Fall 2023-Spring 2024, the College of Education, working in partnership with Grand Canyon Education's Curriculum Design and Development department, created and/or revised 277 courses. In addition, 21 programs were created, revised, or implemented within that timeframe. This work included the collaborative partnership with 130 contracted subject matter experts.

- **Program Reviews:** All COE programs complete a three-year or five-year review cycle to analyze assessment data, program success, and future actions needed for the programs. The University's Office of Assessment oversees the program review process. In 2023, COE completed 6 program reviews, which included 5 Initial Teacher Licensure (ITL) programs. Reviewed programs included: Bachelor of Science in Elementary Education and Special Education, Bachelor of Science in Elementary Education with an Emphasis in STEM, Bachelor of Science in Elementary Education with an emphasis in Teaching Reading, Master of Education in Special Education, Master of Education in Special Education – Nevada Alternative Route to Licensure (ARL), and Master of Arts in Reading with an Emphasis in Secondary Education. The College has been working collaboratively with other internal teams to align the programmatic lifecycles as determined by the Arizona Department of Education with the internally driven program review cycles to improve the effectiveness of the review process.

- **Professional Practices Committee (PPC)/Personal Improvement Plan (PIP) Process and Training Resource Development:** The College of Education reviews cases of unsuccessful student teaching to determine necessary support for candidates.
  - Approximately 96% of student teachers have a successful attempt at student teaching.
  - Unsuccessful attempts include:
    - Cancellation of placement within 30 days of start
    - Self-termination
    - Termination by the placement
    - Failure of the online student teaching course
  - The PPC reviews these cases to deliberate on the best course of action, considering:
    - Severity of the offense
    - Teacher candidate's academic history
  - The PPC may require a Personal Improvement Plan (PIP) for additional support, aimed at preparing candidates for a future attempt.
  - A 4-week PIP must be successfully completed to be eligible for a second and final student teaching attempt.
  - The College continues to monitor PIP data to identify trends in requirements and completions, helping to ensure timely interventions and support for candidates:

- In Fall 2023 and Spring 2024,**186** candidates had an unsuccessful attempt, with **57** in Fall 2023 and **23** in Spring 2024 required to complete a PIP.
- Notable increase in PIPs required in Fall 2023, likely due to candidates who deferred from Spring 2023.
- The College provides ongoing training, resources, and support to PIP Facilitators to improve their effectiveness in coaching and guiding teacher candidates. In Spring 2024, a new Lead PIP Facilitator role was introduced to enhance collaboration and coaching effectiveness, ensuring that candidates receive high-quality guidance from experienced facilitators.
  - The College has partnered with the Office of Academic Compliance (OAC) to integrate an OAC representative into PPC meetings, helping to ensure alignment between academic standards and professional practices.
  - In collaboration with the Canyon Center for Character Education (CCCE), the College has worked to incorporate character education and standardized language into the PIP modules, focusing on professional dispositions to support teacher candidates' development.
  - The College will continue to collaborate with relevant parties to refine and improve the PPC and PIP processes, with the goal of streamlining support for candidates and enhancing their overall success in the program.
- **Model Code of Ethics:** The College of Education (COE) in collaboration with the Canyon Center for Character Education (CCCE) have been working to improve how to best assess our candidates' understanding of the Model Code of Ethics, CCCE College of Education Academic Program Competencies, COE Conceptual Framework, professional dispositions, and professional responsibilities in the field of education. The College seeks to raise the bar of the education profession and aims to help our graduates understand the importance of upholding ethical standards for the safety of those they will teach, the community in which they will teach, and to be good servant leaders on and off school campuses. COE and CCCE have begun revisions to the current ethics quizzes embedded in all licensure programs. The first phase of the revisions has focused on the Master of Education in Educational Administration and Leadership programs. The second phase will include all initial licensure programs at the undergraduate and graduate levels. The third phase will include advanced programs, and any additional pathways that might incorporate an ethics assessment. To ensure all invested parties are appropriately included in the revision process, COE and CCCE leaders, faculty, and staff, across all departments, are reviewing what should be considered and assessed within the revisions. Based on stakeholder feedback, subject matter experts, data, and research, moving forward, the ethics quiz will now be an ethics assessment. This assessment will now be implemented in the first course, and again in a course later in the program of study, and it will also now have a scoring rubric so that a baseline can be provided as well to show growth as candidates progress throughout their respective programs. The new assessments will be developed by subject matter experts, will then be followed by a formal peer review and college approval process before implementation into the respective programs.
- **Clinical Practice Resource Revisions:** The College revised the Clinical Field Experience Handbook, Student Teaching Manual and Student Teaching Orientation module to enhance guidance related to practicum/field experience and student

teaching expectations. Revisions aimed to improve the overall organization of the documents, making navigation easier and more intuitive for readers. Frequently asked questions were incorporated to address common candidate concerns, such as expectations during field experiences and logistical details. Additionally, language regarding the potential for paid field placements was included to provide guidance on allowable activities and responsibilities. Suggested schedules were updated within the Student Teaching Manual to coincide with the updated student teaching course curriculum.

