



AAQEP Annual Report for 2024-2025

Provider/Program Name:	Utah State University Master's in School Counseling Program
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 2026

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

The Emma Eccles Jones College of Education and Human Services offers preparation programs for prospective teachers, school counselors, administrators, and supervisors in education. It also provides preparation for professionals in human service areas and corporate settings. The Emma Eccles Jones College of Education and Human Services is the largest college at Utah State University, serving over 5,000 students. The College is comprised of eight departments and nine centers, each of which are committed to enriching lives, enabling people from a range of backgrounds and interests reach their full potential, helping communities thrive, and ensuring that the state of Utah and our nation are vibrant and strong. Not only do we serve the public, but we also provide interdisciplinary training for students and professionals while offering fertile ground for conducting cutting-edge research on new and innovative human service practices. MEd in School Counseling program classes are offered via Zoom or online asynchronous, with courses delivered in the method that is deemed best for student learning and course content. Through the cooperative efforts of USU's Department of Psychology and Regional Campus and Distance Education (RCDE), the

program will continue to be offered to students in both urban and rural areas across the state. Graduates of the program are working as school counselors in Utah school districts. USU’s MEd in School Counseling Program has achieved the vision of having professional school counselors available to serve the needs of Utah’s children and youth located across the state of Utah.

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://cehs.usu.edu/about/annual-report-school-counseling>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

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

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 05/25)	Number of Completers in most recently completed academic year (12 months ending 05/25)
<i>Programs that lead to initial teaching credentials</i>			
		N/A	N/A
Total for programs that lead to initial credentials		N/A	N/A
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
		N/A	N/A
Total for programs that lead to additional/advanced credentials		N/A	N/A
<i>Programs that lead to P-12 leader credentials</i>			

M.Ed. in School Counseling	Utah Professional Educator License	108	28
M.Ed. in School Counseling	Utah Associate Educator License	108	28
M.Ed. in School Counseling	College and Career Readiness Certificate	108	28
Total for programs that lead to P-12 leader credentials			
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
		N/A	N/A
Total for programs that lead to specialized professional or no specific credentials		108	28
TOTAL enrollment and productivity for all programs		108	28
Unduplicated total of all program candidates and completers		108	28

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.)

N/A

3. Program Performance Indicators (NEW TABLE THAT WE WILL USE) Fall 2024- Spring 2025- Summer 2025

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.
108
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.
28

C. Number of recommendations for certificate, license, or endorsement included in Table 1.																																			
28																																			
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.																																			
100%																																			
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%.																																			
<p>The Praxis School Counselor Exam is a graduation requirement for all students. Students must take and pass the exam at or above the Utah cutoff score which is 153. Taking and passing the Praxis is also required for students to earn their Utah Professional Educator License upon graduation. All students send a copy of their official score report to the program, and it is saved in each student's file. Subtest and overall scores are recorded. Data analysis on the Praxis results is done each year. One hundred percent of the completers in this data cycle passed the Praxis School Counselor Exam.</p> <p>Professional School Counselor Praxis Scores</p> <table border="1"> <thead> <tr> <th>N</th> <th>Mean</th> <th>Range</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>172.66</td> <td>31</td> <td>8.81</td> </tr> </tbody> </table>				N	Mean	Range	SD	38	172.66	31	8.81																								
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38	172.66	31	8.81																																
F. Explanation of evidence available from program completers , with a characterization of findings.																																			
<p>The Completer (Graduate) Survey is distributed to program completers every year to gather feedback and assess how well graduates feel the program prepared them for employment. The mean rating of 38 students responding to the item exploring preparedness was 3.54, with a standard deviation of 0.66. The survey consists of demographic and quantitative items, as well as open-ended questions. Using a 5-point scale where 1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, and 5 = Excellent. A rating of three is the level at which we consider our program to be providing the training necessary for students to be successful in their employment settings.</p> <table border="1"> <thead> <tr> <th>Rating Category</th> <th>Score</th> <th>Count</th> <th>Percentage (Valid)</th> </tr> </thead> <tbody> <tr> <td>Poor</td> <td>1</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Below Average</td> <td>2</td> <td>1</td> <td>2.9%</td> </tr> <tr> <td>Average</td> <td>3</td> <td>16</td> <td>45.7%</td> </tr> <tr> <td>Above Average</td> <td>4</td> <td>16</td> <td>45.7%</td> </tr> <tr> <td>Excellent</td> <td>5</td> <td>2</td> <td>5.7%</td> </tr> <tr> <td>Missing</td> <td>NA</td> <td>3</td> <td>-</td> </tr> <tr> <td>Total</td> <td></td> <td>38</td> <td>100%</td> </tr> </tbody> </table>				Rating Category	Score	Count	Percentage (Valid)	Poor	1	0	0.0%	Below Average	2	1	2.9%	Average	3	16	45.7%	Above Average	4	16	45.7%	Excellent	5	2	5.7%	Missing	NA	3	-	Total		38	100%
Rating Category	Score	Count	Percentage (Valid)																																
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G. Explanation of evidence available from employers of program completers , with a characterization of findings.																																			

