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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Joel Coleman
Interim Chief Executive Officer

DATE: September 5, 2014

INFORMATION: Legislative Report - Utah Approved Educator License Preparation Programs

Background:

R277-502 *Educator Licensing and Data Retention* requires that Utah-approved educator license preparation programs submit an annual report to the Board. USOE staff have reviewed and summarized the program reports for presentation to the Board and the legislature. Individual institution reports are available to Board members upon request.

Key Points:

1. The 2014 report required the educator license preparation programs to respond to two primary USOE-identified areas of concern:
 - A) The actions that the program has taken to ensure that students completing the program are prepared to meet the standards adopted by the Board.
 - B) The actions that the program has taken to ensure that students completing the program have completed content coursework consistent with the endorsement requirements established by the USOE and the Board.
2. The report also includes enrollment counts at each program, any program changes, and any program-identified areas of focus or concern.

Anticipated Action:

The Standards and Assessment Committee will receive the report in anticipation of its presentation to the Education Interim Committee in September 2014.

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Educator Preparation Program Annual Report Summary – 2014

Item 1: Enrollment Counts

Program-reported enrollments by anticipated license area of concentration are included at the end of this report. Some minor errors were discovered in relation to ethnicity counts matching the total counts for license areas, primarily in relation to the unknown category. After investigating, Utah State Office of Education (USOE) staff has made the necessary changes to help avoid this problem in future reports.

The report guidelines also require enrollments to be reported by anticipated endorsement, where applicable. Unfortunately, a large number of errors were discovered in this area of reporting; therefore, that data was not included in this report. USOE staff are in communication with Utah programs to ensure that this information can be included in all future reports.

Item 2: USOE-identified Areas of Focus

Area 1: *The Utah State Board of Education adopted new standards for both Teachers and Educational Leaders in 2011 (see Utah Administrative Rule R277-530). Describe the actions that the program has taken to ensure that students completing the program are prepared to meet these standards.*

The majority of programs have made significant progress in this area. Most programs have completed work aligning their coursework with the Utah Effective Teaching Standards (UETS) and the Utah Educational Leadership Standards (UELS) to identify gaps and are taking steps to change coursework to address them. Programs have also revised or are in the process of revising field experience evaluation tools and course assessment tools to more closely align and address both UETS and UELS.

A few programs have still primarily adopted other teacher standards and have limited their use of the UETS standards by doing alignment work between their adopted standards and UETS. This practice is concerning to USOE staff and plans are being made to discuss this issue with these programs. Staff does not recommend that the Board take any action at this time, but if the practice continues Board action may be required.

Area 2: *Utah Educator Preparation Programs are required to ensure that students completing the program have completed content coursework consistent with the endorsement requirements established by the Utah State Office of Education (see: <http://schools.utah.gov/cert/Endorsements-ECE-License.aspx>). Describe the actions that*

the program has taken to ensure that it is in compliance with this rule. In addition, identify any endorsement programs that have been changed in order to meet these requirements and the changes that were made. Finally, identify any endorsement programs that are not currently in compliance with this rule and detail the steps being taken to bring it into compliance.

A few programs have taken significant action in assuring that these requirements have been met, including thorough analysis of existing programs, communicating with USOE content specialists, and establishing internal auditing procedures. These programs should be commended for their diligence in this area. However, most program responses to this area of concern were inadequate. Some programs made no mention of many of the endorsements for which they are approved to recommend. Some even utilized outdated Board rule language tying degree minors to endorsements.

USOE staff does not recommend that the Board take any action at this time. Staff will be contacting the programs individually and provide more guidance on the requirements in this area. These programs will be required to provide more information and to create plans of action to submit to USOE as appropriate.

Items 3 and 4: Program Changes & Program Identified Areas of Focus

Programs were required to provide detailed information regarding any significant changes to course requirements or course content and any program-identified areas of focus. Not all programs underwent significant changes not described in item 2 above and did not respond to the item; therefore, a response in these areas was not required in all cases. A short summary for each program that did provide a response in these areas is provide below.

Brigham Young University (BYU)

BYU has changed their elementary program from an Elementary (1-8) license area program to an Elementary (K-6) license area program. This new K-6 program will include the coursework required for an English as a Second Language (ESL) endorsement as many Utah local education agencies (LEAs) now require an ESL endorsement within three years of initial employment. Significant course changes were made to accommodate this change. The program has used the change as an opportunity to include more practicum experiences in the program prior to student teaching.

BYU has also created a Dual Immersion Teaching minor that will result in the individual being recommended for licensure with a Dual Immersion endorsement. USOE staff anticipates that this program will continue to grow as the demand for Dual Immersion programs increases in the state.

Finally, moving forward, BYU is continuing to work on performance assessment revisions related to UETS and UELS. In addition, they are working to provide significant professional development to their faculty, focusing on what they refer to as the vital components of teacher preparation program and on making data-based decisions within their programs.