Co-Curricular Progress:

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

Community Support Progress

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

Accomplishments

Academic Accomplishments:

- **Scholarship:** The College of Education faculty and staff participate in scholarship work through research, presentations, and publications. These include scholarship and work within GCU, but also to outside organizations and education invested parties.
    - **Presentations**: In 2023, the College continued to participate in presentations to share scholarship and best practices with other educator preparation programs. More than 20 presentations were completed by faculty and staff. Presentations of note include:
        - 2024 AAQEP Quality Assurance Symposium: The College of Education faculty and staff presented 5 sessions at the 2024 AAQEP Quality Assurance Symposium. Presentations included:
            - "A Framework for Quality Assurance in Educator Residency Models," Dr. Emily Pottinger, Dr. Meredith Critchfield, Julianne Brett.
            - "From Silos to Structured Collaboration: Capitalizing on Strengths to Enhance Program Development," Alexi Linn, Julianne Brett
            - "Learning, Leading, Serving Through Character Education in School Leader Programs," Emily Farkas, Dr. Ashley Betkowski
            - "Digital Storytelling: Elevating Your College's Narrative Through Social Media Platforms," Dr. Alicia Kozimor, Dr. Lindy Gaudiano
            - "From Theory to Practice: Providing Preservice Teachers With Meaning Classroom Experience Through Embedded Partnerships," Dr. Alicia Kozimor

- Brandon Juarez attended the ATE National Conference in Anaheim California. He presented on Classroom Management as well as transitioned leadership for the Classroom Management Committee Chair from himself to new leadership.
- Dean, Dr. Meredith Critchfield, Associate Dean, Dr. Emily Pottinger, and Assistant Dean, Dr. Lindy Gaudiano, attended the 5th Annual Carolyn Warner Women in Leadership Conference on March 20, 2024 at the Desert Willow Conference Center in Phoenix to discuss and support women in leadership in the field of education.
- Associate Dean, Dr. Emily Pottinger, and Executive Director, Julianne Brett, presented a session titled Propelling the Profession Forward: Addressing the Educator Shortage Through Innovative Residency Models at the American Association of Colleges for Teacher Education (AACTE) 2024 Annual Meeting in Denver, Colorado.
- Faculty Chairs, Katie Sprute, Dr. Sheila Damiani and Dr. Alicia Kozimor represented the College of Education at the EDUCAUSE Annual Conference in Chicago in October. They shared their expertise on the critical subjects of team collaboration and online candidate retention.
- Dr. Kimber Underdown, Virginia Murray, and Dr. Crystal McCabe presented at the 25th International Conference on Autism, Intellectual Disability and Developmental Disabilities. Honolulu, HI. The presentation was titled "Empowering Autistic young adults: Unleashing self-determination skills for equity and inclusion."

- **Publications:** The College faculty and staff was published widely in 2023 and 2024. Notably, faculty chair Katie Sprute and faculty member Dr. Kimber Underdown published an article in *Adjunct Faculty in Online Higher Education: Best Practices for Teaching Adult Learners* titled Structural Empowerment: The Next Step for University Support of Online Adjunct Faculty. Additionally, faculty chair Katie Sprute and faculty members Dr. Crystal McCabe, Lynn Basko, Dr. Paul Danuser, and Dr. Jean Mandernach published an article in a special series titled Six Ideas for Building a Vibrant Online Professional Community: Effective eLearning. Dr. Alicia Kozimor also completed a chapter for the edited volume called, *Using Data for Continuous Improvement in Educator Preparation*, to be published by Myers Education Press and sponsored by AAQEP, titled *Maximizing Student Outcomes: Harnessing the Power of Faculty Collaboration and Continuous Program Improvement*.
- **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. Of note, Dr. Paul Danuser recently joined the Arizona Association of Midlevel Educators focused on retention of educators in the field. He works with local school districts also on this committee to hear barriers to educator retention and work GCU is doing to positively impact teacher retention. Dr. Sheila Damiani, Dr. Alicia Kozimor, Dr. Emily Pottinger, Dr. Ashley Brandon, Julianne Brett joined The New Teacher Project Advisory Board and attended the AZ Talent Convening at Helios Education on March 18, 2024. Senior Online Faculty Chair Katie Sprute and faculty member Chesa Mendez also serve First Things First Arizona.
- **Teacher Candidate Publications:** Teacher candidates worked alongside faculty member, Dr. Paul Danuser to engaged in scholarship and complete a manuscript for publication in the Canyon Journal of Undergraduate

