

EDUCATOR LICENSING PROGRAM EVALUATIONS 2016-2017 Survey Response Means

Deaf Education – 2016-2017 (N=7)					
	Poor	Satisfactory	Excellent		
The teaching ability and effectiveness of the faculty was generally:			X		
	Too Flexible	Well Planned	Too Structured		
The curriculum for the program was:		X			
	Not demanding	Well planned	Too demanding		
The courses taken were generally:		X			
	Marginal	Average	Enthusiastic		
The department's interest and commitment was:			X		
	Poor	Satisfactory	Excellent		
The availability of the advising in this program was:		X			
	Poor	Satisfactory	Excellent		
The quality of general program advisement was:		X			
	1 Very Little	2	3	4	5 Extensively
To what extent did the Department:					
Keep you informed about requirements and deadlines			X		
Keep your records straight			X		
Encourage you to feel like part of a team effort			X		
Provide opportunities to meet and talked to visiting professionals			X		
Give you a clear picture of the opportunities in your chosen field			X		
Inform you regularly of job openings in your field					X
Assist you in obtaining a job			X		
To what extent did your educational experience:					
Develop your ability to organize and present ideas			X		
Expose you to innovative teaching methods					X
Provide you with useable research and writing skills			X		
Improve your ability to communicate					X

5. Which classes or experiences were most rewarding to you? (be specific)

- I loved the practicum experience. Working one-on-one with teachers was very helpful.
- I liked my practicum rotations, gave me a chance to use real life cases with what I was learning.
- Academic use of ASL in classroom.
- Classroom Teaching in ASL, Academic Use of ASL, the practicum had two internships, Foundations of Effective Assessment and Instructional Practices
- Effective Instruction 1 and 2.
- I enjoyed my placements and the special ed classes.

6. Which classes or experiences were least rewarding to you?

- I don't love the online course. I wish there was an option to be present or in class.
- I would have liked an option to meet on campus instead of the online only classes.
- Literacy Methods in Early Childhood Deaf Ed.

- *Teaching Reading to DHH Children, Literacy Methods in Early Childhood Deaf Ed*
- *The Friday collaborative class.*

7. Other comments or suggestions on improving the program.

- *Maybe we could break up the week (not one night a week, maybe two at half time).*
- *More courses on pedagogy, courses geared towards secondary education and classroom management how to incorporate technology in the deaf classroom.*
- *I wish I had been taught things before having to do them.*

Elementary Education – 2016-2017 (N=104)					
	Poor	Satisfactory	Excellent		
<i>The teaching ability and effectiveness of the faculty was generally:</i>			X		
	Too Flexible	Well Planned	Too Structured		
<i>The curriculum for the program was:</i>		X			
	Not demanding	Well planned	Too demanding		
<i>The courses taken were generally:</i>		X			
	Marginal	Average	Enthusiastic		
<i>The department's interest and commitment was:</i>			X		
	Poor	Satisfactory	Excellent		
<i>The availability of the advising in this program was:</i>			X		
	Poor	Satisfactory	Excellent		
<i>The quality of general program advisement was:</i>			X		
	1 Very Little	2	3	4	5 Extensively
To what extent did the Department:					
<i>Keep you informed about requirements and deadlines</i>				X	
<i>Keep your records straight</i>				X	
<i>Encourage you to feel like part of a team effort</i>				X	
<i>Provide opportunities to meet and talked to visiting professionals</i>				X	
<i>Give you a clear picture of the opportunities in your chosen field</i>				X	
<i>Inform you regularly of job openings in your field</i>				X	
<i>Assist you in obtaining a job</i>				X	
To what extent did your educational experience:					
<i>Develop your ability to organize and present ideas</i>				X	
<i>Expose you to innovative teaching methods</i>					X
<i>Provide you with useable research and writing skills</i>				X	
<i>Improve your ability to communicate</i>				X	

5. Which classes or experiences were most rewarding to you? (be specific)

- *Student teaching because it was a very hands on learning experience and applicable.*
- *Dr. Hunsaker's Level II course was a great foundation class that helped me gain a better understanding of differentiation.*
- *The social studies and science for teachers class because they helped me be more confident in teaching these subjects.*
- *Working in the Literacy Clinic with Dr. Cindy Jones was highly rewarding to prepare actual skills for teaching and managing students. Practicums with Level II, III, and student teaching were valuable as well.*
- *My student teaching (Level 4, 5th Grade) was where I saw the most growth and really came into my own with teaching.*
- *Classroom Management and practicums, student teaching.*
- *I loved the courses about literacy and reading instruction.*
- *The practicum experiences were all excellent. The PE for ELED majors was superb and I also learned a lot from Assessment for ELLS.*
- *Level III courses were incredibly helpful. Also, practicum opportunities were very beneficial.*
- *Level 3 Methods courses.*
- *The literacy clinic and all practicum experiences.*
- *Level III methods classes were extremely beneficial in giving ideas of integration.*
- *ELED 3000 Emma Maughan gave me new perspectives I will need as a teacher! She gave enough push and encouragement.*

- *I loved everything about Level III, even though I felt like I was drowning, it definitely prepared me for student teaching.*
- *The assessment and differentiation class, as well as ELED 3100 because these are the classes where I use the information on a daily basis. Without taking these classes I would not have a lot of the required skills I need as a teacher.*
- *Level 2 and 2 Practicums, student teaching, Level 3 Literacy and writing courses.*
- *ELED 3100/4040 - great ideas, improved knowledge base. THEA 3320 - great ideas for content integration. ELED 4050 – great idea, techniques, hands on learning.*
- *I really enjoyed my Social Studies class in Level III. My teacher Ryan Knowles was one of the best teachers I've had.*
- *I like the more random courses, like Gifted & Talented Education, Teaching PE, and Elementary Music.*
- *All Level 3 courses were great! All my cooperating teachers have also been great to work with.*
- *All methods courses in Level 3, ELED 1010 with Doug Nielson, all practicum and observation experiences, Literacy Clinic, Scott Hunsaker's "Assessment & Differentiation", management courses.*
- *Level 3 courses were the most rewarding because everything I learned went directly to my teaching.*
- *Emma Maughn's class taught in Level 2.*
- *ELED 4410 - Gifted students in the regular classroom, FCHD 4960 - Devo Lab, ELED 5050 - student teaching, ELED 4550 – Preschool Methods, FCHD 2630 - practicum, ECE PEP 2200 - Skills 2, a lot of hands-on opportunities and applicable information.*
- *ELED 4150, ELED 3000, ELED 4030, ELED 4040, ELED 4060, Level III practicum experience!*
- *Struggling Readers ELED 4040 with Dr. Read, Classroom Management ELED 4005 Kris Miller, Foundations ELED 3000 Laura Zemp.*
- *The PE, Music and Art classes were helpful for general classroom teachers. All of the classes in Level III were useful also. Psy 3660.*
- *The Literacy Clinic was by far the most rewarding.*
- *ELED 3005, ELED 4150, PSY 3660, ELED 4005.*
- *Level 3 classes were the most useful to future needs.*
- *ELED 3100 Reading Instruction Classroom, ELED 4040 Assessment and Instruction for Struggling Readers, ELED 4030 Teaching Language Arts, ELED 4005 Intermediate Classroom Management.*
- *Level III practicum gave me the clearest picture of what teaching would be like and gave me opportunities to experiment.*
- *All of the Level 3 classes were extremely helpful.*
- *Great Advising department, always very helpful. Level 3 classes were the best classes I took.*
- *PE in the Elementary School, ELED 3000, ELED 1010, ELED 3005 (Management), ECE K-3, FCHD 1500.*
- *I loved Eled 3000, 4000, 4040, 4050 (especially), 4060. They all taught me so much and I really enjoyed them.*
- *THEA 3320, ELED 1010, Math 2020.*
- *I felt like all of my classes were beneficial and rewarding.*
- *All of the Methods courses - Math, Science, Social Studies, Reading. Most rewarding though was practicum!*
- *The classes not incredibly specific to Eled, ex. Sped, Art Education, Drama in the Classroom, etc.*
- *I thought all the practicum was most rewarding. I learned the most in Level 3. I loved the classroom experiences.*
- *I felt like student teaching helped me the most to become a better teacher. I also really liked Arts Are Core.*
- *Practicum experiences (Level 1, 2, 3, 4).*
- *The teaching methods courses were excellent! I also loved the practicum experiences. Attending the Utah NAME conference was amazing!*
- *Practicum experiences and Methods courses.*
- *I loved the Classroom Management classes, because they were informative and efficient.*
- *Opportunities to observe, practice, and apply the things I was learning as I was learning them.*
- *Student teaching was excellent, Eled 4050, Eled 4040.*
- *Eled 4000 level courses were especially rewarding and helpful to me. I believe I grew most from Literacy Clinic.*
- *The experience I felt was the most rewarding was my practicum during my level III. My supervisor kept me well informed and my teachers were amazing.*
- *Math classes!*
- *I have had a wonderful student teaching experience. My mentor teacher was extremely helpful.*