- The BYU-PSP Vision and Five Commitments
- USOE licensure requirements, including UETS and Board rule

- Utah Core Standards K-12
- Council for the Accreditation of Education Preparation (CAEP) standards and processes

Dixie State University (DSU)

DSU is focusing in two areas at this time. First, they are focused on enhancing the Science, Technology, Engineering and Mathematics (STEM) preparation of their candidates by piloting the use of tablets and technology extensively through all program classes, thus demonstrating the effective and appropriate use of technology in instruction. The second area is the integration of the arts in instruction. DSU has recently been awarded an endowed chair by the Beverly Taylor Sorenson Foundation and are moving forward with filling the position at this time. It is anticipated that this chair would be responsible for enhancing the arts experience in the DSU programs.

University of Phoenix

Phoenix completed significant changes in their early field experience guidelines for all programs. The program created guidelines for the minimum length of each experience to ensure candidates have meaningful interactions with field-based teachers and students. The guidelines also require a minimum number of hours of field experience in Title I schools and in literacy instruction.

Phoenix has also been focusing on the formal assessment of candidate dispositions prior to program completion. The program developed a more rigorous and proactive system for assessing of candidate dispositions that has been just recently implemented. Candidates are now also evaluated on their professional dispositions on a quarterly basis by faculty advisors.

Utah State University (USU)

USU has added significant content coursework to their special education licensure program in response to the demands of the new Utah Core Standards. The program now requires three math content courses (Statistics 1040; Math 1050; Math 2020) and has added an additional language arts class (Elementary Education 3100; Classroom Reading Instruction). All of these new requirements must be completed prior to starting special education major coursework. The program has also revised Special Education 5040 to include more training on the Utah Core Standards. Finally, the program now requires passage of the Praxis II 5169 Middle School Mathematics test prior to enrollment in the mild/moderate program and passage of the Praxis II Elementary: Multiple Subjects test prior to enrollment in the severe program.

USU has also formalized the identification process for students of concern to ensure identification prior to student teaching.

The USU leadership program is in the process of addressing concerns that technology use in a leadership role was weak. The program is also revising internship requirements due to concerns regarding inter-rater reliability for internship evaluations.

Utah Valley University (UVU)

UVU has modified their elementary license area program to include a second mathematics methodology course. This is intended to assist in the math preparation of their elementary candidates and to increase their performance on the math section of the Praxis II Elementary: Multiple Subjects test.

Weber State University (WSU)

WSU has made program changes intended primarily to allow for the addition of more graded practicum courses in all areas. They have also added a technology integration course in their post-baccalaureate licensure program.

The program has instituted pedagogy teams composed of both education faculty and content-area faculty for purposes of evaluating their programs. Finally, they have created measurement teams within the faculty focusing on common summative and formative evaluation and survey tools, including the supporting validity and reliability studies.

Western Governors University (WGU)

WGU recently completed a significant updates to their core education courses/competencies, referred to as "Professional Studies." They are now initiating the same process for parts of their master's degree and leadership programs, referred to as "Research Fundamentals."

| All Universities | Population | | Gender | | | | | Race/Ethnicity | | | | | | | | | | | | | | | |
|---|--------------|--------|--------|-------|-------|---------|------|-----------------|------|-------|------|-------|-------|-----------|-------|----------|------|------------------|------|-------------------|-------|---------|------|
| | Indiv. Count | Female | | Male | | Unknown | | American Indian | | Asian | | Black | | Caucasian | | Hispanic | | Pacific Islander | | Two or More Races | | Unknown | |
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Total Program Enrollment: | 6994 | 4777 | 68.3% | 1023 | 14.6% | 4 | 0.1% | 25 | 0.4% | 78 | 1.1% | 22 | 0.3% | 5230 | 74.8% | 150 | 2.1% | 20 | 0.3% | 118 | 1.7% | 34 | 0.5% |
| License Areas of Concentration | | | | | | | | | | | | | | | | | | | | | | | |
| Standard Initial Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| Early Childhood Education (K-3) | 286 | 182 | 63.6% | 1 | 0.3% | 0 | 0.0% | 0 | 0.0% | 2 | 0.7% | 1 | 0.3% | 156 | 54.5% | 16 | 5.6% | 0 | 0.0% | 2 | 0.7% | 6 | 2.1% |
| Elementary Education (K-6) | 2203 | 2075 | 94.2% | 127 | 5.8% | 1 | 0.0% | 9 | 0.4% | 27 | 1.2% | 5 | 0.2% | 1996 | 90.6% | 101 | 4.6% | 8 | 0.4% | 37 | 1.7% | 14 | 0.6% |
| Elementary Education (1-8) | 341 | 143 | 41.9% | 10 | 2.9% | 0 | 0.0% | 0 | 0.0% | 1 | 0.3% | 0 | 0.0% | 146 | 42.8% | 2 | 0.6% | 0 | 0.0% | 3 | 0.9% | 1 | 0.3% |
| Secondary Education (6-12) | 2932 | 1636 | 55.8% | 695 | 23.7% | 2 | 0.1% | 12 | 0.4% | 34 | 1.2% | 11 | 0.4% | 2084 | 71.1% | 80 | 2.7% | 11 | 0.4% | 63 | 2.1% | 16 | 0.5% |
| Special Education (K-12+) | 524 | 421 | 80.3% | 57 | 10.9% | 1 | 0.2% | 3 | 0.6% | 8 | 1.5% | 0 | 0.0% | 442 | 84.4% | 11 | 2.1% | 2 | 0.4% | 5 | 1.0% | 7 | 1.3% |
| Preschool Special Education (Birth - age 5) | 39 | 39 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 35 | 89.7% | 1 | 2.6% | 1 | 2.6% | 2 | 5.1% | 0 | 0.0% |
| Other Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| School Counselor (K-12) | 56 | 39 | 69.6% | 17 | 30.4% | 0 | 0.0% | 0 | 0.0% | 1 | 1.8% | 1 | 1.8% | 49 | 87.5% | 4 | 7.1% | 0 | 0.0% | 1 | 1.8% | 0 | 0.0% |
| School Social Worker (K-12) | 8 | 6 | 75.0% | 2 | 25.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 12.5% | 6 | 75.0% | 0 | 0.0% | 0 | 0.0% | 1 | 12.5% | 0 | 0.0% |
| School Psychologist (K-12) | 82 | 62 | 75.6% | 20 | 24.4% | 0 | 0.0% | 2 | 2.4% | 3 | 3.7% | 0 | 0.0% | 70 | 85.4% | 5 | 6.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Communication Disorders (K-12+) | 41 | 32 | 78.0% | 9 | 22.0% | 0 | 0.0% | 0 | 0.0% | 1 | 2.4% | 0 | 0.0% | 33 | 80.5% | 1 | 2.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Speech-Language Pathologist | 170 | 155 | 91.2% | 15 | 8.8% | 0 | 0.0% | 0 | 0.0% | 3 | 1.8% | 1 | 0.6% | 154 | 90.6% | 4 | 2.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Administrative/Supervisory | 328 | 100 | 30.5% | 107 | 32.6% | 0 | 0.0% | 0 | 0.0% | 2 | 0.6% | 2 | 0.6% | 188 | 57.3% | 9 | 2.7% | 0 | 0.0% | 4 | 1.2% | 0 | 0.0% |

*SUU Gender and Ethnicity numbers not reported at the time of printing.

| BYU | Population | | Gender | | | | | Race/Ethnicity | | | | | | | | | | | | | | | |
|---|--------------|--------|--------|-------|-------|---------|------|-----------------|------|-------|------|-------|------|-----------|--------|----------|------|------------------|------|-------------------|------|---------|------|
| | Indiv. Count | Female | | Male | | Unknown | | American Indian | | Asian | | Black | | Caucasian | | Hispanic | | Pacific Islander | | Two or More Races | | Unknown | |
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Total Program Enrollment: | 2875 | 2371 | 82.5% | 370 | 12.9% | 0 | 0.0% | 11 | 0.4% | 41 | 1.4% | 8 | 0.3% | 2450 | 85.2% | 30 | 1.0% | 10 | 0.3% | 70 | 2.4% | 21 | 0.7% |
| License Areas of Concentration | | | | | | | | | | | | | | | | | | | | | | | |
| Standard Initial Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| Early Childhood Education (K-3) | 128 | 128 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 1.6% | 0 | 0.0% | 113 | 88.3% | 11 | 8.6% | 0 | 0.0% | 2 | 1.6% | 0 | 0.0% |
| Elementary Education (K-6) | 1015 | 990 | 97.5% | 25 | 2.5% | 0 | 0.0% | 3 | 0.3% | 15 | 1.5% | 3 | 0.3% | 911 | 89.8% | 47 | 4.6% | 3 | 0.3% | 29 | 2.9% | 4 | 0.4% |
| Elementary Education (1-8) | | | | | | | | | | | | | | | | | | | | | | | |
| Secondary Education (6-12) | 1450 | 1114 | 76.8% | 336 | 23.2% | 0 | 0.0% | 8 | 0.6% | 20 | 1.4% | 5 | 0.3% | 1294 | 89.2% | 47 | 3.2% | 7 | 0.5% | 35 | 2.4% | 14 | 1.0% |
| Special Education (K-12+) | 148 | 139 | 93.9% | 9 | 6.1% | 0 | 0.0% | 0 | 0.0% | 4 | 2.7% | 0 | 0.0% | 132 | 89.2% | 5 | 3.4% | 0 | 0.0% | 4 | 2.7% | 3 | 2.0% |
| Preschool Special Education (Birth - age 5) | | | | | | | | | | | | | | | | | | | | | | | |
| Other Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| School Counselor (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| School Social Worker (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| School Psychologist (K-12) | 36 | 26 | 72.2% | 10 | 27.8% | 0 | 0.0% | 0 | 0.0% | 2 | 5.6% | 0 | 0.0% | 32 | 88.9% | 2 | 5.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Communication Disorders (K-12+) | | | | | | | | | | | | | | | | | | | | | | | |
| Speech-Language Pathologist | 58 | 54 | 93.1% | 4 | 6.9% | 0 | 0.0% | 0 | 0.0% | 1 | 1.7% | 0 | 0.0% | 55 | 94.8% | 2 | 3.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Administrative/Supervisory | 40 | 19 | 47.5% | 21 | 52.5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 40 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |

| Dixie State University | Population | | Gender | | | | | Race/Ethnicity | | | | | | | | | | | | | | | |
|---|--------------|--------|--------|-------|-------|---------|------|-----------------|------|-------|------|-------|------|-----------|--------|----------|------|------------------|------|-------------------|------|---------|---|
| | Indiv. Count | Female | | Male | | Unknown | | American Indian | | Asian | | Black | | Caucasian | | Hispanic | | Pacific Islander | | Two or More Races | | Unknown | |
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Total Program Enrollment: | 86 | 68 | 79.1% | 18 | 20.9% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 83 | 96.5% | 1 | 1.2% | 0 | 0.0% | 0 | 0.0% | | |
| License Areas of Concentration | | | | | | | | | | | | | | | | | | | | | | | |
| Standard Initial Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| Early Childhood Education (K-3) | | | | | | | | | | | | | | | | | | | | | | | |
| Elementary Education/ ESL (K-6) | 58 | 56 | 96.6% | 2 | 3.4% | 0 | 0.0% | 0 | 0.0% | 1 | 1.7% | 0 | 0.0% | 55 | 94.8% | 1 | 1.7% | 1 | 1.7% | 0 | 0.0% | | |
| Elementary Education (1-8) | | | | | | | | | | | | | | | | | | | | | | | |
| Secondary Education (6-12) | 28 | 12 | 42.9% | 16 | 57.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 28 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | | |
| Special Education (K-12+) | | | | | | | | | | | | | | | | | | | | | | | |
| Preschool Special Education (Birth - age 5) | | | | | | | | | | | | | | | | | | | | | | | |
| Other Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| School Counselor (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| School Social Worker (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| School Psychologist (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| Communication Disorders (K-12+) | | | | | | | | | | | | | | | | | | | | | | | |
| Speech-Language Pathologist | | | | | | | | | | | | | | | | | | | | | | | |
| Administrative/Supervisory | | | | | | | | | | | | | | | | | | | | | | | |

| University of Phoenix | Population | | Gender | | | | | Race/Ethnicity | | | | | | | | | | | | | | | |
|---|--------------|--------|--------|-------|-------|---------|------|-----------------|------|-------|------|-------|------|-----------|--------|----------|------|------------------|------|-------------------|------|---------|---|
| | Indiv. Count | Female | | Male | | Unknown | | American Indian | | Asian | | Black | | Caucasian | | Hispanic | | Pacific Islander | | Two or More Races | | Unknown | |
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Total Program Enrollment: | 136 | 93 | 68.4% | 43 | 31.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 0.7% | 129 | 94.9% | 6 | 4.4% | 0 | 0.0% | 0 | 0.0% | | |
| License Areas of Concentration | | | | | | | | | | | | | | | | | | | | | | | |
| Standard Initial Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| Early Childhood Education (K-3) | | | | | | | | | | | | | | | | | | | | | | | |
| Elementary Education (K-6) | 101 | 74 | 73.3% | 27 | 26.7% | | 0.0% | | 0.0% | | 0.0% | 1 | 1.0% | 94 | 93.1% | 6 | 5.9% | | 0.0% | | | 0.0% | |
| Elementary Education (1-8) | | | | | | | | | | | | | | | | | | | | | | | |
| Secondary Education (6-12) | 10 | 5 | 50.0% | 5 | 50.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 10 | 100.0% | | 0.0% | | 0.0% | | | 0.0% | |
| Special Education (K-12+) | 14 | 7 | 50.0% | 7 | 50.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 14 | 100.0% | | 0.0% | | 0.0% | | | 0.0% | |
| Preschool Special Education (Birth - age 5) | | | | | | | | | | | | | | | | | | | | | | | |
| Other Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| School Counselor (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| School Social Worker (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| School Psychologist (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| Communication Disorders (K-12+) | | | | | | | | | | | | | | | | | | | | | | | |
| Speech-Language Pathologist | | | | | | | | | | | | | | | | | | | | | | | |
| Administrative/Supervisory | 11 | 7 | 63.6% | 4 | 36.4% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 11 | 100.0% | | 0.0% | | 0.0% | | | 0.0% | |

