

Individual conducting the phone interview: Antia

B. Date of phone interview: April 23 08

C. Program faculty interviewed: Shirin Antia

D. Questions:

1. Programs:

1. Is your Program in an danger of closing?

1. No:

2. Yes:

3. Maybe: Maybe

4. Comments:

2. How many faculty teach the core education of DHH courses in your program?

1. Full Time:

1. Tenure Track: 1

2. NonTenure Track:

2. Part Time: 3

3. Comments: Sign language faculty are not included here but full time and part time faculty teach sign language courses.

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: We had three applicants – but it was a soft money position so were not able to attract a lot of candidates

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. Moved: individual who moved from another position

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:

6. Will this position be a tenure line position?

1. Yes:

2. No:

3. Maybe: maybe

4. Comments: UA is in a budget crunch and our dept is facing many changes. No way to tell what the future will bring.

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: We had two qualified candidates - and chose the experienced candidate.

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: ability to conduct research, develop programs, lots of initiative, ability to work with a wide variety of students and program personnel with different philosophies.

2. Critical Knowledge: of oral language development, literacy, needs of hard of hearing students.

3. Critical Skills: grant writing, research (especially if tenure track).

4. Critical Experiences: some teaching experience, research experience, publications if possible.

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: focus changed from preparing teachers for self-contained classrooms to supporting students in public schools. Focus on evidence based education, Changed to web based distance education program.

2. Changes that are expected to occur: Examination of the role of teachers of DHH as more DHH students are implanted early and receive education in public schools and general education classrooms.

2. Faculty:

1. What are your areas of research interests?

1. Academic and social progress of DHH students in public schools, peer interaction, support of DHH students in general education classrooms.

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

1. Outcomes of early intervention;

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. Hard of hearing students, itinerant teaching

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

1. 10

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

1. 5-10 - difficult to tell as all other faculty teaching core courses are part time.

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

1. 1 Asian American

3. Students:

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

1. Introduction to Deaf Education course?

1. Undergraduates: 10

2. Graduates: 5

2. Student Teaching?

1. Undergraduates: none

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 are attracting more DHH students as we move to a web based 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: 3

1. Course Phase:

2. Dissertation Phase: 2

2. Expected graduation of current doctoral students:

1. 2008:2

2. 2009:

3. 2010:

4. 2011:

5. 2012:1

6. 2013

7. 2014

4. What kind of financial support are your present doctoral students getting?

1. Description of current level of financial support: 2 students are supported through federal doctoral grants in special education. One has no support currently.

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. # of Comments:

2. # of doctoral applicants – 2007–2008 AY:1

1. how well qualified:

1. # of Excellent:1

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: 8–10

3. Ph.D./Ed.D. students: 1 approximately every 2–3 years. This depends on sources of support. When we have doctoral grants in special education we attract and graduate more 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: Follow up questionnaires

1. Graduate follow-up data: Can provide it – it's quite complex. We collect data on where they work, the number and kinds of students with whom they work and their job responsibilities.

2. Graduate follow-up procedures: Questionnaires

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:

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: cochlear implants, early childhood language and literacy development, needs of hard of hearing students

2. Critical Skills: ability to work with other professionals, good communication skills.

3. Critical Experiences: general education experience

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 emphasis on developing oral skills, learning strategies for DHH students in general education,

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: Too few new people are entering the field with doctorates. Programs seem to be robbing other programs!