The Employer/Supervisor Survey is distributed to the employers or supervisors of our graduates to gather feedback and assess the graduates' performance across various professional skill areas. The survey consists of 24 items assessing skills such as advocacy, ethical behavior, counseling techniques, and collaboration. Using a 5-point scale where 1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, and 5 = Excellent. A rating of three is the level at which we consider our program to be providing the training necessary for students to be successful in their employment settings. The mean rating was 4.70, with a standard deviation of 0.47.

Rating Category	Score	Count	Percentage (Valid)
Poor	1	0	0.0%
Below Average	2	0	0.0%
Average	3	1	0.5%
Above Average	4	61	28.8%
Excellent	5	150	70.8%
Missing	NA	52	-
Total		264	100%

*The overall feedback is overwhelmingly positive. 99.5% of the responses rated the graduate's performance as either Above Average or Excellent, with Excellent alone accounting for over 70% of all ratings. Only a single "Average" rating was recorded across the entire dataset, and there were no ratings below average. This indicates a high level of satisfaction with the graduates' preparation across the various skill areas assessed.

H. 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.

USU's MEd in School Counseling program tracks the completer employment rate post-graduation. We do this by utilizing the Licensing Coordinator in USU's College of Education and Human Services, tracking current assignments for completers in the Utah State Board of Education Educator Lookup website and having direct email communication with our completers. The table below shows where our completers were hired post-graduation. 82 percent of the 2024-25 completers were hired in secondary or elementary school counselor positions. 1 graduate is employed out of state, 1 graduate is employed in higher education. 14 percent of the 2024-25 completers are unknown and do not have current licensed positions according to the Utah State Board of Education Educator Lookup website.

	High School Counselor	Jr. High/ Middle School Counselor	Elementary School Counselor	K-12 School Counselor Charter	College/University Advisor	Unknown

% of Completers	32%	21%	25%	3.5%	3.5%	14%
# of Completers	9	6	7	1	1	4

*23/28 (82%) of our 2024-2025 program completers are employed in K-12 school counseling positions.

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

The program director recently announced her resignation from the school counseling program effective July 2025. The position has been filled internally by an existing Assistant Professor. The program has also posted a job announcement to hire an additional faculty member to begin in Fall 2026. In the meantime, we continue to rely on part-time instructors to cover courses each semester.

3. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for performance (criteria for success) 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 (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Key Performance Indicators (KPIs). KPIs are specific assignments associated with courses. These assignments allow students to show their level of knowledge and understanding related to course and program objectives.	Grades of B (3.0) or better	KPI grades for the fall 2024 semester and spring 2025 semester were collected. One hundred percent of students met performance expectations for both semesters.
Course grades for internship experience.	All students are expected to receive a Pass for their internship experience.	28/28 students passed their internship experience during the 2024-25 academic year.

Grades in courses pertaining to content and professional knowledge, developmental theories and applications, data literacy, and the creation of inclusive school environments.	Grades of B (3.0) or better	During the 2024-25 academic year all students received a B- or better for all academic coursework.
Praxis Scores	Passing score of 153 or greater for the test 5422. The 5422 exam looks at the 4 th edition of the ASCA National Model.	100% attainment. Below are the statistics for the 2024-25 program completers: 37 students passed on the first attempt and one student passed on their second attempt. All attempts are included in the calculations below. Mean = 172.66; Range = 31; SD = 8.81; N = 38

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Practicum Site Supervisor Evaluation Ratings pertaining to dispositions and behavior required for successful professional practice and content and professional knowledge.	A Behaviorally Anchored Rating Scale is used with scores ranging from 1 to 5. A score of 3: “performance is satisfactory or commensurate with that of other practicum students” or higher is expected.	The 2023 cohort completed their practicum experience during the 2024-25 academic year. Overall, 100% of the 2023 cohort achieved full attainment in all areas during Practicum, Spring 2025. 2 students from the 2023 cohort are completing a unique Program of Study, where they are participating in Practicum Fall 2025 and were not included in this count. No students received scores of 2 or below in any area.
Internship Site Supervisor Evaluation Ratings pertaining to dispositions and behavior required for successful professional practice and content and professional knowledge.	A Behaviorally Anchored Rating Scale is used with scores ranging from 1 to 5. A score of 3: “performance is satisfactory or commensurate with that of other practicum students” or higher is expected.	The 2022 cohort completed their internship experience during the 2024-25 academic year. 28 students participated in internship Fall 2024, 12 students finished internship Spring 2025. Overall,

		of the 28 students participating in Internship Fall 2024, 27 achieved full attainment in all areas; 1 student received scores of 2 in one or more areas. Of the 12 students completing internship Spring 2025, 12 achieved full attainment. The program consulted with both the site and secondary supervisors in these situations. It was determined that, although the students had continued professional development to engage in, the ratings did not need to result in remediation. All students successfully passed the internship experience and completed the program.
Practicum Dispositional Assessment Evaluation using the Professional Disposition Competency Assessment Revised rating scale by secondary supervisors at the end of practicum completion pertaining to professional dispositions and behavior required for successful professional practice.	Score of 3 “Average” or better, using a 5-point Likert-type scale.	The 2023 cohort completed their practicum experience during the 2024-25 academic year. Overall, 100% of the 2023 cohort achieved a 3 or better in the PDCA-R rating in all areas.
Internship Dispositional Assessment Evaluation using the Professional Disposition Competency Assessment Revised rating scale by secondary supervisors at the end of internship completion pertaining to professional dispositions and behavior required for successful professional practice.	Score of 3 “Average” or better, using a 5-point Likert-type scale.	The 2022 cohort completed their internship experience during the 2024-25 academic year. Across all dispositions, the average rating Fall 2024 semester was 4.70. The average rating Spring 2025 semester was 4.84.

4. 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.

Progress

Admissions Process

The fall 2025 admissions process remained constant after the previous year's updates which included implementation and the adjustment of the admissions process stemmed from the incorporation of the Professional Dispositions Competency Assessment, Revised Admissions (PDCA-RA). In addition, the pre-requisite courses were dropped and completion of a 2000-level or higher statistics course or acceptance into the program with the completion of a co-requisite 2000-level or higher statistics course was required for all incoming students. The admissions process consisted of an initial review of complete applications, then select individuals were invited to 1-hour small group interviews during an in-person event at the beginning of April, 2025.

The admissions committee comprised of four committee members including the program director and the other full-time faculty member representing the three-core faculty of the school counseling program, the graduate program coordinator, and the graduate assistant for the school counseling program who is a current PhD student within the Rehabilitation Counselor Education Program to support the review process for the 2025-2026 admissions screening. The program coordinator and graduate assistant supported organizing the prescreen overview of applicant credentials prior to faculty reviewing applicants' statement of purpose and resume. The core faculty reviewed each applicant's statement of purpose and resume, and concluded inviting qualified applicants to the in-person interview day where the three-core faculty plus the graduate assistant lead the group interviews, and the graduate program coordinator supported an in-formal discussion time for applicants during the in-person interview day activities and helped applicants get to their appropriate place for their interview.

Utilizing rubrics within the prescreening assessment process and during the group interviews with potential candidates was continued. Since the interview process utilized a PDCA-RA form, all interviewers needed to go through a training of how to rate the candidates; this was meant to develop accuracy, cohesion, and overall equal reporting from each interviewer on the dispositions measured during the interview. The admissions criteria for the master's in counseling considers three broad factors:

- Appropriate student dispositions (letters of recommendation, statement of purpose, interview)
- Academic potential (pre/co-requisite, GPA, statement of purpose, resume)
- Counseling career fit (criminal background check, letters of recommendation, statement of purpose, resume, interview)

Student Advisory Board

A student advisory board (SAB) was established in the spring of 2022 to support the voices of our program's graduate students through open conversation and discussion regarding graduate program topics such as program delivery and development, student support, socials, Zoom panels on various ideas/information, colloquiums, and orientation. SAB members meet once a month with the program director and program staff. The SAB intends to continue as an avenue to support students' voices by meeting monthly throughout the academic year (August through May). The program director has asked to have SAB member support at orientation in-person activities during August for the incoming cohort members.

Hiring of a Tenure Track Assistant Professor

We welcomed another full-time tenure track assistant professor in the fall of 2024. At that time, the program then had three total tenure track faculty members with PhDs in Counselor Education and Supervision. inclusive of the program director, where all three faculty have backgrounds in school counseling.