- *ELED 3000 with Dr. Keyl, ELED 4060 with Dr. Shumway, and Arts are Core challenged me and opened my mind.*
- *Methods classes and practicum experiences in Levels II and III. And student teaching.*
- *Level 3 methods courses and practicum for level 3.*
- *Doug's ELED 1010. I will remember him and his class for the rest of my life.*
- *ELED 4150.*
- *ELED 3000, both ELED 3005/4005, all of the methods courses.*
- *TEAL 4630 (6630).*
- *I found the very first course taught by Doug ELED 1010 to be rewarding. Also Dr. Hunsaker's class of differentiation was valuable.*
- *Level III classes (LA, Science, Math) were all very instructive with many teaching opportunities.*
- *I loved the ELED Level III math and writing courses. Valuable and research-based, these courses gave me the experiences I needed to start teaching.*
- *Dr. Maughn's history class was by far my favorite. I also learned a lot from being a tutor in the literacy clinic.*
- *Literacy Clinic (ELED 4040), all the classes in Level 3.*
- *Practicum was extremely beneficial. It was a great opportunity to apply knowledge in a variety of settings.*
- *The Literacy Clinic was by far the most beneficial class that I was able to take at USU. I also enjoyed my experiences in the various practicums.*
- *ELED 4005 Intermediate Classroom Management.*
- *All Level 3 classes and practicum. Student teaching has been great as well.*
- *Teaching science, teaching social studies, TEAL 4710, SPED 4000.*
- *All Level 3 courses except classroom management.*
- *ELED 3000, HIST 3850, ELED 4150. Practicums were extremely helpful because of the valuable time spent in a classroom.*
- *Classes that focused on Classroom Management were helpful. I also enjoyed ELED 4060, 4040 and ELED 3100.*
- *ELED 3000 was extremely valuable, it gave a wonderful perspective on education. All of the level III methods courses helped prepare me. All the practicum experiences were great.*
- *All classes were rewarding, except for one.*
- *My experiences in the different classrooms were the most rewarding for me. I learned a lot in the classes, but I gained the most from actually teaching.*
- *Dr. Knight's reading courses, Dr. Shumway's math class, Shirleen Keyl's multicultural education course, Utah NAME conference.*
- *Shireen Keyl's AMAZING! Jared Woolstenheum's class.*
- *So far the ones where we have actually gone out and done what we were being taught.*
- *The level 3 methods courses were all very valuable. They could all be applied directly into the classroom.*
- *Methods courses in Level 3.*
- *Dr. Keyl's ELED 3100, AG in the classroom presentation, Arts are Core.*
- *Eled 5250 and other classroom management classes were very helpful!*
- *Methods courses and ELED 3000 with Emma Maughan. All the practicum/student teaching.*
- *Language Arts classes.*
- *The Level 3 courses as they were very applicable and provided hands on experience.*
- *Dr. Hunsaker's assessment course was the most valuable.*
- *ELED 4050, ELED 3000, ELED 4040 - all the professors were enthusiastic and the work and material made me think.*
- *Level 3 of the Eled program taught me the most.*
- *I loved my methods courses, specifically math, science, social studies, and reading.*
- *ELED 3100 classroom reading instruction, ELED 4040 instructing struggling readers. I am a struggling reader and these two classes helped me to recognize and teach effectively students like myself.*
- *ELED 4150, ELED 4000, ELED 4050.*
- *Assessment and Differentiation Dr. Hunsaker, ELED 3100 Reading Dr. Jen Knight. These classes were well organized and I took away a lot from both.*
- *The methods courses specific to teaching music.*
- *Special topics in Deaf Education.*
- *Level 4 Math, Writing, Science. Level 3 Culture course.*
- *Level II Assessment class with Scott Hunsaker, Writing class in Level III.*

- *One of my most rewarding classes/experiences was in the instructing struggling readers class I think. I was able to become a tutor in reading for a first grade student in the literacy clinic.*
- *Eled 3000 loved this class, loved Jen Knight Eled 4040, Eled 4060 was challenging but I feel I learned a lot.*

6. Which classes or experiences were least rewarding to you?

- *I felt like the material of the classes was rewarding, however, it could use more hands on opportunity.*
- *Both required classroom management courses. It was very opinionated with very little helpful resources.*
- *Definitely the music for teachers, worthless for musicians and non-musicians.*
- *My experience in Level II Eled 3005 was not very useful. My classroom management classes were also lacking in value and useful experience. Wish we had more real practice.*
- *I started out doing some early childhood. Found out quickly that was NOT for me!*
- *Strategy and Instruction for Writing and Elementary Ed Music class.*
- *Some of the classes in Level 2 were excessive and a waste of time. The material could have been condensed. Especially for the Friday night class.*
- *I felt like the diversity courses were quite repetitive.*
- *All education classes were very rewarding and helpful. I didn't find any that weren't rewarding.*
- *Student teaching seminars/management classes.*
- *Intermediate Classroom Management (seemed to be a repeat of beginning mgmt); ITLS 4015.*
- *Classroom Management in Level III (Eled 4005) seemed like a repeat.*
- *ELED 5250 class during student teaching felt useless. ELED 4150, I hated the structure of the class and assignments at that point in the game didn't prove to be useful and when I need it, I had forgotten.*
- *I found a few of the Level II courses to be tedious and not very beneficial.*
- *Some of the behavior management classes were a waste of time. I didn't gain anything from them because we never learned how to handle different situations. The only useful thing I did was synthesizing what I knew to create my own management plan.*
- *Level 2 Technology in the Classroom. Level 4 Management.*
- *MATH 2020 - too much busy work, didn't explain how it related to profession.*
- *The Math class is Level III. I felt like the information was too complex and unnecessary.*
- *The student teaching seminar was fairly interesting sometimes, but usually felt like a waste of my time.*
- *The classroom management classes each semester. I felt the best way to learn management was by observation in real classrooms.*
- *Management and assessment classes could have presented me with more useful information.*
- *ELED 4150 assessment not applicable at the time so it isn't easily retained/constantly changing. ELED 4050 Social Studies - felt like time was wasted, not enough taught that was helpful. ELED 5250 - way too long right out of class.*
- *ELED 4005 - it has potential, but I didn't find it as useful as I had hoped. It could easily be taught as an online course.*
- *ELED 3100 Reading Methods (Foley), Math 2020 Math for Elementary Teachers (Toone), Eled 3005 Beginning Classroom Mgmt.*
- *ELED 3000 - I'm not sure I learned as much as I would've liked to.*
- *I hated Level III - the classes were WAY too long. I also thought the management classes should be online.*
- *MUSC 3260, ELED 5250.*
- *Level 2 classes - it is so long of time until student teaching - I didn't remember anything, so nothing was of use to me.*
- *Advanced Classroom Management, ELED 4050 Teaching Social Studies, ITLS Technology Tools and Integration for Teachers, Math 1210 Calculus I.*
- *ELED 3000 (in Level II of the program) - I felt like I am no better in any way from that course.*
- *Level 2 setup of classes and practicum were horrible.*
- *Physics (for majors) 1200, Math 2020, ELED 3100 (Reading Instruction), ITLS 4015.*
- *Eled 4030 was hard because I didn't really learn how to teach writing. And Eled 4150 wasn't taught well and wasn't engaging.*
- *ITLS 4015 and STAT 1040.*
- *Some of the required sections of classes I had to choose from, I wished I had more/different options. Ex. Teaching PE, Linguistics*
- *Redundant Eled classes that taught the same thing.*
- *I thought that the Level 2 classes were least rewarding. I did not like the assessment class. I felt it wasn't helpful.*
- *None.*
- *Portfolio, general class not applicable to my degree.*

- *While I love the courses on behavioral management, I worry that 3 might be too much, I wonder if there will be repetition.*
- *Having two similar classroom management classes, the second seemed like a waste of time.*
- *I struggled with the literacy class. I do not feel I received enough information to teach the subject effectively.*
- *Entering each semester in the program was very confusing trying to learn expectations, assignments, and requirements. They would try to explain in an orientation, but it wasn't clear.*
- *Eled 4030 and Eled 4005 with Dr. Robertson. I was hoping to get more from those.*
- *Eled 5250 was a review of classes previously taken and I didn't feel it necessary or helpful to have.*
- *The least rewarding was the advance classroom management class. It was late, pointless, and the instructor treated us like we were children and wasn't understanding.*
- *Level 3 writing class.*
- *The science class that we took with our methods classes for level 3.*
- *Teaching math to students.*
- *ELED 5250 with K Lea Priestley was a waste of time. ITLS 4015 was not updated to relevant technology.*
- *Classroom Management during Level IV student teaching. Feels pointless and it's a waste of time. Just a broken record.*
- *Eled 3000, I think of Level 2 had more methods course it would have been better.*
- *Dr. Hunsaker's class was supposed to be really helpful but all it did was confuse me. I felt like my time could have been spent better elsewhere.*
- *ITLS 4015.*
- *I didn't find many of my general education classes rewarding, but I understand their importance.*
- *ELED 4050 - Social Studies.*
- *The methods classes in Level 3 felt unrewarding because I felt like the teachers were unprepared and not skillfully selected.*
- *Classroom Management. This needs to be a class with more practical application.*
- *I disliked the ELED 5250 class. It felt like a waste of time to me, and the teacher for it in Spring 2017 was rude to our class. I wanted a more useful experience.*
- *Dance/movement class, the health credit - I took first aid too long for a whole semester.*
- *I enjoyed all the classes in the program.*
- *Some of the professors, how to teach writing especially, were inconsistent at times and demeaning.*
- *While I learned something new during each class, I did not feel that three different management classes were needed.*
- *Level 2, the practicum was bad for me and the class felt like busy work.*
- *I would suggest modifying ELED 5250. The class feels pointless right now.*
- *ELED 3005, ELED 4005.*
- *Technology in the classroom (ITLS), ELED 5250.*
- *ITLS 4015, TEAL 3660, I really felt like these classes were a waste of my time and money.*
- *I didn't get as much info and I would have liked out of ELED 4050 and 4150.*
- *I enjoyed all of my education and found each class full of valuable learning/teaching moments.*
- *The behavior management class taken during student teaching was a waste of time.*
- *ELED 5250, the one during student teaching, is probably the least rewarding to me. It is nice to have ideas, but after a long week of student teaching, it is the last place I want to go.*
- *Eric Newell's Teaching Science course, K. Lea Priestley's ELED 5250 course.*
- *Honestly, K. Lea did not do the things she "taught" us to do. Clear expectations, deadlines, kindness, etc. More effort toward helping interns to understand the process and what their expectations are and less grouchiness about people not reading her mind.*
- *At the Tooele campus, did not enjoy Susann Anderson.*
- *The Department was great! -- EXCEPT K. Lea. She was unclear in expectations and outright RUDE to me and my mentor teacher. Very unprofessional. The department scored a 4, K. Lea scored a 0.*
- *Lecture classes, busy work, lots of readings.*
- *ELED 5250, during student teaching you are incredible busy and this class had assignments that were only busy work and not beneficial.*
- *Student Teaching class.*
- *Science methods, writing methods, classroom management courses, USU's required in-depth courses, THEA 3320.*
- *I didn't have any that weren't rewarding in some way.*
- *All Classroom Management classes.*
- *Math endorsement.*
- *Classroom Management - one course would have been sufficient. Classes were very long.*

- *Social Studies methods, ITLS course online.*
- *ELED 4061 - the most pointless class I've ever taken. It felt like an enormous waste of time.*
- *Classroom Management.*
- *Technology lag and/or malfunctions if the microphones were fuzzy or volume wrong. It made it hard to understand instructions.*
- *ELED 4005 was a repetition of 3005. ELED 4030.*
- *ELED 3005, 4005 Classroom Management, ELED 4000, ELED 4050. These classes did not give me enough feedback or specific knowledge to apply in the classroom, too vague.*
- *Most of the SCED classes. The classes were very well done, but most of the content is not relevant to teaching music.*
- *Introduction to Elementary Education.*
- *Level 3 Management, Level 2 Management. They needed to be more explicit courses.*
- *ELED 5250, Level II and III Classroom Management.*
- *I think the Assessment and Differentiation class was not as rewarding for me. I don't think I was able to fully understand what was taught.*
- *Eled 5250 there have been many complaints. Eled 4000 although it seems it has changed a lot talking to the next semester.*

