



AAQEP Annual Report for 2025

Provider/Program Name:	Utah State University – School Leadership
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	06/23/26 - Site visit schedule for February 25-26, 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.

Utah State University (USU) is a land-grant institution with a main campus in Logan, UT. In 2021, USU was awarded the Carnegie classification of R1, due to high research activity. In Fall 2025, USU enrolled 29,831 students, including 9,547 students on statewide campuses and 3,202 graduate students and 1,542 international students.

USU began as an agricultural college but began offering courses related to teaching in the 1920s. On March 8, 1927, Senate Bill No. 97 was signed, which authorized the College to provide teacher preparation courses as part of a new School of Education that was assigned to the College of Arts and Sciences. In 1932, the School of Education established its independence from the School of Arts and Sciences. In 1957, Utah’s Agricultural College became Utah State University, and the School of Education became the College of Education. On April 23, 2008, USU announced it was naming its prestigious college of education the

Emma Eccles Jones College of Education and Human Services (CEHS) in honor of a \$25 million gift from the Emma Eccles Jones Foundation.

Statewide Campuses

In keeping with its [Land-grant](#) mission, USU's Statewide Campuses serve 25% of the university's total enrollment. Teacher preparation programs at USU are well represented in regional campus offerings. Distance education extends USU's and CEHS's reach to provide higher education to students throughout Utah and around the world. Through distance education, USU can deliver classes remotely to every county in Utah. Here is a complete map of [USU's statewide campuses](#).

In the summer of 2023, USU launched a more flexible teaching model which includes in-person, online, virtual, hybrid, connect, and arranged delivery models to prioritize the best learning opportunities to students while extending access. Here is more information on [USU's teaching delivery models](#).

The Emma Eccles Jones College of Education and Human Services (CEHS)

CEHS offers preparation programs for prospective teachers, school counselors, and school leadership. It also provides preparation for professionals in human services areas and corporate settings. Composed of seven departments, the College is also home to the: Emma Eccles Jones Center for Early Childhood Education; Center for Persons with Disabilities; Sorensen Legacy Foundation Center for Clinical Excellence; National Center for Hearing Assessment and Management; Dolores Dore Eccles Center for Early Care and Education; Center for the School of the Future; Edith Bowen Laboratory School; and the Sound Beginnings Program (for children with cochlear implants or digital hearing aids).

U.S. News and World Report has ranked graduate programs annually. 2025 ranking highlights for CEHS include:

- #1 In the State of Utah for graduate studies in education for 25 years running
- #26 Graduate College of Education among public institutions of higher education
- #15 in the nation for extramural funding

Profile of the School of Teacher Education and Leadership (TEAL)

Within the College of Education and Human Services (CEHS), TEAL offers programs encompassing elementary and secondary education. Graduate programs include Master of Education, Master of Science, Master of Education in School Leadership, School Leadership Certificate, as well as an EdD and PhD in Education.

School Leadership

For many years, the college has offered a program for the preparation of school leaders. In 1972, the Board of Regents discontinued the Ph.D. program in Educational Administration and in 1974, the Department of Educational Administration at Utah State University was dissolved, leaving the University without programs of instruction in the field. In 1979, the Administrative/Supervisory Certificate (ASC) program was approved by the Utah State Office of Education, allowing USU to again offer programs to prepare school leaders. This program was a non-degree, licensure-only certification program. Because the Department of Educational Administration had been dissolved, the program was housed in the Dean's Office and was directed by the Associate Dean for Extension. In 2008, the program became part of TEAL.

In 2010, TEAL was authorized to offer a specialization in Instructional Leadership within the existing M.Ed. programs in Elementary Education and Secondary Education. By 2011, this specialization was approved as a Master of Education degree in Instructional Leadership. In 2024, the program name was updated to School Leadership, and Administrative/Supervisory Certificate became the School Leadership Post Master's Certificate Program.

