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Response Details

Response Information

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Response Details

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<p>Name of faculty member completing this survey: Kimberly Wolbers</p>
<p>Name and location of the Deaf Education Teacher Preparation Program University of Tennessee</p>
<p>Is your program in any danger of closing within the next five years? No</p>
<p>How many doctoral students do you have enrolled in your program at this time? 0</p>
<p>How many of the doctoral students are full time? 0</p>
<p>How many of the doctoral students are part time? 0</p>
<p>On average how many students do you graduate from your program each year? Undergrad - # - 12</p>

MEd - # - 12
PhD/EdD - # - 0

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

na

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.

There are qualified people out there who we tried to recruit, but few who wanted to undergo the rigor of a research I institution. Of the applications we received, we had a hard time finding people with both a PhD and prior teaching experience. We require 3 years of teaching experience.

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

- fluency in ASL
- strong research agenda
- teaching experience both K-12 and post-secondary
- PhD
- content area expertise in order to teach program courses

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

We do not have a PhD program.

We have made substantial changes to our undergraduate program. This is an excerpt from that documentation.
"First, this revised program provides flexibility so that students in the Education of the deaf/hard of hearing program may now develop knowledge in an additional concentration area of choice. By the end of their program, students will have completed a cognate or a minor to supplement their degree. Previously, the electives limited students to particular areas of study (e.g. literature elective, psychology elective, sociology elective). Now the electives that exist (in addition to the university general requirements) are declared as general (6 credits) and professional (12 credits). For the professional electives, students will choose an area of study such as linguistics, educational interpreting, special education, English as a second language, child and family studies, audiology and speech pathology, reading, etc. Additionally, those wanting to teach deaf and hard of hearing students in the middle and high school grades may now use their professional electives in content areas such as math, science, or English. We want to ensure our graduates will be "highly qualified".

Second, some lines of the previous program were written to suggest only one course could serve as the general requirement in a particular area (e.g., Anthropology 130 instead of social science elective). In many cases, the language was made general to

allow more options for students early in their program.

Third, three courses (Information Sciences 330, Reading Education 430, Linguistics 200) were added to the program in order to provide students with foundational and general knowledge in language and literacy prior to taking Education of Deaf/Hard of Hearing courses in language and literacy (i.e., ED415, ED416, ED529). Students will be more prepared to consider the unique language and literacy experiences of the deaf child in comparison to other children.

Third, students were previously required to take 4 courses on topics of audiology, speech pathology and speech development. This far exceeds the expectations of other deaf education programs at comparable universities. We have removed one course requirement; however, students will have the ability to apply their professional electives in this area.

Fourth, the educational interpreting courses (i.e., 226 & 432) have been moved to the second and third years of the student's program in order to provide earlier exposure to American Sign Language (ASL). Students will have completed all their required ASL courses by the end of their junior year which will allow instructors to require more ASL and use more ASL in the Education of the Deaf/Hard of Hearing courses.

Last, Education of the Deaf/Hard of Hearing 419 and 425 have been moved to the third year. They are introduction courses and should be taken prior to other Education of the Deaf/Hard of Hearing courses as well as Audiology and Speech Pathology courses."

What are your research interests?

Language and literacy

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

Visual phonics, behavior management

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

For the professional electives, students will choose an area of study such as linguistics, educational interpreting, special education, English as a second language, child and family studies, audiology and speech pathology, reading, etc. Additionally, those wanting to teach deaf and hard of hearing students in the middle and high school grades may now use their professional electives in content areas such as math, science, or English. We want to ensure our graduates will be "highly qualified". We would like our elementary preservice teachers to obtain knowledge in an additional area such as linguistics, educational interpreting, special education, English as a second language, child and family studies, audiology and speech pathology, reading, etc. We would like our graduates to be better prepared and more able to apply for specialized positions (e.g., teacher of children with multiple disabilities, early intervention or preschool teacher, teacher in an oral program, teacher in a bilingual program, teacher/interpreter).

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

30

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

23

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

6

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?

research-based teaching strategies, action research, assessment, fluency in sign

CEC standards, NCATE standards, INTASC standards

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?

the focus on data-driven instruction