

	2022-2023
	EdD in Deaf Studies & Deaf Education
	Dr. Ashley Greene, agreene7@lamar.edu , (409) 242-6521

Respond here:

The program has undergone significant changes, starting with the development of a new mission statement that better aligns with its current objectives. The previous mission statement emphasized bridging the gap between the signing and deaf communities, preparing teachers, interpreters, and leaders in Deaf education, and addressing oppression. However, as the program has evolved to encompass broader goals beyond these specific areas, a revised mission statement has been adopted.

The new mission statement of the Department of Deaf Studies and Deaf Education (DSDE) reflects the program's commitment to providing research-based innovative learning opportunities that nurture students to become scholars, service providers, and advocates. This revised mission statement captures the multifaceted nature of the program's objectives and its emphasis on inspiring students to make meaningful contributions in their respective fields.

Additionally, the program's recent reporting period has demonstrated the successful outcomes of the efforts undertaken in the past three years. The program's assessment data, as indicated in the WEAVE report, reflects the achievement of many of the program's established goals and objectives. These positive outcomes affirm the effectiveness of the program's initiatives and highlight its commitment to continuous improvement and meeting the evolving needs of students and stakeholders.

In summary, the program has implemented a new mission statement that better reflects its current focus and aspirations. The reporting period has shown that the program's efforts over the past th



<p>innovative learning opportunities to become scholars, service providers, and advocates.</p>	<p>Deaf Studies and Deaf Education while the stem of the T demonstrates depth of knowledge in the cognate/dissertation area.</p>	<p>Chapter 1 of their proposal as well as other ASL and English assignments to test competency in concepts, theories, and frameworks related to deaf studies, deaf education, bilingual education, and students' interest.</p>	<p>rubric for Chapter 1, and a rubric for the electronic portfolio. The proposal defense committee will fill out the rubric.</p>		<p>on the first attempt.</p>	<p>prepared to pass the comprehensive exams.</p>
--	--	--	--	--	------------------------------	--

The department of Deaf Studies and Deaf Education (DSDE) cultivates and inspires students with research base innovative learning opportunities to become scholars, service providers, and advocates.

To become leaders in the field of research, students must engage in scholarly activities. Such scholarly activities include giving presentations at various conferences in the field and publish their research. Due to the

	publication opportunities. Such publications may include ASL translations, non-peer reviewed outlets, and peer-reviewed journals.	peer-reviewed journals.			Additionally, 2 students submitted grants.	
--	---	-------------------------	--	--	--	--



		developed in Introduction course. These different components in each coursework scaffold and ensure that faculty are able to effectively determine the inclusion of the following components: research topic, statement of the problem, literature review, research methodology, data analysis, and IRB.
<p>This data tells us that with close mentoring from the dissertation chair and proposal faculty, as well as making the rubric readily available to students in the handbook, students are well prepared to pass the comprehensive exams.</p>	N	<p>No action needed on this specific item. However, meetings are being held to discuss what other areas to focus on.</p>
<p>A total of 22 students out of 29 submitted presentations or publications in the 2022-2023 academic year. This data shows us that the efforts we have made in the past few years to increase research rigor have paid off.</p>	C	<p>W1cgtahdC2 the handbook,</p>