

EDUCATOR LICENSING PROGRAM EVALUATIONS 2017-2018

Survey Response Means

Elementary Education – 2017-2018 (N=81)					
	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)

- ELED 3000 - Dr. Keyl really opened my eyes. ELED 4040, ELED 3150, ELED 4050.
- I really loved the writing methods class (Level 3). It helped me find ways to have my students write.
- Social Foundations was very rewarding. I gained a broader perspective, learned a lot about myself, and have a better understanding of issues in education.
- Level 3 courses!
- ELED 4000 (Elem. Science) was incredible in the way I learned to cross content in my instruction.
- Level III courses before student teaching were all good. I also liked the intro to ELED and storytelling.
- All my practicums were the most useful to me.
- I felt that ELED 3000 was one of the most eye opening and motivating classes at USU. It changed the type of teacher I wanted to be.
- Classroom reading instruction, Assessment and Differentiation across the curriculum.
- I found that spending time in different classes helped me become a better teacher.

- *My Level 2 practicum experience, ITLS 5500, ELED 4061, and PEP 3050.*
- *I loved Level 3 math and science course because I learned how to be creative in both.*
- *My classes that I did practicum were the best.*
- *It's really hard to be specific. I felt most if not all were. A few that stand out were Emma Maughan's class, Laura*
- *Reina's Literacy and Classroom Management.*
- *ELED 3000 and ELED 3100 both had great professors who really connected with the students. Their classes were well organized and fun.*
- *The most rewarding classes were ELED 4000, ELED 4030, ELED 4040, and ELED 4050 because they allowed me to see what it means to be a teacher, provide sources and materials, and provided real-life experiences.*
- *Level III courses were very informative but short. Level IV student teaching has been invaluable.*
- *Social Studies class. The reason was that the class as a whole was very cooperative. Great discussions!*
- *The most rewarding class was Eled 3000. I consider my professor Shireen Keyl to be one of the most inspiring people I have ever met. I also think Eled 3100 and Eled 4040 taught by Dr. Jen Knight was very beneficial.*
- *The ELED Level III methods courses were extremely strenuous but very beneficial. By far, the most valuable part of the ELED program was field experience through practicum and student teaching.*
- *ELED 3000 with Dr. Maughan, opportunities to teach whole class lesson, student teaching abroad.*
- *Dr. Emma Maughan's class in Level 2 helped open my eyes to a lot of views and I learned more about myself. Laura*
- *Riena's reading class in Level 3 was excellently taught, informative, useful, practical, had variety, and gave me needed practice.*
- *Math class - (Jessica) Shumway and Genre Writing - (Marlese) Robertson.*
- *ELED 3000 with Dr. Maughan and classroom practicum experience (being in real elementary classrooms often).*
- *The most rewarding classes were my emphasis classes.*
- *My student teaching experience.*
- *I greatly enjoyed the classes at Utah State that required practicum experiences. I learned so much from actually working in a variety of classrooms. I also enjoyed the Literacy Clinic experience. It was incredibly helpful.*
- *ELED 3000, ELED 4062 - Math - I enjoy math and I enjoyed exploring ELED 3000.*
- *ELED 4040 Literacy Clinic was most rewarding because it allowed me the experience to work with a student one on one.*
- *I loved the literacy clinic and the practicum experience and Eled 3800 (Arts Bridge) and Eled 4005.*
- *Level 3 Classroom Management! This class provided me with helpful information for my future classroom. Math 4062 - useful mathematical techniques.*
- *The ELED 3000 and 4040 level courses were the most rewarding because of the excellent professors (Dr. Maughan/Dr. Jones).*
- *In-classroom experiences were the most rewarding.*
- *ANY class taught by Shireen Keyl ws wonderful!*
- *ELED 4000, ELED 4050, all of the practicums.*
- *Practicums were most rewarding because I could apply what I learned in the college class into the elementary class.*
- *I gained a lot from all practicum experiences, ELED 4150, Level 3 courses.*
- *The literacy clinic experience was most rewarding to me.*
- *My classes regarding the foundation of education and different theories were most rewarding to me.*
- *The methods courses in Level III were by far the most helpful, and my time at Edith Bowen was outstanding. The variety of field experience was amazing!*
- *TEAL 4710, Linguistic and Cultural Diversity in Schooling - Sherry Marx, PhD. Classroom Management Courses (ELED 4050 - social studies) Ryan Knowles, PhD.*

- All of my ELED methods courses taken in Level 3, especially ELED 4040.
- All of the course classes in Level 3 of the ELED program were amazing.
- Practicum and student teaching.
- USU Literacy Clinic and course (ELED 4040), ELED 4150.
- All of my math courses and the courses taught by Shireen Keyl were very informative and taught me a lot.
- The classes from Sherri Marx and Emma Maughn (Level 2) concerning multicultural education. Were great for making a better teacher, as well as history from Ryan Knowles.
- The Literacy Clinic boosted my confidence and helped me learn real world/practical teaching strategies through experience.
- I loved the Literacy Clinic and the mentoring that took place there.
- I really felt that ELED 3000 with Dr. Emma Maughn really was beneficial. I also felt Eled 4150 was helpful.
- Methods courses. Great teachers with great applicable ideas.
- PEP 3050 - this class taught me everything I needed to know about classroom management.
- The most rewarding and the most educational were the moments required in elementary classrooms.
- I found ELED 4040 (Literacy Clinic) to be a very beneficial experience. I became more comfortable teaching and planning lessons.
- Math 2020, ELED 3000, ELED 3100, Teal 3660, ELED 4062, ELED 4050, ITLS 5500.
- First Aid, Science Methods class, Emma Maughn's ELED 3000, Laura Reina's Reading Instruction class
- All of the classes that required coursework that directly applied to my field experience. Most of these were in Level 3; ELED 4062,
- ELED 4030, and ELED 4050. I received constructive feedback in all of these courses to help me improve.
- Those where I could plan and practice effective lesson plans (Tamara Kumar's class).
- The times that felt beneficial consisted of lesson planning. Real field experiences.
- Methods classes.
- ELED 3800, ELED 3000 (Emma Maughan is a phenomenal teacher), and all of Level 3.
- I really enjoyed my practicum and student teaching. I felt that I learned most by doing.
- The Literacy Clinic.
- ELED 4040 in the Literacy Clinic, ELED 4520, FCHD 4960 (preschool student teaching), Level 2 and 3 practicums, student teaching.
- The most rewarding experiences were in the classroom with students. Hands-on experiences have been the most beneficial.
- Student teaching was the most rewarding because it provided me with an opportunity to develop my skills and receive feedback from experienced teachers.
- All of Level 3! Specifically, the class about teaching struggling readers.
- Participating in practicum was amazing and really helped me to apply what was being taught in class.
- TEAL 5500 helped me learn technology resources that will be very useful.
- ELED 4040 was a great class because I had a lot of hands-on experience planning lessons and teaching them to assigned student.
- Level 3 methods courses, I felt like it gave you actual real life teaching tips and ideas.
- My favorite class from this program was ELED 3000. We learned about the history of education, and my eyes were opened to a lot of issues I had never thought about. Our discussions were the hard topics, and the mistakes our country has made when it comes to education. It became clear to me why we are where we are in education.
- ELED 4061, TEAL 4710, ELED 3000, ELED 4000, ITLS 4015, ELED 3100, ELED 4040, ELED 4062, all these classes gave me practical knowledge to improve my teaching.
- Getting into the classroom to work with current teachers and implement what I learned.
- ELED 4040 was extremely difficult and time consuming but was a great learning opportunity.
- The hands-on experiences (practicum) were so helpful for me.
- ELED 4000 Teaching Science, Eled 4040 Instructing Struggling Readers, both were invaluable.
- Steven Carnicia, hands down, best teacher in the entire program.

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

- *ELED 4000 - I learned very little about how to teach science from this class.*
- *None.*
- *Elementary music, elementary theatre.*
- *ELED 4050 (Elem. Social Studies) was difficult to understand the instructor's expectations.*
- *Assessment and differentiation - low chance of receiving an A because we are beginning teachers.*
- *They were all great.*
- *ELED 4005 and ITLS 4015 both had potential to be incredibly beneficial, but the way they were set up/taught was highly ineffective.*
- *Educational Psychology for Teachers - I felt like I knew this material from Psych 1010.*
- *There is a lot of busy work in the program. There are a lot of assignments or tests that are given because it is required.*
- *WILD 2200.*
- *Level 3 language arts, I felt didn't help prepare me very well.*
- *All my general classes.*
- *ITLS with Dr. Searle was a waste of time, as was the Classroom Management class in Level 3.*
- *ELED 4150 - the setup of the class was confusing and not beneficial. Our grader (TA) was slow and did a bad job providing accurate feedback. Messed up my grades a few times.*
- *ITLS 4015 was the least rewarding to me because I didn't learn how to use or implement technology in my classroom.*
- *The only knowledge I obtained in this class was which sources I could use in my classroom. And all of those were complicated or didn't work.*
- *Level II Technology course. I understand it has changed, but it was irrelevant and outdated when I took it.*
- *Orientation to ELED. Felt this class was a waste of time.*
- *The least rewarding class was ELED 3005 Beginning Classroom Mgmt. I felt I didn't learn anything in that class.*
- *I took an assessment class from Dr. Hunsaker. Some parts were valuable (i.e. how to write a good test) but the "Interpreting standardized test scores" was very unclear and could use some re-vamping.*
- *Level 3 lesson plans - super redundant with so much unnecessary information.*
- *Paula Hull's LA class in Level 3 was an absolute waste of time. She didn't have a flexible mindset and didn't use research or evidence-based practice in what she taught us.*
- *Logan advising experience when I was left feeling completely demeaned, disrespected, and bawling.*
- *Level 3 was least rewarding to me, I felt it was disorganized at times.*
- *During Level 2, we were required to take a Sped class. I feel as though the Sped class was a missed opportunity to learn and grow. It was strictly lecture, very un-engaging, and the professor seemed quite bored and uninterested in her field.*
- *ELED 4150 - Assessment, ELED 4050 - Social Studies, didn't get much out of the class, ITLS 4015 - technology uses didn't appeal to me.*
- *Math 2010 and Math 2020, I just have not used what I learned in those classes in my practicum experiences.*
- *I didn't love that I needed to take CPR for the physical education emphasis.*
- *Honestly, I feel like each course had an individual purpose that would benefit my future class.*
- *The mathematics course Math 2020 was the least rewarding because of the poor teaching and irrelevant content.*
- *Science class and the attendance policy that was "strict" but never really enforced.*
- *Our last science class was completely pointless.*
- *These notes reflect on USU Salt Lake! My experience with Logan staff was HORRIBLE! I received bad advising and less than enthusiastic responses to questions.*
- *ITLS 4015, Eled 4005, Teal 3660.*
- *Classes where the teacher simply lectured.*

