

Individual conducting the phone interview:

Antia

B. Date of phone interview: May 7, 2008

C. Program faculty interviewed: Maribeth Lartz

D. Questions:

1. Programs:

1. Is your Program in any danger of closing?

1. No: No

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: 1

2. Part Time: 3

3. Comments: Part time faculty teach one course each.

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: 8 candidates total, 5 viable candidates, 3 were considered.

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. New: Person had a non-tenure track position for one year at another university.

2. Moved:

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:

2. No:

3. Maybe: Maybe

4. Comments: A position would open to replace an existing position due to retirement.

6. Will this position be a tenure line position?

1. Yes:

2. No:

3. Maybe: 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:

2. No:

3. Comments: The candidates in the pool for this position were also being interviewed by other universities with open positions. Generally, seem to be too few candidates compared to other areas of special education where open positions can expect to get 10–20 viable applicants.

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: Collaborator, ability to work across disciplines, ability to work with individuals who share other education philosophies, and with other special education disciplines.

2. Critical Knowledge: strategies for teaching auditory oral skills, multiply disabled DHH students

3. Critical Skills: Collaboration skills as mentioned above

4. Critical Experiences: with areas of auditory oral education, multiply disabled students and early intervention.

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: more balance in the program by adding auditory oral component. All students have to do an auditory oral practicum.

2. Changes that are expected to occur:

2. Faculty:

1. What are your areas of research interests?

1. Teacher preparation

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

1. English Language Learners – Applying ELL models to deaf learners.

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. Balanced auditory oral and sign program; data based instruction, language planning.

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

1. 5-6

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

1. other tenure line faculty is at beginning of career

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

1. none (and pool of candidates did not have much ethnic minority representation) deaf faculty are teaching sign language courses.

3. Students:

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

1. Introduction to Deaf Education course?

1. Undergraduates: 32

2. Graduates:

2. Student Teaching?

1. Undergraduates: 18

2. Graduates:

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: none – usually have 1-2 DHH students start program, but few complete it.

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: Have a strong special education program, but no current doctoral students with an emphasis in education of DHH.

~~1. Course Phase:~~

~~_____ 2. Dissertation Phase:~~

~~_____ 2. Expected graduation of current doctoral students:~~

~~_____ 1. 2008:~~

~~_____ 2. 2009:~~

~~_____ 3. 2010:~~

~~_____ 4. 2011:~~

~~_____ 5. 2012:~~

~~_____ 6. 2013~~

~~_____ 7. 2014~~

4. What kind of financial support are your present doctoral students getting? None – a doctoral student who entered the program in 2006–7 had to leave because of financial stresses.

~~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: 1

2. # of Very Good:

3. # of Good:

4. # of Satisfactory:

5. # of Unsatisfactory

6. 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. Comments:

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

1. UG students: 20

2. M.Ed. students:1

3. Ph.D./Ed.D. students: 0

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:

1. Graduate follow-up data:

2. Graduate follow-up procedures: Very systematic departmental level alumni survey sent out, with a breakdown by special education certificate areas. Also get informal feedback at state teacher's meetings.

~~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?

1. Critical knowledge: Development of Auditory oral skills, general education, how to support dhh students in general education, multiply disabled dhh students

2. Critical Skills: experience with auditory oral practicum, sign language program practicum,

3. Critical Experiences: see above. Difficulties in trying to fill different specialty niches such as multiply disabled dhh students with implants, exclusive auditory oral programs,

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:

2. Has changed: yes

1. Description: more balanced, added auditory oral emphasis in addition to the sign language and Deaf culture emphasis. Added emphasis on data based teaching.

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:

2. Yes:

1. Comments & Suggestions: Is supportive, we need doctoral graduates.