

A. Individual conducting the phone interview:

Jean Andrews

1.

B. Date of phone interview:

April 14, 2008 (info submitted by Jean Andrews via an e-mail message)

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C. Deaf Education Teacher Preparation Program:

1. Lamar University

D. Program faculty interviewed:

1. Jean Andrews

E. Questions:

1. Programs:

1. Is your Program in an danger of closing?

1. No: XXX (in fact, two of our former students are wanting to set up new deaf ed programs in Houston and Denton...and we have lots of students to share...as there remains a critical shortage for teachers and teacher-trainers in TX).

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: 5

2. NonTenure Track: 3

2. Part Time:

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: XXX

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

1. Comments: about 3 to 4 each time.

3. Were you able to fill the position?

1. Yes:xxxx

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: xxx we hired one of our own. Now we are looking for another new faculty position in Deaf Ed and one in ASL Studies.

2. No:

3. Comments:
5. Do you expect your college will search for an individual to fill a Deaf Education Faculty position in the next five years?
 1. Yes:XXX
 2. No:
 3. Maybe:
 4. Comments:
6. Will this position be a tenure line position?
 1. Yes: XXX. Our administration loves us. We bring in lots of grant money...about 11 million dollars in past 10 years.
 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: we are scarcer than hen's teeth, as you know.
 2. No:
 3. Comments: With 1/3 getting ready to retire, we need to train more doc leaders.
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?

This is too Broad. I can send you our ms and doc courses or check on our website. www.lamar.edu

1. Critical Characteristics:
2. Critical Knowledge:
3. Critical Skills:
4. Critical Experiences:
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 focus now on an "inclusive bilingual program" focusing on ASL and English for deaf, hearing and hard of hearing students at the MS level and at the Ed.D. deaf Studies/Deaf Education program.

We also work closely with the Speech and Hearing Sciences dept with speech and audiology skills for deaf children, especially those with CIs...for instance or deaf ed majors (MS) and doctoral (ED.d) pair with Speech pathologists in training (MS) and Au.D. doctoral candidates in Audiology to work in our small deaf CI reading camp in the summer (last year was first, this year is second).

2. Changes that are expected to occur:

We have expanded our program to assist inservice teachers get deaf ed certification and Highly qualified status...this means we have had to expand our program to be more online and added some Friday and Saturday classes. This has put a strain on faculty...we need another faculty...

2. Faculty:

1. What are your areas of research interests?

Reading (ECI to adults)

Diversity/multicultural issues

- 1.
2. What are the areas of research of the other Deaf Education faculty in your program?

Rusher: bilingual language, reading, diversity

Gentry: Math and science education, Cochlear implants

Smith: Multicultural, reading programs for African-American issues

Martin: Law and the Deaf.

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.?

Reading and literacy

- 1.
4. How many years do you project before you will retire from your Deaf Education teaching position? 6 to 10 years
- 1.
5. How many years do you project before the other Deaf Education faculty in your program retire?

Four others will probably work 10 or more years.

- 1.
6. Could you please describe the ethnic diversity represented by the Deaf Education faculty in your program?

Andrews: white hearing

Zanthia Smith: African-American hearing

Tony Martin: White hearing

Melissa Rusher: white hearing

Kathy Weldon (soft money grant) Deaf white

Kristen Jackson (soft money grant) African-American hearing

Mizzy Gietz (hard money, but for ASL BA program) Deaf White

We have a history of hiring Asian-Deaf, Hispanic deaf, and Hispanic....they move on to larger universities!

3. Students:

1. During the course of this academic year, how many students were enrolled in:
 1. Introduction to Deaf Education course?
 1. Undergraduates: 25
 2. Graduates: 20
 2. Student Teaching?
 1. Undergraduates:
 2. Graduates: 8 to 10 per semester
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: we recruit deaf, diverse and deaf-diverse as a matter of course under two DOE grants (Hispanic teachers and our Deaf Mosaic grant). It's a priority here to meet the needs of the 49% deaf diverse school children in the US. Our doc grant is also under a multicultural RFP.
3. How many doctoral students do you have enrolled in your program at this time? 17 (most are part time.....8 are ABD)

When do you anticipate that they will graduate? how many are full-time? How many are part-time?