| SUU | Population | | Gender | | | | | Race/Ethnicity | | | | | | | | | | | | | | | |
|--|--------------|--------|--------|-------|------|---------|------|-----------------|------|-------|------|-------|------|-----------|------|----------|------|------------------|------|-------------------|------|---------|------|
| | Indiv. Count | Female | | Male | | Unknown | | American Indian | | Asian | | Black | | Caucasian | | Hispanic | | Pacific Islander | | Two or More Races | | Unknown | |
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Total Program Enrollment: | 1056 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| License Areas of Concentration | | | | | | | | | | | | | | | | | | | | | | | |
| Standard Initial Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| Early Childhood Education (K-3) | 103 | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR |
| Elementary Education (K-6) | | | | | | | | | | | | | | | | | | | | | | | |
| Elementary Education (1-8) | 188 | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR |
| Secondary Education (6-12) (post bacc, license d | 599 | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR |
| Special Education (K-12+) | 45 | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR |
| Preschool Special Education (Birth - age 5) | | | | | | | | | | | | | | | | | | | | | | | |
| Other Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| School Counselor (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| School Social Worker (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| School Psychologist (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| Communication Disorders (K-12+) | | | | | | | | | | | | | | | | | | | | | | | |
| Speech-Language Pathologist | | | | | | | | | | | | | | | | | | | | | | | |
| Administrative/Supervisory | 121 | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR | NR |

*Gender and Ethnicity numbers were not reported at the time of printing.

| University of Utah | Population | | Gender | | | | | Race/Ethnicity | | | | | | | | | | | | | | | |
|---|--------------|--------|--------|-------|-------|---------|------|-----------------|------|-------|------|-------|-------|-----------|-------|----------|--------|------------------|------|-------------------|-------|---------|---|
| | Indiv. Count | Female | | Male | | Unknown | | American Indian | | Asian | | Black | | Caucasian | | Hispanic | | Pacific Islander | | Two or More Races | | Unknown | |
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Total Program Enrollment: | 573 | 453 | 79.1% | 119 | 20.8% | 1 | 0.2% | 6 | 1.0% | 21 | 3.7% | 9 | 1.6% | 474 | 82.7% | 36 | 6.3% | 1 | 0.2% | 5 | 0.9% | | |
| License Areas of Concentration | | | | | | | | | | | | | | | | | | | | | | | |
| Standard Initial Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| Early Childhood Education (K-3) | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | | |
| Elementary Education (K-6) | 108 | 102 | 94.4% | 6 | 5.6% | 0 | 0.0% | 2 | 1.9% | 4 | 3.7% | 1 | 0.9% | 89 | 82.4% | 10 | 9.3% | 0 | 0.0% | 0 | 0.0% | | |
| Elementary Education (1-8) | | | | | | | | | | | | | | | | | | | | | | | |
| Secondary Education (6-12) | 153 | 87 | 56.9% | 66 | 43.1% | 0 | 0.0% | 1 | 0.7% | 8 | 5.2% | 4 | 2.6% | 121 | 79.1% | 12 | 7.8% | 1 | 0.7% | 4 | 2.6% | | |
| Special Education (K-12+) | 75 | 69 | 92.0% | 5 | 6.7% | 1 | 1.3% | 1 | 1.3% | 3 | 4.0% | 0 | 0.0% | 70 | 93.3% | 1 | 1.3% | 0 | 0.0% | 0 | 0.0% | | |
| Preschool Special Education (Birth - age 5) | 12 | 12 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 11 | 91.7% | 1 | 8.3% | 0 | 0.0% | 0 | 0.0% | | |
| Other Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| School Counselor (K-12) | 30 | 22 | 73.3% | 8 | 26.7% | 0 | 0.0% | 0 | 0.0% | 1 | 3.3% | 1 | 3.3% | 27 | 90.0% | 1 | 3.3% | 0 | 0.0% | 0 | 0.0% | | |
| School Social Worker (K-12) | 8 | 6 | 75.0% | 2 | 25.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 12.5% | 6 | 75.0% | 0 | 0.0% | 0 | 0.0% | 1 | 12.5% | | |
| School Psychologist (K-12) | 38 | 34 | 89.5% | 4 | 10.5% | 0 | 0.0% | 2 | 5.3% | 1 | 2.6% | 0 | 0.0% | 30 | 78.9% | 3 | 7.9% | 0 | 0.0% | 0 | 0.0% | | |
| Communication Disorders (K-12+) | 39 | 32 | 82.1% | 7 | 17.9% | 0 | 0.0% | 0 | 0.0% | 1 | 2.6% | 0 | 0.0% | 31 | 79.5% | 1 | 2.6% | 0 | 0.0% | 0 | 0.0% | | |
| Speech-Language Pathologist | 83 | 76 | 91.6% | 7 | 8.4% | 0 | 0.0% | 0 | 0.0% | 1 | 1.2% | 1 | 1.2% | 72 | 86.7% | 2 | 2.4% | 0 | 0.0% | 0 | 0.0% | | |
| Administrative/Supervisory | 26 | 12 | 46.2% | 14 | 53.8% | 0 | 0.0% | 0 | 0.0% | 2 | 7.7% | 1 | 3.8% | 17 | 65.4% | 4 | 15.4% | 0 | 0.0% | 0 | 0.0% | | |