- *The structure/intensity of Level 3 was not always ideal, but I walk away from this program with positive experiences overall.*
- *When I retook Special Ed to obtain a higher class credit than SLCC.*
- *My second block of student teaching was the least rewarding because of the mentor I was wish. She made it a difficult 7 weeks.*
- *Technology in the Classroom - the class was very poor.*
- *ELED 4030 Teaching Language Arts - Paula Hull. Could have used different structure, cover other material.*
- *ELED 3005 and many of the depth requirements.*
- *Times I had to do busy work.*
- *ELED 3000.*
- *The science methods course wasn't rewarding, very little was learned. Writing methods course had too much work that wasn't useful.*
- *The writing class in Level 3 felt like I was being taught things I already knew. Additionally, all the lesson plans for the sake of lesson plans in Level 3 were a waste of time.*
- *ELED 4061 was not as helpful as it could be. A lot of confusion occurred thinking it was a required course, resulting in graduation pushed back a semester.*
- *I felt ELED 5250 was not beneficial. Most of the assignments were review of other courses.*
- *The classroom management classes were the least applicable. They felt like a waste of time because we had already learned the material being taught.*
- *ITLS 4015 - the technology we talked about won't be accessible to the general students.*
- *The ones that required busy work.*
- *ELED 4061 would have been more rewarding if it was on campus instead of online.*
- *MUSC 3020, Eled 4000, Musc 3260, Thea 3320, Eled 4005.*
- *Movement Exploration, online Technology class.*
- *Some professors provided out-of-date information or required a lot of busy work that didn't help me improve.*
- *Those where I felt I was just there to meet a school requirement; science class and the MIP Project.*
- *Classroom Management.*
- *Busy work. There were multiple times in various courses where the work seemed purposeless. Spewing verbatim.*
- *Management class.*
- *THEA 3320, ELED 3100, TEAL 3660 (not well taught), ELED 4030 and Classroom Management.*
- *I thought that the "teaching elementary math" was very confusing. "Elementary music" wasn't very rewarding either.*
- *The online technology class felt ridiculous to me.*
- *ELED 4480, ELED 3000.*
- *Some of the science class was a struggle for me. I appreciate inquiry methods and all of the field based experiences, but it would be nice to have more information on providing inquiry based instruction inside the classroom.*
- *I feel like Level 2 wasn't as helpful as it could have been as a general rule.*
- *ITLS 4015 - I was expecting to experience a variety of technology that I could use in a classroom. This class was mostly about video games and coding.*
- *ELED 4150 was confusing, although an important class.*
- *My ELED 4062 (Level 3 Math) was the least rewarding because we didn't learn about a variety of math concepts, it was mostly fractions.*
- *The Classroom Management class taken online with student teaching didn't help much.*
- *There were two courses in this program that I had a really hard time with. The first was the music course. I struggle with it, because I know nothing about music, and I felt like it should have been only a class for those who were going to take music. The other class I didn't see any value in was the movement course. We spent the couple of hours dancing around the room, and I didn't understand the value in it.*

- *ELED 2020, ELED 4480, and the core classes in Level 3 let me down. These classes didn't help prepare me for the teaching profession.*
- *The classes remained valuable, but when class time is over 3 hours with few to no breaks it becomes difficult to maintain attention.*
- *ELED 3005, everything was covered in a better way in ELED 4005 and was less rewarding.*
- *Those classes that had online readings that were 10+ pages with more than two articles a week were hard for me. I would have been willing to pay for a compiled and bound book with all of the articles printed rather than only having them online. I ended up printing every article myself to help me be able to finish the readings.*
- *ITLS 4015 Tech Tools for Teachers, nothing useful was taught.*
- *Levels 2 and 3 really had unsupportive teachers that made me question if I wanted to be a part of this program.*

7. Other comments or suggestions on improving the program.

- *Better communication about the program and upcoming classes. More information about practicum and student teaching. Better communication and easier access to information to mentor teachers. They were all discouraged.*
- *Understand the demands of student teaching when giving projects and assignments as a whole. It was very difficult but not unattainable.*
- *Organization and communication of the student teaching/internship program was severely lacking. A more clear and concise understanding of responsibilities and requirements would be appreciated.*
- *Better communication between site advisors and regional campus advisors - should be better informed about Logan expectations.*
- *Overall, the program was excellent. The only area that I still feel that I lack is classroom management. I would also recommend that advisors send out specific deadline reminders as there are so many requirements to be met.*
- *I think more observations in different classrooms.*
- *None.*
- *I have been really impressed with the program. It was a lot of work but it was worth it and I feel like it prepared me well for student teaching.*
- *There were a few times where we had technical issues with the broadcast system, if that happens then the host site should not keep teaching while the distance sites can't see or hear anything that happened in ELED 4150. She told us to just watch the Panopto recording when we got home...after we sat in class for two hours, then we had to go home and watch the lecture again.*
- *I loved being a part of this amazing program. The professors are extremely kind, supportive, and knowledgeable. They are always willing to help or offer advice even if we are no longer taking a class from them.*
- *Do not place Level III and Level IV students in the same classroom (Edith Bowen placements).*
- *Provide distance sites with all handouts and opportunities as the main campus. Ex. Honors degree.*
- *I feel that sometimes the workload is more than should be expected. I think some of the faculty need to realize that most students have a life, family, job, etc. outside of their school expectations. I think a realistic balance needs to be met.*
- *Organization and communication in regards to Eled student teaching were very frustrating. Placements were mixed up, supervisors and*
- *ST requirements were not communicated clearly, and my cooperating teachers complained that communication with the University was difficult for them too. My mentor teachers wished they had BOTH electronic and hard-copy forms for assessments, observations, requirements, etc.*
- *It would be great if lesson planning assignments during practicums were more flexible to the format of the class we are placed in.*

- *There really should be a class or part of a class about how to use your SPED teachers, principal, and other resources. Also, there should be more of education law taught and more about SPED to gen ed teachers because I was overwhelmed with all the info in Sped 4000 and wish I knew it a lot better!*
- *If possible, give distance students more personal interaction with professors.*
- *Communicate expectations, deadlines, etc. when the information is relevant. I feel like I was given more info on graduation/licensure applications in Levels II and III than when it was at all applicable.*
- *Provide one lesson plan template to be used in all classes.*
- *I loved my experience in the Eled program at USU. The methods courses in Level 3 could be a little more hands on, but I loved them! Thank you for all your hard work to make it a wonderful program. I learned so much!*
- *Making it easier to intern for school districts, especially those that are readily available! Besides that, the program has been very rewarding!*
- *I have really enjoyed the majority of my courses taken in the program. However, 1. Cooperating teachers need to be more aware that they are mentors, and 2. Level III professors need to collaborate more as a team.*
- *Explicit deadlines, we had too much confusion. Choose one medium to collect information (canvas OR teal website).*
- *More discretion in who the professors are. Patience with distance students, willingness to teach new strategies, etc...*
- *I was placed at the same school twice, and others were placed far out with no car. Be aware of students' needs and where they have been placed.*
- *Greater communication among instructors, particularly in Level 3. Thank you!*
- *If there could be better and more clear communication between cooperating schools and the university.*
- *Make the guidelines for taking over more clear and explicit. In my first block, I took over for 2 weeks and in my 2nd, I took over a month. It was extremely inconsistent and hard to adjust curriculum/instruction.*
- *Send out more emails about deadlines and opportunities.*
- *Group projects need to be more consistent in Level 3. Have one group per class, much easier to keep track of.*
- *I wish there had been a class on curriculum planning (developing a scope and sequence for all subjects) or at least examining others' curriculum maps. I wish there had been more practice in extended integration and project-based learning. I wish I could have seen more constructivist and social reform classrooms. Overall, it's a great program and I loved being with students so much.*
- *In Level 3, I basically did 3 teacher work samples as final projects. I find it interesting for student teaching we only do 1. I think that expectation in Level 3 is a little high.*
- *Getting us in the classroom so soon and so often was so helpful! Don't change that for future students!*
- *Program advisors to be more accessible. A range in being in the different grade levels. Someone to walk you through the Educator License instructions. Be able to witness the first week of a classroom.*
- *One experience that would benefit this program is allow students to observe the first day of school to allow them to be more prepared for their first teaching experience.*
- *Distance sites are neglected often (teachers don't teach to them, technology, don't receive hand-outs. Edith Bowen teaching is not applicable).*
- *Create only distant classes.*
- *I have loved my experience being a part of this program. The opportunities I've had and the people I've met have changed, not only who I am as a teacher, but who I am as a person, and I will forever be thankful. Go Aggies!!*
- *I would have loved to see a teacher prepare to start the year and implement classroom management. The classes I went and observed were already established. I would have liked to see and be a part of that process.*
- *The work sample was a lot of work packed into a short period of time. I liked the portfolio that I had worked on better.*