Research. Publications completed were from Emily Grant, titled The Importance of Classical Literature in Secondary Education: A Literature Review. Lauren Williams also published a piece titled A Literature Review: Promoting Healing and Social Justice Through Trauma-Informed Transformations in K-12 Education

- **Teacher Candidate Presentations:** Each semester, teacher candidates have the opportunity to present to Grand Canyon University leadership and share their experiential learning. The following candidate presentations were made this year:
  - Spring 24 Undergraduate Research Symposium - Early Childhood Education Methods Immersion, Presenters: Abi Layne, Laken Friar, Layla Garcia, Advisor: Jena Akard College of Education
  - Fall 23 Undergraduate Research Symposium - Unveiling Victory: A Collaboration of GCU COE & Victory Autism Academy, Presenters: Kayla Peacocke, Parker Manitsas, Beth Donat, Kaylee Spinelli, Advisor: Jennifer Jakobi College of Education

- **Arizona Department of Education's Recently Approved Programs:** In partnership with the Arizona Department of Education, members of the College of Education at Grand Canyon University, along with external committee members, developed a streamlined submission process for academic programs from AAQEP-approved institutions. This abbreviated process provides an alternative to the previous submission system, recognizing the comprehensive programmatic information already submitted to AAQEP, which reflects key program processes and procedures. Since the rollout of this AAQEP-based process, Grand Canyon University has submitted four renewal applications for current program offerings.

- **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.

- **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 invested parties to ensure updates were clear and helpful for all key invested 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 Trac
- 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

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

- **Faculty Site Supervisor Evaluation, Survey, and Feedback Process:** To collect and review feedback for continuous improvement, the College has implemented faculty site supervisor evaluations and surveys. The College continues to conduct regular evaluations to provide further support, consistency, and feedback with GCU faculty supervisors. Additionally, the College continues to send a survey at the end of each semester to all cooperating teachers to gather feedback on the student teaching experience, including their involvement and feedback with the faculty site supervisor. Additionally, the College is working on creating an updated survey that will be sent out at the end of each semester to faculty site supervisors to gain their perspective on their role and experience as a supervisor.
- **Training Support**:
  - **Office of Field Experience Counselor Training**: The College of Education held specialized training sessions on various topics, such as edTPA and alternative pathways, with the Field Experience and Teacher Placement Counselors discussing policies, expectations, requirements, and resources. Trainings were designed to improve consistency, provide opportunity for college and operations team collaboration, and to ensure counselors are equipped with college resources and understanding of key topics and expectations to better assist education candidates in successful experiences in the field.
  - **College of Education All-Counselor Training**: The College of Education hosted multiple training sessions for all counselors in July 2023 and February 2024 with the Employee Learning and Development team to train over 1,000 university counselors, university development counselors, student services counselors, field experience counselors, teacher placement counselors, and all managers/leadership of each counseling team. The trainings included in-depth discussion on candidate professionalism, certification exam preparation, practicum/field experiences updates, College of Education policies, the National Center for Teacher Preparation, and additional resources. The trainings were designed to improve consistency, provide an opportunity for college and operations team collaboration, and ensure counselors are equipped with college resources and understanding of university policy, as well as programmatic/state certification expectations. This not only assists counselors in informing potential candidates and providing guidance to those to enter programs that best fit their future goals but also allows for counselors to better assist candidates in successful field experiences during their program and continuing on to certification in candidates' states of residence.
- **Canyon L.E.A.P. to Teach Touchpoints**: In response to the nationwide teacher shortages, the College of Education has invested in opportunities to uplift the field and bolster the educator pipeline. One initiative that is in alignment with this initiative is the Canyon L.E.A.P. to Teach program. Although this program is not included within the College's AAQEP

approvals, it is an Arizona state approved program that assists educators with earning certification through an alternative pathway. This unique pathway is an example of innovative thinking to directly support local schools and current educators maintain positions in the classroom while completing programmatic coursework that can lead to teacher certification. Alongside this program, the College supported counseling teams in understanding requirements, expectations, and opportunities for upcoming cohorts for the alternative pathway program-Canyon L.E.A.P. to Teach. Continued college guidance on this unique program enhances counselor knowledge on certification, programmatic, licensure examination, and other requirements for the alternative route to teacher licensure to address teacher shortages in Arizona.