Program Recruitment

The program continued to expand recruitment endeavors for potential students during the fall 2024 and spring 2025 semesters. Procedures included continuing to utilize the Zoom platform to reach candidates more broadly through a series of virtual open house events where open houses were offered during the first Wednesday of each month. Pre-event social media marketing continued with Facebook and Instagram ad postings 7-14 days before the event. Information about the invitation to register for the open house was shared on our website throughout the month before the event. The event included the use of breakout rooms to allow participants to speak individually with a graduate program representative following the overview of the information shared: <https://cehs.usu.edu/psychology/masters/open-house> During the open house events from August 2024 through February 2025 there were a total of 95 registrants. There were 27 application fee waivers provided; 17 of which were utilized to apply, 13 of which resulted in the recipient applying and being admitted to the program. During each open house event, the program asks for data in the form of an exit survey relating to the information shared during the open house, including demographic information about the individuals in attendance.

In the College of Education and Human Services at USU, the program GPCs collaborate, attending all Utah grad fairs and promoting all CEHS graduate programs. Additionally relating to recruitment efforts, the GPC is the point of contact for interested individuals in the MEd program, where the GPC regularly has weekly appointments for pre-advising questions relating to the program.

Program Updates

The program was able to hire once again a graduate assistant who is a current PhD student within the department of Rehabilitation Counseling with a background from the MEd program and as a school counselor.

Student Engagement and Advisory Board (SEAB)

The Student Engagement and Advisory Board (formerly the Student Advisory Board) will continue to play an essential role in elevating student voice and strengthening program-community connection. Originally established in Spring 2022, the board provides a structured space for graduate students to share feedback and engage in open dialogue about program delivery, curriculum development, student support needs, social connection, panels, colloquiums, and orientation activities. Beginning in the 2025–2026 academic year, the SEAB will expand its mission to intentionally foster connection and engagement among all three cohorts in the program. SEAB members will meet monthly with the faculty and program coordinator throughout the academic year (August–May) to provide feedback, discuss student needs, and collaborate on program initiatives. Board members will also support in-person orientation activities each August for the incoming cohort.

Priorities on our current agenda

- **Enhance Recruitment Strategies:** Continue refining recruitment efforts to further diversify the student body and attract candidates from a wider range of backgrounds and geographic areas (such as rural districts where there is a current need for more school counselors).
- **Strengthen Statewide Partnerships:** Expand collaboration with additional school districts and community organizations, especially in rural areas, to provide more opportunities for practicum placements and post-graduation employment.
- **Evaluate Curriculum:** Continuously assess and adjust the curriculum to ensure alignment with emerging trends in school counseling, including legislative changes and the evolving needs of students in elementary, secondary, and postsecondary settings.
- **Monitor Program Outcomes:** Regularly track and analyze graduate outcomes, including employment and retention data, to assess the program's long-term effectiveness and identify areas for further improvement.
- **Revise and Update Survey Evaluations:** As an action step, the School Counseling program will revise and update key survey evaluations, including the practicum site supervisor evaluation, internship site supervisor evaluation, and both the graduate and employer surveys. In addition, we will develop and implement new secondary (university) supervisor evaluations for both practicum and internship. All instruments will be intentionally aligned with AAQEP, ASCA and USBE standards to ensure consistency, relevance, and a comprehensive assessment of student development and program effectiveness.

- A search to support bringing on a new faculty appointment began in October of this year 2025 with the hope of hiring a faculty member to start in Fall 2026.
- Next steps also include submitting the application for the: ASCA Recognition Through AAQEP for School Counselor Preparation Programs.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

5. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1	
Goals for the 2025-26 year	Beginning in August 2025, faculty began reviewing areas of the curriculum that require updates in response to the revised College and Career Readiness (CCR) standards approved in August 2025 (Board Rule and Standards: R277-921). For context, Utah law (53F-5-204) regarding the Initiative to Strengthen College and Career Readiness was amended in March 2020 to require all school counselors in Utah, both practicing counselors and candidates in university preparation programs, to earn the College and Career Readiness (CCR) Certificate. This requirement was later reinforced through updates to the Utah State Board of Education (USBE) Board Rule in 2024.
Actions	In light of these changes, we will evaluate learning objectives across all courses. A key goal for the upcoming year is to assess the feasibility and benefits of reinstating the Career Development course within the program of study, with the intention of implementing this addition for the Fall 2026 cohort, we will seek feedback from both the AAQEP reaccreditation team and our School Counseling Stakeholders/Advisory Board.
Expected outcomes	<p>Curriculum Alignment with Revised CCR Standards</p> <ul style="list-style-type: none"> • All program courses will undergo review to ensure alignment with the updated College and Career Readiness (CCR) standards (R277-921). • Revised course learning objectives will explicitly integrate CCR competencies and expectations. <p>Stakeholder- and Accreditation-Informed Program Improvement</p>