1. Kathy Chinn: New Mexico State University, white, hearing, Deaf Education Teacher Training, graduated 1995

2. Eddy Laird, deaf, white, Teachers Deaf Ed at McDaniel College, graduated 2005.

3. Charles Katz, deaf white, teachers at CSUN graduated ?

4. Scott Whitney, white, deaf, directs the Deaf Education program at Stephen F. Austin University
5. Yolanda Rodriguez, Latino, Deaf, teaches at the Univ of Puerto Rico (part time) graduated ?
6. Yosef Alturke, Middle Eastern hearing, administrator in deaf education programs in Saudi Arabia.
7. Tareq Alraz, hearing Middle Eastern, teaches deaf education at large university in Saudi Arabia. Graduated ??
8. Cindy Plue, Asian, deaf, taught for 4 years at Northern Illinois University in deaf education. Moved to be with her husband...teaches Deaf studies at Utah Valley State University.
9. John Covell, deaf and white, taught at Western Oregon University for a number of years in deaf education teacher training.
10. Boley Seaborn (Deceased), deaf and white, taught Educational Intepreting at Lee College
11. Trina Miller, hearing and white, teaches Deafness and Rehabilitation at Emporia State University in Emporia, Kansas.
13. Carl Amos, black and hearing. West Virginia, teachers in Educational Interpreter Training.
14. Zanthia Smith, Black and hearing. Teachers at Lamar in Deaf Education Teacher Training.
15. Mary Ann Gentry, white and hearing, teachers at Lamar in Deaf Education Teacher training.

1. Keith Sibley (part time) Deaf and White. Professor of ASL Studies at Univ of TX at Pan Am (taking course...about 25% done). Comes in summer.
2. Cynthia Ingraham (part time) ABD. Works for Helen Keller in MD. Should finish Dec. 08. Black and hearing.
3. Jackie Bruce, Black and hearing (ABD). Is not currently working.
4. Melissa Rusher White hearing, hired in tenure position at Lamar, graduated Aug 2007.

5. Adonia Smith, graduated Aug 2007. works part time for McDaniel College in Teacher training. Deaf and white.
6. John Jernigan. Admin at Alabama School for the Deaf, ABD, hearing and White
7. Dennis Gilliam, White and hearing (CODA), ABD, works as principal at Alabama School for the deaf.
8. Brian Kilpatrick, white and Deaf graduated Aug 2007. works full time at Lone Star College, Houston, works as Educational Interpreter trainer.
9. Nathie Marbury, black and Deaf, employed full time at Austin Community College, training educational interpreters.
10. Lisa Bridges, deaf and white, part time, ABD in Fall, 2008. works full time at Austin Community College in Interpreter Training.
11. Yuko Surgiogo, Deaf and Japanese-Canadian, works full time as 4th grade teacher in Houston. Finished about 75% of courses. Comes full time in summer. Wants deaf ed teacher training in the future.
12. Yevette Pearce, white and hearing. Works as administrator at Alabama School for the deaf, wants to set up deaf ed teacher training program in AL (no grad program exists). ABD
13. Kathy Weldon, ABD, deaf and white. Wants deaf education teacher training. Full time on grant. Soft money.
14. Byron Bridges, graduated May 2007. Deaf and white, works at Austin Community College, trains educational interpreters.
15. Cynthia Hargraeves, ABD, white and deaf. Works at Alabama School for the deaf but wants to set up deaf ed teaching training in AL (as no masters program exists).
16. Henry Whalen, deaf, white, finished 30% of his program, part time. Teachers educational interpreting at Colin Community College in Dallas.
17. Lyndsey Dockins, part time, white hearing, on maternity leave.
18. Lesa Thomas, part time, hearing white, on leave of absence for personal reasons.

Best for you to figure the stats!

...info from Jean Andrews...4/16/08

Harold:

These are the corrected doctoral stats from Lamar's program.

5 candidates at dissertation stage

11 candidates in courses (various stages) After this fall, 2 more will be at dissertation stage.

Its hard for us to predict when they will graduate. We typically graduate about 1 to 2 per year.

Jean

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19. Number of current doctoral students:

1. Course Phase:
2. Dissertation Phase:

20. 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?

1. Description of current level of financial support:

We have a DOE grant..full time get \$17,000. Part time get what they need.

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: we get about 5 per year. About 1 or 2 are qualified.

