

A. Individual conducting the phone interview:

1. Harold Johnson

B. Date of phone interview:

1. 3/26/08

C. Deaf Education Teacher Preparation Program:

1. University of Tulsa

D. Program faculty interviewed:

1. Sharon Baker

E. Questions:

1. Programs:

1. Is your Program in any danger of closing?

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

1. enrollment was low two years ago, at that time there seemed like a threat of closing, but nothing since then

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

1. Full Time:
 1. Tenure Track: 1
 2. NonTenure Track: 1 (vacant now...for a year now)
2. Part Time: 4...teaching 6 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:
2. Yes: X

1. yes had three searchers in last three years

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

1. Comments: There does not appear to be an adequate pool of candidates for faculty positions.

3. Were you able to fill the position?

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

1. each year of the three year search, she had less applicants...each year indi seemed to be less qualified...this was a clinical position....non tenure track...salary could be low

2. the best candidates seemed to go to the larger universities...just could not compete

3. at the present time, have two candidates, neither are CED certified
4. Did you fill the position with an individual with a "new" doctorate or an individual who moved from another faculty position? N/A
 1. Yes:
 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:
 2. No: X
 3. Maybe:
 4. Comments:
 1. afraid that if the position is not filled this year that it will not be available in future years
6. Will this position be a tenure line position?
 1. Yes:
 2. No: X...clinical
 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: X
 2. No:
 3. Comments:
 1. extremely limited
 2. even for practitioner level position
 3. very hard to find indi with teaching exp to leave their position and its retirement system
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:
 1. need strong background in methods of teaching stu who are d/hh
 2. ability to work with students in the field
 3. strong know of bilingual methods + ability to teach in ASL + ability to teach literacy + ability to teach CI...must teach in all three areas
 4. must be a strong mentor
 5. do not need to have such a strong research background
 6. need at least 3 yrs teaching exp
 7. background in grant writing

8. strong action research orientation, i.e., doing action research with teachers in the field
9. need to be willing to pursue their doctorate...to be able to be the Director of the program
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:
 1. constantly change
 2. work with STAR schools, have integrated bilingual strategies into the prog
 3. changing the practicum placement identification/placement...need to find even stronger placements...now placing stu at a residential setting + public school
 2. Changes that are expected to occur:
 1. we are a 'clinic' and the Dept. Chair want us to dev a CI clinic
2. Faculty:
 1. What are your areas of research interests?
 1. cultural diversity
 2. language...early exposure + connection to reading
 2. What are the areas of research of the other Deaf Education faculty in your program?
 1. N/A..none
 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. We are an undergraduate program and working with young students to give them a foundation in deaf education. We don't produce specialists in an area. However, because of the PT# grant, have used technology a lot...work with remote tutoring will be innovative
 4. How many years do you project before you will retire from your Deaf Education teaching position?
 1. 10-13 yrs.
 5. How many years do you project before the other Deaf Education faculty in your program retire?
 1. N/A
 6. Could you please describe the ethnic diversity represented by the Deaf Education faculty in your program?
 1. Sharon is only faculty...she has a Native American cultural heritage

3. Students:

1. During the course of this academic year, how many students were enrolled in:
 1. Introduction to Deaf Education course?
 1. Undergraduates: 5 deaf ed majors + 9 other minor in deaf ed
 2. Graduates: 0
 2. Student Teaching?
 1. Undergraduates: 3
 2. Graduates: 0
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:
 1. diversity has increased slightly due to Sharon's efforts
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? N/A
 1. Number of current doctoral students:
 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?
 1. Description of current level of financial support: N/A
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? N/A
 1. # of doctoral applicants - 2006-2007 AY:
 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: 5
 2. M.Ed. students: 0
 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:
 2. No:
 3. Kinda: X
 4. Comments:
 1. Graduate follow-up data:
 1. has not been gathered systematically
 2. Graduate follow-up procedures:
 1. have a data base where the stu go after graduation
 2. only way to keep current is if they e-mail
8. If you have graduated a doctoral student in the past five years please answer the following N/A
 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:
 1. proficiency in ASL and English
 2. skill in teaching literacy to students
 3. ability to work with diverse stu...both ethnically and additional disabilities...student population is getting increasingly challenging
 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?
 1. Has not changed:
 2. Has changed:
 1. Description:
 2. change is the in relation to "ability to work with diverse stu...both ethnically and additional disabilities...stu

population is getting increasingly challenging...stu who are in the mainstreaming settings are the best of the stu...stu who remain in self-contained classes in public school programs are increasingly the most difficult to teach

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:

1. we need a place where stu can go in OK for a M.Ed. or doc...need a program that is flexible...via distance ed...that will take them from a basic level to Master Teachers