

Individual conducting the phone interview: Antia

B. Date of phone interview: 8th April 2008

C. Program faculty interviewed: Jerry Bateman

D. Questions:

1. Programs:

1. Is your Program in an danger of closing?

1. No: NO

2. Yes:

3. Maybe:

4. Comments: Evaluation indicated some problems with the 80% pass rate for state exam so increasing the requirements for acceptance.

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

1. Full Time: 4

1. Tenure Track: 4

2. NonTenure Track:

2. Part Time: 15

3. Comments: altogether 20 faculty – some from the research dept are teaching courses. 15 individuals from the research and interpreting departments are teaching 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: Person hired stood right out – wanted a person who was a teacher of Deaf. Person was ABD but has now received the degree. Needed someone with teaching experience. Interviewed 3 candidates; had two good candidates that had the qualifications. One was not qualified. Had applications from international individuals.

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? New

1. Yes:

2. No:

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: yes

2. No:

3. Maybe:

4. Comments: Will need another position in 2 – 3 years. Will probably be searching for 2 positions in the next 5 years.

6. Will this position be a tenure line position?

1. Yes: one position will most likely be tenure line, perhaps 2

2. No:

3. Maybe:

4. Comments: RIT is trying to cut down on tenured individuals. A number of positions are moving to lecturer which are one year renewable.

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: Individuals who have classroom teaching experience, a doctoral degree, deaf, and with science math background. The total pool is very small and additional requirements make it even smaller.

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: Would prefer faculty who are deaf themselves

2. Critical Knowledge: Science and math knowledge

3. Critical Skills: experience with younger children and with classroom teaching experience. Would also like someone with itinerant experience.

4. Critical Experiences: classroom teaching 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: math and science is always a focus in this program.

2. Changes that are expected to occur: expect to obtain more data on graduates and to obtain program evaluation data.

Faculty:

1. What are your areas of research interests?

1. reflective teaching, self-efficacy

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

1. Math and science education

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. Teaching school subjects particularly math, science social studies, English; producing ASL classroom teachers

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

1. 8-10 years

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

1. two years for the first retirement, another faculty member will go part-time in two years.

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

1. 10-15% students from minority ethnic groups.

3. Students:

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

1. Introduction to Deaf Education course?

1. Undergraduates:

2. Graduates: 55

2. Student Teaching?

1. Undergraduates:

2. Graduates: 18

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: trying to reduce total numbers, getting more applications from unqualified deaf 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:

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. # 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:

2. M.Ed. students: between 22 and 30

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:

2. No:

3. Kinda:

4. Comments:

1. Graduate follow-up data: Most graduates (2/3) are employed at schools for the deaf - 1/3 are employed in public school programs

2. Graduate follow-up procedures: NTID employment office keeps a comprehensive data base. This year the program will be doing an alumni survey to evaluate the program and consider changes that are needed.

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?

1. Critical knowledge: knowledge needed to be an effective itinerant teacher;

2. Critical Skills: diagnostic testing; academic assessment skills, writing IEPs.

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: changes that will occur are the necessity of transition plans, working with students with other disabilities, skills for itinerant teachers,

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: Doctoral programs should hook up to Education of DHH teacher prep programs, have access to schools, doctoral students should have access to NTID faculty. Doctoral students should be able to mentor student teachers, and complete small research projects for e.g. – work with MA students on capstone projects, complete curriculum projects, complete major reviews of literature.

Additional comments: had to do more data collections, need more numbers to provide evidence for the claims. Collecting more program evaluation data. Had more deaf students – most are getting through – but lots of barriers for the certification tests. – state requirements are getting tougher – even though program meets the requirements – the high stake testing is problematic. Incorporating evidence based teaching – need to show how.

2. F, itinerant is growing.