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: 10
 2. M.Ed. students: 10
 3. Ph.D./Ed.D. students: 1 or 2
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:xxx. Most all are on grants and we are committed to assist them in finding jobs. We also continue collaborating with them.
 2. No:
 3. Kinda:
 4. Comments:
 1. Graduate follow-up data:
 2. Graduate follow-up procedures: we have this data for our university.
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? See above
 1. Number:
 2. If they have not taken faculty positions, can you describe the positions that they have taken? See above
 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?

This is SO BROAD....hard to answer. Check out the TEA standards for teachers of the deaf.

As for doctoral, we can send you our curriculum. Or better yet, check our website. www.lamar.edu

We emphasize the National Agenda in Deaf Education led by Claire Bugen and Ken Randell. We also follow higher education standards at Lamar. Our

research component is very rigorous. We have 10 core in deaf education. Students can choose a cognate (minor) and electives.

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?

Yes. Students need more information about “inclusive bilingual environments” with the information from Gallaudet’s VL2 Lab. Also they need information abt cochlear implants and deaf children (data and support from the Clerc Center at Gallaudet).

Early childhood, birth to three programs and info is critical with tie in with the Texas Newborn Infant Screening program at hospitals and audiology clinics and Early Childhood programs.

Our Ed.D. student have worked on research projects that are infused in our curriculum to:

1. study ECI brochures from 45 states. Our preliminary analysis (by 10 Ed.D. candidates and 10 Au.D. doc students) have shown us that these brochures do not provide accurate information about services. We would like to assist TEA/ECI in redoing the Texas brochure to be more aligned with current ECI practices related to hearing impairment.
2. study hospitals and how they provide Universal New Born Screening and follow up. We want to develop (with Audiologists and SLPs) outreach materials for pediatricians, ONTs, and pediatric audiologists. Our preliminary data has shown us that they are not aware of the devastating effects of hearing loss (even mild hearing loss) to language development.
3. Psycholinguistics of spoken language and sign language (Au.D. students take courses alongside of Ed.D. deaf Education students)
4. summer Deaf CI Reading camp (that brings together SLPs, Au.D., Ed.D. deaf and MS. Deaf Ed. To work with parents and deaf CI kids.
5. visiting mainstream and inclusive settings...see how well or not so well the educational interpreter are being trained (Our graduates at community college are assisting us with this development as they are training the next generation of Educational Interpreters).

6. Has not changed:
 7. 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:
 2. Yes:
 1. Comments & Suggestions

We recommend that the doctoral consortium aim to be as diverse and inclusive as possible! From LU's encounters with meetings in DC and CA, it appears that you are open to do this.

Keep it up!

Lamar's MS and Ed.D. program aim to set up an "inclusive bilingual" environment to promote the intellectual development of hearing, deaf and hard of hearing students in ASL and English. We utilize a "critical pedagogy" curriculum where students are involved in questioning and evaluating current practices for purposes of reforming Deaf Education.

We are inclusive as we collaborate closely with Lamar's Au.D. Doctoral program in Audiology. For instance, our Ed.D. Deaf ed students take a Psycholinguistics class of spoken English and ASL class together and share their professional expertise and experiences. We also bring in outside experts in Linguistics, Psychology, Deaf Studies, Drama, ASL Literature, Cochlear Implant and Reading training from Clerc Center, etc. to provide workshops to our students.

We are "bilingual" in that we stress ASL and English skills for all our students and faculty.

We also have our doc and ms students visit programs such as the Clerc Cochlear Implant Center, the National Deaf Academy, the Huntsville Prison, etc. to learn about aspects of deafness that carry into the school K-12 programming. Our deaf ed doc students present at the Texas Academy of Audiology and we plan to have them present at the Texas

Speech and Hearing meeting to address communication options for children with implants.

We think “tradition Deaf ed” has been myopic, White, hearing-centered and assimilationist” in practice thus has been ineffective, lacking in vigor, boldness and direction. Consequently, when deaf children who grow up to be bilingual/bicultural adults, they are still lagging behind in skills because of ineffective K-12 programs, where they find themselves struggling to gain access to the content curriculum with under-skilled educational interpreters or teachers not qualified in content areas....

The deaf education profession is lagging behind too! Us included! So we are looking to train teachers and leaders that become change agents and educational researchers who are aware of the full spectrum of educational and communication options. And we want them to enjoy their careers along the way using their creativity, skills etc.