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

- **Enrollment and Training Videos:** The College, in collaboration with the Employee Learning and Development department, has completed training materials for enrollment counselors. This material consists of short video overviews and one-pager documents differentiating between the various program offerings. Enrollment training is important for the College to ensure candidates are adequately informed about their program choices and accurately placed in a program that aligns with their professional goals.

- **Collaborative Communities:** The College of Education developed a virtual space for faculty and other support roles (i.e., GCU Faculty Supervisors) to collaborate. These communities are grouped by program and allow faculty opportunities to collaborate with other faculty regarding specific courses within programs. Each community has a facilitator who is either an adjunct, full-time faculty or college staff member serving to promote engagement and increased access to, support, information, and resources. Facilitators share College of Education updates, host virtual meetings and initiate discussions regarding topics such as student engagement, integration of faith, instructional strategies, student teaching, practicum/field experience, holistic feedback, and much more. These facilitators also serve as a point of contact for all faculty with questions pertaining to course content. There are currently 10 different communities with membership ranging from 46-469 faculty or site supervisors.

Co-Curricular Accomplishments:

- **Student Teaching Celebration:** To recognize teacher candidate accomplishments and uplift teaching as a profession, the College hosts a semi-annual student teaching celebration and pinning ceremony for traditional campus candidates. The

celebration welcomes over 50 student teachers each semester who successfully complete their student teaching experience and will be entering the field of education as professionals. The event includes sharing the post-graduation plans and opportunities for candidates, a celebration of the work done in classrooms over the semester, and inspirational words from COE graduates and invested parties. This initiative honors and supports future educators and allows networking opportunities with current education leaders and recently graduated student teachers. The event concludes with a pinning ceremony in which each teacher candidate is given a COE branded pin and renews their dedication through the COE pledge.

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

Community Outreach Accomplishments:
- **College of Education Advisory Board:** Since 2022, the College expanded the Advisory Board to include an additional 40+ members. Board members are key invested parties in the local and national education field, comprised of alumni, local and national educators, and leaders. The College has continued to expand the opportunity to serve members outside of Arizona who choose to participate and contribute.
- **GCU's Day of Giving:** The Day of Giving event is centered around philanthropy and showing GCU students the power of supporting the ideas and organizations invested parties believe in. This year, the donation option for the College of Education was focused on increasing GCU student scholarships. All donations to the Day of Giving empowered the College of Education candidates to take part in critical initiatives, allowing them to go into communities and make a difference while helping to uplift the education profession.
- **Canyon Global Educators:** The Canyon Global Educators team traveled to Spain in May 2023 and 2024. College faculty and candidates from College of Education programs helped prepare for work with second language learner immigrant students and adults. This opportunity not only served the greater global community but also provided College of Education candidates with ample experiences in teaching speakers of other languages, gaining cultural and diverse experiences.
- **Canyon Center for Character Education:** Since March of 2023, the Canyon Center for Character Education has connected with 136 LEAs to share resources and support them in a collaboration effort. The CCCE has provided 22

professional development sessions among 10 schools and one district of 25 schools in support as they determine their core values and character education approach. The CCCE has official partnerships with 31 LEAs, are learning from 9 LEAs in partnership, has featured 6 LEAs in the *Voices from the Field* video series to share character education practices with the wider education field, and continues to enhance collaboration with LEAs to support them in implementing character education.

