



Association of College Educators Deaf & Hard of Hearing

ACE-DHH

Meet Our Panelists!

More information on our panelists **can be found on page 3.**

Elections

During the 2021 General Membership Meeting elections will be held for the following positions ... **continued on page 5.**

Vision & Mission Statements

A message from the President Julie Delkamiller **can be found on page 6.**

By-law Revisions

All by-law revisions **can be found on page 8.**

Awards

A celebration of our colleagues **can be found on page 10.**

Greetings from President-Elect

Janice Smith-Warshaw



During my term as president-elect this year words cannot begin to express what a huge change we encountered with the coronavirus

pandemic. This year has been quite challenging and uncharted times for everyone. The ACE-DHH Officers and I have been working very hard to figure out the best way to proceed with the 2021 annual conference. I want to sincerely thank the Officers for their time and efforts to make the virtual conference possible for our members and conference participants.

We will host a one-day virtual panel session and business meeting on February 6, 2021. I am excited to announce that we will have three distinguished panelists. They are Drs. Carla Garcia-Fernandez, Gloshanda Lawyer, and Onudeah "Oni" Nicolarakis. The



Task Force 2 Report

The goal of the task force was to identify actionable items for addressing the decline in the number of teacher-preparation programs ... **continued on page 14.**

Task Force 2 Updates

The objectives of the Task Force #2 have been met and as a result the task force has dissolved ... **continued on page 15.**

panelists will present a 45-minute session focused on the intersection of Deaf Education and Social Justice Education. The last 15 minutes will be Q & A with the conference participants.

Our Board of Directors are suggesting revisions to the Association Bylaws. We proposed to add new board positions such as Assistant, Secretary, and Assistant Treasurer to ensure smooth transitions from the existing Officers to the incoming Officers. It is an exciting time for ACE-DHH as we continue to thrive and move forward to the betterment of the ACE-DHH organization.

I look forward to welcoming one and each one of you to the Virtual ACEDHH 2021 Conference.

Virtual Panel & Meeting Overview

Saturday, February 6, 2021

- **9am CST:** Social Justice in Deaf Education Panel Presentation; with a question and answer session to follow
- **10am CST:** Annual Business Meeting



Zoom Link for February 6, 2021 will be made available January 30, 2021 via the website and sent through Google Groups.



Introducing the Panelists



Dr. Carla García-Fernández

Carla García-Fernández, PhD, is an assistant professor at the California State University, Northridge. Carla holds a BS in Home Economics (Family and Child Studies): Child Development, from Gallaudet University, and an MA in Language, Reading and Culture: Bilingual and Multicultural Education, from the University of Arizona. She holds a doctorate in Curriculum and Instruction: Cultural Studies in Education with a graduate portfolio in Mexican American Studies from the University of Texas at Austin. Carla's research interests center around racial/ethnic and cultural identities, social justice—particularly in education, critical race studies, Deaf-Chicanx & Latinx critical studies, and multilingual/multicultural education. Prior to joining the CSUN faculty, Carla conducted multicultural education trainings with educators, student life educators, students, human service advocates, and non-profit organization board members. She co-founded Teachers for Social Justice: Deaf Learners (TSJDL), Inc., in 2014. TSJDL aims to promote social justice among Preschool-12 grade teachers who work directly with Deaf and hard of hearing learners with multiple identities and their families. Before conducting consultant work, her previous teaching positions include: Deaf Studies / Multicultural Specialist at the New Mexico School for the Deaf, teaching American Sign Language at the University of Colorado–Boulder and Front Range Community College, Summer Youth Employment Program Coordinator and Case Manager at the Community Outreach Program for the Deaf, and Teaching Parent at the Arizona State School for the Deaf and Blind in Tucson, Arizona.



Dr. Gloshanda Lawyer

Dr. Gloshanda Lawyer is an Assistant Professor of Deaf Studies and Deaf Education at Lamar University. She holds a Masters degree in Special Education with dual teaching licenses in Deaf Education and Early Childhood Special Education. She has a PhD in Special Education with emphasis on Deaf Education and Educational Interpreting. She is a former PK-12 teacher of the Deaf and former Birth-3 early interventionist. Her research interests focus on multilingual and multimodal development in young children; colonization and intersectionality within U.S. schooling systems;



and theorizing decolonizing methodologies and pedagogies in teacher/interpreter preparation programs. She practices Disability Justice and Language Justice in her professional and community spaces using them as guidance towards creating authentically human and inclusive spaces.