- *The education field requires creativity and flexibility. I feel the program needs experiences with planning. I wanted to see more examples of lessons that follow standards. We jumped into planning but never saw real world examples.*
- *The program was fantastic and I learned a lot.*
- *Maybe more program/college outside activities and events.*
- *Maybe do a Friday with the Level 3's to fill this out.*
- *Be more organized and prepared in student teaching placements.*
- *Overall, I felt it was a great program.*
- *I really like having smaller class sizes. It gives more opportunities for everyone to work together and learn from each other.*
- *I don't feel as though I am adequately prepared to teach in the "real world." We were taught a lot of great methods that are great in theory, but it is not how the schools we will work in are being taught. It was hard for me to teach and plan for all the inquiry-based lessons, when it was hard for me to teach and plan for all the inquiry-based lessons, when the curriculums in schools weren't set up for that.*
- *Students in this program dedicate a massive amount of time learning the theories and methods behind teaching. They should be equally prepared in understanding the teaching industry and what is expected of them.*
- *Coordination between different Education departments could be improved. This would help those students that might be doing a double major or special Bachelors to Masters program.*
- *Show us what to do at the very beginning of the year! We never got any instruction on this!*

Early Childhood Education – 2017-2018 (N=3)					
	Poor	Satisfactory	Excellent		
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<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		
<i>To what extent did your educational experience:</i>					
<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 loved my class with Deb Roghar from Edith Bowen. Current teachers make the best professors.
- The class in my Level 3 semester than was about helping struggling readers taught by Laura Reina. It was very beneficial and important.
- What was rewarding to me was to have my professor(s) model how to teach a lesson then have me write and teach a lesson. My cooperating teacher would also model how she would teach a lesson and that was very helpful.

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

- FCHD 2600 or 2630 with Farol Nelson was full of great info, but because of her as a person I almost left the University. She is ruining the program for more than just me and should be fired. Her teaching is cruel and overall is a horrible person.
- The writing class taught in Level 3. It was basically just busy work and didn't teach me anything I didn't already know.
- My math class was least rewarding because the focus in the lessons was teaching higher grade math and I would have liked more examples of how to teach lower grade math, as I am an ECE major.

7. Other comments or suggestions on improving the program

- *Farol needs to go. I do not stand alone with this.*
- *Great program! I have loved my education and experience at USU.*
- *Sometimes the expectations of how professors wanted us to write lesson plans was confusing as each professor wanted lesson plans written different ways.*

Elementary Education K-6 – 2017-2018 (N=9)					
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<i>Give you a clear picture of the opportunities in your chosen field</i>				X	
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<i>Assist you in obtaining a job</i>			X		
<i>To what extent did your educational experience:</i>					
<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)

- *USU Literacy Clinic and student teaching.*
- *FCHD 4960, ELED 3005, ELED 4480.*
- *ELED 3100, ELED 5150, PEP 3050, ELED 4480, USU 1320.*
- *Any class with a practicum. Being in the classroom/preschool was the most useful.*
- *ELED 4040 Literacy Clinic - this gave me real experience with teaching a student.*
- *Level 3 courses, science, social studies, and math.*
- *Level 3 practicum was super helpful and made me feel really prepared for student teaching.*
- *Student teaching was obviously the most rewarding experience I had. I also loved classes by Laura Reina.*
- *For Level 3, we were able to learn concepts and then use them close together. We had teacher and peer collaboration and real world application together.*

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

- *The pre-requisites or required classes I didn't feel applied to my major.*
- *ELED 4005.*
- *FCHD 2600, ELED 3000, ELED 5250.*
- *Anything with no hands-on experience.*
- *Technology in the Classroom course - it was interesting, but didn't teach me much that I anticipate using.*
- *Classroom Management - I felt it was better learned through practicum.*

- *MUSC 3260.*
- *Math 2010 and 2020 were a COMPLETE waste of time. I also thought the contract that we signed at the beginning of Level 3 was unnecessary.*
- *Student teaching in 2 year old preschool, when I am only certified for kindergarten.*

7. Other comments or suggestions on improving the program.

- *Organization and knowledge of events, class changes, etc. ahead of time.*
- *Make it clear cut from the beginning that there are multiple routes to go as an ELED major. Rather than just grades 1-8, there's K-6, PreK-3, Sped, Dual majors, etc. I was mainstreamed into Eled 1-8, but didn't switch to K-6 until my second year because I wasn't aware of it.*
- *Organize K-6 in a way that a 3 credit class doesn't require an extra semester.*
- *My advisor got changed FAR TOO MANY times and each advisor always told me different things that often went against what previous advisors had told me. It was really frustrating.*
- *There were times especially during Level 3 that a significant number of students were confused on what was going on. Making dates and expectations more clear would be great.*

School Counseling – 2017-2018 (N=48)					
	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 experiential activities. They helped to place a new perspective on theories and concepts.*
- *Group counseling was informative and gave applicable skills in running a group.*
- *Psychometrics, group counseling, practicum, gender, and development over the lifespan.*
- *Jenna Glover -- amazing research presented. Nancy K. -- data, real world practice.*
- *The Diversity and Group Counseling in schools courses along with my practicum and internship experiences.*
- *The practicum.*
- *PSY 6240, CSC Programs, PSY 6350, Intro to Theories of Interventions in Psych.*
- *Practicum.*
- *I loved everything Jenna Glover taught. I loved learning about culture and group counseling.*
- *Amy Kleiner and Chris Chapman are great! Every class had great information and ideas.*
- *Diversity, Program Review, Counseling were all excellent classes I have used the knowledge from.*
- *My internship helped me really learn and do what my whole program taught.*
- *Kris Hart's class.*
- *Dave Bush's psychological testing class in my 1st semester was difficult but very engaging/interesting. I also loved Sandra Ameal's practicum class! She was very knowledgeable and experienced in our field.*
- *Group therapy class - great ideas and humane professor who was realistic with expectations.*

- *College and Career Readiness, Career Development, Diversity Issues, and anything Sandra Ameel taught.*
- *My practicum and internships have provided invaluable experiences. The group discussions in our practicum class were very helpful.*
- *I loved Amy Kleiner's class. The class was structured, presented, and executed well. Dr. Kleiner's class helped me understand my style of counseling.*
- *The classes that have proved to be most useful included Amy Kleiner, Tom Wiltbank, and Sandra Ameel's courses.*
- *The practicum class that provided us with a mentor to discuss our experiences was extremely valuable for me.*
- *The class on comprehensive guidance, various theories, and group counseling were some of the best.*
- *The counseling class with Amy Kleiner - should be offered not during the summer - need more time to practice.*
- *Internship.*
- *Kris Hart's Utah Counseling Program Review and Amy Kliner's Counseling Theories.*
- *My classes taught by Sandra were SO informational, well thought out, and helpful!*
- *Group Therapy and Ethnicities and Minorities. Both classes allowed the cohort to explore and delve into important topics. Personal beliefs were defended and challenged. Caused the cohort to grow as individuals and a group.*
- *The class on collaboration, classes on different therapies. Kris Hart's class on the program.*
- *Camille O'Dell's class, Psychometrics, Sandra Ameel's classes (both of them).*
- *Practicum and Internship.*
- *Internship was the most rewarding.*
- *The class I enjoyed the most taught us step-by-step how to present our counseling program during an audit.*
- *I had a hard time with Kris Hart's class but it was clearly the one that helped me the most.*
- *Practicum and Psychometrics - both were super tough but I learned so much.*
- *Developmental Psychology & Career Development in School Counseling were two classes I felt were very beneficial in preparing me to be a school counselor.*
- *All classes were rewarding, but I believe I learned the most during my practicum and internship.*
- *Doing a practice review was the best.*
- *PSY 6530 - Dev. Psych, PSY 6350 - Intro to Intervention, PSY 6420 - Group Counseling.*
- *I thought the mock review was very useful.*
- *I loved the combination of theory and practical classes. I especially liked practicum and the chance to discuss it weekly.*
- *Learning about Solution Based Brief Therapy and Group therapy. Also learning about LGBTQ.*
- *It was especially helpful when we received tools and situational analogies to work through.*
- *The classes with hands on information - related to what you would do in the job field.*
- *Kathy Bitner's College and Career Readiness.*
- *The practicum and intern experiences.*
- *Classes with Sandy Amell were the most useful and had the best info. It was relevant and she structured the class so that we weren't jumping to different subjects all the time. Each topic flowed into the next.*
- *The knowledge that all the professors had - very rewarding.*

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

- *Not applying the reading. If the readings were not expounded upon in lectures, I would forget the information.*
- *Psychometrics -- Dr. Bush.*
- *CCGP - data class; although essential to know for counseling, the classes were just a bit boring.*
- *David Bush -- useless info; unfair grading, no rubrics.*
- *I cannot think of a class that was not rewarding in this program.*