Innovation

Academic Innovation:

- **Practicum/Field Experience Updates:** The College continues to revise practicum/field experience requirements within all initial licensure 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, teacher candidates independently apply knowledge to the learning environment through teaching practices. Furthermore, this restructuring of practicum/clinical field experience includes a shift from ten or more courses with 5–10-hour requirements to an average of six courses with 15–20-hour requirements. This change has been a result of feedback from various external partners emphasizing the benefits of substantial hours in a single setting for the mentor, teacher candidate, and K-12 students. The College has been able to apply these revisions and implement the new structure in the B.S. Early Childhood, B.S. Elementary and emphases, B.S. Elementary and Special Education, B.S. Secondary, M.Ed. Early Childhood, M.Ed. Elementary, M.Ed. Secondary, and M.Ed. Special Education programs, with the remaining initial teacher licensure programs scheduled for revision. With these updates to the practicum structure, the College has maintained an emphasis on guiding candidates to diverse settings to complete their practicum/clinical field experience hours.
- **GoReact Technology:** The College of Education piloted the GoReact tool, an external video recording platform that allows instructors to review and share embedded feedback on candidate video assignments. The yearlong pilot was included in a 15-week student teaching course and one additional 8-week course spanning all undergraduate licensure programs, EDU-330. During this pilot, the Go React tool was included in multiple course sections for both the online and in-person modalities. Based on analysis of the data, COE is expanding the use of GoReact through implementation in additional methods and student teaching courses. The College continues to monitor feedback from candidates and faculty to determine additional areas to scaffold this technology into licensure programs, particularly in courses where candidate teaching can be observed.
- **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.

- **Pathways to Licensure:** In response to the national teacher shortage crisis, the College continues exploring alternative pathways to licensure. Using feedback from invested parties and partnerships with K-12 educational agencies across the country, the College continues exploring opportunities to support candidates in understanding various routes to licensure, including opportunities to earn while learning. The College strives to provide high-quality and affordable educator preparation that is accessible to a diverse population of future or current educators.

- **Field Experience Technology Innovations:**
  - **Document Management System (DMS):** The College is continuing to work collaboratively alongside technology teams to further improve the current technology tools used for documentation and tracking of field experience requirements. The practicum tracker, launched in Spring 2024, provides candidates with a clear visual representation of their progress in meeting the required practicum hours for their program of study. Additional future improvements will include the real-time electronic tracking of time requirements for student teaching and educational administration programs.
  - **Alternative Pathway Reporting:** With assistance from the technology department, the College revised and improved a real-time web report showcasing data to proactively monitor and support candidates in alternative pathway programs, including the Arizona Alternative Teaching, Arizona Student Teaching Interns, Arizona Canyon L.E.A.P. to Teach and Nevada ARL programs. This innovation allows the College and counselors to better track and utilize consistent information and data regarding these candidates.

- **Alternative Pathways to Educator Licensure:**
  - **Arizona Student Teaching Intern Certificate**: GCU worked with local districts and other state entities to meet the needs of the local teacher shortage to develop a Student Teaching Intern Certificate that allows candidates to fill open positions in local schools, provided they meet specific requirements as outlined by AZ Department of Education and fulfill the requirements of their institution of higher education. Since Fall 2017, over 320 GCU Student Teaching Intern candidates have filled these positions in local schools. This includes 44 candidates in the 2023-2024 school year.
  - **Canyon L.E.A.P. to Teach**: To fill gaps in the field of education, GCU partnered with local districts and Arizona Department of Education to create a local alternative pathway to teaching for GCU candidates. Since Fall 2020, over 30 local districts/charter schools have partnered with the College of Education to support candidates through the Canyon Local Education Agency Pathway (L.E.A.P.) to Teach graduate certificate program pathways. Over 50 candidates have now completed these pathways, which includes 15 candidates in the 2023-2024 school year.
  - **Arizona Alternative Pathway**: GCU's longest-running alternative pathway to teacher certification was created to align with the AZ Department of Education's Alternative Teaching Certificate (previously called the Arizona Intern Certificate). Candidates going through eligible GCU graduate licensure programs are approved to teach full-time in

Arizona classrooms on this certificate while completing their programs. Since 2014, nearly 1,125 candidates have taught on this certificate. This includes 115 candidates in the 2023-2024 school year.

- **Nevada ARL**: In 2018, GCU partnered with the Nevada Department of Education to create specific graduate licensure programs that allowed candidates to teach on the Nevada Alternative Route to Licensure (ARL) teaching license. This alternative pathway helped fill teaching positions in high-needs areas in Nevada schools. Since 2019, over 70 candidates have filled these positions, which includes 22 in the 2023-2024 school year.

- **Local School Embedded Partnerships:** The College of Education's conceptual framework heralds learning, leading, and serving. As such, intentional partnerships with local schools and districts are critical. These partnerships are typically grown from a need that local schools or districts have that they believe the College of Education programs and their graduates could help fill. The embedded partnership model the College established many years ago continues to be a successful addition to local school communities.