7. Other comments or suggestions on improving the program.

- *Provide more opportunities to apply learning in real field experiences. I feel like practicum is great, but could be longer and more structured with its outcome.*
- *I wish we could have had more hands-on practice at USU during Level III, prior to student teaching. Instead, I felt we did a lot of paperwork that wasn't as beneficial.*
- *Drop or improve the music class. It would be much more beneficial to learn how to use music in the classroom rather than how to teach music.*
- *In student teaching, the expectations were different from one supervisor to another. It would be better if the checklists and requirements were more clearly communicated. It was also confusing to have two different supervisors in one semester and still attend a seminar with another supervisor. The system was very confusing.*
- *It is a great program! Best years of my life!*
- *Again, I think some of the seminars could be condensed. Some of the material was reviewed and talked about over & over & over.*
- *Help students access understand all of the research going on and also the politics of education.*
- *Better communication and follow through with practicum mentor teachers from USU regarding expectations.*
- *Level III shouldn't have student writing lesson plans to use/teach in practicum before they get there. Most of us had to redo it.*
- *K. Lea Priestly is very pleasant through emails and phone calls but in person she was very unpleasant. She needs work on being professional but still having tact and common courtesy. She said she was always extremely busy and made it apparent she never had time for us.*
- *Orientation meetings at the beginning of each semester for each level are very overwhelming. A ton of information is being thrown at us, when most isn't applicable until later on. If there is any way to have smaller, shorter meetings throughout the semester that would be helpful.*
- *None. I would just improve the classroom management courses.*
- *I would have liked if my Student Teaching expectations were more clear for myself and my CT.*
- *Limit seminar classes during student teaching. Maybe twice a month instead of every week.*
- *Talk to teachers more to see what would be useful for us to know. There is a big gap in what we learned and what we need for our own classroom.*
- *Communication between the university and co-teachers needs to improve greatly. There have been a lot of changes and they had no clue. Information was not presented in advance. One teacher had prepared for a student teacher and had no clue that her student teacher was doing an internship instead. The electronic forms and everything for student teaching has been a real stress and hassle for my co-teacher, it takes a lot longer now because she has to do and redo them because it didn't work properly the first time. Also, the website is not user friendly in the slightest, it is really messy and can be confusing. It is hard to find what you are looking for and often are sent in circles. I feel like we don't get much information on special education and how to appropriately handle that. It is hard to know when to involve others and when to work with things on your own.*
- *The program is great! I was lucky to have the opportunity to learn and network with great professors and teachers in my field. The opportunities available to ELED students at USU to get in the classroom would be my greatest compliment to USU's program.*
- *The scaffolded levels were extremely helpful in preparing me for student teaching.*

- *I think the ELED 5250 class would be better suited to Level 3. We have SO much we need to do for our student teaching, this class is just too much.*
- *Student teaching classes to be more organized and information earlier on.*
- *Technology problems were common so improvements in that area would help quite a bit. More inclusion of distance students during class would also be welcomed.*
- *Level IV felt unorganized and all parties involved were confused, frustrated or both with the system.*
- *More classroom time. Nine-week classes like Level 3 then full time teaching in classroom would be beneficial for Level 2.*
- *Do not just post signs in the lobby of the education building, sometimes during a semester a student never walks in. Send emails, tell teachers to announce, and make sure advisors tell students the important details that have changed that will affect the students.*
- *A lot of the classes were repetitive and unrealistic. Typing up every single lesson plan is unrealistic. When I was in the schools teaching, it wasn't as hard as our required classes, and no teacher creates lesson plans like that. Also, portfolios aren't even looked at in the real world.*
- *Psyc 3660 is super important when taking the PLT and I honestly didn't learn anything from this class. Online classes shouldn't be done if the class is only of those that as an educator we need to learn the information but don't have an engaging and real opportunity to learn from it.*
- *My ITLS class was online and just busy work. I had Stuart Baggaley as my cooperating teacher for student teaching at EBLS and he is phenomenal when it comes to integrating technology in the classroom. You should very seriously consider hiring him for the position.*
- *More communication with distance sites. There were times we didn't know what was going on. The program was great.*
- *Great program, I had a good experience.*
- *During Level 3, while student teaching, it was super stressful because there was no clear communication. It was hard to know what was expected. The requirements were not clear.*
- *My only suggestion is to continue to improve technology so that the classes become more effective.*
- *It may be helpful to integrate the assessment course in all of the teaching methods courses, or at least a review. Once practicum starts, assessment strategies are more on the forefront of our minds.*
- *I did run into a problem with the program being altered and being told I did not need to change my course, only to be told otherwise at the last minutes. This may delay my graduation.*
- *As I observe the department, it seems less organized. I'm not sure what's lacking because I am not part of it, other than a student. Maybe more staff or more counsel is needed to make the program more clear, organized, and user-friendly for the students.*
- *As a USU student in Uintah Basin, I felt very forgotten at times when I came to advising. I often felt shuffled around and I hope that future students are better taken care of.*
- *I was of the unfortunate group who were half way through our portfolios when the department decided not to use them any more. I thought they should have started differently with individuals entering the program, but let us finish with our portfolios. The department also lost my paperwork multiple times and I think could use some organization.*
- *Do not require the classroom management class during student teaching. They have enough to worry about.*
- *Glad I was able to be a part of this program.*
- *I felt that there was a lack of communication to the Salt Lake Center, and sometimes my classmates and I had a hard time understanding what we needed to do.*
- *Communication and expectations during student teaching portion. The communication to me, my mentor teachers, and principal were awful and sometimes came across rude.*
- *There are severe communication issues within the student teaching sector of the Education Department. Requirements were not clearly communicated in a timely manner.*
- *Get rid of weekly management class, or just hold it during 1st block. It doesn't give any new information. It's just a review hassle.*
- *The Department lost my student teaching packet!*
- *The Department cost me a \$34,000 internship! I am in a \$24,000 after complaining to the department head.*
- *I feel like events like the Arts are Core event should be mandatory. It was such a great experience. I got a lot of really resourceful information and it was a lot of fun!*
- *Great Program!*
- *I would have rather had the methods class be shorter and meet twice a week.*
- *Needs better organization.*

- *The lack of organization during Fall 2016 - Spring 2017 was frustrating - so much student teaching paperwork (observations, etc.) could have been online, as well. My advisor changed 3 times and I was not notified of the last change. My current advisor seemed confused about my questions which was disconcerting as I was close to graduation. But otherwise, program was amazing and really helped me prepare.*
- *Utah State has a fabulous program and has given me first hand experiences to take on with me in my career.*
- *Making communication between faculty and students better. Try to get information out in a timely manner.*
- *Communication of expectations was rather vague. You don't remember everything from the first meeting, so I would suggest following up with emails.*
- *I had a lot of rough experiences in advising. There were two very specific times that my advisor was misinformed about a requirement for my major and/or emphasis. This put my behind by a semester and should have put me behind by an entire year. I got lucky and was able to apply to the college in a "usual" manner.*
- *Clearer syllabi, faster level III and student teaching placement.*
- *Many classes were extremely redundant. I don't need to learn the same thing 4 times.*
- *I wish we had more classes to teach us about effective classroom management and discipline with students as well as more classes that help us prepare and deliver lesson plans in a meaningful way.*
- *The program was very rewarding and helpful.*
- *It would be really helpful if the students knew a little bit more what to expect going into each level of the program. I felt completely lost, and as if there were so many things that I had no idea about. If they feel more prepared, they will have a much more rewarding time in this program.*
- *Distance sites should never have to combine with Logan campus students for program information meetings. They are not helpful, just stressful.*
- *Too many things are different for us.*
- *Because of constantly changing requirements, I feel like I always got different answers to my questions. I am leaving Utah State very frustrated in the Education Department.*
- *Please fix communication and coordination issues with ELED 5250 and student teaching. Please split the math methods course into 2 semesters. In broadcast classes that combine Logan and distance students, please have handouts and activities planned that are available/accessible to everyone.*
- *Classroom Management - teach us by showing us the start of a year, act like we're 4th graders, and you're setting up the first few months of management.*
- *Overall, very impressed and happy with my program!*
- *PLEASE please get the student teaching/Level III online applications more clearly outlined and easier to find.*
- *Everything about the communication between USU, its student teachers, and the cooperating teachers was a disaster. The cooperating teachers were not told by the program that we were coming. No one was ever on the same page.*
- *Allow students to do this program in Evanston, WY.*
- *I can't think of anything.*
- *In level 3, the days we didn't have school on Mondays were hectic and poorly planned. We didn't know our schedule until the week before. To make things easier, Monday classes should have been moved to Friday and Tuesday-Thursday should be left alone.*
- *Level II was great, Level III seems like a lot of review and busy work in assignments and reading that is leaving me feeling burned out. Level III could use more emphasis in the portfolio and preparing/applying for the next step of teaching.*
- *Find ways to make content more relatable to non-traditional classrooms (music theater, PE, etc.) Maybe putting students in those areas in the same classes or creating separate classes for those students that focus more on their content.*
- *Level IV was terrible, not organized, not supportive, and there was little to no communication.*
- *I am so grateful that I chose to go through the elementary education program here at USU! Each teacher seemed to have a passion for and excitement in their specific class instruction. They expected each of us to work for greatness.*
- *I think it would have been beneficial to see ALL grades.*

Early Childhood Education – 2016-2017 (N=2)					
	Poor	Satisfactory	Excellent		
<i>The teaching ability and effectiveness of the faculty was generally:</i>			X		
	Too Flexible	Well Planned	Too Structured		
<i>The curriculum for the program was:</i>		X			
	Not demanding	Well planned	Too demanding		
<i>The courses taken were generally:</i>		X			
	Marginal	Average	Enthusiastic		
<i>The department's interest and commitment was:</i>			X		
	Poor	Satisfactory	Excellent		
<i>The availability of the advising in this program was:</i>		X			
	Poor	Satisfactory	Excellent		
<i>The quality of general program advisement was:</i>			X		
	1 Very Little	2	3	4	5 Extensively
To what extent did the Department:					
<i>Keep you informed about requirements and deadlines</i>			X		
<i>Keep your records straight</i>		X			
<i>Encourage you to feel like part of a team effort</i>			X		
<i>Provide opportunities to meet and talked to visiting professionals</i>				X	
<i>Give you a clear picture of the opportunities in your chosen field</i>			X		
<i>Inform you regularly of job openings in your field</i>					X
<i>Assist you in obtaining a job</i>			X		
To what extent did your educational experience:					
<i>Develop your ability to organize and present ideas</i>					X
<i>Expose you to innovative teaching methods</i>					X
<i>Provide you with useable research and writing skills</i>					X
<i>Improve your ability to communicate</i>					X

5. Which classes or experiences were most rewarding to you? (be specific)

- I learned a lot during student teaching. Also, ELED 4150, FCHD 2600, ELED 4040 where I participated in the literacy clinic.
- All practicums and student teaching experiences.

