

A. Individual conducting the phone interview:

1. Harold Johnson

B. Date of phone interview:

1. 5/7/08: Email responses 5.15.08

C. Deaf Education Teacher Preparation Program:

1. Ohio State University

D. Program faculty interviewed:

1. Peter Paul

E. Questions:1. Programs:

1. Is your Program in any danger of closing?
 1. No:
 2. Yes:
 3. Maybe: X
 4. Comments: Because this is a low-incidence program, it is a low probability that the position will be filled upon my leaving (death, retirement, etc). It is possible that the position will be filled since this person would also be responsible for overseeing the American Sign Language program and the program in Visual Impairment—both of which are run by ‘program managers’, etc—not tenure-track faculty. My guess is that this person would need to be ‘broader’ than deaf education—that is, have experiences or background in general education, etc. I have a degree in elementary education in addition to deaf education, and that is the way of the future for my replacement.
2. How many faculty teach the core education of DHH courses in your program?
 1. Full Time:
 1. Tenure Track: One (Paul)
 2. NonTenure Track:
 2. Part Time: We hire one or two teachers from the field to teach ONE of the methods courses.
 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: X
 2. Yes:
 2. If yes, what comments can you share regarding the number and quality of candidates for the Deaf Education faculty position?
 1. Comments: NA
 3. Were you able to fill the position?
 1. Yes:
 2. No:
 3. Comments: NA

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:
 3. Comments: NA
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:
 2. No: X
 3. Maybe:
 4. Comments:
6. Will this position be a tenure line position?
 1. Yes:
 2. No:
 3. Maybe:
 4. Comments: NA
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: X
 2. No:
 3. Comments: For a research-one institution such as Ohio State, this individual needs to be well prepared to do independent research and to secure external funding. There are so few universities that have doctorate programs in Deaf Education—so the pool is extremely limited. If such individuals do not have a strong research background, they will not be invited to an interview.
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:

Flexibility; ability to work with others of different theoretical persuasions; willingness to teach teacher-education courses; willingness to work with others on grants and research, if applicable
 2. Critical Knowledge:

Again, knowledge of theories and research in one's area and related areas; knowledge of language and literacy since the program is located in Language, Education, and Society; knowledge of teacher-education issues, including accreditation issues.

3. Critical Skills:

Ability to conduct independent research and to ‘publish’; ability to secure external funding; ability to interact and work with inservice teachers for teacher-education components of the program; ability to engage in professional national service such as reviewers of journals, holding office, etc.

4. Critical Experiences:

K to 12 experience in teaching deaf and hard of hearing students is mandatory; experience in general education classrooms is optional; experience in teaching university-level courses in deaf education is highly desirable.

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: The major change has been our move to the General Education area, which necessitated a change in the requirements for the graduate degree. All of our content courses are taught by general-education faculty. I teach extra and specific content courses in language and literacy. We are attempting to address the issue of HQT by adding more courses to the program.
 2. Changes that are expected to occur: We are contemplating a move of the program (or, actually, an addition) to the bachelors level, especially in light of the HQT issue. Right now, we are graduate degree only. Given the research-one status of this university, it expected that we will consider the hire of non-tenure track faculty (one person) to do most of the work of the teacher-education program in the field. The tenure-track faculty is still expected to teach most of the deaf education courses and to continue to do research and publish.

2. Faculty:

1. What are your areas of research interests?
 1. Specifically—reading and vocabulary development. I also write on the concept of literate thought.
2. What are the areas of research of the other Deaf Education faculty in your program?
 1. NA
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. Literacy (mostly reading) and Literate Thought