Dr. Onudeah “Oni” Nicolarakis

Dr. Onudeah “Oni” Nicolarakis is an assistant professor at Gallaudet University's Department of Education. She has been an educator for 15 years, having served DDBDDHH and Hearing students ranging in ages from 3 to adulthood, and used multimodal approaches to provide access in academic and social content. Dr. Oni has presented multiple times on topics such as the intersections of race and disability. Currently, her areas of interest are in producing counter narratives of the writing experience for the DDBDDHH community and redirecting attention to the advantages of the intersectional experiences from people within marginalized communities.

Celebrating Our Colleagues

Chad Smith Awarded the Innovation in Teaching Teachers with Technology Award

Chad Smith is an Associate Professor and earned his master's in Deaf Studies and Habilitation from Lamar University in Beaumont, Texas. His doctorate is in Computing Technology in Education from Nova Southeastern University in Ft. Lauderdale, Florida. He spent a decade teaching K-12 students who are deaf/hard of hearing (DHH) at the elementary, middle, and high school levels in Texas public schools. His teaching centers on ASL, differentiating communication in deaf education settings, Deaf Culture, and instructional methodologies. His areas of research centers primarily on teaching and learning methodologies of K-12 students who are DHH. His research includes deaf students' use of the Internet and technology, computational thinking with students who are deaf/hard of hearing, and 21st Century Learning in deaf education.





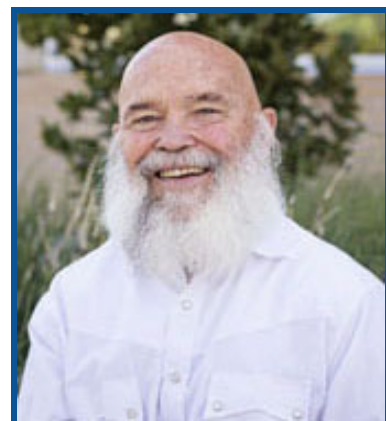
He shares his love of technology with others. He is willing to provide professional workshops to share effective ways to include technology to make coursework more engaging. In this way, he works with local teachers of the deaf and their students so that their classrooms are also more 21st Century oriented so that students cannot but help fall in love with learning. Due in part to his experiences with the future classroom learning lab, technology developers around the world including China and Japan regularly contact him to share their newest creations and seek his advice in adapting these tools for use with DHH students.

His recent publications include a contribution to *Psychology in the Schools* where he and his co-author argue that assessments need to match the content taught in the classroom. As teachers integrate technology into their pedagogy, he calls for these skills to be included in the types of assessments we use to evaluate students. This publication aligns with his Future Classroom Lab. The lab serves students as well as K-12 students who are (DHH) and the teachers who instruct them. The Future Classroom Lab is based on the model created by the European Schoolnet group in Brussels to help pre-service and in-service teachers

explore the science of teaching and learning. There are six learning zones in the lab designated to create unique experiences for K-12 students, teachers, and university students. The focus of the lab is to let faculty and students explore the idea of “if only I could.....”

Freeman King Awarded the Lifetime Achievement Award

Dr. King has been involved in teacher preparation programs for a long time. He is currently the director of the ASL/English division in Deaf Education at Utah State University, a position he has held for the past 28 years after having served at the University of Southern Mississippi and Lamar University as the Director of Deaf Education. Before becoming a teacher trainer, he was a supervising teacher at the Louisiana School for the Deaf in health and physical education. He also worked at the New Mexico School for the Deaf before that as a language arts teacher and as a coach before becoming the Dean of Students there. Earlier in his career, he was Activities Director/Interpreter-Counselor of the Deaf at Columbus Avenue Baptist Church in Waco, Texas.





Dr. King's impact on Deaf people extends beyond the United States. He traveled to Mexico and Central America many times to provide training for their teachers. Each time he drives to Mexico, he would load his car with school supplies to deliver to programs for Deaf children in Jalisco. He has also traveled to the People's Republic of China and to Ghana to provide workshops and training for teachers of deaf children.