  - **Instructional Assistants/Paraprofessionals:** Dr. Jim Mostofo has partnered with two local charter schools, Empower College Prep and Glenview Preparatory Academy, to support candidates who are working in classrooms as instructional assistants/paraprofessionals. About 14 candidates are observed and coached by Dr. Mostofo as they work with small groups and/or implement lessons to provide real-time coaching and support.

  - **Embedded Partnerships:** In another example, faculty member Professor Jena Akard has partnered with a local elementary school, Westwood School, to embed candidates in classrooms. GCU candidates meet at Westwood once per week for their class period and implement lessons either small group or whole group. They work with the classroom teacher of record to identify standards to be taught as well as modify and implement school curriculum. Professor Akard guides candidates as they navigate planning lessons and analyzing student data, and coaches' candidates as they implement lessons.

  - **BALSZ School District:** Dr. Nydia Palomino and Professor Nathan Hollis II have partnered with Brunson-Lee elementary school in the Balsz School District to provide after-school tutoring and Conflict Resolution training. Monday through Thursday, the 35 GCU candidates meet at Brunson-Lee school to offer tutoring to students that have been selected as part of this program by their teachers. The candidates also received Restorative Justice training that they enact with students to guide them through conflict resolution and creating positive mindsets about learning.

  - **STEM Methods Courses:** Dr. Katy Long has partnered with the Laveen and Washington Elementary School Districts to implement an embedded partnership for candidates in their STEM methods courses. Candidates meet in a GCU classroom on campus once per week to receive instruction. On the second day, candidates meet at a school site to implement lessons and work with mentor teachers. Dr. Long visits the school sites and observes candidates as they implement lessons to offer feedback and coaching.

  - **Emergency Substitute Teacher Partnership:** The Emergency Substitute Cohort is offered to eligible candidates who have completed the necessary courses to effectively enter the classroom as a substitute teacher. Candidates are paired with a faculty advisor and assigned to a school district where they will serve as a substitute. Candidates receive their emergency substitute certification through the Arizona Department of Education. Candidates

participating in this residency serve schools as paid substitute teachers while also completing field experience hours required for coursework. Candidates are supported by regular check-ins and coaching from their faculty advisor and school administrators. In Fall 2022, over 120 candidates participated in this residency, partnering with 7 school districts, serving Pre-K-12 populations.
- **Swivel Cam:** Dr. Brandon Juarez works with a College of Education alum, Sarah Plaum, to implement an innovative classroom observation technique. Dr. Juarez set up a camera in Ms. Plaum's classroom that tracks her movements and follows her around the classroom. The camera live-streams Ms. Plaum's instruction and methods into the College classroom so Dr. Juarez can give real-time instruction based on what teacher candidates are viewing. Dr. Juarez also coaches Ms. Plaum and asks her to implement strategies so candidates can see the results of a strategy being used.
- **Expanded Alternative Certification Program Partnerships:** The College of Education collaborates with several Alternative Certification Programs (ACPs) nationwide to acknowledge and integrate candidates work from these programs into prospective graduate degrees. To establish these partnerships, the College conducts thorough curriculum reviews of the ACPs. Through these partnerships, candidates gain the opportunity to complete graduate programs more efficiently, reducing both time and cost.

<u>**Curricular Innovation:**</u>
- **CEEDAR Partnership:** The College of Education has continued staff and faculty participation in the Arizona Coalition for Educator Preparation and Practice (ACEPP), a chapter of the national Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) organization. As members of this organization, the College of Education engages in collaborative discussions with representatives from other Arizona institutes of higher education (IHE) on practices surrounding special education teacher preparation and retention. These collaborations address topics related to programming, candidate field experiences, and assessment practices within educator preparation programs as well as national and state regulations and trends. Members of ACEPP are invited to conferences as presenters and participants, such as the National CEEDAR Convening, which facilitates collaborations with educator preparation providers and state agency representatives across the country. This larger collaboration is further supported through Topical Action Groups (TAG) led by CEEDAR. During TAG meetings, individuals from CEEDAR chapters across the country discuss challenges and opportunities for specific aspects of special educator preparation and retention. Through participation with ACEPP and CEEDAR, the College stays abreast of issues facing special education teachers, builds scholarship, and establishes a supportive network with other IHEs and state agencies.
- **Goal Setting:** Strategic planning is critical for aligning GCU's University-wide goals with college, department, and individual goals, promoting a cohesive and unified direction. This alignment enhances the candidate's experience by creating a supportive and coordinated educational environment. By strategically aligning goals, the College aims to optimize the efficacy of programs, promoting the effective use of resources, relevance and innovation of curricular offerings, and delivery

of high-quality education and support. This cohesive approach fosters an academic community that is dedicated to candidate success and continuous improvement across all levels of the institution.