	<ul style="list-style-type: none"> Feedback from the AAQEP reaccreditation team and the School Counseling Stakeholders/Advisory Board will be collected, documented, and used to inform curriculum updates. <p>Identified action items will be incorporated into the AAQEP Continuous Improvement Plan.</p> <p>Informed Decision on Career Development Course Reinstatement</p> <ul style="list-style-type: none"> A program-wide evaluation will determine the feasibility and value of reinstating the Career Development course. A final decision will be documented, with the goal of implementing the updated course for the Fall 2026 cohort if approved.
Reflections or comments	
Standard 2	
Goals for the 2025-26 year	As part of reassessing the program’s plan of study, the faculty is reviewing the decision made in Fall 2022 to remove the standalone Career Development course and integrate its content into the College and Career Readiness course. The original restructuring was based on perceived overlap between the two courses. However, the program is now evaluating whether all required standards for both areas can be fully met within a single course, or whether reinstating both courses, with clearly defined, intentionally developed curricula and minimal overlap, is necessary to ensure comprehensive coverage.
Actions	The program will review these data collaboratively with the Program Advisory Board, along with feedback received from the AAQEP reaccreditation team.
Expected outcomes	Program anticipates adding the Career Development course back into the program plan
Reflections or comments	
Standard 3	
Goals for the 2025-26 year	Gather and implement evidence to support an ASCA recognized program
Actions	Attend the ASCA recognized school counseling program webinars
Expected outcomes	Look into what an ASCA recognized school counseling program would entail and the adjustments of what is needed for our master’s program.

Reflections or comments	
Standard 4	
Goals for the 2025-26 year	Successfully hire another full-time faculty member
Actions	Faculty tasked to lead search, advertising the faculty position within the program during the Fall 2026.
Expected outcomes	Hire a new tenure track assistant professor with a teaching excellence role statement.
Reflections or comments	
Goals for the 2023-24 year	Crosswalk the supervisor evaluation with the PDCA-R evaluation process for program students in practicum and internship to ensure we are not overlapping on the evaluation measures we are assessing.
Actions	Evaluate areas of overlap or areas that are needed to be included and create one document relating to dispositions and assessment of students.
Expected outcomes	This is anticipated to reduce the amount of time supervisors spend on documentation of their evaluations.
Reflections or comments	This is an ongoing task to be supported again during the 2025-2026 academic year.

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

The program reviewed and updated several rubrics within the admissions process to streamline evaluation and more intentionally identify key areas for assessment. For example, new rubrics for applicants' resumes and statements of purpose were created and implemented during this admissions cycle. Additionally, in the practicum and internship courses, the mid-semester review process was revised to provide targeted support for students who may be struggling or for whom site or secondary supervisors have noted concerns. For all students, the formal review meeting continues to occur at the end of the semester.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

In response to some of the areas brought up in our report response, we continue to actively brainstorm strategies to improve the employer survey response rate and will be reviewing and updating all program surveys this summer to better align with AAQEP standards and also review questions and design/delivery of survey to better support employer feedback. We are also continuing to refine our admissions process and are exploring ways to make the in-person admissions event more supportive and flexible for applicants. This includes offering multiple session times throughout the day and evening to accommodate varying schedules and encourage greater participation.

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

Our program continues to evolve in meaningful ways that strengthen the preparation and long-term success of our school counseling candidates. We currently have an open faculty search underway, and if successful, we look forward to welcoming a new faculty member in Fall 2026. This addition will support program capacity, instructional quality, and advising continuity as our enrollment remains strong. We have also been collaborating with the Rehabilitation Counseling Department at Utah State University to explore the development of a post-graduation pathway for our students. This pathway would allow School Counseling program graduates to apply to the Rehabilitation Counseling Post-Master’s Certificate, which could support them in meeting the educational requirements for Clinical Mental Health Counseling licensure. This collaboration represents an important opportunity for graduates seeking to expand their professional scope and serve communities through both school-based and clinical roles. Additionally, the program is revisiting the decision made in Fall 2022 to remove the standalone Career Development course from the curriculum. In alignment with Utah State Board of Education requirements, and feedback from our advisory board and AAQEP team visit, we are considering reinstating Career Development as a required course beginning in Fall 2026. Finally, as part of our continued efforts to strengthen program quality and national visibility, one of our future goals, is to submit the application for ASCA Recognition Through AAQEP for School Counselor Preparation Programs. This next step reflects our commitment to continuous improvement, professional excellence, and alignment with both ASCA and AAQEP expectations.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

N/A

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Anjanette Todd Ph.D., Program Director, Assistant Professor	Sylvia Read, Associate Dean, College of Education & Human Services

Date sent to AAQEP:	
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