| USU | Population | | Gender | | | | | Race/Ethnicity | | | | | | | | | | | | | | | | |
|---|--------------|--------|--------|-------|--------|---------|------|-----------------|------|-------|------|-------|-------|-----------|--------|----------|-------|------------------|------|-------------------|------|---------|---|--|
| | Indiv. Count | Female | | Male | | Unknown | | American Indian | | Asian | | Black | | Caucasian | | Hispanic | | Pacific Islander | | Two or More Races | | Unknown | | |
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | |
| Total Program Enrollment: | 606 | 438 | 72.3% | 168 | 27.7% | 0 | 0.0% | 2 | 0.3% | 4 | 0.7% | 2 | 0.3% | 559 | 92.2% | 15 | 2.5% | 1 | 0.2% | 23 | 3.8% | | | |
| License Areas of Concentration | | | | | | | | | | | | | | | | | | | | | | | | |
| Standard Initial Licensure | | | | | | | | | | | | | | | | | | | | | | | | |
| Early Childhood Education (K-3) | 4 | 4 | 100.0% | 0 | 0.0% | | 0.0% | | 0.0% | | 0.0% | 1 | 25.0% | 3 | 16.0% | | 0.0% | | 0.0% | | 0.0% | | | |
| Elementary Education (K-6) | 16 | 16 | 100.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 15 | 93.8% | 1 | 6.3% | | 0.0% | | 0.0% | | | |
| Elementary Education (1-8) | 139 | 132 | 95.0% | 7 | 5.0% | | 0.0% | | 0.0% | 1 | 0.7% | | 0.0% | 133 | 95.7% | 2 | 1.4% | | 0.0% | | 3 | 2.2% | | |
| Secondary Education (6-12) | 223 | 130 | 58.3% | 93 | 41.7% | | 0.0% | 2 | 0.9% | 2 | 0.9% | | 0.0% | 203 | 91.0% | 3 | 1.3% | | 0.0% | | 14 | 6.3% | | |
| Special Education (K-12+) | 64 | 53 | 82.8% | 11 | 17.2% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 60 | 93.8% | 3 | 4.7% | | 0.0% | | 1 | 1.6% | | |
| Preschool Special Education (Birth - age 5) | 27 | 27 | 100.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 24 | 88.9% | | 0.0% | 1 | 3.7% | | 2 | 7.4% | | |
| Other Licensure | | | | | | | | | | | | | | | | | | | | | | | | |
| School Counselor (K-12) | 26 | 17 | 65.4% | 9 | 34.6% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 22 | 84.6% | 3 | 11.5% | | 0.0% | | 1 | 3.8% | | |
| School Social Worker (K-12) | | | | | | | | | | | | | | | | | | | | | | | | |
| School Psychologist (K-12) | 8 | 2 | 25.0% | 6 | 75.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 8 | 100.0% | | 0.0% | | 0.0% | | 0.0% | | | |
| Communication Disorders (K-12+) | 2 | | 0.0% | 2 | 100.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 2 | 100.0% | | 0.0% | | 0.0% | | 0.0% | | | |
| Speech-Language Pathologist | 29 | 25 | 86.2% | 4 | 13.8% | | 0.0% | | 0.0% | 1 | 3.4% | | 0.0% | 27 | 93.1% | | 0.0% | | 0.0% | | 0.0% | | | |
| Administrative/Supervisory | 68 | 32 | 47.1% | 36 | 52.9% | 0 | 0.0% | | 0.0% | | 0.0% | 1 | 1.5% | 62 | 91.2% | 3 | 4.4% | | 0.0% | | 2 | 2.9% | | |