4. How many years do you project before you will retire from your Deaf Education teaching position?
 1. Unless Nature has other plans, I plan to work until my demise/death.
5. How many years do you project before the other Deaf Education faculty in your program retire?
 1. NA
6. Could you please describe the ethnic diversity represented by the Deaf Education faculty in your program?
 1. I am 1st generation Italian-Albanian American (White, Non-Hispanic) and 'deaf' (bilateral profound hearing impairment).
3. Students:
 1. During the course of this academic year, how many students were enrolled in:
 1. Introduction to Deaf Education course?
 1. Undergraduates: NA
 2. Graduates: 11 (note: We do not have an 'intro' course, but this is the number who 'started' taking courses)
 2. Student Teaching?
 1. Undergraduates: NA
 2. Graduates: 9
 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 have had a few individuals of color (2) and a few deaf students (3) in the past five years. In fact, all three deaf students (white, non-Hispanic) have been enrolled this academic year. It has been difficult to recruit individuals of color and who are deaf into this program.
 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: 2 full-time 'deaf' students (in Deaf Education only; I have 3 other students in Deaf and Sensory Studies)
 1. Course Phase: Both deaf DE students are working on their general examinations—Summer and Fall of 2008.
 2. Dissertation Phase:
 2. Expected graduation of current doctoral students:
 1. 2008:
 2. 2009: 2 (DE only)
 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: One student is on a Rotary scholarship; the other is supported by a College/School graduate assistantship.
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 (the other arrived in 2005)
 1. how well qualified:
 1. # of Excellent: 1
 2. # of Very Good:
 3. # of Good: 1
 4. # of Satisfactory:
 5. # of Unsatisfactory
 6. # of Comments:
 2. # of doctoral applicants - 2007-2008 AY: 0
 1. how well qualified:
 1. # of Excellent:
 2. # of Very Good:
 3. # of Good:
 4. # of Satisfactory:
 5. # of Unsatisfactory
 6. # of Comments: I am not accepting students in DE until the 2009 academic year. If I do accept students, this will be without university support. All of my full-time PhD students in DE are typically supported.
 6. On the average, how many students do you graduate from your program each year?
 1. UG students: NA
 2. M.Ed. students: 5 (students take two years to finish program most of the time)
 3. Ph.D./Ed.D. students: Only 12 PhD students have graduated in my 24 years—6 were in Deaf Education.
 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:
 2. No:
 3. Kinda: X
 4. Comments:
 1. Graduate follow-up data: 4 of the six PhD graduates are in university settings. Only one is in America; the rest are in Taiwan.
 2. Graduate follow-up procedures: No formal procedures in the past; starting this academic year (2008-2009), we are

required to keep track of our graduates for evaluation purposes.

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: 1
 2. If they have not taken faculty positions, can you describe the positions that they have taken?
 1. Description: Research position in university; special education faculty positions in a university; leadership position in public schools (e.g., literacy specialist)
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:

Knowledge of students who are deaf and hard of hearing (i.e., research on achievement, audiological, deaf culture; specific teaching techniques) and knowledge of content areas, specifically reading with a modicum of knowledge in mathematics, science, social studies. It is not possible for teachers to be knowledgeable in ALL content areas for a K to 12 licensure. In general, our teachers are HQT for reading at the elementary level.
 2. Critical Skills:

Ability to work with other teachers of different persuasions; ability to work with diverse students; willingness to be a lifelong learner in deafness and the content areas; ability to work with 'general-education' teachers.
 3. Critical Experiences:

This is not required, but optional: experiences in working/volunteering with children with special needs, especially deaf and hard of hearing children and adolescents.
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: X
 1. Description: The major changes are (1) skills in working with diverse teachers and students AND (2) increase understanding of the content areas (mostly reading, but also mathematics and science).

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: X

1. Comments & Suggestions: In my view, I think the collaborative model for doctoral preparation is essential for not only the survival of our 'field', but also for the development of high-quality teacher educators/researchers. For example, given the fact that most programs (if not all) only have one or two tenure-track faculty with their 'specific' areas of expertise, it is critical to have this collaboration so that the doctoral students can be exposed to a wide range of expertise AND philosophies/metatheories. It does not do our students justice if we indoctrinate them in ONE philosophy or framework AND if we do not encourage them to be 'researchers'. Like it or not, the value of research-oriented universities can be seen in the prestige associated with programs that produce strong researcher-teacher educators, who continue to do research and publish AND enjoy teacher education. Our field is small and limited; we need to depend on each other to develop a strong doctorate program and to produce top-notch scholars. This is too difficult for one or two faculty members to do at a single university. It is not necessary for ALL universities with doctorate programs in deaf education to have current doctorate students in this area, but it IS critical for the faculty in these universities to participate in the consortium. Several students do not come to my university (OSU) in the doctorate program because of the rigorous of the research requirements. I require my students to take TWICE as many research courses as others in the College. This is difficult, but nearly all go on to do good research and run a high-quality teacher-education program (that is, those who take such positions in a university setting). In short, I would really like to see this consortium model become successful and supported.
2. Suggestions: (a) Permit universities with doctorate programs in Deaf Education and NO current students to become voting members of the consortium; (b) encourage faculty in these universities (or make it attractive) to participate in the consortium effort; (c) invite other well-known researchers (universities with no doctorate programs) to participate and COMPENSATE them; (d) encourage or develop a mechanism so that all faculty

members of the consortium value the development of a **STRONG** research component in the doctoral program; and (e) develop a mechanism so that all members of the consortium can interact with the cohort of doctorate students. These are my major suggestions.