- *The class on measurement.*
- *PSY 6390 Program Evaluation.*
- *Test theory & Evidence based practice.*
- *All of the classes were rewarding to me. I didn't love the long hours in the summer with the same professor.*
- *PSY 6240 felt like a waste of time. PSY 6340 wasn't very useful.*
- *I was most disappointed in the Ethics & Laws course as I didn't feel I have a clear understanding of those important details.*
- *Our psychometrics class. It was extremely hard and stressful.*
- *Ethics.*
- *I very much disliked our Comprehensive Guidance class with Kris Hart. It was very confusing and not a well structured or well-taught course, which is unfortunate because it is a vital part of our curriculum.*
- *David Bush's class - not helpful in making material applicable.*
- *Group Counseling in Schools.*
- *Psychometrics and the Ethics class we took. I felt the ethics class was not well taught and I did not learn as much as I would have liked. The things we learned felt common sense to me.*
- *I was extremely disappointed in Marietta Veeder's class. Very little practical information was distributed and she did not grade our assignments or give feedback. I feel that this was a huge disservice to students, as interventions is such an important topic. Quite honestly, I am surprised that she meets USU's standard for highly effective educators.*
- *I felt like most of them were great, but probably the diversity class. A lot of it was already information I'd received, but I still found it valuable.*
- *Psychometrics.*
- *Ethics.*
- *Psychometrics.*
- *I wish the "groups" class would have been more specific to public school-aged students.*
- *The class where we created a fake school and went through the standards for school reviews...so much work, very little pre-thought preparation from instructor, really disliked this class.*
- *Psychometrics and program evaluation. Both classes were poorly taught. On multiple occasions, most of the students didn't understand what the teachers were trying to communicate. All learning was through textbooks, not class lectures.*
- *Principles of Psychological Measurement and Test Theory.*
- *Kris Hart's class was pretty awful. It was her lack of teaching ability that made it so hard! Panapto is what saved me.*
- *Psychometrics.*
- *The psychology testing class was the least effective. The teacher did not guide us through the class and enjoyed having students who were failing.*
- *We had a whole class about diversity, but every other class taught about it as well.*
- *Human Development - my undergrad is in Psychology - it was just review for me. Also grant writing didn't really help me learn how to write grants.*
- *The Comprehensive School Counseling program class was harder to follow and didn't prepare you for the final.*
- *Ethics and Laws. This class was too easy and didn't cover enough about ethics and laws.*
- *PSY 6370 - Prac. School Counseling - Hart.*
- *Constantly being hammered about minority issues. I do think they were important to discuss, but felt like they sometimes evolved into male/white shaming.*
- *Where the professor just read Powerpoints to us - I felt like I could've had the same experience if I did it on my own at home.*
- *Tests and Measurements.*
- *Book work classes. More important to discuss and collaborate and share ideas.*
- *PSY 6330 - Psychometrics.*

- *Psychometrics - could not see the value of this class unless you were specializing in this area. It was so difficult. I felt the teacher could not explain when I had questions.*
- *The data class.*
- *PSY 6240 with Kris Hart was a waste of time and a lot of unnecessary stress. By the time we could use the info taught, it had all changed. She would make changes to assignments the night before it was due and expect everyone to know about it even if they had already turned it in.*
- *Some of the classes didn't provide clear answers to questions and left me feeling a little confused.*

7. Other comments or suggestions on improving the program.

- *I really do not have anything to suggest to improve the program.*
- *Camille's class is too low level for graduates. Review could be quick and move on to non-review material.*
- *This is a fantastic program!*
- *Loved it!*
- *I felt the program was excellent. It prepared me very well for life as a school counselor. One suggestion I might make it to put the*
- *Comprehensive School Counseling (Psy 6240) class maybe later in the program. Thanks for everything!!*
- *It was a great program! I felt very supported throughout everything.*
- *It was a great program and I felt quite prepared being a part of it. I just learned more by doing the hands-on internship and practicum than sitting in a classroom being lectured to.*
- *I would have liked the data class before the Program Review. The program review would be better towards the end of courses, and the practicum would be better Fall of 2nd year. I really dislike the course reviews were so early in the term, especially 7 week summer courses.*
- *Have more experience in a counseling office in the first year.*
- *N/A.*
- *While I appreciated the ability to earn my degree via distance learning, I feel that I missed out on the ability to interact one on one with my professors and gain mentorship opportunities and experiences with them. Although there isn't necessarily a way to improve this, it would be awesome if there were more opportunities for distance students to have more facetime with professors to create those relationships. I believe it would also help students to stay more engaged in class.*
- *More opportunities for financial aid besides loans. Most internships aren't paid. Volunteering my time without pay has placed my family in a tough situation.*
- *Over all, I loved this program! It gave me wonderful experiences in education as well as networking and helped me develop into a real professional, confident in my abilities.*
- *Include more on scheduling (it's like being thrown to the wolves when you first start). Also, a little more on elementary/middle school counseling.*
- *Giving other sites the opportunity to have on-campus lectures might help keep everyone a little more involved and provide more opportunities to participate in discussions.*
- *M. Veeder had amazing knowledge, but her monotone way of droning on made it difficult to keep focused. More interaction would have been helpful. I believe students learn more when they are engaged.*
- *Available online.*
- *Thank you!*
- *No, overall, very impressed and satisfied!*
- *I really enjoyed my time in the program and feel like it has prepared me well.*
- *Beverly Pickup is fantastic! Super thankful for how helpful she has always been as my school counselor for the program.*
- *For how low the paying job salary range is USU really should streamline this program to be shorter. If I had to do it all over again, I would have gone back and completed the MBA not school counseling just because the time, cost of my education, and future wage earnings is not worth it!*
- *I appreciated this program.*
- *I would have enjoyed a better experience with the group counseling class. I do not feel I was able to glean enough useful info from it.*

- *Amazing opportunity - don't change a thing.*
- *I enjoyed this program overall very much. Opportunities for distance learning like this are amazing. I would recommend this program to others.*
- *My major frustration during the program was the constant conversation in class. I'm not sure what is the best way to fix this problem (maybe leaving our mics on?) but I could've learned more if the classroom was more silent. The professors did ask all students to stay focused, but without them in the classroom it was just a matter of minutes for the conversation to start again.*
- *Keep up the strong support of the students. Thanks!!*
- *Kris Hart's class was obsolete as soon as we finished it. I would like more classes on interventions.*
- *I would have liked more help on the steps to licensure. For example, I'm not sure the difference between a Level I and Level II counselor.*
- *I can do the job, but I feel like I don't know how to talk about the job intelligently.*
- *Participate in a state review during practicum and/or internship.*
- *The students in the broadcasting sights were not always engaged. It might be helpful to have a facilitator in each classroom so that students would listen and everyone had the opportunity to receive an education. Other students were distracted and not listening to lectures unless there was a teacher on site.*
- *Help students find practicum sites and/or internships. Or at least teach them how to look and find practicums and internships.*
- *Sometimes ran into technical difficulties with the broadcasting, other than that great program.*

Secondary Education – 2017-2018 – All Majors (N=103)

	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
<i>To what extent did the Department:</i>					
<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		
<i>To what extent did your educational experience:</i>					
<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 was amazing. I had two fantastic cooperating teachers (Laura Peterson and Mary Kirby) that made all the difference.*
- *Most rewarding was my Curriculum & Assessment Design by Sally Brown.*
- *History of Math with Cangelosi.*
- *Most of my math classes, Classroom Management, Mathematics in the Secondary Classroom.*
- *I gained a lot of insight from the Classroom Management section taught by Barb Cangelosi.*
- *SCED 3100, SCED 4200, SPED 4000.*
- *Multicultural Education, Assessment & Curriculum.*
- *Multicultural Education SCED 3210, BIOL 2420, HEP 4200, SCED 3100, SPAN 4920, SCED 4210, HEP 5630, SPED 4000, hands-on or in-depth classes.*
- *SCED 3100 - Classroom Management, Math 4500 - Methods, Math 5010 - Technology in the Classroom. I learned the most useful info in these classes.*
- *Connecting with my students during student teaching! Additionally, on the job training in the classroom.*
- *Math 3110, Math 5020, Math 2250, Math 3310, Math 4200, Math 4310, Math 4400, Math 4300, Internship.*
- *The Assessment and Curriculum Design course provided me with information that has been extremely valuable during student teaching.*