6. Which classes or experiences were least rewarding to you?

7. Other comments or suggestions on improving the program.

Elementary Education K-6 – 2016-2017 (N=7)					
	Poor	Satisfactory	Excellent		
<i>The teaching ability and effectiveness of the faculty was generally:</i>			X		
	Too Flexible	Well Planned	Too Structured		
<i>The curriculum for the program was:</i>		X			
	Not demanding	Well planned	Too demanding		
<i>The courses taken were generally:</i>		X			
	Marginal	Average	Enthusiastic		
<i>The department's interest and commitment was:</i>		X			
	Poor	Satisfactory	Excellent		
<i>The availability of the advising in this program was:</i>		X			
	Poor	Satisfactory	Excellent		
<i>The quality of general program advisement was:</i>			X		
	1 Very Little	2	3	4	5 Extensively
To what extent did the Department:					
<i>Keep you informed about requirements and deadlines</i>				X	
<i>Keep your records straight</i>				X	
<i>Encourage you to feel like part of a team effort</i>				X	
<i>Provide opportunities to meet and talked to visiting professionals</i>				X	
<i>Give you a clear picture of the opportunities in your chosen field</i>				X	
<i>Inform you regularly of job openings in your field</i>				X	X
<i>Assist you in obtaining a job</i>				X	
To what extent did your educational experience:					
<i>Develop your ability to organize and present ideas</i>				X	
<i>Expose you to innovative teaching methods</i>				X	
<i>Provide you with useable research and writing skills</i>				X	
<i>Improve your ability to communicate</i>				X	

5. Which classes or experiences were most rewarding to you? (be specific)

- Most of my level classes were rewarding to me. The number of times I was able to be in the class was fantastic
- I loved my 2nd language acquisition class as well as Shirleen Keyl's class! Social Studies level 3 was great too!
- The literacy clinic.
- Level 3 was most rewarding, especially the writing class taught by Carrie Finlinson and the science taught by Kimberly Lott.
- Eled 1010, FCHD 2600, FCHD 2630, Eled 3005, Eled 3100, Level 2 Eled Practicum, FCHD 4550, Eled 4150
- My level 3 experience with practicum. I learned a lot in my class and I was able to try it out in my classroom.
- Literacy Clinic, Gifted and Talented, SPED 4000.

6. Which classes or experiences were least rewarding to you?

- My writing class for level 3 wasn't very rewarding to me.
- Music for elementary teachers.
- Eled class during student teaching was a waste of time.
- Level 3 and 4 classroom management classes. I felt like they were repeating information from Level 2.
- Eled 4480, ITLS 4015
- ELED 5250
- Sometimes the Management courses were really repetitive.

7. Other comments or suggestions on improving the program.

- *Remind all professors that distance sites pay for their education too and should NOT feel uninvited (K. Lea) (Dr. Hunsaker) by technology glitches or inability to hear.*
- *Be consistent in the expectations for getting into the program and graduating.*
- *My only suggestion would be to make the student teaching schedule clearer. I felt in the dark a lot, especially coming from Level 3 where the assignments and expectations were clear and concise.*
- *ITLS 4015 was an interesting class, but I felt that most of the technology ideas we were given were too advanced for ELED. I wish it were divided into two classes - one for secondary and one for ELED.*
- *More organized with student teaching and clear requirements.*

School Counseling – 2016-2017 (N=27)					
	Poor	Satisfactory	Excellent		
<i>The teaching ability and effectiveness of the faculty was generally:</i>			X		
	Too Flexible	Well Planned	Too Structured		
<i>The curriculum for the program was:</i>		X			
	Not demanding	Well planned	Too demanding		
<i>The courses taken were generally:</i>		X			
	Marginal	Average	Enthusiastic		
<i>The department's interest and commitment was:</i>			X		
	Poor	Satisfactory	Excellent		
<i>The availability of the advising in this program was:</i>			X		
	Poor	Satisfactory	Excellent		
<i>The quality of general program advisement was:</i>			X		
	1 Very Little	2	3	4	5 Extensively
To what extent did the Department:					
<i>Keep you informed about requirements and deadlines</i>					X
<i>Keep your records straight</i>					X
<i>Encourage you to feel like part of a team effort</i>				X	
<i>Provide opportunities to meet and talked to visiting professionals</i>				X	
<i>Give you a clear picture of the opportunities in your chosen field</i>				X	
<i>Inform you regularly of job openings in your field</i>				X	
<i>Assist you in obtaining a job</i>				X	
To what extent did your educational experience:					
<i>Develop your ability to organize and present ideas</i>					X
<i>Expose you to innovative teaching methods</i>				X	
<i>Provide you with useable research and writing skills</i>				X	
<i>Improve your ability to communicate</i>					X

5. Which classes or experiences were most rewarding to you? (be specific)

- Group counseling Psy 6420, Consultation in the Schools Psy 6340.
- The practicum experience, the class on group counseling, and the college and career readiness class.
- The entire program exceeded my expectations and was highly rewarding to me.
- I really enjoyed Jenna Glover's classes (Multicultural Awareness and Group Counseling) as well as Sandra Ameal's and Tom Wiltbanks'. Also Camille's and the class about different therapy techniques.
- Honestly, every class was beneficial! Group Counseling, Diversity Issues in Treatment, Ethical Issues in SC,
- Theories and the practicum and internship experiences were invaluable!
- Dr. Hart's CCP class.
- Small classes, same cohort of students, helpful teachers.
- Practicum Advisory and Application, Group Counseling.
- Group Counseling, College & Career Readiness, Prof. Issues, Interventions in the Schools, Collaboration in the Schools.
- Caring faculty, dedicated and professional environment, high standards and expectations.
- Practicum and Internship, Intro to Theories of Intervention in Psych, Diversity Issues, Resume & Interview Lesson & practice.
- Diversity, Comp. Guidance, Group Counseling.
- The program review class.
- Developmental Psychology taught by Camille Odell, Law & Ethics by Kathy Bitner and Group Counseling by Jenna Glover.
- Group counseling, college and career for school counselors, evidence based practice: school intervention.
- I loved the diversity class as well as the practicum which allow feedback from real counselors.

- *Diversity taught by Jenna Glover, Practicum with Sandra Arneel and School Interventions with Tom Wiltbank.*
- *Theories of Intervention in Psychology, Diversity Issues in Treatment and Assessment, Group Counseling.*
- *Ethics, Collaboration, Diversity, CCR.*
- *Diversity/Group Counseling.*
- *Group Counseling, Interventions in the Schools.*
- *Group Counseling because we participated in a group and learned practical skills.*
- *Diversity class, small groups, practicum.*

6. Which classes or experiences were least rewarding to you?

- *I honestly felt they were all rewarding.*
- *There was a lot of repetition between classes. It would be good if instructors knew what other teachers covered.*
- *None.*
- *Psychometrics.*
- *Probably the class about data and the one on different interventions.*
- *All were very good.*
- *Some of the classes seemed repetitive.*
- *College Career Readiness (vague).*
- *None.*
- *Consultation in the schools.*
- *The statistics in counseling class.*
- *Evidence based practices by Marietta.*
- *Consultation in the schools, career development in school counseling.*
- *Stats.*
- *Multiple classes based on diversity. Most information was repeated.*
- *Human Development with Camille Odell.*
- *Evidence-Based Practice - great information but the instructor was difficult to learn from.*
- *School Guidance Program.*
- *Psychometrics - I don't think we need such in-depth knowledge about tests because school counselors cannot do testing.*
- *Psychometrics.*
- *Psychometrics - I don't think the information studied is necessary since many districts no longer do testing.*
- *Lifespan development, data.*

7. Other comments or suggestions on improving the program.

- *I think graduating CACREP certified would have been nice.*
- *None.*
- *This program is so wonderful. Not only did it prepare me for my career but it helped me develop as a person.*
- *I think it would be helpful if every teacher allowed students to take a break before and after dinner. It gets very difficult to concentrate after sitting for 2 1/2 hours with no break. Otherwise, I have no significant complaints. I would highly recommend this program to anyone interested in becoming a school counselor.*
- *None.*
- *Overall, great program and experience.*
- *Fantastic staff.*
- *This was a fantastic experience! I am very glad that I was able to come here.*
- *More connections with school districts and instructions for applying at each. Invite school counseling heads to visit or give info in a class.*
- *I felt this program really prepared me for a career in school counseling.*
- *I would have loved to have more "in the field" experience throughout the program rather than just near the end for practicum & internship.*
- *I felt the program prepared me well for the praxis and my internship. I didn't feel the consultation class was as useful as it could have been.*
- *I was extremely impressed by all of the instructors both in personality as well as curriculum.*
- *This is an excellent program with excellent instruction and program advising. A couple of the instructors could improve on engaging the class more and not just lecture for 4 hours.*

- *It would be nice to include learning specific to elementary counseling. It is completely different from secondary. People who gain employment in an elementary without previous practicum/internship experience would be at a major disadvantage. Evaluate professors' teaching styles. Some were well-known in their field but poor teachers.*

School Psychology – 2016-2017 (N=2)					
	Poor	Satisfactory	Excellent		
<i>The teaching ability and effectiveness of the faculty was generally:</i>		X			
	Too Flexible	Well Planned	Too Structured		
<i>The curriculum for the program was:</i>		X			
	Not demanding	Well planned	Too demanding		
<i>The courses taken were generally:</i>		X			
	Marginal	Average	Enthusiastic		
<i>The department's interest and commitment was:</i>		X			
	Poor	Satisfactory	Excellent		
<i>The availability of the advising in this program was:</i>		X			
	Poor	Satisfactory	Excellent		
<i>The quality of general program advisement was:</i>		X			
	1 Very Little	2	3	4	5 Extensively
To what extent did the Department:					
<i>Keep you informed about requirements and deadlines</i>			X		
<i>Keep your records straight</i>			X		
<i>Encourage you to feel like part of a team effort</i>				X	
<i>Provide opportunities to meet and talked to visiting professionals</i>				X	
<i>Give you a clear picture of the opportunities in your chosen field</i>			X	X	
<i>Inform you regularly of job openings in your field</i>			X		
<i>Assist you in obtaining a job</i>			X		
To what extent did your educational experience:					
<i>Develop your ability to organize and present ideas</i>			X		
<i>Expose you to innovative teaching methods</i>			X		
<i>Provide you with useable research and writing skills</i>				X	
<i>Improve your ability to communicate</i>				X	

5. Which classes or experiences were most rewarding to you? (be specific)

- *I really enjoyed the diversity courses taught by Melanie. I enjoyed interacting with the combined students/faculty.*

