

**Individual conducting the phone interview:**

Benedict

**Date of phone interview:**

6/16/2008

**Program faculty interviewed:**

Texas Tech (graduate & doctoral program)

Dr Effie Laman

**QUESTIONS**

**PROGRAM**

**1. Is your Program in any danger of closing?**

1. Yes:
2. No: X
3. Maybe:

**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
2. Part Time:
  1. Tenure Track: 0
  2. NonTenure Track: 1

**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. Yes:
2. No: X

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

N/A

**3. Were you able to fill the position?**

N/A

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

N/A

**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: X
2. No:
3. Maybe:

**6. Will this position be a tenure line position?**

1. Yes:
2. No:
3. Maybe: X
4. Comments: Hope is that the university will approve the position to be tenured.

**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:
4. Comments: Is well aware of inadequacy of individuals in leadership roles in not only the DHH field, but also in special education at the national, state, and regional levels. There is always a need for qualified 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?**

A potential faculty member at Texas Tech wouldn't adhere to any one communication philosophy/modality. They would need to be knowledgeable of sign strategies, oral strategies, and everything in between.

**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?**

Texas Tech had a program in the 1980's. In 2002 a new dean was hired and in 2003 Dr. Laman, as a doctoral student, conducted a needs survey subsequently leading to the initiation of a graduate program in teacher preparation in DHH. The program is funded via the local regional services center. Fall 2008 will mark the beginning of the 5<sup>th</sup> cohort of 20 students to go through the program. To be considered for the program one must already hold teaching credentials and have taught for 3 years. The program boasts 100% pass rate. Despite their efforts they still cannot meet the needs of DHH children in Texas, especially in light of the aging workforce.

## **FACULTY**

### **1. What are your areas of research interests?**

1. transition into adult life; communication

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

1. deafblind
2. autism
3. literacy

### **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.?**

literacy

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

15 years

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

15 years

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

All faculty is Caucasian and hearing.

## **STUDENTS**

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

*1. Introduction to Deaf Education course?*

1. Graduates: 27

*2. Student Teaching?*

1. Graduates: 22

### **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?**

Always plenty of applicants; must cap program at 20. Even distribution of Caucasian, African-American, and Hispanic. On average 2 deaf students; have had 2 deafblind students.

### **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: 1
2. Dissertation Phase:
2. Expected graduation of current doctoral students:
  1. 2008:
  2. 2009:
  3. 2010: 1
  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: work study

**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: 0

1. # of Excellent:
2. # of Very Good:
3. # of Good:
4. # of Satisfactory:
5. # of Unsatisfactory:
6. Comments:

2. # of doctoral applicants – 2007-2008 AY: 3

1. # of Excellent: 1
2. # of Very Good:
3. # of Good: 1
4. # of Satisfactory:
5. # of Unsatisfactory: 1
6. Comments:

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

22

**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: X
2. No:
3. Comments: Students must teach in state for 2 years post graduation as part of a condition of their funding. They also require them to keep the university notified as to any changes in employment.

*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?**

It is critical that they believe in individualizing a child's program and that they thoroughly understand the concept of LRE.

**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:* X

2. *Has changed:*

1. *Description:* Continue to hold strong that teachers o/t DHH need to understand and know how to promote literacy.

**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

3. Comments: Is very familiar with NCLVI model as Texas Tech has 4 students who are participating in the program. These individuals are exiting the program more prepared and more qualified than individuals not having had the benefits of the program. Benefits of the program include healthy competition and networking. Hopes DHH will follow the NCLVI model, while focusing on the education and leadership of each individual participant and not be vested in any one particular university.