- *Art Methods 1 and 2. Dennise Gackstetter taught so many valuable things that will forever impact the way I think about life and the way I teach. Also, Diversity in the Classroom. JC Vasquez was one of the most helpful professors I had in the SCED program.*
- *Science methods, Language, Literacy and Learning, Curriculum & Assessment Design.*
- *SCED 3210 because my teacher was enthusiastic/passionate about teaching and gave me valuable teaching opportunities. Also*
- *SCED 4210 made me feel prepared to design curriculum.*
- *Classes related to my major.*
- *Assessment & Curriculum Design by Sally Brown - so useful and Sally is an awesome instructor.*
- *Assessment, Classroom Management, writing lesson plans.*
- *Assessment & Curriculum Design, Classroom Management.*
- *Student teaching. This course/experience was the most difficult and challenging of any prior. The real world experiences that I gained from this course will help me the most.*
- *Action Research and the knowledge I can conduct research in my classroom.*
- *I loved my Methods, Classroom Management, and Curriculum class. They were excellent. The teachers made them great, though, not the department.*
- *Education and Multicultural Foundations. Student teaching!!*
- *SCED 4210, SCED 3100, SCED 3300.*
- *Motivation and Classroom Management (Todd Fallis), portions of Multicultural Education (Fawn Groves) were interesting.*
- *Math 5010, Kady Schneiter really helped me to be excited about my content.*
- *Literacy in the Content Area, my Methods and Observation courses.*
- *I am a music major and so my music education technique classes were most valuable.*
- *I really enjoyed the Multi-Cultural class from JC. He presented his information, but also left it open for us to find out more.*
- *The multicultural class was very relevant and eye opening.*
- *I really enjoyed and learned the most from classes taught by Marilyn Cuch and Dr. Eric Mohr. Their teaching style was engaging and thorough.*
- *My most rewarding class was my Creative Writing class with Dr. Jennifer Sinor.*
- *Classes concerning classroom management and actual music education were the most rewarding, especially the clinical experiences.*
- *Teaching Social Studies broadcast, Assessment and Curriculum Design with Sally Brown, and Classroom Mgmt with Barb Cangelosi.*
- *SCED 3210, SCED 3100, SCED 4210. Fawn's class was amazing. Learned ways on how to interact and teach multiple demographics.*
- *Barb Cangelosi's class also taught me ways on how to use behavior management effectively.*
- *Assessment: only class that I can apply everything that was taught. Multicultural education: opened my eyes to issues I never knew were there.*
- *My most rewarding class was my Social Studies Teaching Methods class. It really helped me learn teaching techniques.*
- *Sally Brown's class was the BEST. She's honestly the best teacher/course I had in college.*
- *My individual percussion instruction classes along with my ensembles feel like the most rewarding because they showed me a love for performing that I never would have discovered elsewhere. My instrumental technique classes were the most beneficial towards educating students, by far. I really wish I had longer for each of these classes to absorb the information because there is so much to know and so very little time to fit it all in.*
- *It is a little different for me. As an Art Ed major, I felt many didn't really work for art classes. I loved the Multicultural Ed though with JC.*
- *The general classes mostly. The ones with an ENGL or HIST designation, not the SCED ones.*
- *Sped 4000.*

- *The classes that were most rewarding were writing classes and my Shakespeare class. I also liked my classroom management courses.*
- *There was a TEAL course I took that was promptly removed from the requirements (ESL in the classroom). I believe it was my best class.*
- *Clinical experiences were rewarding and helpful.*
- *SCED 3100 - Motivation/Classroom Mgmt and SPED 4000 were both very helpful for teaching.*
- *Teaching Writing and Literature to Adolescents with Jessica Rivera-Mueller.*
- *My Methods 1 class taught by Julie Wheeler, all 3 sewing classes taught by Betti Murri, and the SCED 3210 class by Jared Woolstenhulme.*
- *The actual student teaching was the best. SCED 4200 (Literacy) and ASTE 4210 (Assessment) - these courses were very well taught*
- *(Christina Sias & Brian Warnick). They were very applicable and helped me build curriculum and lesson materials I have used.*
- *I had the opportunity to work as an office assistant for the FCSE department and loved working with my professors outside of the classroom.*
- *TEAL 4745 - Second Language/Acquisition and Development, SCED 3100 - had great ideas and tips, but not always rewarding.*
- *History of Mathematics, Capstone Technology in Math classroom, Methods of Teaching Math.*
- *Classroom Management helped me be aware of what may happen in a classroom and how to handle different situations.*
- *The most rewarding classes were those in my major. A lot of the SCED classes didn't apply in many aspects.*
- *I LOVE that "Classroom Management" has been created as a music class. It was very beneficial. I would love to see more SCED classes with a music take on them.*
- *My agriculture methods and major courses. Classroom Management was rewarding/useful as well.*
- *TEAL 5560, SCED 3100 and my clinical experiences. These courses were specific to my teaching career and they are helpful to look back on as I complete my student teaching.*
- *Teaching Writing, Teaching Reading/Literature.*
- *JC Vazquez's diversity class!*
- *The two methods/clinical classes I took were the best. Hist 4870 was superb. SCED 3500 was instrumental in helping me form ideas on how I want to teach.*
- *Anatomy and Exercise Physiology. They were challenging, but I learned the most in those classes.*
- *My English education courses: ENGL 4500, ENG 4510, ENG 3510, ENG 4530. All were fantastic classes.*
- *I felt that the Classroom Management course was very helpful. In student teaching I helped a girl being abused at home and this class helped me know what to do.*
- *My methods class was extremely applicable and helpful, as well as classroom management and the class on teaching diverse students. I also GREATLY benefitted from student teaching.*
- *Classroom Management, Curriculum Design.*
- *Multicultural Foundations (SCED 3210) I learned a lot about myself as a person. Teaching Science 1 & 2 - I gained a lot of ideas of how to teach science.*
- *SCED 3210 (Multicultural Ed) challenged students to think differently.*
- *Science Methods class. Language, Literature & Learning.*
- *I really enjoyed the clinical and science secondary ed program. It gave me lots of opportunities to see different teachers.*
- *Assessments and methods courses.*
- *My methods course (teach science 1 and 2 with Colby Toefle-Grehl).*
- *I really enjoyed SCED 3210. We were required to do service/volunteer and we learned how to be the most including teachers.*
- *SPED 4000, Multicultural.*
- *My two clinical experiences were the most rewarding. They allowed me real world opportunities that were extremely beneficial.*
- *Classroom management course, attending conferences for classes.*

- *My methods courses within FCSE have been the most beneficial to me.*
- *My methods classes were extremely helpful and provided good preparation.*
- *TEAL 4710 Language and Cultural Diversity, SCED 3210 Multicultural Foundations, SCED 3100 Teaching Soc Studs,*
- *HIST 4860 Teaching History, SCED 4210.*
- *The field experience classes where we made lesson plans and taught students.*
- *Classroom Management, Multiculturalism, Literacy in the Classroom.*
- *Student teaching and evaluations.*
- *Courses taken from CASS (Greenhouse Mgmt, Sheep Production, FFA & SAE Mgmt). I was able to see direct relations to my degree.*
- *The class that was the most rewarding was Classroom Management. In my classes while student teaching I put my knowledge earned from this class to good use.*
- *SCED 3100 - always referring to it.*
- *Any class with Dr. Rohrer was amazing. He teaches so effectively.*
- *Language, Literacy & Learning in the content area with Dr. Mohr.*
- *I enjoyed my coursework for this degree. I also had great teachers along the way.*
- *Curriculum Assessment and Development.*
- *Teaching YAL, Teaching Writing, Curriculum & Assessment design.*
- *Clinical experiences helped me know what to expect.*
- *Curriculum Design & Assessment - I made the most useless lessons and learned the most from Sally Brown.*
- *SCED 4210-003, the instructor Was outstanding as outstanding covering the material and Teal 5560-001, Teal 5560-003 also prepared me well me well for what I need it the most.*
- *Teaching Literacy in Diverse Classrooms taught by Sonia Manuel-Dupont.*
- *My teaching history class was my most valuable. Taught by Mary Moulton. I learned how to write lesson plans and practical methods.*
- *Barb Cangelosi's Classroom Mgmt course was the most helpful education course I took. Everything was applicable and thought provoking.*
- *My favorite/most beneficial courses were: Multicultural Ed taught by Fawn and Curriculum Design and Assessment by Sally Brown.*
- *Multicultural Education with JC Vasquez. Great class, well taught, much needed.*
- *Building a curriculum plan in the assessment design class was helpful.*

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

- *TEAL 6710 probably had the opposite effect of what was intended. By far the biggest waste of time for me at USU. This class has so much potential, sad.*
- *Multicultural and Educational Foundations by Fawn Groves.*
- *None.*
- *Foundations of Analysis, Multicultural Education.*
- *The Assessment Class lacked filling and useful content. The material covered in that class has already been taught in many of my methods classes.*
- *SCED 3210.*
- *Teaching World History, Classroom Management.*
- *I would have modified the content or teaching style in HEP 3600, HEP 4300, LING 4400.*
- *Math 4310 - Ian Anderson was a terrible professor.*
- *SCED 4200 - I teach Math, not English. I don't need a literacy course.*
- *Some classes focused so much on theory that they weren't that engaging, practical, or helpful.*
- *Math 1220, Math 5710, Sced 3210, Sced 4200, Sced 4300.*
- *I have not felt like I have made or needed to make use of the information taught in the SCED Literacy course.*
- *Classroom Management. I wish there had been more information about art classrooms from experienced professionals in this field.*