6. Which classes or experiences were least rewarding to you?

- *Classes taught by adjunct faculty/graduate students were typically poorly planned and less relevant/meaningful.*

7. Other comments or suggestions on improving the program.

- *It would be nice to have the school psych program regarded with as much respect as the other graduate*

Secondary Education – 2016-2017 (N=120)					
	Poor	Satisfactory	Excellent		
<i>The teaching ability and effectiveness of the faculty was generally:</i>			X		
	Too Flexible	Well Planned	Too Structured		
<i>The curriculum for the program was:</i>		X			
	Not demanding	Well planned	Too demanding		
<i>The courses taken were generally:</i>		X			
	Marginal	Average	Enthusiastic		
<i>The department's interest and commitment was:</i>		X			
	Poor	Satisfactory	Excellent		
<i>The availability of the advising in this program was:</i>		X			
	Poor	Satisfactory	Excellent		
<i>The quality of general program advisement was:</i>		X			
	1 Very Little	2	3	4	5 Extensively
To what extent did the Department:					
<i>Keep you informed about requirements and deadlines</i>				X	
<i>Keep your records straight</i>				X	
<i>Encourage you to feel like part of a team effort</i>			X		
<i>Provide opportunities to meet and talked to visiting professionals</i>			X		
<i>Give you a clear picture of the opportunities in your chosen field</i>				X	
<i>Inform you regularly of job openings in your field</i>				X	
<i>Assist you in obtaining a job</i>			X		
To what extent did your educational experience:					
<i>Develop your ability to organize and present ideas</i>				X	
<i>Expose you to innovative teaching methods</i>				X	
<i>Provide you with useable research and writing skills</i>				X	
<i>Improve your ability to communicate</i>				X	

5. Which classes or experiences were most rewarding to you? (be specific)

- *Vinny Exton's classes were amazing! She helped bring enthusiasm to my teaching philosophies.*
- *I loved the woodshop class that I took.*
- *Language and Literacy in Content area. Professor had excellent ideas for teaching literacy in schools.*
- *I most enjoyed my literacy course (SCED 4200) and my curriculum and assessments course (SCED 4210).*
- *Art Ed Methods, Literacy & Learning, Multi-Cultural Ed.*
- *Any class with Julie Wheeler, Literacy in the Classroom, Multicultural Diversity in the Classroom with JC Vasquez.*
- *One of my student teaching experiences was most helpful because it was a challenging bunch of students that stretched me to do better.*
- *Student Teaching.*
- *SCED 4200 with Sally Brown. She was amazing! She pushed us to learn important and useful information. SCED 3500 Teaching Social Studies with Professor Clark. He taught me a lot of useful tools for teaching.*
- *Teaching Social Studies SCED 3500. This course was extremely valuable and aided me in my teaching.*
- *Technology in Education.*
- *Methods of Teaching Mathematics in Secondary Schools and Cognition and Assessment of Mathematical Achievement.*
- *My Secondary Ed (TEAL) classes with Marilyn Cuch were the best secondary ed classes that I had.*
- *Math 5210? Shane Brewer's Technology in Teaching Math class was incredible!*
- *I loved my experiences in the schools. I felt I learned the most from hands on experience and applying what I learned in my classes to actual students.*

- *Dave Lopez's Assessment and Curriculum Design class taught me about how to stop testing bias, something incredibly important.*
- *I loved my education classes and felt I benefitted most from them.*
- *The most rewarding class I took from SCED courses was SCED 4200 with Amy Wilson in Fall 2015.*
- *FCSE Methods I and II. Clinical experiences. I learned more from this course about classroom management than in SCED 3100!*
- *The educational classes that were specific to Mathematics and History.*
- *Teaching Science 1 and 2 and Classroom Management.*
- *SCED 3210 - Fawn Grove is an amazing teacher and assisted me with finding the confidence to teach.*
- *Teaching science to elementary students at Bear River Charter School.*
- *Classes that allowed me to get in front and present info to the whole class.*
- *I really felt that Classroom Management was a very good class.*
- *My clinical experiences and my teaching social studies class (SCED 3500). Also, Classroom Management.*
- *The most rewarding classes were all taught by current teachers. John Barton was always interesting.*
- *Teaching and receiving feedback during clinical experiences. Learning how to create lesson plans (SCED 3400) and improve objectives and assessments (SCED 4210).*
- *Anatomy, Student Teaching.*
- *All classes were useful but more practical teaching experience would have been beneficial.*
- *Motivation and Classroom Management for music majors, Music History, and the instrument classes.*
- *SCED 4210, the portfolio wasn't all that helpful but it was an overall good class with Dave Lopez.*
- *Classroom Management, Diversity in the Classroom, Assessment and Curriculum Design.*
- *The curriculum and assessment design and multicultural education were most rewarding.*
- *Classroom Management.*
- *Classroom Management with Barb, Teaching Literacy & Techniques with Dr. Mohr, SPED 4000 with Kimberly White.*
- *Multicultural Foundations.*
- *The Methods courses within my major.*
- *Barbara Cangelosi's Classroom Management course.*
- *Curriculum design - it was good creating my portfolio and Dr. Turner showed she really cared.*
- *I cannot recall the title of the class - something to do with assessments and where we did our portfolios that I felt was most valuable.*
- *Clinical experiences, student teaching, Classroom Management with Barb Cangelosi.*
- *I really enjoyed the clinical experiences and one on one time with my professors.*
- *In Secondary Ed, I believe the assessment course was most applicable, although I learned most from methods.*
- *I really enjoyed Math 5020, it was useful and applicable.*
- *I thoroughly enjoyed the course I took by Dave Lopez. I do not remember the name of the course. The portfolio was very helpful.*
- *My two clinical experiences were the most rewarding because they gave me time within the classroom.*
- *Obviously the student teaching experience was the most rewarding.*
- *I enjoyed my education classes taught by the Ag professors and enjoyed JC Vasquez' classes.*
- *The clinical observations and student teaching.*
- *The classes that were the most rewarding to me were the methods courses and my two clinicals.*
- *The SPED class helped me prepare and understand what I need to do to help those kids.*
- *The methods classes were helpful.*
- *Methods classes by Julie Wheeler.*
- *Student teaching was by far the most rewarding and useful experience.*
- *Fawn Grove's Multicultural class, well taught and interesting.*
- *I really liked Literacy in the Classroom with Sally. She was great. Science Methods w/Colby was great too.*
- *Math 5010, Math 5020.*
- *FCSE Methods 1 and 2.*
- *Dr. Warnick's Assessment class and my Multicultural class with Marilyn Cuch.*
- *MAE 1200, it was a CAD Design class, I learned a lot about building and creating my ideas.*
- *Multicultural Ed.*

- *I really enjoyed Barb Cangelosi's Classroom Management course. I learned a lot of helpful strategies.*
- *Teaching Social Studies, Teaching History.*
- *I really enjoyed classroom management. It felt like a safe environment to discuss concerns.*
- *Fawn's multicultural class was really helpful, as was the assessment class.*
- *Sally Brown's literature class really helped me bring reading back into the classroom.*
- *FCSE Methods I, ASTE Assessment, SCED Literacy, HIST Methods.*
- *Assessment and curriculum design (SCED 4210) really brought all my classes together in a practical way. Level 1 and 2 clinicals*
- *Assessment/curriculum design and Literacy, Language and Learning gave me opportunities to expand my knowledge and practice.*
- *Many of my major classes were rewarding. All of my student teaching classes through distance ed with Marilyn Cutch.*
- *Teaching Science 1 and 2. Also the clinical experience, SPED 4000.*
- *The most rewarding classes to me were my method classes where I had the opportunity to actually teach.*
- *Having an Assessment course with just FCS, Ag Ed, Engineering Ed, was really helpful. Loved multicultural ed. Wish I had more portfolio artifacts from that class.*
- *SCED 4210, Assessment and Curriculum Design, SCED 3210, Multicultural Education.*
- *My favorite course I took in the education department was "multi-cultural education" from Professor Vasquez. He was outstanding.*
- *The content area courses were the most rewarding.*
- *SCED 4210 Sally Brown. Teaching Literature Ben Gunsburg.*
- *Dr. Mohr's LLL class was by far the best class I could have taken! I learned how to integrate literacy into an ag classroom.*
- *Science Teaching Methods 1 and 2 taught by Dr. Colby Tofel-Grehl.*
- *SCED 3500 - teaching social studies was the most rewarding because of teacher's enthusiasm and helpfulness.*
- *Drama Across the Curriculum, Methods of Teaching Drama, Methods of Teaching Theatre.*
- *SCED 3210, Marilyn Coch is awesome.*
- *Clinical experiences benefitted me greatly.*
- *Teaching methods courses, Field Ecology, Animal Physiology, student teaching.*
- *My Math classes and my Math Education classes were most rewarding for me. I really enjoyed my Discrete Math, History of Math and number theory, Math Assessment, and my classroom management and motivation classes.*
- *Methods classes, classroom management.*
- *Teaching Science I and II as well as Classroom Management. They gave great ideas for the classroom.*
- *Motivation and Classroom Management was one of the best classes I took at USU. I use what I learned in that class the MOST out of all the education classes I took.*
- *Classroom Assessment was well structured and exposed me to a variety of assessment techniques.*
- *I really liked Classroom Management. It was the most useful class I had.*
- *I enjoyed the diversity in classroom course with Fawn Groves. I thought it was fantastic and useful.*
- *SCED 4210, SCED 3400, SCED 4400.*
- *JC's class, Teaching Writing with Gunsberg, student teaching.*
- *SPED 4000.*
- *SCED 4200 - learning how to teach literacy in our content. SCED 3210 - Multicultural Education.*
- *Methods of Teaching Science - Prof. Colby Tofel-Grehl.*
- *The class that was most rewarding was the special education course. It really opened my eyes and helped while student teaching.*
- *Language, Literacy and Learning, very eye opening and useful. SPED 4000, very useful.*
- *The content courses like greenhouse, animal science, natural resources, etc.*
- *Literacy gave me the most useable experience beyond student teaching/clinicals.*
- *Science Methods.*
- *Curriculum and Assessment Design, clinical experiences.*
- *Geog 1300.*
- *I especially enjoyed Classroom Management with Barb Cangelosi, Multicultural Education with JC Vasquez, and SCED 4200 with Sally Brown.*

- *Spencer Clark's class - Teaching Social Studies was excellent.*
- *The classes where I was able to practice teaching were the most rewarding. You can learn about methods but it is when I got to practice that helped me the most.*
- *Student teaching is what helped me understand what being a teacher will consist of. It made me very excited.*
- *Department courses.*
- *Teaching Literature in the Classroom.*
- *My Agricultural method classes because they will help prepare me most for my future.*
- *ENG 4340, HIST 3850 were engaging classes and really helped me understand what I wanted to teach.*
- *When talking about the secondary education classes, none of them were rewarding.*
- *I really liked planning curriculum in Dr. Mohr's class.*
- *SCED 4200 was the most rewarding and applicable SCED course I took. I was able to find ways to apply literacy in agriculture.*