For many years Dr. King has been a member of various organizations such as the Convention of American Instructors of the Deaf (CAID), the National Association of the Deaf (NAD), the American Society for Deaf Children (ASDC), American Sign Language Teachers Association (ASLTA), and, last but not the least, the Association of College Educators of the Deaf and Hard of Hearing (ACE-DHH). Dr. King writes many articles that offer practical, applicable information for the benefit of teachers, parents, special educators, doctors, and laymen.

Students learned as much from Dr. King outside of the classroom as they did in his classroom because he made himself accessible to students. He has sponsored student chapters of the Council of American Instructors of the Deaf and Deaf Education Student Associations where he loves to share his passion for teaching Deaf children with future teachers. Students look up to Dr. King as a mentor for becoming the kind of teachers they should be. Dr. King has been consistent in telling his students that Deaf students deserve the best in the teachers. He always strives to make sure that the students are willing to put in 110% and go the extra mile to be the best teacher they could possibly be. The vast number of former students who still stay in touch with Dr. King, who are committed to improving the education of Deaf children at their various roles and places of employment are a testament to his legacy and his love for his students and ultimately for Deaf children.

Charlotte Enns Awarded the Sr. Mary Delaney Award

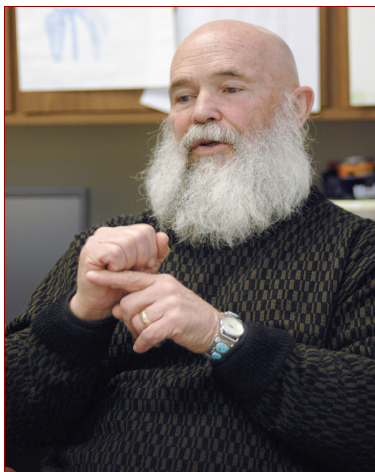
Dr. Enns has been an active contributor to the field through her teaching, research, and service over the past couple decades. Her undergraduate (1979) and graduate (1985) degrees from the University of Western Ontario were in speech language pathology. Following these degrees, she worked as a language specialist in programs educating deaf students for approximately 10 years. Through her work with Manitoba School for the Deaf implementing classroom-based teaching of communication skills, she came to consider herself more of an educator than a clinician. In 1992, she joined a research project associated with





Sign Talk Children’s Centre—a bilingual daycare that promoted the use of ASL and English among deaf children. The daycare was established by the Winnipeg Deaf Community and funded by the Health and Welfare Canada to study children’s. After this experience, Dr. Enns became interested in pursuing a doctoral program at the University of Manitoba where she could research the language and literacy development of deaf children. In 1999, her doctoral dissertation, titled “Literacy Development in Deaf Students: Case Studies in Bilingual Teaching and Learning”, received the G.M. Dunlop award for the top Canadian dissertation from the Canadian Association of Educational Psychology. In recent years, Dr. Enns has continued publishing in this area and even provided a TEDx talk focused on the visual abilities of deaf children, how language can be expressed through sign, and that there are diverse ways of making meaning through language in the world.

Dr. Enns also has a research interest in Inclusive Special Education as well as Alternative and Augmented Communication. She teaches inclusive education and qualitative research methodology for the department of Educational Administration, Foundations, and Psychology. The research of Dr. Enns over the years has largely focused on language and literacy learning and bilingual education of deaf students. In particular, she is passionate about ensuring the language and literacy rights of deaf children. One example of this is her work in developing the American Sign Language Receptive Skills Test (ASL-RST)—an instrument that provides culturally and linguistically relevant data to educational teams making decisions about deaf children. Developing the ASL-RST was an enormous undertaking that involved several years of ongoing efforts to develop, pilot, standardize, and then collect psychometric properties of the assessment. She now maintains the role of President of the Northern Signs Research Inc. which supports the development of assessments and teaching tools that promote deaf children’s bilingual language and literacy development. Her research has been funded by organizations such as the Social Sciences and Humanities Research Council of Canada and the National Science Foundation.





ACE-DHH Elections

During the 2021 General Membership Meeting elections will be held for the following:

- *President-Elect*
- *Secretary*
- *Membership Committee (Chair and 2 Members)*
- *Awards Committee (Chair and 2 Members)*

We encourage self-nominations. If you wish to nominate a colleague please contact them to confirm their willingness to serve before nominating them. The membership committee will follow up with all nominees and verify before names are placed on the ballot.