- *All were rewarding to an extent.*
- *SCED 3100, not because the material isn't important to know, but because the curriculum and teaching methods didn't help me gain anything.*
- *Classroom Management with Barb.*
- *I feel like Classroom Management could be structured to be more beneficial (lots of busywork). SPED 4000 was fine, but Kimberly Snow is very biased against general education teachers.*
- *The old technology class.*
- *Multicultural Education.*
- *Language, Literacy, and Learning in the Content Areas. This course was redundant. Through prior courses I had already learned, developed, and applied the same teaching methods and techniques taught in this course.*
- *Diversity in Education. My undergraduate was in Philosophy and Gender Studies. I also took a lot of Middle Eastern Studies, religion, and language classes, so this was redundant for me.*
- *The Reading, Writing & Learning in the Content Areas was crazy boring and a little useless. The Multicultural and Diversity in the Classroom was a good class topic, but I hated the professor.*
- *Motivation & Classroom Management.*
- *SCED 4200, SCED 3210.*
- *Language & Literacy was taught in a way that made it not applicable to a music class. Assessment & Curriculum Design taught very little applicable material.*
- *SCED 3210. I felt like this course could have been covered in a few day seminar. I don't feel this has helped prepare me to be out in my field.*
- *N/A.*
- *I struggled with the Language & Literacy class just because it was the most difficult to relate it to my major (music).*
- *I felt the classroom management was the least rewarding. While there were good concepts to pull out, the nature of Ag Ed wasn't well represented.*
- *I would have liked more hands on experience with classroom management.*
- *Motivation and Classroom Management was incredibly disappointing. I didn't feel like I learned anything new. The majority of the class was reading the textbook, answering questions in written form, and then repeating answers in class.*
- *Some of my education classes were "too easy" and "too common sense."*
- *There were a few that didn't seem to directly apply to music education, such as classes concerning assessments and multicultural education.*
- *Sometimes it seemed that it would be better to have a 2 week seminar rather than a full length semester course.*
- *Student teaching seminar.*
- *LANG/LIT/LRNG content area (CI): SCED 4200.*
- *Tech Tools for Teachers: ITLS 4015.*
- *Classroom Management, Literacy. Both were teaching philosophies that aren't applicable to current classrooms.*
- *The multi-cultural education class was least rewarding to me.*
- *The old Tech in the Classroom -- I hear the new one is better.*
- *Lang, Lit & Learning in th Content area, specifically taught by Christina Sias, Assessment & Curriculum Design, and*
- *Multicultural Foundations. Each of these classes had good intentions but truly didn't help me during my student teaching experience because Music Ed is primarily, and nearly completely, all hands on. These classes teach how to create paper assignments to keep students busy but in band there is hardly enough time to teach the students practical knowledge of the instruments and music, let alone to create unnecessary busy-work assignments they don't want to do that pulls them away from instilling knowledge by actually practicing the instruments. There should be a way to condense the information from the three aforementioned classes into one class by selecting the most pertinent information from each and, instead*

of lost pertinent information from each and, instead of stretching that information into three semesters, combine them all to be covered in one single semester. In each of these classes, we covered topics for far too long with very little benefit to my actual ability to perform well in the classroom as an effective teacher.

- *Classroom Management, Assessment & Curriculum, Language and Literacy.*
- *Basically every class with an SCED code.*
- *A lot of my history classes seemed like a waste of time because they were focused on subjects that often don't get taught in the area like I live. However, since I like history, I still enjoyed them.*
- *SCED Classroom Management. This course should have been a 2-week seminar.*
- *Education and Multicultural Foundations, Language & Literacy in the Content Areas.*
- *SCED 4200.*
- *Classroom Management with Barb Cangelosi.*
- *Classroom Management by Barb, what used to be TEAL 5560 by Dr. Mohr, and Methods 2 by Dr. Turner.*
- *SCED 3210 - honestly, there is not enough material for a whole semester. Fawn was a good teacher, but we could have got the picture with a 7 week course.*
- *ITLS 5500 Integrating Technology - great idea of a class, didn't work well realistically. SCED 3210 and SCED 4200 - Language,*
- *Literacy and Learning.*
- *Multicultural Education, Classroom Management, and Language & Literacy.*
- *Differential equations, linear algebra, literacy in the classroom.*
- *Language & Literacy - I feel like this class didn't teach me much and very little of it has stuck with me now.*
- *Multicultural Foundations in Educaion - we could've spent half a semester on all the material instead of an entire semester.*
- *Multicultural Education and Literacy class felt like something you could get done at a conference.*
- *ITLS 4015, SCED 4210 - these classes were somewhat useful, but I didn't get/gain a lot from them. In ITLS for example, I learned a lot about coding which is something that I'm not including in my curriculum.*
- *Educational & Multicultural Foundations.*
- *Freaking TEAL 5500 - useless.*
- *I struggled with the classroom management class - but I still learned what I needed to.*
- *I felt like the labs taught by TA's could have been a little more organized and taken more seriously.*
- *LING 4400 (no practical application, all theory), TEAL 5500 (busywork), SPED 4400 (busywork), TEAL 5560 and SPED*
- *3210 (busywork). All this information is necessary, but the instruction was based in busywork. I felt the information should have been taught differently to make it apply to our future professions.*
- *Assessments. I love Professor Cuch, but I honestly got absolutely nothing out of the class.*
- *I thought the class teaching technology and tools in education brought up important skills, but was quite basic and could have delved into more advanced ideas of using technology as a resource.*
- *Multicultural and Ethnic Diversity, student teaching seminar.*
- *Language, Literacy & Learning in content areas (TEAL 5560). I felt like this class was hardly applicable to me because in science we don't spend the whole time reading articles.*
- *TEAL 5560 (Lang/Lit) experience was not realistic to real classroom.*
- *Multicultural teaching, it was still good, just not as rewarding.*
- *I did not feel that any classes were less than the others.*
- *Literacy course.*
- *Multicultural Foundation taught me NO actual methods OR definitive teaching strategies. That class needs an overhaul.*
- *I didn't like TEAL 5500 technology class. It was too much. I think there was valuable information but there was a lot that wasn't necessary and I won't ever use a lot of what we did.*
- *The SCED classes were more of a chore than a learning experience (Language & Literacy, Classroom Management).*

- *The literacy course I took through the SCED program was the least rewarding course. I felt it could have been covered*
- *in several weeks rather than a whole semester.*
- *Language & Lit course*
- *The sewing classes we were required to take did not prepare me to teach sewing.*
- *SCED 4200.*
- *SCED 5100 - Motivation Classroom Mgmt, TEAL 5500 Technology.*
- *Some of the higher level math courses. I have teaching over a year and have yet to use what I learned in them.*
- *Integration of Technology.*
- *Multicultural difference class. It felt shaming more than constructive.*
- *Classroom Management. I did not feel like I learned any actual techniques in this class.*
- *The class that was the least rewarding was my Multicultural Education class. I felt that to me, all was common sense.*
- *SPED 4000, SCED 4200 - not inclusive to CTE.*
- *Multicultural was repetitive (but I loved the subject). Language & Literacy felt like hoop-jumping.*
- *Classroom Management.*
- *Classroom Management.*
- *Classroom Management (not beneficial/teacher did not implement) and Technology in Classroom (difficult for some fields).*
- *Classroom Management - although greatly important - the class was simply reading a text.*
- *SCED 3500 did not cover my expectations for my Psychology minor, although the instructor was superb (my clinical experience was in Geo).*
- *Assessment/Curriculum Design (broadcast) - it was taught well, but the class was so occasional and the schedule was unorganized.*
- *Many classes I took have been no help at all in the classroom. Rather than taking a multicultural education class, I needed a class that taught how to effectively use the core standards in lesson plans. Practical things.*
- *Multicultural Education was particularly UNHELPFUL and generally felt like a waste of time.*
- *The Literacy class.*
- *SCED 3100, inflexible based on old information and dated classrooms - waste of time.*
- *Most of the instruction material was a rehash of previously covered material, or else common knowledge. It felt like a complete waste of my time and money.*

7. Other comments or suggestions on improving the program.

- *I felt like the graduate advising in the college of education was very lacking. Nobody ever seemed to be able to answer my questions,*
- *I always would be told to go talk to someone else.*
- *I felt the Multicultural and SPED 4000 were not as great because I went into the class wanting to learn but felt prejudiced with stereotypes and didn't learn how I could make it better or learn how to teach diverse groups by knowing their background.*
- *It was a wonderful experience.*
- *Require students to create more lesson and unit plans that they can use and have ready for student teaching.*
- *I never heard about needing to take the PLT Praxis until student teaching orientation. I would have liked to have heard about it earlier in my matriculation along with details about it. Even when I did hear about it, the details were rather vague.*
- *Advisors should be more available. It was always difficult and time-consuming to wait for an available appointment. I never did connect well enough with my major advisor to have my questions about endorsements answered.*

- *More lesson plans in minor.*
- *Keep us informed!!! I always felt out of the loop and never knew what I was supposed to be doing in the Education department. It was extremely frustrating. Especially with student teaching and licensing. I never knew what I was supposed to be doing. Even with applying for this license, I had to ask for the information. It wasn't ever given to us.*
- *Get the students in the classrooms as soon as possible, and as often as possible!*
- *I learned more about teaching from watching good examples of teachers in many of my math classes than I did in most of my secondary education classes.*
- *I believe the Classroom Management course would be better placed in the second half of the program, closer to student teaching.*
- *If possible, create more opportunities to practice teaching in real-life situations instead of just teaching our peers. I felt I didn't always get a good, honest read on how effective my teaching was because my peers were trying to be nice in evaluation.*
- *I think there are classes where the material could be covered in half a semester.*
- *Although there was useful information in each course, some courses were filling time with less useful information. Also, there wasn't enough teaching theory taught. I believe that a psychology course on teenage psychology and signs of depression/abuse would be helpful.*
- *While advisors are kind, only a few can advise secondary education, and even they often know more about elementary than secondary. It would be helpful if advisors were more informed about secondary education. It would be awesome if there were a couple advisors for ONLY secondary.*
- *My responses in this survey generally apply to the College of Education and the Secondary Education Department. These responses should not be applied to my specific college or their education program.*
- *Until last week - in my 4th year of coursework at USU in a TEAL Graduate program, was I assigned an advisor. Part of paying graduate tuition is faculty resources, yet I NEVER once met a Teal faculty member in my discipline, although there are two on staff. No one knows my program, and I would go to 3 different offices just to be sent back to the first. There were errors on the program of study and no stats on my program. If I had to do it again, I would have gone elsewhere. I am NOT an undergraduate, but was frequently treated as such. To get into student teaching, no one could tell me if I had to go through the STEP program orientations.*
- *The field office of experience has been a joke. I have received so much conflicting information out of that office and Greg Larson was difficult to work with.*
- *USU is the best in the state for education. 10/10.*
- *Give us a Master List of each requirement in all Step levels. Ensure quality teachers are chosen for clinical experiences.*
- *Music majors (and other creative disciplines) feel like a lot of education classes are a waste of time because they aren't applicable to our field!!*
- *I had just wished I knew my placements in student teaching at the beginning of the summer. I was late informed about my observations as well.*
- *It seems like application processes and requirements are over extensive. Possibly find ways to simplify things.*
- *I would apply new rules only to incoming students that have full years to adhere to them.*
- *The assessment class felt like it could have been shortened to a half semester class, especially since they took away the portfolio.*
- *I would have liked to have been working on my teaching portfolio all three steps in the teaching program. It would be helpful to have it integrated into lesson plans for every step class, and then students could edit and make each element better as the program progresses.*
- *The Office of Field Experiences did not know the answers to some of my questions regarding my student teaching license.*
- *I felt like the second set of clinical observations was redundant. I would have preferred a different checklist for the second school/teacher that I observed.*

- *I think the program is great. Including more opportunities to practice teaching is always a good thing to do.*
- *Faster/better info leading up to clinicals.*
- *JC is amazing! Try to apply to Art. It felt like there wasn't even an effort to do so.*
- *Most of the SCED courses are the same thing, just with a different name and instructor. Either fix the huge content overlap or eliminate classes.*
- *The requirements in the education program are constantly changing and can be demanding on students.*
- *The whole time I was in the department the classes and requirements were all over the place. This was very frustrating and expensive. Some order is needed in this program.*
- *Education & Multicultural Foundations could be summed up in a one-week seminar. Every time secondary ed gave me info, the links to other websites never worked. Much of the info presented by SCED was confusing, contradicted other sources, or was unhelpful.*
- *Advisors in the education program need to give more attention to their secondary students. We are never informed or kept abreast of anything.*
- *Have an advisor or representative from the state explain the licensure process as well as how to earn credits and renew license in the future.*
- *A lot of information provided was for traditional lecture-based classes. It was hard for me to match information I learned into my hands-on lab based classes.*
- *Simplify the process for applications, licensing, etc.*
- *More teaching experience earlier on in the program.*
- *I enjoyed my courses that connected teaching to my content area so my suggestion would be to have professors give examples in multiple areas.*
- *Clinical placements took WAY too long. We should treat clinicals like student teaching - assign semester prior.*
- *Communication! We need to know what we need to do before it's due....*
- *P.S. I love Sharla!*
- *It seems that there is a disconnect between the University and the teachers we work with in the high schools. Maybe have an email list you send to them directly?*
- *I enjoyed going through this program. One complaint I have is that I was told I was required to take a course (TEAL 4710) so I wasted 3 credit hours while on my academic scholarship by taking it, because it turned out to be no longer required. I understand there was a miscommunication with the State Board of Ed, but that little miscommunication cost me a lot of time and money.*
- *I felt that a lot of my classes in the education department were based in busy work. It was extremely frustrating, and I felt they should have either been combined to make our time more worthwhile or given to our department to be more applicable to our majors.*
- *Also, I only had one class specific to teaching in my minor (Spanish), where we weren't required to design a unit or talk about assessment (Ling 4400). I wish I had more experience with unit design and assessment in my minor.*
- *I wish that my advisor had reached out to me more. I worked with my major advisor very closely but didn't even know the name of my education advisor.*
- *The TEAL program at USU has not only prepared me to be an accomplished innovative educator, but has given me access to professionals and counselors in this field that have bent over backwards to insure my success. I would recommend this program to anybody, it has truly changed my life. THANK YOU!!!*
- *I would suggest alerting students of deadlines for applications and helping through the application process. Also, please include classes that would help aid a 1st year teacher.*
- *Quit changing the names of the courses. It is confusing.*
- *Wonderful educators and support.*
- *Assessment and curriculum design was overall a good class, but would have liked to see a lot more of the ASSESSMENT design part.*

- *I really enjoyed the program. One thing I think could be improved is letting us know better what we need to do. There were a lot of things (license, praxis, etc.) that I didn't find out about until the last minute. Be more transparent with what we need to have done.*
- *You are adding too much, we don't have enough time to get everything finished (classes and student teaching).*
- *Consider making the SPED class more focused on accommodations rather than special ed law. I think that would be more helpful.*
- *I had a wonderful experience at Utah State!*
- *Better communication on deadlines, what applications need to be filled out, have an actual lesson planning class in either*
- *More classes with field experience, or more opportunities for field experience.*
- *Integration of Technology did not teach new and innovative technology for the classroom. The teaching platform (use of website) is*
- *AWFUL.*
- *I know the paperwork is necessary, but a way to streamline it or make the checklists easier.*
- *Once someone has been accepted into a program, keep graduation requirements the same for the remainder of their time! My requirements changed every year I was at USU from the College of Ed.*
- *My Language & Literacy class was so confusing! I really wasn't too sure how 80% of the material learned would pertain to my future classroom (Dr. Moore).*
- *Gear it to all students, not just core curriculum. A lot of the information in SCED 4200 was useless to me. SPED 4000 just needs to be straight forward. The department itself could communicate to other departments and students better.*
- *Make things apply for music majors. Let us adapt the assignments to our curriculum.*
- *I would have liked to have received a few more confirmation emails in my student teaching portion that items were received.*
- *More opportunities to practice material instead of hypothetical situations from a textbook.*
- *I wish I could have had some experience observing psychology classes instead! My mentoring teacher, although very helpful, but*
- *Geography is not something I plan to teach. Or have a section for all majors in Social Studies so it can really benefit all students and not just one area.*
- *I felt that much of the program was very repetitive. As an English teacher, I took "Teaching Literacy in Diverse Classrooms" but also had to take "Multicultural Ed" which covered almost exactly the same material. The same could be said for "Motivation and Classroom*
- *Management" when, as a Psych minor, I had already taken several levels of behavioral analysis classes.*
- *The advising in general education at the Uintah Basin campus is terrible. I took many more classes than needed and because of this and other poor experiences I most likely will not be pursuing my Master's with Utah State.*
- *More field experience would be very helpful.*
- *More hands on experience and more time spent helping and working in a class would be awesome. Encourage internships!!! Mine was the best experience.*
- *Split student teaching between two semesters at part time rather than one semester at full time. This demand on students' time is incredibly strenuous for no reason. We need time to support ourselves and our families; student teaching full time does not accommodate our needs, our students' needs, or the education department's needs. Please call or email me for elaboration at 435-890-3966 or brandynhawkes01@gmail.com.*

The program is entirely unnecessary. Get rid of superfluous hoops to jump through and just attach clinical-student teaching courses to the major/minor program.

Secondary Education – 2017-2018 Agriculture (N=10)

	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
<i>To what extent did the Department:</i>					
<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			
<i>To what extent did your educational experience:</i>					
<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	

Secondary Education – 2017-201 Art (N= 4)

	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
<i>To what extent did the Department:</i>					
<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	
<i>To what extent did your educational experience:</i>					
<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

Secondary Education – 2017-2018 Biology (N=5)					
	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
<i>To what extent did the Department:</i>					
<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		
<i>To what extent did your educational experience:</i>					
<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

Secondary Education – 2017-2018 English (N=17)

	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
<i>To what extent did the Department:</i>					
<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		
<i>To what extent did your educational experience:</i>					
<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	

Secondary Education – 2017-2018 Family Consumer Science Education (N=15)

	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
<i>To what extent did the Department:</i>					
<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		
<i>To what extent did your educational experience:</i>					
<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	

Secondary Education – 2017-2018 History (N=9)					
	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
<i>To what extent did the Department:</i>					
<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		
<i>To what extent did your educational experience:</i>					
<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	

Secondary Education – 2017-2017 Math (N=5)

	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
<i>To what extent did the Department:</i>					
<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	
<i>To what extent did your educational experience:</i>					
<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

Secondary Education – 2017-2018 Math/Stat (N=19)

	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
<i>To what extent did the Department:</i>					
<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		
<i>To what extent did your educational experience:</i>					
<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

Secondary Education – 2017-2018 Music (N=8)

	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
<i>To what extent did the Department:</i>					
<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		
<i>To what extent did your educational experience:</i>					
<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

Secondary Education – 2017-2018 Physical Education(N=3)

	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
<i>To what extent did the Department:</i>					
<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			
<i>To what extent did your educational experience:</i>					
<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	

Secondary Education – 2017-2018 Physical Science (N=3)

	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
<i>To what extent did the Department:</i>					
<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		
<i>To what extent did your educational experience:</i>					
<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	

Secondary Education – 2017-2018 Social Studies (N=5)

	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

Secondary Education – 2017-2018 Spanish (N=5)

	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
<i>To what extent did the Department:</i>					
<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		
<i>To what extent did your educational experience:</i>					
<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	

Special Education – 2017-2018 – (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
<i>To what extent did the Department:</i>					
<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	
<i>To what extent did your educational experience:</i>					
<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)