| Utah Valley University | Population | | Gender | | | | | | Race/Ethnicity | | | | | | | | | | | | | | |
|---|--------------|--------|--------|-------|-------|---------|------|-----------------|----------------|-------|------|-------|------|-----------|-------|----------|------|------------------|------|-------------------|------|---------|---|
| | Indiv. Count | Female | | Male | | Unknown | | American Indian | | Asian | | Black | | Caucasian | | Hispanic | | Pacific Islander | | Two or More Races | | Unknown | |
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Total Program Enrollment: | 669 | 534 | 79.8% | 135 | 20.2% | 0 | 0.0% | 3 | 0.4% | 7 | 1.0% | 1 | 0.1% | 625 | 93.4% | 19 | 2.8% | 4 | 0.6% | 10 | 1.5% | | |
| License Areas of Concentration | | | | | | | | | | | | | | | | | | | | | | | |
| Standard Initial Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| Early Childhood Education (K-3) | | | | | | | | | | | | | | | | | | | | | | | |
| Elementary Education (K-6) | 384 | 356 | 92.7% | 28 | 7.3% | 0 | 0.0% | 2 | 0.5% | 3 | 0.8% | 0 | 0.0% | 367 | 95.6% | 7 | 1.8% | 2 | 0.5% | 3 | 0.8% | | |
| Elementary Education (1-8) | | | | | | | | | | | | | | | | | | | | | | | |
| Secondary Education (6-12) | 285 | 178 | 62.5% | 107 | 37.5% | 0 | 0.0% | 1 | 0.4% | 4 | 1.4% | 1 | 0.4% | 258 | 90.5% | 12 | 4.2% | 2 | 0.7% | 7 | 2.5% | | |
| Special Education (K-12+) | | | | | | | | | | | | | | | | | | | | | | | |
| Preschool Special Education (Birth - age 5) | | | | | | | | | | | | | | | | | | | | | | | |
| Other Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| School Counselor (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| School Social Worker (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| School Psychologist (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| Communication Disorders (K-12+) | | | | | | | | | | | | | | | | | | | | | | | |
| Speech-Language Pathologist | | | | | | | | | | | | | | | | | | | | | | | |
| Administrative/Supervisory | | | | | | | | | | | | | | | | | | | | | | | |

| Weber | Population | | Gender | | | | | | Race/Ethnicity | | | | | | | | | | | | | | |
|--|--------------|--------|--------|-------|-------|---------|------|-----------------|----------------|-------|------|-------|------|-----------|-------|----------|-------|------------------|------|-------------------|------|---------|---|
| | Indiv. Count | Female | | Male | | Unknown | | American Indian | | Asian | | Black | | Caucasian | | Hispanic | | Pacific Islander | | Two or More Races | | Unknown | |
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Total Program Enrollment: (unduplicated- students) | 281 | 243 | 86.5% | 38 | 13.5% | 0 | 0.0% | 0 | 0.0% | 1 | 0.4% | 0 | 0.0% | 241 | 85.8% | 15 | 5.3% | 1 | 0.4% | 0 | 0.0% | | |
| License Areas of Concentration(list student for each end) | | | | | | | | | | | | | | | | | | | | | | | |
| Standard Initial Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| Early Childhood Education (K-3) | 19 | 19 | 100.0% | 0 | 0.0% | | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 11 | 57.9% | 2 | 10.5% | 0 | 0.0% | 0 | 0.0% | 6 | |
| Elementary Education (K-6) | 154 | 146 | 94.8% | 8 | 5.2% | | 0.0% | 0 | 0.0% | 1 | 0.6% | 0 | 0.0% | 133 | 86.4% | 10 | 6.5% | 0 | 0.0% | 0 | 0.0% | 10 | |
| Elementary Education (1-8) | 7 | 7 | 100.0% | 0 | 0.0% | | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 6 | 85.7% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | |
| Secondary Education (6-12) | 55 | 34 | 61.8% | 21 | 38.2% | | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 52 | 94.5% | 1 | 1.8% | 0 | 0.0% | 0 | 0.0% | 2 | |
| Special Education (K-12+) | 46 | 37 | 80.4% | 9 | 19.6% | | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 39 | 84.8% | 2 | 4.3% | 1 | 2.2% | 0 | 0.0% | 4 | |
| Preschool Special Education (Birth - age 5) | | | | | | | | | | | | | | | | | | | | | | | |
| Other Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| School Counselor (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| School Social Worker (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| School Psychologist (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| Communication Disorders (K-12+) | | | | | | | | | | | | | | | | | | | | | | | |
| Speech-Language Pathologist | | | | | | | | | | | | | | | | | | | | | | | |
| Administrative/Supervisory | | | | | | | | | | | | | | | | | | | | | | | |

| Westminster | Population | | Gender | | | | | Race/Ethnicity | | | | | | | | | | | | | | | |
|---|--------------|--------|--------|-------|-------|---------|------|-----------------|------|-------|------|-------|------|-----------|-------|----------|------|------------------|------|-------------------|------|---------|---|
| | Indiv. Count | Female | | Male | | Unknown | | American Indian | | Asian | | Black | | Caucasian | | Hispanic | | Pacific Islander | | Two or More Races | | Unknown | |
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Total Program Enrollment: | 153 | 130 | 85.0% | 23 | 15.0% | 0 | 0.0% | 2 | 1.3% | 1 | 0.7% | 0 | 0.0% | 143 | 93.5% | 12 | 7.8% | 1 | 0.7% | 0 | 0.0% | | |
| License Areas of Concentration | | | | | | | | | | | | | | | | | | | | | | | |
| Standard Initial Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| Early Childhood Education (K-3) | | | | | | | | | | | | | | | | | | | | | | | |
| Elementary Education (K-6) | 99 | 88 | 88.9% | 11 | 11.1% | 0 | 0.0% | 2 | 2.0% | 1 | 1.0% | 0 | 0.0% | 83 | 83.8% | 8 | 8.1% | 1 | 1.0% | 0 | 0.0% | | |
| Elementary Education (1-8) | | | | | | | | | | | | | | | | | | | | | | | |
| Secondary Education (6-12) | 51 | 39 | 76.5% | 12 | 23.5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 46 | 90.2% | 4 | 7.8% | 0 | 0.0% | 0 | 0.0% | | |
| Special Education (K-12+) | 19 | 17 | 89.5% | 2 | 10.5% | 0 | 0.0% | 1 | 5.3% | 0 | 0.0% | 0 | 0.0% | 16 | 84.2% | 0 | 0.0% | 1 | 5.3% | 0 | 0.0% | | |
| Preschool Special Education (Birth - age 5) | | | | | | | | | | | | | | | | | | | | | | | |
| Other Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| School Counselor (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| School Social Worker (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| School Psychologist (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| Communication Disorders (K-12+) | | | | | | | | | | | | | | | | | | | | | | | |
| Speech-Language Pathologist | | | | | | | | | | | | | | | | | | | | | | | |
| Administrative/Supervisory | | | | | | | | | | | | | | | | | | | | | | | |

| WGU - Utah | Population | | Gender | | | | | Race/Ethnicity | | | | | | | | | | | | | | | |
|---|--------------|--------|--------|-------|-------|---------|------|-----------------|------|-------|------|-------|------|-----------|--------|----------|------|------------------|------|-------------------|------|---------|---|
| | Indiv. Count | Female | | Male | | Unknown | | American Indian | | Asian | | Black | | Caucasian | | Hispanic | | Pacific Islander | | Two or More Races | | Unknown | |
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Total Program Enrollment: | 559 | 447 | 80.0% | 109 | 19.5% | 3 | 0.5% | 1 | 0.2% | 3 | 0.5% | 1 | 0.2% | 526 | 94.1% | 16 | 2.9% | 2 | 0.4% | 10 | 1.8% | | |
| License Areas of Concentration | | | | | | | | | | | | | | | | | | | | | | | |
| Standard Initial Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| Early Childhood Education (K-3) | 31 | 30 | 96.8% | 1 | 3.2% | 0 | 0.0% | | 0.0% | | 0.0% | | 0.0% | 29 | 93.5% | 2 | 6.5% | | 0.0% | | 0.0% | | |
| Elementary Education (K-6) | 268 | 247 | 92.2% | 20 | 7.5% | 1 | 0.4% | | 0.0% | 2 | 0.7% | | 0.0% | 249 | 92.9% | 11 | 4.1% | 1 | 0.4% | 5 | 1.9% | | |
| Elementary Education (1-8) | 7 | 4 | 57.1% | 3 | 42.9% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 7 | 100.0% | | 0.0% | | 0.0% | | 0.0% | | |
| Secondary Education (6-12) | 78 | 37 | 47.4% | 39 | 50.0% | 2 | 2.6% | | 0.0% | | 0.0% | 1 | 1.3% | 72 | 92.3% | 1 | 1.3% | 1 | 1.3% | 3 | 3.8% | | |
| Special Education (K-12+) | 113 | 99 | 87.6% | 14 | 12.4% | | 0.0% | 1 | 0.9% | 1 | 0.9% | | 0.0% | 111 | 98.2% | | 0.0% | | 0.0% | | 0.0% | | |
| Preschool Special Education (Birth - age 5) | | | | | | | | | | | | | | | | | | | | | | | |
| Other Licensure | | | | | | | | | | | | | | | | | | | | | | | |
| School Counselor (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| School Social Worker (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| School Psychologist (K-12) | | | | | | | | | | | | | | | | | | | | | | | |
| Communication Disorders (K-12+) | | | | | | | | | | | | | | | | | | | | | | | |
| Speech-Language Pathologist | | | | | | | | | | | | | | | | | | | | | | | |
| Administrative/Supervisory | 62 | 30 | 48.4% | 32 | 51.6% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 58 | 93.5% | 2 | 3.2% | | 0.0% | 2 | 3.2% | | |