Please submit nominations to
Dave Smith dsmi147@utk.edu &
Jennifer Catalano JCatalano@flagler.edu
by January 2nd, 2021.

President-Elect. The President-Elect position is a three-year commitment, as the person elected will serve first as President-Elect, then President, and then Past President. The primary responsibility of the President-Elect is conference planning. This includes working with other board members and the local conference hosts to choose a conference theme, secure a keynote speaker, develop the conference schedule, solicit conference proposals and proposal reviewers, and make the final selection of conference proposals based on reviewer recommendations.

Secretary. This is a two-year position elected during odd-numbered years. Responsibilities include: Keeping and maintaining ACEDHH records; Recording and disseminating the minutes of all business and board meetings; Submission of copies of the minutes to be published in ACEDHH newsletters; Handling official correspondence as instructed by the President and Executive Committee.

Membership Committee. The Membership Committee shall consist of a Chair and two other Association members who are elected for a two-year term in odd-numbered years. This committee is responsible for the overall administration and management of matters including the following: Recruit and maintain a current list of ACEDHH members and conference attendees; Prepare and administer registration materials for the annual conference; Assist the Local Arrangements Committee at the conference registration table; Assist with solicitation of nominations for open board positions: Prepare ballots and conduct the election for open board positions and announce the names and positions of elected individuals (The Chair shall be the member who received the most votes during the election, and the two committee members shall be those who receive the second and third most votes during the election).



A Message From the President

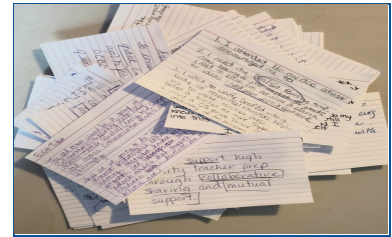


While the annual conference has been postponed due to the ongoing pandemic, the ACE-DHH Board has been busy. We have been actively meeting to draft Vision and Mission statements as well as to revise the organization's Bylaws. Please review the information and be prepared to vote at the Business meeting on February 6, 2021.

~Julie Delkamiller

ACEDHH Vision and Mission

At the February 15, 2020 business meeting, I asked attendees to consider the following questions: *Why did you attend your first ACE-DHH conference? Why did you come to ACE-DHH this year? If our success could be guaranteed, what would be the end result of our efforts?* The answers were written on notecards and collected for the Board to review. As a result of member input, the Board has drafted much needed Vision and Mission Statements for ACE-DHH to guide us in the coming years.



Vision Statement

ACE-DHH is a unified body of colleagues who prepare future professionals in the field of Deaf/Hard of Hearing education and endeavor to improve the academic outcomes and educational experiences of D/HH students worldwide.

Mission Statement

ACE-DHH strives to provide a safe space for education professionals: to disseminate research; to engage in collaborative dialogues and networking opportunities; and to share resources and current ideas related to the education of Deaf and Hard of Hearing individuals.

**Please be prepared to vote at the Business meeting on
February 6, 2021.**



Revisions to By-laws

In August, Julie and Janice met with a certified parliamentarian to review the existing ACE-DHH Bylaws and discovered a few deficiencies. As a result, the Board is recommending changes that better reflect what is already happening, improve the continuity of leadership, and clarify procedures. These will be voted on at the business meeting on February 6, 2021.

Reviewing the 2019 Bylaws with track changes (linked [here](#)) may seem overwhelming so we are including a clean copy of the proposed changes as well (linked [here](#)).

The major structural change includes a new standing committee for conference planning as well as annual elections of assistants who will become the committee chairs in the second year of the term. We are also including a list of proposed changes by Article for your reference.

Article I: Name

- Identifies the name of the organization

Article II: Membership

- Includes additional related roles for Regular membership

Article III: Dues

- Student membership dues shall be lower than Regular membership due

Article IV: Board of Directors

- Changed the name from Executive Committee to the Board of Directors ;
- Added the sections on terms of office being up to two consecutive terms, Board meetings, executive session, and compensation

Article V: Duties of the Board of Directors

- Moved the Duties of the officers to one place instead of being in two different places and realigned the numbers.
- Added a few more phrases to the descriptions to better match what is really happening.
- Added Assistant Secretary and Assistant Treasurer as discussed at the Business meeting last February



December 2020 Newsletter

- Standing Committees: Membership & Elections, Publications, and Awards will each have a committee chair and one other member elected by the membership annually
- Added Section 9 Conference Planning Committee to assist with continuity of contract expectations with hotels, interpreting, and other financial aspects of the conference
- Section 10 includes the process for Council on Education of the Deaf representatives. (They have never been included in Bylaws even though they have been part of the Board.)