6. Which classes or experiences were least rewarding to you?

- *Jason Olsen's writing courses were substandard at best. He provided little instruction and feedback.*
- *The ITLS education requirement. The class is way too basic and if I hadn't learned that stuff by that point, I should not be teaching in tech.*
- *None. They were all well-needed.*
- *I felt that my multicultural ed class (SCED 3210) was unhelpful.*
- *Math 1050.*
- *Multicultural & Diversity class -- was the same lesson every day it seemed...Be nice to everyone even if they are different.*
- *Classroom Management - book used seemed to be mostly for elementary students (outdated).*
- *Classroom Management - expected it to be most helpful but materials were outdated and communication was poor.*
- *Classroom Management - I found "Teaching with Love and Logic" much more helpful than the Cangelossi text.*
- *Conceptual Calculus 2.*
- *I had a couple of English classes that didn't seem to add to my abilities as a teacher.*
- *SCED 3210? Marilyn Cuch's Multicultural Education - very poorly structured, class activities and assignments did not support clear learning objectives.*
- *I felt all classes added to my education.*
- *Classroom Management - felt dragged out, I felt that it could have been combined with one of the other classes or eliminated as other classes covered the material.*
- *I feel I had a lot of unnecessary English courses and the teachers were disconnected from the students.*
- *I don't think I have learnt (sic) much at all from Marilyn Cuch's SCED 4210, and Barbara Cangelosi's SCED 3100 was based on forced discussion which wasn't very pleasant.*
- *SCED 3100 - this class was very unhelpful and the least bit rewarding. I feel I didn't learn much from this course.*
- *My literature class was kind of vague and not specific enough to my individual degrees. I wanted more focus on my subject matter.*
- *SCED 4200.*
- *SCED 4200 - I felt the work done was tedious and didn't lead to any gain in my ability to teach.*
- *There were a lot of meetings during student teaching.*
- *SCED 4200 - this was probably the class I enjoyed least and did not help me as an educator or teacher.*
- *Language and Literacy in the content area I feel was mostly a pointless class.*
- *Teaching English, Educational and Multicultural Foundations (SCED 3210).*
- *I did not like classes that taught how to teach in the class because they were not realistic.*
- *SCED 4200 (Language, Literacy, and Learning in the Content Areas).*
- *Secondary Ed courses.*
- *Literacy and Diversity Ed classes.*
- *SCED 3210 and SCED 4200, I loved Professor Vasquez but didn't find the class all that useful.*
- *Literacy Language in content area.*
- *Classroom Management had good intents, but was not as open with different ideas. Overall, I still improved in managing students.*
- *Diversity.*
- *Multicultural Education - I liked the teacher (JC) and the Global Aggie Program. However, I felt that the class more taught us how to be politically correct rather than teach us what the minority students go through.*

- *All of the STEP classes. I felt as though I learned nothing and they were a waste of time. They were not relevant to my major.*
- *Educational and Multicultural Foundations - I feel everything I learned could have been taught in a few hour seminar.*
- *Many of the classes seemed to be repetitive of similar material. Also, clinical experiences were not as valuable as they should be.*
- *I hated just observing for a total of 60 hours and doing nothing.*
- *Multicultural Foundations with Fawn Groves.*
- *Multicultural - this class is just repetitive and nothing new was really learned.*
- *I didn't feel that Multicultural Education was particularly needed, perhaps it could have been incorporated with Literacy.*
- *I found the clinicals to be not very rewarding. I think 30 hours is too extensive to sit and observe without actively participating.*
- *The Multicultural class in the education program was almost exactly like a class that I'd already taken in the English program.*
- *Everything was satisfactory.*
- *Assessment class.*
- *Classroom Management & Assessment design. I feel they were too abstract and did not provide practice.*
- *The classes that were the least rewarding were SCED 3200, 3210, 4200.*
- *Assessment/Curriculum design. I don't think these classes actually prepared me for creating lesson plans and tests.*
- *The SCED classes were full of busy work. They need to be altered to be more helpful.*
- *SCED classes (Fawn Groves).*
- *"Language and Literacy" was a total waste of my time and wasn't adjusted to apply to my particular field.*
- *Literacy course, well taught, just not as applicable to my fields.*
- *Curriculum Design with Dave. I was hoping to learn a lot and I feel like I didn't.*
- *SCED 4210.*
- *SCED 3210 could have been combined with something else. I didn't feel like we needed the whole semester.*
- *Language and Literacy as well as my Classroom Management class.*
- *They were all helpful in some way.*
- *Language Literacy - felt like it is probably the same techniques they were using 50 years ago -- innovate? I also thought the way the class was taught itself didn't even demonstrate accessing different learning styles.*
- *I didn't like the English methods course. We didn't have any class to work together and we spent 6-8 weeks constructing one lesson plan.*
- *SCED 4200.*
- *Classroom management class felt like a waste of time while I was in class.*
- *Classroom Management. I felt like what was taught was no longer usable and other teachers that I talked with agreed with me.*
- *SCED Diversity, SCED Classroom Management.*
- *Classroom management seemed very subjective and I learned more practical and effective management lessons in other classes.*
- *Multicultural Education was one where I felt the content was presented very one-sided and I did not leave with a clear understanding.*
- *Multicultural education and ITLS 4015.*
- *Campus collaboration within the multi culture education class.*
- *Tech tools for teachers was a waste of time. We need NEW ideas on how to use technology! Motivation and Management from Barb needs to cover more motivation and have more student presentation and participation. She talks too much about crazy situations. Didn't like the textbook.*
- *Motivation and Classroom Management.*
- *The class I had the most difficulty getting anything out of was "Language, Literacy & Learning". I know this is an important subject but Professor More was dry and too structured.*
- *I thought the classroom management course was the least rewarding. Thought it could have been a lot better.*
- *Classroom Management (Barb Cangelosi).*
- *I thought that the classroom management class wasn't very beneficial. I learned some things but mainly did only busy work.*
- *None - all were good.*
- *SCED 4200 - Lang/Lit/Learning in content area was not relevant to my subjects and seemed like a time waster.*
- *Classroom Management, Language, Literacy and Learning in the Content Areas.*
- *SCED 4210, I feel I didn't learn any value information for my content area.*

- *Physics.*
- *I didn't particularly love my literacy in my content area class. Not because of the teacher, but I just would have rather had a specific Math version of the class, as I feel that you need to adapt the principle that you learn more towards math.*
- *Interior Design Teaching Methods.*
- *Language/Literature/Learning in the classroom. I still don't what we were supposed to learn from that class.*
- *Assessment and Curriculum Design and Lang, Lit, and Comp. were the least beneficial. I feel that the curriculum wasn't geared toward me, a music major.*
- *Classroom Management was all theory, no practice. Multicultural education was the liberal agenda and seemed almost impossible to practice some of the teachings within a classroom setting.*
- *Literacy class. In math, the literacy is not the same as in other subjects. It seemed not relatable to my subject.*
- *I felt like the portfolio class was a waste of time. I didn't learn anything new, it felt redundant.*
- *I very much disliked classroom management with Barbara Cangelosi. Completely worthless and off the wall. Should not be required.*
- *ITLS 4015.*
- *Motivation/Classroom Management, clinical experiences, Education of Exceptional Individuals.*
- *English Integration with Dr. Mohrer.*
- *SCED 3100 - Classroom Management "taught poorly".*
- *Assessment and Curriculum Design.*
- *Classroom Management - I did learn some great techniques, but had a hard time applying it to my content area sometimes.*
- *Multiculture in the Classroom - repetitive and unorganized.*
- *The education classes seemed to overlap content.*
- *SPED 4000. This was a great class and I learned about special ed and legal requirements, but not enough about how I could teach them better.*
- *Assessments.*
- *Multicultural and Educational Foundations, Teaching English Language Arts - I'd already taken two similar classes in the Eng. Dept.*
- *Geog 1000.*
- *Classroom Management seemed to teach contradicting principles from time to time.*
- *The classes that involved lots of writing assignments instead of practicing teaching were the least rewarding.*
- *I felt as if the Multicultural Education class was the least rewarding. It seemed to be full of busy work with no meaning.*
- *The Secondary Ed courses. They were too general.*
- *Classroom Management, Diversity in the Classroom.*
- *The experience was during my multi-cultural class, attending the powow for the Native American student council wasn't effective because I literally had to monitor the trash all night.*
- *SPED 4000. This class has the makings of being a great class, but it is not executed correctly.*
- *Multicultural Education and Diversity. It had the least practice applying it to my major content area.*
- *Working with others, especially in lesson plans.*
- *SCED 3100, the classroom management techniques taught in this class weren't very applicable to the realm of ag ed.*

7. Other comments or suggestions on improving the program.

- *It would be nice to receive help with resumes and job finding sooner than student teaching semester.*
- *The student teaching experience/expectations need to be more clearly defined. Student teaching supervisors and mentor teachers need to be more carefully chosen and monitored, because mine rarely/never saw me actually teach and rarely/never aided/guided me in any part of the student teaching experience. I felt all on my own to figure everything out.*
- *Great.*
- *Tell students about the portfolio sooner. Let students start portfolio when admitted into secondary education. That way, they can work on it as they go.*
- *Your advisors are great! Stephanie was very helpful and very genuine!*
- *Teachers need to be taught to teach that America is the "last, best hope for freedom in the world." (Abraham Lincoln) I have had too many soldiers and citizens ask me what the difference is between a dictatorship and a republic? These differences need to be explicitly taught at all grade levels so that the students understand what kind of country that*

we live in. Not just the problems, but also so they can understand the positive things about our country. Such as: moon landing, giving Europe its freedom back, technology, agriculture, great writers, thinkers, artists, etc.

