

**Individual conducting the phone interview:**

Benedict

**Date of phone interview:**

6/18/2008

**Program faculty interviewed:**

Dr Tina Herring

**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: 1
  2. NonTenure Track: 1
2. Part Time:
  1. Tenure Track:
  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: X
2. No:
3. Comments: Last search was for Dr Herring herself.

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

1. Comments: She is told it took two years to find her and the university had interviewed about 7 individuals during that time.

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

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

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

1. Yes:
2. No:
3. Maybe: X
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:
2. No: X
3. Comments: No idea until we actually post the position.

**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?**

- Ph.D. in Special Education, Deaf Education, or related field
- Experience teaching deaf children in a variety of settings
- Signing skills
- A good teacher who is generally knowledgeable about instructional strategies and methods to use with children who are deaf and deaf with additional disabilities
- Works well with others, is a team player
- Willingness to participate in campus activities

**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?**

*Changes that have occurred:*

Is told they had a lot more students than they have now (had about 25 before).

*Changes they are expecting:*

Don't know if enrollment will increase or not given the budget; however, they have a new building they will moving into soon, a new lab school that is part of a regional program; opening an ASL lab. School is putting a lot of money into their program.

## **FACULTY**

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

Echo behavioral analysis...basically analyzing the environment and teacher/student interaction and behaviors

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

Not applicable. University of Sciences & Arts of Oklahoma is an undergraduate university and therefore not a research institution.

### **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.?**

- Because they are an undergraduate institution they don't get the opportunity to focus on one area; however, they do a good job with being comprehensive
- Students do take an extra 20 hrs in a specialty area

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

Too long. Has only been a professor for 6 years

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

Within 2-3 years

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

All Caucasian, two female, one male, one hard of hearing, one CODA

## **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. Student Teaching?*

1. Undergraduates: 4

### **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: Numbers have decreased; Students are primarily Caucasian, female, middle class

*Questions 3, 4, and 5 not applicable.*

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

1. UG students: 5 to 10

**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?**

Yes, very informal, primarily via email. Recently underwent CED program review so collection and reporting of data was a bit more formal.

*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?**

- classroom management
- multiple disabilities
- training itinerants (Regarding CED program review – requires student teachers to have so many contact hours...would love to place student teachers in itinerant settings, but placement wouldn't allow for sufficient contact hours)

**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:* NCLB has forced teachers to function as itinerant, as consultants...before DHH teachers were in resource rooms teaching subject areas...now DHH students are in mainstream settings and itinerants are acting as consultants...completely different set of skills are needed to teach a fellow teacher as opposed to teaching a child...one might expect teachers to be comfortable working with people in general, but many are only comfortable working with children, not other adults...as an itinerant need to be able to fix a hearing aid, an FM system, or perhaps a cochlear implant – you don't necessarily learn that in school

**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: X

2. Yes:

3. Comments: Would like to make sure people from a variety of backgrounds would be considered for the program (i.e. individuals with degrees and experiences in a variety of fields – special education, multiple disabilities). From her own experience with a PhD in special education felt was not attractive to programs other than deaf education because her master's and experience was all in deaf education