Community Outreach Innovations:
- **Kern Grant/Impact on Initial Programs:** The Robert D. and Patricia E. Kern Family Foundation, Inc. awarded Grand Canyon University a three-year grant of $2,271,000 to support the development of the Canyon Center for Character Education. Grand Canyon University's College of Education (COE) is working collaboratively with the Canyon Center for Character Education to train college faculty and staff on practical wisdom and practices to effectively embed character education and virtue development in PK-12 education. These training opportunities will have exponential impact on our initial licensure programs as the faculty and staff develop innovative ways to incorporate these concepts into educator preparation programs.
- **Social Media (COE Blog, Top of the Class Podcast, Instagram):** The College is continuously working on a social media presence through blog posts, Instagram, Facebook, webinars, and podcasts. Content for social media post is developed from various invested parties, including COE faculty, staff, and candidates as well as currently practicing professionals in the field. The purpose of these posts is both to share the unique aspects of the College and to promote knowledge of educational trends and practices. Metrics on social media posts are evaluated regularly to determine additional content and platform needs. For instance, there has been a 17.62% increase in followers on Instagram as a result of concerted efforts to engage with the education community via social media.
- **Director of State Outreach:** In September of 2024, the college hired an internal candidate for the new role. This full-time employee is experienced in educator certification, educator certification exam support, state specific research and development for state specific requests related to courses or program requests.
- [National Center for Teacher Preparation:](#) To address the national teacher shortage, the College created the National Center for Teacher Preparation. This center is part of the College's pledge to make higher education more accessible to paraprofessionals and other classified staff seeking teacher licensure through a bachelor's or master's degree program. The program allows candidates access to tuition scholarship and cohort support opportunities.

Appendix A: Terminology

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

Key Terminology:

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

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

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

Clinical Field Experience Specialist (CFES): The Clinical Field Experience Specialist supports the cooperating school personnel and supervisors during the student teaching and educational administration internships. The CFES acts as liaison between the placement site and the university. The CFES is the primary support resource for cooperating teachers and GCU Faculty Supervisor.

Clinical Practice Evaluation Formative Feedback Worksheet – This form is intended for use by a cooperating teacher/mentor to document evidence of the teacher candidate's progression in meeting the evaluation standards and dispositions. GCU Faculty Supervisors collect this form and use it to assist in scoring the Clinical Practice Evaluation(s).

Clinical Practice Observation/Evaluations - The collaborative observation is a process between the GCU Faculty Supervisor and the cooperating teacher/mentor in which they reflect on the teacher candidate's performance. The participants work together to effectively produce a final score for student teaching using the Clinical Practice Evaluation. The evaluation instruments are used to assess a teacher candidate's professional dispositions and progression towards InTASC standards. A GCU Faculty Supervisor observes the teacher candidate a minimum of four times during the student teaching experience to complete these evaluations.

Clinical Practice Time Log – Teacher candidates use this log to record their daily attendance at their student teaching placement. The cooperating teacher/mentor will initial this log weekly. Completed and signed copies of the log for each eight-week/15-16-week session must be submitted to the GCU Faculty Supervisor to accompany evaluations 2 and 4.

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

Cooperating Teacher – The teacher in whose classroom the teacher candidate is completing the student teaching experience. The cooperating teacher must be certified, endorsed, and/or licensed as a teacher in the area that aligns with the teacher candidate's program of study. The primary responsibility of the cooperating teacher is to the school and district, then to the teacher candidate. These individuals have the expertise to provide formative and summative feedback on the teacher candidate's performance.

Educational Administration Internship – In the three internships embedded within the program, the principal candidate applies building level leadership skills by completing tasks designed to facilitate the candidate's ultimate success in improving student achievement as a school principal. Additional information regarding the Educational Administration Internships can be found on the Student Success Center.

Educational Administration Internship Verification Form – Principal candidates document internship activities on this form or a form of their own design which must include dates, activities, hours, professional standards satisfied, and signatures.

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

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

GCU Faculty Supervisor - The GCU Faculty Supervisor is the GCU approved supervisor who has oversight responsibility for the evaluation of the teacher candidate. The GCU Faculty Supervisor is also certified, endorsed, and/or licensed as a teacher. This individual will work closely with the teacher candidate and the cooperating teacher/mentor.

