



CEHD Survey

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User: **srose**

Response Details

Response Information

Time Started: 5/6/2008 11:15:03 AM Time Completed: 5/6/2008 12:13:58 PM
 Total Time: 58 minutes

Response Details

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<p>Name of faculty member completing this survey: Nanci A. Scheetz</p>
<p>Name and location of the Deaf Education Teacher Preparation Program Valdosta State University</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? We do not offer a doctoral degree in Deaf Education only a Master's</p>
<p>How many of the doctoral students are full time? N/A</p>
<p>How many of the doctoral students are part time? N/A</p>
<p>On average how many students do you graduate from your program each year? Undergrad - # - 5</p>

MEd - # - 5
PhD/EdD - # - 0

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?

We are currently waiting to hear back from the candidate

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

There is a critical shortage of qualified individuals who have the credentials to teach at the university level. When we opened our search this past year only six people applied and only two were qualified.

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

They must be fluent in ASL, they need to have a minimum of 3 years teaching experience in the public or state schools with d/hh students. Their terminal degree must be reflective of the types of courses they'll be teaching (curriculum & instruction, content areas, etc.) They must have an advanced degree (master's or higher in a deafness related field). There must be evidence of research and scholarly activity.

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

- *The thesis has been changed from a research paper only to an action research project, results of which are presented for committee review and approval
- *Coursework has been modified to include methods of teaching students with cochlear implants
- *Field experiences have been included in every semester
- *An intermediate rating on the SLPI has been required of all deaf education majors
- *Live Text is being used for data collection thus providing evidence that the standards are met

What are your research interests?

Critical thinking skills and how we're preparing our teachers to incorporate these strategies into their everyday practice

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

Language Learning
Multicultural aspects of deafness (working with various populations including American Indian, Asian, etc.)

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

Elementary/Middle School Education

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

10

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

25 (but these include interpreting majors as well)

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?

We are attracting more online master's candidates. There are several teachers who are wanting to get their master's in deaf education without leaving home.

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

Based on the research that has been conducted over the past five years through the join together project -- I feel our teachers today must be well versed in the content areas they are teaching; they must know how to collaborate with other professionals and be current in their knowledge base and teaching strategies developed specifically for d/hh students. They need to know how to integrate critical thinking skills across the curriculum and be attuned to the diversity found in typical classrooms. Knowledge of differentiated instruction and how to adapt teaching strategies for students with co-occurring disabilities is critical.

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 become more aware of the need to serve the diverse population that we have today -- and the need to provide our students with multiple field experiences so they can experience what the classroom is like today. As a result we have tried to make sure our students have the opportunity to work with students in residential schools as well as included programs.