Currently, the School Leadership program offers two pathways:

1. **School Post Master's Certificate Program:** A licensure-only pathway requiring 27 credits of coursework, designed for students who already hold a master's degree in education (required for Utah licensure).
2. **M.Ed. in School Leadership:** A 30-credit program that includes an additional curriculum and instruction core course.

Distinguishing Features

Course Delivery: The program has been recognized for expanding access to school leadership licensure across Utah through innovative distance education. Historically, courses were delivered via various formats, including interactive videoconferencing to statewide campuses. Summer courses are offered in both seven-week and 14-week formats, depending on the course.

Over the past four years, the program has transitioned fully online, utilizing Zoom and Canvas. Currently, the certificate program is classified as a virtual online program, blending asynchronous and synchronous courses. For M.Ed. students, the additional required curriculum and instruction core courses are available online, in-person, or through interactive broadcast, offering a variety of learning modalities.

With all courses offered at least two out of every three semesters and the option to take them in nearly any order, students enjoy significant flexibility to progress at their own pace. This flexibility also extends to the location and timing of their internship experiences.

Internship: In accordance with USBE Board Rule students are required to complete a number of internship experiences organized by the seven Utah Educational Leadership standards. Historically, and for those students in which we report upon in this annual report, students experienced an internship that ran the course of their program, opening and closing with two internship-designated courses—TEAL 6945 and TEAL 6930. As of Fall 2024, in conjunction with program credit reduction and streamlining efforts, the internship is flanked by a required opening course, TEAL 6080, (which now includes the components of the prior starting internship course, TEAL 6945) that provides structure and guidance in setting up their internship sites and determining their mentor principals and then a closing internship course (TEAL 6930) where students wrap up their internship experiences, apply for their license and graduation and, take the Praxis.

Faculty: In 2024-2025 academic year, the core faculty in School Leadership comprised of four full-time members until the summer of 2025 when one faculty member took a position at another university. We had one semester hire who taught two courses. The core faculty convened monthly during the academic year and intermittently throughout the summer to evaluate admission candidates, discuss potential program changes, and collaborate on research and program development projects.

Longitudinal Data Collection:

Survey data were collected in Fall 2025—a full year after program completion—from certificate only and M.Ed. graduates from the 2023-2024 year who had received their licensure ($n = 31$) about their desire to enter a principal preparation program, their job seeking activities, and their employment patterns, as well as perceptions of their preparation for those who secured building-level administrative positions. Of those who responded the survey ($n = 9$, 29% response rate):

- The most reported reasons for acquiring a school leadership license were: to immediately apply for or secure a school leadership position (56%), to eventually apply for/secure a school leadership position (33%), or to enhance and expand current skills and expertise (33%).
- 67% had searched for a building-level job opening(s), 67% had applied, 22% had received an offer, and 33% had been employed as a building-level administrator.
- 56% had held a different role because of their completion of USU's principal preparation program (e.g., administrative intern, coordinator).

- 44% ($n = 4$) at the time of the survey were currently employed as a building level administrator.

Those who held a building-level administrative role ($n = 4$) rated their preparation an overall 3.55/5 (adequately to well).

Note: Based on these survey responses as well as other data sources, at least 10 (32%) of our 2023-2024 completers had secured a school leadership role within the 2024-2025 school year in a public-funded school in Utah.

Fall 2024—Summer 2025 Annual Review Highlights:

- 70-83% of our graduates complete their programs in the expected time to completion (3-4 semesters for licensure only, 5 semesters for M.Ed.); 83-100% within 1.5 times the expected time to completion.
- At program exit, 96% of our graduates passed the Praxis Exam 5411.
- 75% of our graduates agreed or strongly agreed that the program prepared them for the duties and responsibilities of an education leader.
- 17% of our graduates who had completed the INSPIRE survey were employed in a school leadership position (assistant principal or principal) at the conclusion of their program.

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):

[Annual Report - Teacher Education | CEHS | USU](https://cehs.usu.edu/about/annual-report-instructional-leadership) https://cehs.usu.edu/about/annual-report-instructional-leadership