

Individual conducting the phone interview:

Benedict

Date of phone interview:

6/5/2008

Program faculty interviewed:

Barton College (undergraduate program only)

Dave Dolman

QUESTIONS

PROGRAM

1. Is your Program in any danger of closing?

No

2. How many faculty teach the core education of DHH courses in your program?

1. Full Time:

1. Tenure Track: 2

2. NonTenure Track: $\frac{3}{4}$ position

2. Part Time: 2

3. Deaf Education Program & Faculty Positions:

1. During the course of the last five years, has your college searched for a Deaf Education faculty member?

Yes

2. If yes, what comments can you share regarding the number and quality of candidates for the Deaf Education faculty position?

Pool has always been somewhat limited.

3. Were you able to fill the position?

Yes

4. Did you fill the position with an individual with a 'new' doctorate or an individual who moved from another faculty position?

Individual will receive doctorate this August...was working on dissertation at the time of hire.

5. Do you expect your college will search for a an individual to fill a Deaf Education Faculty position in the next five years?

Hopefully not if new hire stays

6. Will this position be a tenure line position?

Yes

7. Do you have any comments you would care to share regarding what you consider to be the "available pool" of Deaf Education faculty candidates?

Not any different than it has been in the last 20 years. Comparable to what was available in the late '80s and '90s. There has always only been a handful.

8. What would you identify to be the critical characteristics, knowledge, skills and experiences that are needed by a Deaf Education faculty member at your college?

Characteristics, Knowledge, Skills:

There are so many things...so many areas that faculty need to teach...collaboration, inclusion, sign language, cochlear implants...A K-12 teacher needs to know what the classroom looks like and what happens in the classroom. It's a difficult task to prepare a deaf educator.

Experiences:

Dr. Dolman's background is residential HS TC students. (Taught in the 70's...has been at Barton for 20 years.) He wants to strike a balance in his program so he looks for someone who has exp. in oral/aural and inclusion.

9. How has your Deaf Education teacher preparation program changed during the course of the last five years and what changes do you expect to make in your program during the next five years?

Changes that have occurred:

Encourage students to obtain a 2nd license (i.e. elementary, middle school, language arts, special education). Due in part to NCLB.

Changes that are occurring now:

Debate over whether ASL or Contact/Pidgeon sign should be required of students. Although public schools & even residential schools don't seem to be emphasizing ASL, their students are using the 9 credit hrs available to take ASL with the thinking that it is then easier for them to go and learn/use Contact sign if needed.

FACULTY

1. What are your areas of research interests?

Reading, Language

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

The student teaching experience in regular education, not necessarily specific to D/HH

3. What are the topical areas that you consider your program to be particularly strong, e.g., parent/infant, working with D/HH students with additional disabilities, math education, etc.?

Open to meeting the needs of incoming students so that they in turn are open with the children they will later teach. The goal being that their students will not impose their personal judgment.

4. How many years do you project before you will retire from your Deaf Education teaching position?

10 years

5. How many years do you project before the other Deaf Education faculty in your program retire?

30 years

6. Could you please describe the ethnic diversity represented by the Deaf Education faculty in your program?

Caucasian

STUDENTS

1. During the course of this academic year, how many students were enrolled in:

1. Introduction to Deaf Education course?

1. Undergraduates: 20

2. Student Teaching?

1. Undergraduates: 6

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?

1. Noted Changes: Overall, numbers are down a little. Approximately 50% of the community is African-American. Diversity of D/HH program has increased but not proportionately so.

Questions 3, 4, & 5 not applicable.

6. On the average, how many students do you graduate from your program each year?

1. UG students: 8

7. Do you have any information concerning where your students go and what your students do following graduation from your program? How do you collect this information?

Yes. The state gathers information formally on in-state students...the D/HH program does gather information, but informally. Most students entering the program are from NC or VA. Most end up staying somewhere on the east coast. 80-90% go to public schools.

Question 8 not applicable.

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

1. Critical knowledge:

Oral/aural, language development, teaching reading

language & literacy issues, good basic academic background (i.e. to be able to help D/HH HS student with their math)

2. Critical Skills & Critical Experiences:

Comfortable in being in the role of the "expert" in the public school setting.

10. How, if at all, has your perspective of the critical knowledge, skills and experiences of teachers of students who are deaf/hard of hearing changed during the course of the last five years?

With the number of students receiving cochlear implants increasing, the support that was once needed for these students as they get older is decreasing...then leaving the more involved students with additional disabilities for us to work with...we need a strong knowledge base of other disabilities.

11. Do you have any comments or suggestions that you would like to share concerning the design and implementation of a collaborative model of doctoral preparation for the field of deaf education?

1. No: X

2. Yes

1. Comments: Being involved at the undergraduate level, didn't have too much to add...however, if model of collaboration would be similar to what ACEDHH provides, would be very beneficial. Opportunity to meet with others in field from all over US is wonderful.