- N/A.
- I feel very prepared for teaching because of this program. Thank you.
- Office of Secondary Field Experience needs more help, more advisors - something so that students feel better prepared going into student teaching and have more help in unique situations.
- Advise Praxis exams sooner! Like right after major and minor classes NOT during teaching classes. You would forget material after a year.
- I would have appreciated more English teaching based classes in correlation with all the English courses I had to take.
- I believe the students should run the discussions in the classroom, rather than forced discussion directed by professors or instructors.
- Nothing that was not mentioned already.
- I would like to see the portfolio opened up early in the program, to start building sooner.
- Continue with more field experience.
- Shorter or add these classes specifically into the major or minor classes.
- Combine education classes, because I feel many of them covered the same things.
- Less time in classes and more time in classrooms. Learning about teaching theory is useless if you don't apply right after you learn it.
- I think it would be helpful to add more technology based classes as education and the world in general is shifting that way.
- Overall, I felt that the classes in the SCED program were long and that the information presented in classes could have been condensed into a couple classes instead of 5 or 6 classes. This would make the program shorter, so instead of 2-3 semesters of classes, the individual courses could be combined and the program could be one semester of EDUC classes and one semester of student teaching.
- Secondary Ed courses did not prepare me for student teaching.
- More teaching experience before student teaching.
- Whitney Jensen was UNAVAILABLE. Eric Rowley and Brynja Kohler have been VERY helpful.
- Keep Barb. 2. Have a class to help us know how to live on a teacher's salary and a description of all the benefits.
- Being an arts major, my curriculum was never acknowledged. They focused only on the core subjects completely ignoring mine. Anything they did mention for the arts was a repeat from what I had already learned in my methods courses. I would love to see classes that actually apply to what I am teaching.
- Assign secondary education students to a specific SEC ED advisor. Instead of knowing who I should talk to, I didn't know any of the advisors. Schools should be allowed to count the beginning two weeks and not have to do two weeks into a new trimester. The extension is boring, awkward, and unnecessary.
- More networking opportunities with professionals.
- Get better teachers in the SCED department. Their teaching strategies are not good. I felt as if the management course could have been way fun & informative, but it was horrible because of the way it's taught. Language & Literacy only feels applicable to English majors.
- I feel like SPED 4000 and Classroom Management were useful classes, but I took them early on, and I feel like they would have been more useful later. I would advise friends to wait to take them.
- I don't have any other comments or suggestions.
- More time actually in a classroom teaching or observing rather than going to classes and learning about how to teach would have been more helpful.
- More opportunities to practice teaching.
- Further exploration of ethics, more hands on teaching practice and management simulation.
- I liked the classes I listed above, but I felt they could have been taught in a workshop rather than a whole semester.
- More focus on creating lesson plans specifically for individual content areas.
- The general CED curriculum for me (music ed) felt very "non-specific" and "not helpful". Courses particularly geared for teachers in music or the arts are desperately needed.
- Have the Student Teaching/Field Experience office a little more organized and on the same page as the rest of the department.
- Overall, it was really good. Now that I have been working in a school, I realize how well done the USU education program is.
- I would say it is time to start looking for a new Classroom Management teacher. Barb is outdated and behind the times.
- I also thought the portfolio wasn't very useful...didn't apply to me as an individual teacher. I made my own portfolio.
- If the program is going to require a portfolio, it needs to be placed on a website, not Canvas.

- *I wish I was introduced to the resources of the YETC lab sooner in the program. I discovered it a month before student teaching and I know it could have benefitted many students if they knew about it early in the program.*
- *The classroom management class had a lot of potential and is needed, but there was too much book work.*
- *The diversity and classroom management courses could easily be combined into one course.*
- *I felt that many courses could have been condensed or combined for a more effective learning experience that was more cohesive and connected.*
- *Overall, the education program was beneficial and satisfactory. I did feel that at times it was very unorganized and monotonous.*
- *I think the program should have a 4 year program. 5 1/2 years is too long for getting a teaching degree. I also think this because you are having people go to 5 1/2 years of school when they won't make much as a teacher. Not smart.*
- *Combining multicultural education and classroom management and combining SCED 4200 and 4210 would allow for more methods courses or more valuable teaching experience.*
- *More organized with informative deadlines. Plus the applications are very repetitive. I have sent my information multiple times already at this point.*
- *Have all SCED teachers discuss Utah Effective Teaching Standards and let students know they will be creating a portfolio with two artifacts for each standard. Then students can be sure to focus their assignments so they hit on a standard. Would've been so helpful and created a better portfolio.*
- *More seminars/meetings regarding Level 1, Level 2 and student teaching. More frequent communication. It seemed illogical to allow students to take an assessment and curriculum design class the semester before they student teach. I feel this is illogical. Shouldn't assessment development be worked on throughout our 3-4 years in the STEP program and/or in our major methods courses? The biggest reason I truly felt prepared for student teaching was the vast amount of lesson planning/designing I did in my theatre methods courses.*
- *Just the classroom management course. I know it is the hardest part of teaching but I would have liked to be better prepared for it.*
- *Do not make changes on the fly. If new requirements are made do not make students who are already in the program change.*
- *Better advising for GRL students - I got shuffled around a lot and no one seemed to know about my program.*
- *ITLS 4015 also did not help me in my subjects. Don't make it a requirement.*
- *More music-specific secondary ed classes.*
- *Overall, the program here is very well done.*
- *I appreciate the emails I am constantly receiving from the department regarding deadlines, requirement reminders, etc. I understand it is incredibly difficult to teach education classes to a room full of students with different emphases, but I feel like the content of the ed courses didn't apply to my music emphasis. For example, my classes are mostly rehearsal and performance based, so Assessment and Curriculum Design wasn't extraordinarily beneficial.*
- *Get secondary ed students into the classroom sooner.*
- *I would love being able to get in the classroom earlier to just observe. It opens your eyes and lets you see what's going on.*
- *Change the technology course to one that will benefit the teachers. Introduce them to canvas, 3D printing, or data analysis. As a science teacher there are endless different technologies that I could have learned about instead.*
- *Make it more organized and have all information up front -- not spaced out to be more "timely".*
- *I had to meet with an advisor multiple times for the same issue, and was cancelled on multiple times.*
- *I had a great time learning how to teach. I loved spending time in the classroom and learning from current teachers.*
- *More classroom experiences, particularly earlier.*
- *I think that there should be more uniformity when it comes to discussing how a classroom is managed. Also I think that if that cannot be done*
- *to express styles of managing more selective in nature. Student teaching needs to be more organized as well. Something like a Checklist or notice of what we need to do to be prepared for our future of teaching. Overall, I liked the SCED program and the TEE program.*
- *I sometimes felt that my major advisor was the most helpful in sorting through all of the deadliness and requirements. I would appreciate more organized and updated information that was easier to sort through and complete. The long checklists were sometimes confusing.*
- *Make differential tuition cheaper, or get rid of it. It's also next to impossible to student teach and NOT have a job.*
- *Is there any way we can make all the applications less repetitive. For example, I feel like I have sent in the same forms like my praxis score over and over again.*
- *Having the advisors from the Main Logan campus travel to the regional campuses. In my 4 years this only happened once, it would have been nice to have it happen more.*

- *These classes are rarely applicable in my content area and I felt like going to them was usually a waste of time. We need more time practicing/actually teaching before student teaching.*
- *Expand courses and curriculum to be applicable to all teaching fields. Not all the future teachers that come from your program will be in a traditional classroom setting.*

Special Education – 2016-2017 (N=68)					
	Poor	Satisfactory	Excellent		
<i>The teaching ability and effectiveness of the faculty was generally:</i>			X		
	Too Flexible	Well Planned	Too Structured		
<i>The curriculum for the program was:</i>		X			
	Not demanding	Well planned	Too demanding		
<i>The courses taken were generally:</i>		X			
	Marginal	Average	Enthusiastic		
<i>The department's interest and commitment was:</i>			X		
	Poor	Satisfactory	Excellent		
<i>The availability of the advising in this program was:</i>			X		
	Poor	Satisfactory	Excellent		
<i>The quality of general program advisement was:</i>			X		
	1 Very Little	2	3	4	5 Extensively
To what extent did the Department:					
<i>Keep you informed about requirements and deadlines</i>				X	
<i>Keep your records straight</i>				X	
<i>Encourage you to feel like part of a team effort</i>				X	
<i>Provide opportunities to meet and talked to visiting professionals</i>				X	
<i>Give you a clear picture of the opportunities in your chosen field</i>				X	
<i>Inform you regularly of job openings in your field</i>				X	
<i>Assist you in obtaining a job</i>				X	
To what extent did your educational experience:					
<i>Develop your ability to organize and present ideas</i>				X	
<i>Expose you to innovative teaching methods</i>				X	
<i>Provide you with useable research and writing skills</i>				X	
<i>Improve your ability to communicate</i>				X	

5. Which classes or experiences were most rewarding to you? (be specific)

- Applied Behavior Analysis.
- ABA classes, Severe classes.
- Behavior classes.
- Reading instruction and practicum, math instruction and practicum, student teaching placement.
- TeachLive based on its immediate and obvious applications.
- Behavior and Assessment classes.
- Applied Behavior Analysis and all practicums.
- Teach Live.
- All SpEd.
- Behavior class, Teach Live.
- Sped 5300, Sped 5310, Sped 5790, Sped 5350, Sped 5320. I enjoyed all of it.
- Behavior!
- Higbee & Tyra's class (5010 & 5050). I felt that I learned the most and will make me a better teacher.
- Graduating.
- Sped 5010, Sped 5050, Sped 5310.
- Applied Behavior Analysis (Part 1 & 2)
- ABA 1 & 2, Preschool Practicum, SPED Preschool Practicum
- Sped 5010, Sped 5050, Student Teaching
- 5310, 5010, 5050, Practicum, Student Teaching
- ABA classes, 5010, 5050, Law class, 1st half Darcie's Practicum Math, Assessment class from Nancy

- Shannon's and Darcie's and Tyra's classes were amazing. I loved the practical use and hands on experience.
- Marilyn's behavior class
- All behavior classes, AT, 5310, 5510, 5520
- Sped 5310, Sped 5410, Sped 5320, Sped 5420, Sped 5330, Sped 5070, Sped 5010.
- Teach Live was beneficial to practice teaching skills. Discussions were more beneficial than lectures.
- ABA 5010 and 5050.
- Sped 5750, 5760.
- Sped 5010 and 5050, Sped 5070.
- Teach Live was a great experience that I was able to apply immediately in my classroom after each session.
- I enjoyed Summer Gunn's class - informative and educational. I also liked Heather Higbee 5040 and 5050 Tyra.
- Sped 5010.
- Learning how to interpret test scores for qualifying services. I enjoyed getting feedback.
- Sped 5010, Sped 5050, Sped 5060.
- I really enjoyed all of my courses in the USU ATP program. All are applicable.
- Teach Live (SPED 5790), UMTSS conference because it focused on transition (SPED 5790), classes (IEP 5300), 5350 class on behaviors.
- I enjoyed my behavior classes a lot.
- 5360, 5320.
- Learned to write a BIP, FBA, and a behavior change plan. Also learning to collect data.
- Loved 5040! Loved Secondary Curriculum - especially transition planning.
- The whole of the ATP - Mild/Moderate program has been excellent, but Teach Live was especially helpful with developing teaching skills I could use daily as a first year teacher.
- All classes with Barb were outstanding. She knows her material and is passionate about special education.
- I really enjoyed all the classes and learned many new ideas to take to my teaching.
- All of Heather's curriculum courses and Julia's interacting with professionals and parents. Dr. Higbee's ABA course.
- Practicum Math and Reading instruction. Content area classes and foundational teaching classes.
- ABA Assert Practicum, Child Development lab.
- ABA (both courses), severe and preschool practicums, and special education law.
- SPED Law, Behavior Management (FBA).
- Student Teaching.
- Practicum experiences.