Article VI: Election and Terms of Office

- Added “or until the next election” for the terms of office
- Added CED Representatives terms of office
- Each year elections will be held for President-Elect, Assistant Secretary, Assistant Treasurer, Assistant Membership and Elections, Assistant Publications, Assistant Awards, Assistant Conference Planning
- Election process clarifies that the Assistant becomes the Chair during the second year of the term

Article VII: Committees

- Standing committees were moved to Article V
- Program Committee, Special Committees, and general committee responsibilities remain

Article VIII: Annual Meeting

- Added “The Board of Directors may change or postpone the annual meeting in the event of extenuating circumstances.”

Article IX: Amendments

- Formatting changes only

Article X: Governance

- Deleted duplicate terms of office for committees

Article XI: Dissolution

- no change





Task Force 2 Report

Future of Teacher Preparation Programs

By Marlon Kuntze and Pamela Luft

I am pleased to share the report prepared by Dr. Pam Luft, the leader of the Task Force #2. The goal of the task force was to identify actionable items for addressing the decline in the number of teacher-preparation programs. The decline flies in the face of the growing shortage of qualified teachers. The key findings from a study done by Dolman (2010) shows an alarming trend of teacher training programs being shuttered starting in 1990. There were 81 programs in 1985. The number has steadily decreased and recently it is down to 62 programs with more programs announcing their likely closure. The result has led to a substantial reduction in numbers of deaf education graduates. The number of graduates went from 1,680 in 1982 to approximately 450 in 2018 with 300 anticipated for 2020 (according to a recent google poll). However, the need for teachers of the deaf has not decreased.

The report is a product of the task force meeting in Atlanta in February 2020. Pamela and I want to thank all of the committee members for their excellent ideas. We recognize that there are longer term issues that are beyond the scope of the task force. There are important issues such as the need for updated and more specific information on teacher supply and demand. We are looking at updating the data from David Dolman's 2010 article on national trends. Pam and I hope that if any of you have suggestions on how to update the data or how to access regional data on shortages, you will share the information with Pam. Both Pam and I want to thank the following individuals who volunteered to serve on the task force. They are as follows: Sarah Ammerman, Carrie Lou Garberoglio, Michelle Grempe, Jan Kelly King, Freeman King, Kym Meyer, Curt Radford, Barbara Raimondo, Mark Rust, and Blane Trautwein.

Linked below is the report prepared in a table format. It is organized around three themes: Visibility, Unique Skills, and Under-Resourced. The overall issues in different areas and actionable items for them listed in various columns and organized to fall under one of the three themes.



Task Force 2 Table Summary linked [here](#).

Task Force 2 Updates

Should the work of Task Force #2 continue?

By Marlon Kuntze and Pamela Luft

The objectives of the Task Force #2 have been met and as a result the task force has dissolved. However, if the membership feels that the work is important and should continue, we suggest that an ad hoc committee is formed. There may be important reasons for continuing the work given the commitment the coming Biden Administration has shown for education in general and for special education in particular. See the following Ed Source articles:

- [President-elect Joe Biden's expansive education agenda expected to draw greater scrutiny](#) &
- [Special Education would get a big boost under Biden proposal](#)

The key items in President-Elect Biden's plans that are relevant to the task force work are as follows:

- Increasing funding for teacher mentoring, leadership and professional development. The funds would also be used to help teachers earn additional certification in high demand areas, such as special education or bilingual education.
- Special education teacher recruitment and training.

Other things in Biden's plan that are exciting for our field are as follows:

- Expanded programs for young children with disabilities,
- Making attending public universities and historically black colleges and universities tuition-free for families earning under \$125,000 a year.
- Providing "full funding" for special education, compared to the 14% the federal government currently provides.



Memories from Atlanta



