

**A. Individual conducting the phone interview:**

1. Harold Johnson

**B. Date of phone interview:**

1. 4/14/08

**C. Deaf Education Teacher Preparation Program:**

1. Eastern Michigan University

**D. Program faculty interviewed:**

1. Linda.Polter@emich.edu

**E. Questions:**

1. Programs:

1. Is your Program in any danger of closing?

1. No:

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:

2. Part Time:

3. Comments:

1. do hire one adjunct to teach sign communication class + sometimes do hire extra people to act as university supervisors for student teaching

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:

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

1. Comments:

1. Linda was hired in 02 as adjunct, then 02 a faculty retired, then Dr. Quinn retired in 04 with a faculty buy out...Linda became full time in 04, then Brenda Doster was hired full time 06-07

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:
  1. Brenda has a Ph.D and Linda has a Ed.S...both indi came from K-12 vs. another university
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:
  4. Comments:
    1. Linda is up for tenure this fall, and Brenda up for reappointment in the Fall....always wondering how the University views the Program
6. Will this position be a tenure line position?
  1. Yes:
  2. No:
  3. Maybe:
  4. Comments:
    1. if they keep it, i.e., the Program
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:
    1. small pool because there are not a lot of people who want to retire from K-12 to the stressful position of a University + people that are viable indi in K-12 would take a pay cut to work at the University
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. expertise in instruction, scholarship and service
    2. teach four courses a semester
    3. expect above eval in instruction and service and average in scholarly
    4. collaboration w/ faculty and K-12
    5. auditory oral focus...would expect faculty to teach speech, language and aural rehab + supervision of students in field experiences
    6. to be able to well teach their content areas...this is a teaching university
    7. be available to students...scheduled office hrs + by appointment
    8. want 3 yrs + of K-12 exp.

9. working in a consultative manner with teachers in the K-12 setting

10. From our Department Evaluation

Document...Assistant Professor & Associate

Professor criteria for tenure: Instructional

Effectiveness - distinctly above average

Scholarly/Creative - average Service - distinctly

above average

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. have expanded preservice placements...the number of schools at which students are placed...due to changes in the school populations, i.e., where the students are now...due to EHDI + technology changes

2. how to better use our field placements, e.g., more careful placements + nurturing of placement to build opt...+ dev/searching for new placements

2. Changes that are expected to occur:

1. more collaborative teaching with early childhood and general education...because that is where the d/hh students will be

2. see more need ECED + General ed (Itinerant) + working MH d/hh

3. Eastern Mich stu can bet a minor in ECED

4. exploring how technologies can be used to facilitate remote teaching and supervision

2. Faculty:

1. What are your areas of research interests?

1. strong public school background...improving the quality of their programming and how such can enhance teacher preparation

2. new teachers working with parents....how well are we preparing preservice teachers to work with parents

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

1. interested in alternative field exp + urban education

2. entire faculty of dept is interested in inclusion questions

3. Dr. Doster's dissertation was in the area of social interactions of students in inclusion settings; her participants were students with cognitive impairments

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. auditor oral education...strong preparation...all aspects
  2. general ed prep
  3. minor...all required to have...many are changing their minors into majors...to become highly qualified
  4. strong special education core series of classes...5 course SPED core
  5. are a cohort program....students stay together their entire time at EMU
4. How many years do you project before you will retire from your Deaf Education teaching position?
  1. unsure
5. How many years do you project before the other Deaf Education faculty in your program retire?
  1. unsure
6. Could you please describe the ethnic diversity represented by the Deaf Education faculty in your program?
  1. 1 Caucasian
  2. 1 African/American
  3. both female
3. Students:
  1. During the course of this academic year, how many students were enrolled in:
    1. Introduction to Deaf Education course?
      1. Undergraduates: 7
      2. Graduates: 0
    2. Student Teaching?
      1. Undergraduates: 5
      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. mostly white women....= no changes
  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:
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: 9
    2. M.A.. students: 1
    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:
    4. Comments:
      1. Graduate follow-up data:
        1. department sends out survey...no real info re what happens
        2. informal contact with grad
        3. want more formal grad follow-up
      2. Graduate follow-up procedures:
  8. If you have graduated a doctoral student in the past five years please answer the following 0
    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. impact of CI is changing our whole remediation model, we really need to focus on "habilitation" vs. "rehabilitation" model
    2. need to look at more preclinical experiences with d/hh stu in home settings, with families and consultation with general ed teachers
  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:
      1. move from a remedial to a 'habilitation' model...deaf ed is on another path due to EHDI and early intervention...focus upon prevention vs. reacting to it
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:
      1. on a good path...still have a huge need for teachers around the country...+ faculty with a high level of competencies...