- *The behavioral class, along with the practicum and student teaching placements.*
- *Both ABA classes, Policies & Procedures, and the ability to do practicum/student teaching in all areas elementary - high school.*
- *ABA - I learned the most from this class and it was very helpful.*
- *AT class, ABA classes and practicums were very beneficial.*
- *Behavior classes with application as well as the class with Heather Weese on how to run and set up a classroom.*
- *SPED 5040 - although this course was rigorous, the material was crucial and I draw upon the information often.*
- *Applied Behavior Analysis, Practicum (both reading and math), Teaching Reading (5310), Policies & Procedures (5070).*
- *SPED content area.*
- *Communication Disorders by Valisa Dilworth.*
- *I really thought the classes based on behavior management were interesting.*
- *All of my practical experiences were very beneficial. I also found the connections made from classes to practicum were most beneficial.*
- *Student teaching - we are finally able to see the entire picture.*
- *My second practicum and student teaching settings. Both took me out of my comfort zone and I loved it!*

- *Teach Live lab, behavior management courses, assistive technology course.*
- *Practical hands on was great!*
- *Marilyn's classes were great!*
- *Marilyn is amazing; she is a wealth of knowledge! Thank you!*
- *Applied Behavior Analysis.*
- *Being able to have Barb observe me while working with students.*
- *Teach Live allowed me to practice effective teaching methods.*
- *Applied Behavior Analysis, all Severe classes.*
- *I appreciated the online experiences that I often encountered in the hybrid courses. I tended to learn more on an independent basis.*
- *Practicum. It was hard to leave my classroom to go to another but it was great to experience another setting.*
- *Applied Behavior Analysis courses, Student Teaching.*
- *The practicum experiences were wonderful. They were able to help me learn as I go and feel more confident.*
- *Teach Live and ABA.*
- *Practicum and student teaching have taught me a lot! Kimberly's classes were fun! The behavior classes.*
- *ABA 1 & 11, preschool practicum, student teaching.*
- *ABA classes.*
- *ABA classes and curriculum classes.*
- *The hands-on in the classroom assignments dealing with my students.*
- *Guest speakers regarding HS math and behavior.*
- *Marilyn is the best part of ATP. Her teaching methods, time spent with us, and encouragement.*
- *The classes that were most rewarding to me were the classes that gave me hands-on experience like the practicum opportunities.*
- *Behavior Management, Data Collection, assignments.*
- *Teach Live, ABA, practicum.*
- *I thought the observations were very helpful to improve my teaching.*
- *Lab was rewarding because it related to our in class engagement strategies.*
- *5350 and 5360.*
- *Applied Behavior Assessment. It has helped me tremendously with problem behaviors in my classroom.*
- *I learned a lot from them all.*
- *Behavior class, speech class.*
- *I enjoyed shadowing the early intervention.*
- *The behavior management/change portion of the class, Teaching Students w/Mild/Moderate 1.*
- *Behavior, Practicums, Special Education Laws.*
- *SPED 5360.*
- *The assistive technology and behavior analysis gave me strong and realistic techniques to use.*
- *Behavioral Analysis/Practicum experiences.*
- *Early Intervention and Language classes, also Data Recording classes.*
- *The Math Practicum class felt very rewarding, because it gave me specific feedback from a current SPED teacher in the district.*
- *The behavior analysis class was most rewarding because I have used it the most.*
- *Courses covering early intervention were particularly informative for me, as I've had no previous experience.*
- *Teach Live, ABA.*
- *I really enjoyed the classes that required the teachers to watch us and give us feedback on what they were seeing.*
- *Working with other teachers/collaborating and teacher observations.*

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

- *The classes where the professors would just spend the majority of the class talking to us. It wasn't the best teaching style.*
- *SPED 5040*
- *Foundations of Effective Assessment and Instruction. Too much info taught, not clear instruction.*
- *SPED 5040 had a lot of important info, but I felt it was not presented efficiently and effectively.*
- *The 2nd behavior class felt more like a discussion than learning how to actually apply and use ABA techniques.*
- *Math 2020 - most of the information from this course has not had application for me.*
- *Consulting with parents and teachers (5060) - a lot of busy work.*
- *Prerequisites.*
- *Nothing was wasted! I gained important information from each class.*
- *The instruction in SPED 5040 was inconsistent and frustrating, especially the CBA assignment.*
- *None, I have truly loved it.*
- *The assessment class would have been better as an in-class instead of online.*
- *Student teaching observations and evaluation feedback.*
- *None.*
- *UMTSS Conference.*
- *How to conduct assessments.*
- *ELED classes. I was not an ELED major, so taking a whole semester for ELED was a waste of time.*
- *The classes in which I did not feel that the professors were understanding my questions/concerns.*
- *Student teaching - it was very hard to juggle everything because I was already a practicing teacher w/16 students.*
- *SPED 5040/5310 (Gen Ed portion).*
- *I had a hard time with the Core Standards class. I feel as though I could have gained more from it.*
- *Math.*
- *Darcie's CBA class. I still have no idea what I'm doing when it comes to writing a CBA.*
- *I learned from every class and experience.*
- *CBA class.*
- *I feel that the full experience has been extremely rewarding.*
- *ELA for elementary.*
- *Jeri's classes were chaotic and scattered.*
- *The classes that were more difficult for me were the ones where we just sat and talked about things like curriculum or strategies, but I do think they were still very beneficial.*
- *Transition classes because I teach elementary.*
- *SPED 5320, 5310.*
- *I thought that some papers were busy work, and hard for me to feel they had a purpose.*
- *None. All were very rewarding.*
- *The class that taught about CBS's. It was confusing and the work required was too difficult. I still don't know what was expected from that class.*
- *I learned something in every class.*
- *The effective practices conference only because my school district had not implemented collaborative teaching models.*
- *Math for Elementary School Teachers.*
- *SPED 5310.*
- *I struggled with the class about effective teaching - was less relatable to my field in the context in which it was taught.*
- *Class on the effective teaching cycle - not well structured, hard to understand, SPED 5040.*
- *Laws for SPED.*
- *Unfolding the common core felt the least rewarding. It was helpful, but schools have already done this.*
- *Darcie's CBA class. Waste of time.*

- *I've been able to learn new things in each class, so all have been rewarding.*
- *SPED 5320, 5310.*
- *SPED Law.*
- *Even though some of the assignments were very time consuming, it was all rewarding.*

7. Other comments or suggestions on improving the program?

- *Do more hands on activities during class that will directly apply to teaching (i.e. writing IEPs). Even if it is in a basic, generic form.*
- *Preview cooperating teachers and supervisors, urge students to participate in URCO.*
- *The thing I struggled with the most was communicating with my advisor. I felt as though I was told about deadlines with hardly any notice ahead of time. I also felt that my questions weren't answered promptly, as it took weeks to hear a response.*
- *I would have appreciated more content classes on what to teach not just how. I would also have liked to learn more steps on how to teach reading and math at a lower level.*
- *Teaching Math/learning how to write CBAs and lesson plans - I felt I needed more support on. It was hard having that all crammed into 1 month before math practicum.*
- *Awesome!*
- *None.*
- *Keep up the good work! Thank you for everything.*
- *The district student teaching observer/evaluator was too busy (heavy case load) to be adequately supportive.*
- *I like how transitioning to new professors! Cathy and Melanie are fully coming in.*
- *Great program!*
- *For Severe and EC duals, there is too much emphasis on EC and not enough on Severe.*
- *After having worked in the role as an actual Sped teacher for the better part of 3 school years, I have learned that the extensive lesson planning that was expected from us during our math practicum and preparatory course is NOT realistic. In particular, it is overly time-consuming and not necessary. In fact, it is FAR more extensive than my principals/school districts have required.*
- *No suggestions.*
- *Wonderful program!*
- *Thank you for all your support.*
- *Better registration processes.*
- *Reduced amount of time spent in labs.*
- *Loved the program! Thanks so much!*
- *Great program!!*
- *Overall, I have loved the program and thought it has been very helpful.*
- *Reduce the demands on our time.*
- *Maybe move the CBA class to a different semester or explain it better.*
- *Assistance with completion process.*
- *Would like to have more experience with the IEP process.*
- *I have loved attending Utah State! The professors have taught me so much!*
- *I had a wonderful experience.*
- *More assistance in the IEP class, such as who needs to be invited and role-playing setting up the IEP, not running the IEP (i.e. contacting LEA representatives, regular ed teachers, etc.).*
- *I had the opportunity to do an internship and be full time teacher and the hardest part of the job has been managing aides. You NEED to have a full semester class on managing!!*
- *I feel like the program is well structured and prepared me well.*
- *The structure of the ECATP has been supportive of developing my skills, while teaching in the classroom.*

Speech Language Pathology – 2017-2018 – (N=6)					
	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
<i>To what extent did the Department:</i>					
<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		
<i>To what extent did your educational experience:</i>					
<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)

- *Out-patient diagnostic clinical practicum at Center for Persons with Disabilities.*
- *Clinic and internships were most valuable. Hands-on experience was necessary. All classes were helpful, teachers with experience were great.*
- *Externships and working in the clinic.*
- *Childhood Language.*

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

- *Voice section of COMD 6810 felt a little too compressed. Needed more practical/treatment information.*
- *All classes were rewarding, I was just more interested in some subjects than others.*
- *Childhood Language course.*
- *Voice and Resonance.*

7. Other comments or suggestions on improving the program?

- *More focus on applying treatment strategies rather than research.*
- *Better communication regarding processes for graduation and applications for licensure.*