Institutional Recommendation (IR) - Documentation that verifies to the state that the student has completed an education program that satisfies the state's requirements for certification in that particular area completion. For non-Arizona state residents, recognize that educational requirements for certification vary from state to state; therefore, additional requirements may be necessary to receive certification in the student's state of residence. All students are required to check with their respective state Department of Education to determine the certification requirements of their state.

Mentor Teacher – For teacher candidates who are currently serving in a contracted teaching position, it is not necessary to secure a cooperating teacher for supervisory responsibilities. In those cases, and upon approval of the building principal and the College of Education, a mentor will be assigned to support the teacher candidate.

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

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

Personal Improvement Plan (PIP)- If required by the Professional Practices Committee, a PIP must be successfully completed to be eligible for a second and final attempt at student teaching. Throughout the 4-week PIP, the teacher candidate will work with a College of Education PIP Facilitator to reflect on and remediate any areas of improvement to prepare for the next student teaching attempt.

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

Practicum/Field Experience – Practicum/field experiences are field-based learning opportunities that focus on observation, application, and reflection. Practicum/field experiences require the candidate to observe and interact in diverse, real-life educational settings, and to apply the theories and concepts learned in program coursework. Candidates may experience a variety of practicum/field experience activities dependent upon their program and/or course. Different practicum/field experience structures exist to cater to diverse learning needs, providing both guided and independent opportunities for candidates to acquire essential

skills, knowledge, and practical experiences in the field. Please refer to the [Clinical Field Experience Handbook](#) (*Attachment 1.p*) for additional information.

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

Professional Growth Plan (PGP) – The Professional Growth Plan may be implemented by the cooperating teacher and/or GCU Faculty Supervisor as an in-class support process for a teacher candidate who needs additional support in one or several targeted areas aligned with InTASC standards. This support is documented with the Clinical Field Experience Specialist (CFES) using the PGP template.

Professional Knowledge Exam - Exams that measure professional knowledge as related to effective teaching practices. Such exams include NES, AEPA, Praxis, and those that are specifically state-mandated and are used for licensing and certification processes. Candidates should refer to their field experience counselor and state department of education for additional information.

Professional Practices Committee (PPC)- The PPC reviews unsuccessful attempts at student teaching and determines all college level penalties. In making their determination, the committee considers the severity of the offense as well as the teacher candidate's academic history. The PPC may require the teacher candidate complete coaching and/or remediation through a Personal Improvement Plan (PIP) as additional support to best prepare the teacher candidates for a future attempt.

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

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

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

Student Teacher Evaluation of Performance (STEP) – The STEP is a unit that demonstrates a teacher candidate's ability to plan, implement, and assess effective lesson planning following standards of effective teaching.

Student Teaching – This final portion in the candidate's experience is the summative experience of full-time student teaching which we mark as the serving role. Assigned to a specific school and cooperating teacher, the candidate moves from the assisting role to taking over all the regular teaching duties during the full-time experience. While in the full-time role, the candidate works closely with the cooperating teacher as well as the GCU Faculty Supervisor to receive feedback on their teaching duties and instructional competence. Frequent opportunities for feedback and reflection are given to the candidate with targeted feedback designed around specified InTASC standards and the COE collaborative Clinical Practice Evaluations.

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

Teacher Candidate – A student in a program that leads to initial teacher licensure is known as a teacher candidate.

Teacher Placement Counselor (TPC) – The Teacher Placement Counselor completes the placement for student teaching. The TPC communicates with districts/schools and teacher candidates during the student teaching placement and student teaching course(s) regarding roles and expectations of student teaching.

Traditional Student – Students who attend classes at the traditional campus.

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

Appendix B: Organizational Structure

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

The College's [full-time employee team](#) is organized into five major departments, including:
(1) Full-Time Trad Faculty led by Faculty Chair Dr. Alicia Kozimor. Full-time non-trad faculty led by Senior Faculty Chairs Dr. Sheila Damiani and Katie Sprute
(2) Academic Programs and Outreach led by Assistant Dean Dr. Lindy Gaudiano
(3) Canyon Center for Character Education led by Emily Farkas
(4) Clinical Field Experience led by Associate Dean Dr. Emily Pottinger and Executive Director Julianne Brett
(5) Assessment and Accreditation led by Director Erica Stolte.

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

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

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

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