6. Which classes or experiences were least rewarding to you?

- Sped 5730 Instruction for Preschoolers, too much of a repeat, not worth my time.
- None, all were valuable.
- Effective Teaching.
- They were all rewarding.
- Reflection papers.
- SPED 5040 and having requirements change all the time. (Ex. Not having to take praxis and then having to and also required grades)
- Teach live.
- Sped 5040!! Sped 5060.
- Sped 5060
- 5040, 5060, 5820
- Sped 5040, Sped 5810, Sped 5820, Sped 5060
- Sped 5040
- Sped 5040, 2nd half Darcie's Practicum Math
- Nancy's (IEP) and Ben/Darcie's class. I wish that we had more hands on practice with this.
- Teach live.
- Several because they repeated my masters program classes.
- 5040, 5060.
- Sped 5530, 5060....Disclaimer: these were still rewarding, but not as much.
- Sped 5060.
- Sped (Teach Live)
- Sped 5040.

- *Sped 5040 could have been more cohesive and organized. I didn't always see how it applied to my EC emphasis and in real life.*
- *Sped 5020.*
- *1st semester, all the big projects and things became due at the same time, which was too stressful.*
- *Sped 5040, having to postpone classes another year.*
- *Classes regarding the teaching of math and reading skills because of my post high setting.*
- *None.*
- *Assessment Class - bored out of my mind. Assistive Technology.*
- *At times the workload was overwhelming as a first year teacher trying to teach, meet school and district demands along with ATP requirements, but it is worth it and I have enjoyed the program thoroughly.*
- *All my classes were rewarding. I learned a lot of needed knowledge to help me do well in my career.*
- *I think all the classes were very rewarding.*
- *Dr. Kraft and Darcy Peterson's course.*
- *Talking to parents - it felt very common sense.*
- *SPED 5040.*
- *The early intervention coursework and practicum never felt very clear or organized. I felt unprepared for my practicums.*

7. Other comments or suggestions on improving the program.

- *Teach about RDR's and more of the IEP process.*
- *I think the fidelity of observations across reading, math, student teaching, and across sites is not uniform. It is shocking when students share experiences and find observation expectations and implementation is varied on a wide spectrum.*
- *Give a more detailed expectation of program requirements.*
- *Great program, I learned so much!*
- *Maybe have the AT class later in the program.*
- *More practice with policies and procedures.*
- *Hire more professors like Higbee and Tyra. I learned/retained everything they taught.*
- *Need more Higbee's and Sellers. They actually taught and cared.*
- *Move the AT class to the main year.*
- *It was hard, but I wouldn't have it any other way.*
- *Make it easier for a teacher to pick up an endorsement only. This full program wasted my time and money.*
- *Hire more "Tyra's", engaging, energetic and informational with support.*
- *Many times I felt confused and unsure about what was expected of me.*
- *Be more strict and keep the expectations the SAME for all students.*
- *Great program overall.*
- *It is a great program.*
- *A lot of knowledge was gained throughout this program.*
- *I wish that my prior experience could have been more validated. I already felt like a professional but wasn't viewed as one...?? Not sure how to change that...*
- *Keep Barb! She does a fantastic job relating material to all of us. She is always there to answer questions and clarify any problems.*
- *Improved advising. Tell course numbers before the day of classes.*
- *I would have LOVED more training in how to hold and write IEPs. The process was a bit daunting initially.*
- *More responsibility in practicum placements.*
- *Overall, I felt very supported and motivated throughout the program. Many professors go the extra mile in office hours, answering questions, and preparing you.*

Elementary Education/Special Education – 2016-2017 (N=11)					
	Poor	Satisfactory	Excellent		
The teaching ability and effectiveness of the faculty was generally:			X		
	Too Flexible	Well Planned	Too Structured		
The curriculum for the program was:		X			
	Not demanding	Well planned	Too demanding		
The courses taken were generally:		X			
	Marginal	Average	Enthusiastic		
The department's interest and commitment was:			X		
	Poor	Satisfactory	Excellent		
The availability of the advising in this program was:			X		
	Poor	Satisfactory	Excellent		
The quality of general program advisement was:			X		
	1 Very Little	2	3	4	5 Extensively
To what extent did the Department:					
Keep you informed about requirements and deadlines				X	
Keep your records straight				X	
Encourage you to feel like part of a team effort				X	
Provide opportunities to meet and talked to visiting professionals				X	
Give you a clear picture of the opportunities in your chosen field				X	
Inform you regularly of job openings in your field				X	
Assist you in obtaining a job				X	
To what extent did your educational experience:					
Develop your ability to organize and present ideas				X	
Expose you to innovative teaching methods				X	
Provide you with useable research and writing skills				X	
Improve your ability to communicate				X	

5. Which classes or experiences were most rewarding to you? (be specific)

- Sped 5010 and 5050 and 5310.
- Behavior courses, 5040, eligibility courses.
- All practicums were very rewarding. The behavior analysis classes were also very rewarding.
- Both classes of ABA 5010 and 5050, SPED 5510 and 5520.
- SPED 5010, SPED 5510, SPED 5600, SPED 5610.
- Higbee's ABA class, Reading Practicum (Shannon), Darcie's Math Practicum and CBA class, Nancy's SPED Law class, Tyra's ABA class.
- SPED 5010, SPED 5040, SPED 5070, SPED 5310, SPED 5050.
- SPED 5010, SPED 5050, SPED 5310.
- ABA I feel this should be a requirement for all teaching professionals because it is so beneficial. SPED 5070 was also helpful.
- I found the ABA classes to be extremely useful and I learned a ton about behaviors.

6. Which classes or experiences were least rewarding to you?

- Sped 5320.
- Sped 5320 - teaching content.
- SPED 5060, SPED 5040, SPED 5540.
- ELED 5260, SPED 5040, ELED 4030, ELED 4060.
- I feel that every class was important, but Nancy's and Ryan's transition class needs to be better planned as well as Darcie and Ben's CBA class.

- *PSY 3660, SPED 5060, SPED 5320, ELED 4005 and ELED 5250 (repeats for SPED majors).*
- *SPED 5320.*
- *SPED 5040 (poor presentation & explanation), SPED 5060.*
- *SPED 5040 was a very confusing course because of having two different teachers with different expectations.*

7. Other comments or suggestions on improving the program.

- *It's a great program!*
- *Better communication with ELED/SPED dual majors.*
- *Have 2 semesters of Sped Law and Policy. There is much that we don't know and aren't prepared for in this area.*
- *If they are going to continue to offer ELED/SPED dual, look at courses and decide what is needed/doesn't repeat for SPED students (i.e. management courses are not needed when SPED students do extensive ABA courses).*

Speech Language Pathology (SLP) – 2016-2017 (N=11)

	Poor	Satisfactory	Excellent		
<i>The teaching ability and effectiveness of the faculty was generally:</i>			X		
	Too Flexible	Well Planned	Too Structured		
<i>The curriculum for the program was:</i>		X			
	Not demanding	Well planned	Too demanding		
<i>The courses taken were generally:</i>		X			
	Marginal	Average	Enthusiastic		
<i>The department's interest and commitment was:</i>			X		
	Poor	Satisfactory	Excellent		
<i>The availability of the advising in this program was:</i>			X		
	Poor	Satisfactory	Excellent		
<i>The quality of general program advisement was:</i>			X		
	1 Very Little	2	3	4	5 Extensively
To what extent did the Department:					
<i>Keep you informed about requirements and deadlines</i>				X	
<i>Keep your records straight</i>				X	
<i>Encourage you to feel like part of a team effort</i>				X	
<i>Provide opportunities to meet and talked to visiting professionals</i>				X	
<i>Give you a clear picture of the opportunities in your chosen field</i>				X	
<i>Inform you regularly of job openings in your field</i>				X	
<i>Assist you in obtaining a job</i>			X		
To what extent did your educational experience:					
<i>Develop your ability to organize and present ideas</i>				X	
<i>Expose you to innovative teaching methods</i>				X	
<i>Provide you with useable research and writing skills</i>				X	
<i>Improve your ability to communicate</i>				X	

5. Which classes or experiences were most rewarding to you? (be specific)

- *I really enjoyed the motor speech disorders, stuttering, and cleft palate and craniofacial anomalies classes. I felt the externships and clinical placements were VERY valuable.*
- *6810 with Professor Littlelyke was awesome. My externships away from USU were most helpful.*
- *Clinicals with supervisor helping with hands-on experience.*
- *Craniofacial, fluency, language - really dependent on my interests.*
- *Voice, resonance, and craniofacial. Fluency.*
- *Classes that focused on practical application of theories and principles.*
- *Dr. Milman - Dysphagia and Aphasia, Dr. Littledike - Craniofacial Disorders, Dr. Corbin Lewis - Voice Disorders and workshop.*
- *Dysphagia and Aphasia with Dr. Milman. I felt I learned the most on her courses.*
- *Practicum on campus, practicum in school and private practice. Classes - severe comm impairments, motor speech, fluency, dysphagia.*

6. Which classes or experiences were least rewarding to you?

- *I wish the school-age language course had provided more info regarding Autism.*
- *I learned valuable information from the clinic, but it was a high stress environment that was not beneficial. Some supervisors were not helpful.*
- *Language course was taught at a level and approach that was difficult for me to grasp the concepts.*
- *Voice*

- *Classes that focused too much on statistical characteristics of research (good to mention, but not focus on; I felt like I walked away from these classes feeling fire-hosed with info I couldn't use).*
- *The first summer - Gillam - research, Gillam phonology - too rushed but otherwise excellent.*
- *Voice, adult language, more clinical application would help.*

7. Other comments or suggestions on improving the program.

- *This program is excellent!*
- *Better balance of clinical expectations. It was impossible to concentrate on coursework.*
- *Educate faculty about the Outreach program (it isn't a place for students who couldn't get in somewhere else, and it isn't a program where assignments have to match on-campus assignments in irrelevant ways).*
- *One reason I felt the program was excellent was because of the feeling of unity within the cohort. Any means of creating teamwork/unity help all succeed between students and staff will create long term success - learn/practice - the way we want to perform in our careers. Immediate positive feedback.*
- *In class, more hands on, clinical application, specific case studies and intervention, practice with choosing assessments and making recommendations, more assistance with licensure and job prep.*