

Individual conducting the phone interview: done by completing questionnaire

B. Date of phone interview:

C. Program faculty interviewed: **J. Freeman King, Ed.D.; Deaf Education Program Director; Utah State University**

D. Questions:

1. Programs:

1. Is your Program in any danger of closing?

1. No: **X**

2. Yes:

3. Maybe:

4. Comments:

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

1. Full Time: **5**

1. Tenure Track:**3**

2. NonTenure Track:**2**

2. Part Time:

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**

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

1. Comments:

3. Were you able to fill the position?

1. Yes: **x**

2. No:

3. Comments: **It was extremely difficult to find a doctoral level individual who met the qualifications for the position—a very small pool of applicants.**

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:
2. No:
3. Maybe: **X**
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: **X**
2. No:
3. Comments: **The pool from which to draw is VERY small.**

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: **One who is very skilled in ASL and Deaf culture, preferably one who is Deaf.**
2. Critical Knowledge: **Literacy and language development.**
3. Critical Skills: **How to link ASL and the written form of English.**
4. Critical Experiences: **Classroom experience.**

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: **Our program has progressively moved from a medical model to a socio-linguistic-cultural model.**
2. Changes that are expected to occur: **A continuation of the above.**

2. Faculty:

1. What are your areas of research interests?

1. **ASL linguistics and literacy in English.**

2. What are the areas of research of the other Deaf Education faculty in your program? **Literacy, reading, and ASL teaching.**

1.

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. **ASL pedagogy, literacy, and parent/infant training.**

4. How many years do you project before you will retire from your Deaf Education teaching position? **When they drag my cold, dead body out of the office.**

1.

5. How many years do you project before the other Deaf Education faculty in your program retire? **20-25 years.**

1.

6. Could you please describe the ethnic diversity represented by the Deaf Education faculty in your program? **One Deaf; 1 American Indian**

1.

3. Students:

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

1. Introduction to Deaf Education course? **25**

1. Undergraduates: **25**

2. Graduates:

2. Student Teaching?

1. Undergraduates:

2. Graduates: **12**

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: **Being in Utah, the vast majority of our students are Anglos.**

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? **Since we do not have a doctoral program in Deaf Education, the sections specific to doctoral students are not applicable.**

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:

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. how well qualified:
 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:

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

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

1. UG students:

2. M.Ed. students: 10

3. Ph.D./Ed.D. 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: **X...We have stayed in touch with our graduates over the past 17 years. The majority remain in state to teach; however, we have former students teaching in Washington, CA, AZ, Washington, DC, Montana, Hawaii, Idaho, PA, Alaska, and CO.**

2. No:

3. Kinda:

4. Comments:

1. Graduate follow-up data:

2. Graduate follow-up procedures:

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:

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? **We are basically a bilingual/bicultural teacher preparation program. Therefore, our emphasis is ASL, English, and literacy development. Also, we require dual certification: Deaf Education and/or Elementary, Secondary, or Early Childhood Education.**

1. Critical knowledge:

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:

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 :**Based on our philosophy of teacher preparation, it seems only evident that teachers should be prepared to focus on the strength of the deaf or hard of hearing student, not their weakness. The child who is deaf is primarily a visual learner, therefore our focus is on the acquisition of a visual language that can then be connected to English in its written form.**