ACCREDITATION ACTION REPORT

An official record of actions taken by the AAQEP Accreditation Commission

Grand Canyon University
Initial Teacher Preparation
Phoenix, AZ
May 2026

ACTION

Based on examination of the case record, including the program's self-study and the AAQEP review team's report, the AAQEP Accreditation Commission makes the following determination regarding the Grand Canyon University initial teacher preparation program:

ACCREDITATION WITH NOTE - The Accreditation Commission finds that the program meets all AAQEP standards; accreditation is reaffirmed for a term of seven years with the notation(s) specified below.

SCOPE OF ACCREDITATION

This action includes the following program types (see below for details):

X	**Initial Teacher Preparation**: Programs that prepare individuals for their first professional teaching credential
	Advanced Educator Preparation: Programs that prepare already-licensed educators to qualify for additional credentials or that add to their professional capabilities
	P-12 Leader Preparation: Programs preparing individuals for credentials as building principals, district superintendents, and other educational leaders or administrators
	Specialized Professional Personnel Preparation: Programs that prepare personnel for roles for which a teaching credential may not be a prerequisite or that lead to no specific credential

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RATIONALE

The Commission evaluated the program's evidence for each AAQEP standard and determined that all four standards are met. The program prepares candidates to work effectively as professional educators who can adapt to different contexts and continue to grow professionally. Grand Canyon University maintains program quality by analyzing evidence of its effectiveness and making revisions to benefit candidates. It offers robust advising structures and support for candidates and engages with stakeholders and partners to strengthen the P-20 education system. The Commission also reviewed the provider's plans for ongoing growth and improvement, based on the findings of the self-study, and affirms the intentions presented.

MAINTAINING ACCREDITATION

To maintain accreditation, the program must:

- Meet annual reporting requirements
- Host its next site visit by **June 30, 2033**
- Receive an affirmative decision on the basis of that review
- Continue to be a member in good standing and follow AAQEP's policies regarding public reporting, substantive change, maintaining accreditation status, and other matters

STANDARDS REPORT

The Commission has made the following determinations regarding the AAQEP standards based on its review of the program's outcomes, documentation of capacity, assessment system, quality control system, plans for development, and other evidence as reviewed and supplemented by the review team:

Standard (2018 Expectations Framework)	Met	Not Met
1. Candidate/Completer Performance - Program completers perform as professional educators with the capacity to support success for all students.	X	
2. Completer Professional Competence and Growth - Program completers adapt to working in a variety of contexts and grow as professionals.	X	
3. Quality Program Practices - The program has the capacity to ensure that its completers meet Standards 1 and 2.	X	
4. Program Engagement in System Improvement - Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	X	

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CONCERNS AND CONDITIONS

Concerns are minor problems or shortcomings related to one or more aspects of a standard and must be addressed in the provider's next Annual Report(s). *Conditions* are more significant problems that threaten to undermine one or more of the standards and may result in a shorter accreditation term.

Standard	Notation (in reference to the 2018 expectations framework)	Remedy and timeline
3	**Concern:** The Commission notes a concern that the program needs to develop consistent empirical evidence on candidate outcomes aligned with aspects of Standards 1 and 2. In addition, ongoing attention to data quality through documented investigations will strengthen the assessment system. This notation pertains to **Aspect 3e**, which addresses the program's engagement in continuous improvement through an effective quality assurance system.	AAQEP staff will maintain contact with the program as it addresses the identified concern; progress regarding the evidence set will be documented in Annual Reports.

DETAILED SCOPE OF ACCREDITATION

The following specific programs are included in this action:

Degree or Program offered by the provider	**Certificate, License, Endorsement, or Other Credential** granted by the state
Programs that lead to initial teaching credentials with the Arizona Department of Education	
Bachelor of Arts in Dance Education	• Dance Education, P-12
Bachelor of Arts in Dance for Secondary Education	• Secondary Education, 6-12
Bachelor of Arts in English for Secondary Education	• Secondary Education, 6-12
Bachelor of Arts in History for Secondary Education	• Secondary Education, 6-12
Bachelor of Arts in Theatre for Secondary Education	• Secondary Education, 6-12

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Bachelor of Arts in Music Education ● Choral: Piano ● Choral: Voice ● Instrumental: Brass, Woodwind, Percussion, or Strings ● Instrumental: Piano	● Music Education, P-12
Bachelor of Arts in Theatre Education	● Theatre Education, P-12
Bachelor of Science in Early Childhood Education	● Early Childhood Education, B-3
Bachelor of Science in Early Childhood Education and Early Childhood Special Education	● Early Childhood Education, B-3 ● Early Childhood Special Education, B-3
Bachelor of Science in Elementary Education	● Elementary Education, K-8
Bachelor of Science in Elementary Education with Emphasis in ● Christian Education ● English as a Second Language ● STEM ● Teaching Reading	● Elementary Education, K-8
Bachelor of Science in Elementary Education and Special Education	● Elementary Education, K-8 ● Mild/Moderate Disabilities, K-12
Bachelor of Science in Physical Education	● Physical Education, K-12
Bachelor of Science in Biology for Secondary Education	● Secondary Education, 6-12
Bachelor of Science in Business for Secondary Education	● Secondary Education, 6-12
Bachelor of Science in Chemistry for Secondary Education	● Secondary Education, 6-12
Bachelor of Science in Mathematics for Secondary Education	● Secondary Education, 6-12
Master of Education in Early Childhood Education	● Early Childhood Education, B-3
Master of Education in Early Childhood Education and Early Childhood Special Education	● Early Childhood Education, B-3 ● Early Childhood Special Education, B-3

Master of Education in Elementary Education	● Elementary Education, K-8 ● Mild/Moderate Disabilities, K-12
Master of Education in Elementary Education and Special Education	● Elementary Education, K-8 ● Mild/Moderate Disabilities, K-12
Master of Education in Special Education	● Mild/Moderate Disabilities, K-12
Master of Education in Elementary Education, Moderate to Severe	● Moderate/Severe Disabilities, K-12
Master of Education in Secondary Education	● Secondary Education, 6-12
Master of Education in Secondary Education with Emphasis in ● Humanities ● STEM	● Secondary Education, 6-12
Programs that lead to initial teaching credentials with the Nevada Department of Education	
Master of Education in Early Childhood Education (Nevada ARL)	● Early Childhood Education, B-2 (Nevada)
Master of Education in Elementary Education (Nevada ARL)	● Elementary Education, K-8 (Nevada)
Master of Education in Secondary Humanities Education (Nevada ARL)	● Secondary Education, 7-12 (Nevada)
Master of Education in Secondary STEM Education (Nevada ARL)	● Secondary Education, 7-12 (Nevada)
Master of Education in Special Education (Nevada ARL)	● Generalist (Mild to Moderate), K-12 (Nevada)
Programs that lead to additional or advanced credentials for already-licensed educators	
N/A	N/A
Programs that lead to P-12 leader credentials	
N/A	N/A
Programs that lead to credentials for specialized professionals or to no specific credential	
N/A	N/A

NOTE: Accreditation actions are based on examination of the case record, including the provider's self-study and the AAQEP review team's report. Decisions are the sole responsibility of the AAQEP Accreditation Commission and may not be modified by staff or quality assurance reviewers.