

A. Individual conducting the phone interview:

1. Harold Johnson

B. Date of phone interview:

1. 5/19/08

C. Deaf Education Teacher Preparation Program:

1. Bloomsburg University

D. Program faculty interviewed:

1. Sam Slike

E. Questions:

1. Programs:

1. Is your Program in any danger of closing?
 1. No: **NOT THAT I KNOW OF**
 2. Yes:
 3. Maybe:
 4. Comments:
2. How many faculty teach the core education of DHH courses in your program?
 1. Full Time:
 1. Tenure Track: **2**
 2. NonTenure Track:
 2. Part Time: **1**
 3. Comments:
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?
 1. No:
 2. Yes: **yes**
 2. If yes, what comments can you share regarding the number and quality of candidates for the Deaf Education faculty position?
 1. Comments: **THERE WERE VERY FEW CANDIDATES (4). ...ONE MASTER'S; 2 ABD AND 1 WITH A DOCTORATE. WE WERE LUCKY TO MAKE THE HIRE THAT WE DID!**
 3. Were you able to fill the position?
 1. Yes: **YES**
 2. No:
 3. Comments:
 4. Did you fill the position with an individual with a "new" doctorate or an individual who moved from another faculty position?
 1. Yes:
 2. No: **NO**
 3. Comments:
 5. Do you expect your college will search for a an individual to fill a Deaf Education Faculty position in the next five years?
 1. Yes: **YES...BUT ONLY IF I RETIRE**

2. No:
3. Maybe:
4. Comments:
6. Will this position be a tenure line position?
 1. Yes: **YES**
 2. No:
 3. Maybe:
 4. Comments:
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?
 1. Yes: **YES**
 2. No:
 3. Comments: **There are not enough universities graduating doctoral level graduates to teach Deaf Ed on the university level!!**
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?
 1. Critical Characteristics: **Open mindedness to all of the methodologies used in our field**
 2. Critical Knowledge: **Knowledge of the basic tenants of teaching deaf/hh students including language development and theories of teaching the deaf.**
 3. Critical Skills: **Skills in teaching deaf students using a variety of sign language modes including ASL, Signed English and contact signing; Also, skills in teaching speech to deaf/hh students and post-implant therapy for cochlear implant users.**
 4. Critical Experiences: **At least three (3) years of experience in teaching a variety of deaf/hh students.**
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?
 1. Changes that have occurred: **We have added four (4) distance learning courses to our Program (We won a national award for our online design for deaf students.) We have added a camp for deaf/hh children training component to our teaching language to the deaf courses.**
 2. Changes that are expected to occur: **We hope to offer more online courses.**

2. Faculty:

1. What are your areas of research interests?
 1. **Providing equal access to deaf/hh students in online classes; Developing CD-ROM technology to teach Sign Language and Speechreading.**

2. What are the areas of research of the other Deaf Education faculty in your program?
 1. **Teacher Preparation in Deaf Education and Distance Learning; Inclusion: LRE and providing a Full Continuum of Educational Options for students who are D/HH ; Identification and Strategy Instruction for students who are D/HH with Mild/Moderate Additional Disabilities.**
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.?
 1. **Training Itinerant Teachers of the Deaf/HH - K - 12**
4. How many years do you project before you will retire from your Deaf Education teaching position?
 1. **8 years**
5. How many years do you project before the other Deaf Education faculty in your program retire?
 1. **Undecided**
6. Could you please describe the ethnic diversity represented by the Deaf Education faculty in your program?
 1. **Both Caucasian**
3. Students:
 1. During the course of this academic year, how many students were enrolled in:
 1. Introduction to Deaf Education course?
 1. Undergraduates: **30**
 2. Graduates: **0**
 2. Student Teaching?
 1. Undergraduates: **0**
 2. Graduates: **15**
 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: **More diverse students are enrolling especially from Hispanic backgrounds.**
 3. How many doctoral students do you have enrolled in your program at this time? When do you anticipate that they will graduate? how many are full-time? How many are part-time?
 1. Number of current doctoral students:
 1. Course Phase: **0**
 2. Dissertation Phase:
 2. Expected graduation of current doctoral students:
 1. 2008: **0 - we do not have a doctoral program**
 2. 2009:
 3. 2010:
 4. 2011:
 5. 2012:
 6. 2013

7. 2014

4. What kind of financial support are your present doctoral students getting?
 1. Description of current level of financial support:
5. How many deaf education emphasis doctoral applicants do you have this year? last year? how qualified are the applicants to enter your doctoral program?
 1. # of doctoral applicants - 2006-2007 AY:
 1. how well qualified:
 1. # of Excellent:
 2. # of Very Good:
 3. # of Good:
 4. # of Satisfactory:
 5. # of Unsatisfactory
 6. # of Comments:
 2. # of doctoral applicants - 2007-2008 AY:
 1. how well qualified:
 1. # of Excellent:
 2. # of Very Good:
 3. # of Good:
 4. # of Satisfactory:
 5. # of Unsatisfactory
 6. # of Comments:
 6. On the average, how many students do you graduate from your program each year?
 1. UG students: **0**
 2. M.Ed. students: **10 to 15**
 3. Ph.D./Ed.D. students:
 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?
 1. Yes: **Yes**
 2. No:
 3. Kinda:
 4. Comments: **Every 5 years we send out a questionnaire regarding our graduates' employment and a separate questionnaire is sent to their employers regarding their employment of our graduates. Each year we ask for feedback on their student teaching experiences.**
 1. Graduate follow-up data:
 2. Graduate follow-up procedures:
 8. If you have graduated a doctoral student in the past five years please answer the following
 1. How many doctoral graduates have taken deaf education faculty positions?
 1. Number:

2. If they have not taken faculty positions, can you describe the positions that they have taken?
 1. Description:
9. What do you now consider to be the critical knowledge, skills and experiences of teachers of students who are deaf/hard of hearing? **Same as # 8 above under "faculty."**
 1. Critical knowledge:
 2. Critical Skills:
 3. Critical Experiences:
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?
 1. Has not changed: **It has not changed**
 2. Has changed:
 1. Description:
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: **Sorry, I don't!**
 2. Yes:
 1. Comments & Suggestions: