

Individual conducting the phone interview:

B. Date of phone interview:

C. Program faculty interviewed: **Ellen Schneiderman**

D. Questions:

1. Programs:

1. Is your Program in any danger of closing?

1. No: **No, but our enrollment is problematic**

2. Yes:

3. Maybe:

4. Comments:

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

1. Full Time:

1. Tenure Track: **2**

2. NonTenure Track: **1**

2. Part Time:

3. Comments: **ASL classes and Deaf Culture, Structure of ASL, Hearing Science are taught through other departments**

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: **No**

2. Yes:

~~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:~~

~~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. 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:
2. No:
3. Maybe: **Hopefully (budgetary issues)**
4. Comments:

6. Will this position be a tenure line position?

1. Yes: **Yes**
2. No:
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:
2. No:
3. Comments: **The last time we searched, approximately 6 years ago, the pool was minimal. We had a position open for multiple years.**

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: **collegial, team player**
2. Critical Knowledge: **(depends upon the particular opening that we are seeing to fill)**
3. Critical Skills: **ASL proficiency; effective teaching skills; strong communication skills with others**
4. Critical Experiences: **K-12 teaching experiences in DHH settings; Deaf Community involvement; school leadership**

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: **more diversified early fieldwork opportunities, developments in technological applications; collaborations with infant-12 DHH teachers in coursework (EC-DHH and audiology/speech courses)**
2. Changes that are expected to occur: **new state standards will result in the infusion of greater content related to autism**

2. Faculty:

1. What are your areas of research interests?

1. **early language and literacy; effective language and literacy practices**

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

1. **phonological processing skills of DHH readers and potential uses of Visual Phonics**

2. **Hispanic Deaf families**

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. **promoting L1 and L2 BICS/CALP; bilingual strategies**

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

1. **10 years maximum**

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

1. **a lot longer**

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

1. **Caucasian & Hispanic**

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: **12**

2. Student Teaching?

1. Undergraduates:

2. Graduates: **8**

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: **no; our students are quite diverse already**

~~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: **8**
    - 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: **follow-up data collection; informal contacts**
    - 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?

1. Critical knowledge: **just revised through ACE-DHH**

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: **with rise in cochlear implants, competencies related to audiological components require expansion; competencies related to children with multiple disabilities require expansion**

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-granting institutions typically emphasize research and theory. Upon arrival at a teaching institution; doctoral candidates are typically unprepared for the expectations required.** When we have hired new faculty members, fresh from doctoral programs, they are often unprepared for the amount of their jobs that will related to advising

students in programs, field supervision and the negotiation of field-related issues, to course development and modification, to developing collaborative relationships with colleagues and working within departmentally developed scope and sequence of coursework. This is not only true of faculty in the DHH area, but most of the faculty that are hired for position in our SPED department in general.

The primary focus of our state university system is in the preparation of teachers. If there is time and support for other scholarly efforts, it is only through overtime efforts or pure initiative on the part of the faculty member to seek out pockets of support. We have found some sense of disgruntlement that the life of a professor is not one of only reflection, academic freedom and cognitive wrestling with the "big picture".

I really feel that doctoral programs preparing candidates for the world of teacher education need to make a greater effort to emphasize the bridges that MUST be created between research and practice.