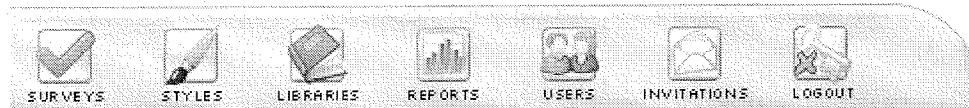


# CEHD Survey



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User: srose

## Response Details

### Response Information

Time Started: 5/6/2008 9:16:24 PM      Time Completed: 5/6/2008 9:39:11 PM  
 Total Time: 22 minutes

### Response Details

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<p><b>Name of faculty member completing this survey:</b>                  Kathleen M.Chinn</p>
<p><b>Name and location of the Deaf Education Teacher Preparation Program</b>                  Deaf Education, Special Ed./Communication Disorders, NMSU</p>
<p><b>Is your program in any danger of closing within the next five years?</b>                  Maybe</p>
<p><b>How many doctoral students do you have enrolled in your program at this time?</b>                  0</p>
<p><b>How many of the doctoral students are full time?</b>                  0</p>
<p><b>How many of the doctoral students are part time?</b>                  0</p>
<p><b>What type of financial support are your present doctoral students receiving?</b>                  Teaching Assistantship</p>

Scholarship

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

Undergrad - # - 0

MEd - # - 2

PhD/EdD - # - 0

**How many of your doctoral students have taken faculty positions in the past five years?**

0

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

No

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**Were you able to fill the position?**

N/A

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

We have no deaf education doctoral students at this time. We have four local individuals that have interest but never have applied.

We have a doctorate in special education and have about 10 students in that program 2 of whom are my advisees, but not deaf education. The program accepts any doctorate application for any specialized field in special education.

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

Teaching skills are primary, including the ability to teach across the special education curriculum including disability categories and methods courses. Teaching experience is critical. Research skills and proven ability to perform research.

Unfortunately, Deaf Education is not a primary objective at this university. How can it be when the state of New Mexico does not provide specific teacher certification for the field? New Mexico provides a generalist special education certification. Anyone who has a special education license can teach deaf children in this state. I spent my first 5 -6 years fighting this and have given up.

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

It has become steady in number but small. We have added courses and expanded our sign language program.

**What are your research interests?**

Classroom interpreters  
 Sexual abuse  
 medical audiology  
 education of culturally and linguistically diverse students

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

I am the only deaf Education faculty member.

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

Developing language and Language Arts teaching

**How many years do you project before you will retire from your Deaf Education faculty position?**

12

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

Did not teach the Intro course this semester.

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

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?**

None

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

Everything covered in Moores, D. "Deaf Education" 2002, but deeper of course.

**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?**

I have been inquiring more into both the pitfalls and advantages of inclusive education for children who are deaf including issues with interpreters.

I am about to be booted off my email session, so I must close now.

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