



Internship & Program Evaluation Summary

Undergraduate Education of the Deaf and Hard of Hearing
Spring 2019

The following professional courses were beneficial to me during my program:		Strongly Agree			Agree		Disagree		Strongly Disagree	
		<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Professional Studies	ED 401 Introduction to Teaching	1	-	-	1	100	-	-	-	-
	EDF 330 Educational Psychology	1	-	-	1	100	-	-	-	-
	EDF 375 School and Society	1	-	-	-	-	1	100	-	-
	FCS 391 Child Development	1	-	-	-	-	1	100	-	-
	SPED 407 Exceptional Learners in P-12 & Secondary Programs	1	-	-	1	100	-	-	-	-
	SPED 476 Methods of Teaching Academic Subjects to the DHH	1	1	100	-	-	-	-	-	-
	SPED 482 Assessment: DHH	1	1	100	-	-	-	-	-	-
	ED 447 Instructional Technology	1	-	-	1	100	-	-	-	-
	EDI 462 Internship DHH	1	1	100	-	-	-	-	-	-
	EDI 499 Intern Certification Prep	1	1	100	-	-	-	-	-	-
	CSD 291 Normal Language Development	1	-	-	-	-	1	100	-	-
	SPED 297 Language Analysis	1	-	-	1	100	-	-	-	-
	SPED 300 American Sign Language II	1	1	100	-	-	-	-	-	-
	SPED 307 American Sign Language III	1	1	100	-	-	-	-	-	-
	SPED 320 Auditory/Oral Comm. For Deaf/HH	1	1	100	-	-	-	-	-	-
	SPED 477 Lang. Dev. & Methods of Literacy Instruction for DHH	1	1	100	-	-	-	-	-	-
	SPED 490 Psychology & Education of the DHH	1	-	-	1	100	-	-	-	-
	SPED 398 Deaf Culture	1	-	-	1	100	-	-	-	-
	CSD 411 Introduction to Audiology	1	-	-	-	-	1	100	-	-
	ED 410 The Teaching of Reading	1	-	-	-	-	-	-	1	100
EDI 461 Practicum DHH	1	1	100	-	-	-	-	-	-	

Course Comments

- ED 410-** This class should have a separate teacher and instruction from other education majors for EDHH. This class focused so much on teaching reading to children who can hear, but never discussed strategies on how to teach reading to children who can't hear the phonics sounds. I think it would be more beneficial to have a separate class tailored more toward EDHH majors or remove it as a requirement and add that into classes we already have to take.
SPED 476, 320, 477- These were 3 of the most beneficial classes throughout my whole time at Montevallo. These classes contained so much work and it was such hard work at times but it

really helped and prepared me for internship. XXX, who teaches these classes, is one of the most kind, caring, and supportive professors on campus. She willingly will stay later than class time to provide extra support and really break things down. She is also always easy to teach, either through email or a quick text if you have a question and she always responds in a timely manner. She truly cares and wants to create a relationship with her students so that they can have a successful career in teaching. Without her classes, I am not sure that I would have been prepared or as successful in internship.

CSD 411, 291- These classes were not necessarily useless to me but they didn't provide any sort of support. Once again, I think these classes should be separate from Speech path majors. They should be taught by someone who has worked in our field and knows the extent of audiological [sic] knowledge that we will have to know. Unlike speech path majors, we are not expected to know as much extensive knowledge as them. I feel like these classes could be changed into a format specifically for EDHH majors.

Question Comments

What aspects of your internship did you feel most prepared for? Explain.

- I felt most prepared about writing lesson plans. As mentioned in the previous questions, the 3 SPED classes taught by XXX were the classes that we did extensive work with writing lesson plans. If I had not had those classes and that strenuous workload I know I would not have been able to handle the workload during internship.

What aspects of your internship did you feel least prepared for? Explain.

- I felt least prepared about communicating with the students. I was not surprised by this and took it in stride. It's impossible for us to know the language as extensively as we need to before internship because we don't get enough exposure to the language or to Deaf people.

Other comments: