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Response Information

Time Started: 5/6/2008 11:54:19 AM

Time Completed: 5/6/2008 12:10:01 PM

Total Time: 15 minutes

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Name of faculty member completing this survey:

David Mercaldo

Name and location of the Deaf Education Teacher Preparation Program

Idaho State University, Department of Comm Sciences & Disorders, and Education of the Deaf

Is your program in any danger of closing within the next five years?

No

How many doctoral students do you have enrolled in your program at this time?

none

How many of the doctoral students are full time?

none

How many of the doctoral students are part time?

none

On average how many students do you graduate from your program each year?

Undergrad - # - 0

MEd - # - 2

Has your college searched for a Deaf Education faculty member in the last five years?

Yes

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Were you able to fill the position?

Yes

Please share your comments regarding the available pool of Deaf Education faculty candidates.

- [1] We have not hired any Deaf Ed Teacher Training faculty
- [2] We have hired four Educational Interpreter trainers
- [3] We have added to our Audiology faculty; all with doctorates of Aud.

What are the critical characteristics, knowledge, skills, experiences that are needed by a Deaf Education faculty member at your college?

- [1] As noted above, the emphasis is on Ed. Interpreting and Aud. As such I would imagine that a person who has an interest in both teacher training and ed. interpret or audiology would have an advantage.

How has your Deaf Education teacher preparation program changed in the last five years?

- [1] The program is about the same size although we use Audiology faculty in more of our courses.
- [2] One item that is of interest is having a faculty member who is also an Ed Interpreter who could offer more courses in school-based signing as well as a 'summer' institute on educational interpreting for teachers and ed. interpreters.

What are your research interests?

- [1] Public policy analysis and reserach

What are the areas of research of the other Deaf Education faculty in your program?

- [1] Educational Interpreting
- [2] Audiology

What topical areas best characterize your program, e.g. parent/infant, education for studnts with co-occurring disabilities, math education etc?

[1] Our focus is k-8. If we have individuals who are 'subject' matter certified, we encourage that they do a dual degree

[2] We have a good working relationships with the COLlege of Education, Literacy Program.

During this course of this academic year, how many students were enrolled in the Introduction to Deaf Educaiton course?

[1] Masters Students (2) [2] Educational Interpreting Students (4)

During the course of this academic year, how many students completed student teaching?

Masters Level (2)

What changes, if any, have you noted in the number and ethnic diversity of students enrolling in your program during the course of the last five years?

no changes

What do you now consider to be the critical knowledge, skills and experiences of teachers of students who are deaf/hard of hearing?

[1] We place an emphasis on communication, literacy, and assessment

How has your perspective of the critical knowledge, skills, and experiences of teachers of students who are deaf or hard of hearing changed during the course of the last five years?

[1] Increased attention to the needs of itinerant teachers.