

A. Individual conducting the phone interview:

1. Harold Johnson

B. Date of phone interview:

1. 5/7/08

C. Deaf Education Teacher Preparation Program:

1. Fontbonne University

D. Program faculty interviewed:

1. Susan Lenihan

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: 1 half-time and 5 adjunct

3. Comments: There are also full time and adjunct faculty who teach core courses, but more the "related" courses in special ed and speech-language.

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: This was the .5 position and we recruited the faculty member from our professional development school

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?

See 3.1 above

1. Yes:

2. No:

3. Comments:

5. Do you expect your college will search for an individual to fill a Deaf Education Faculty position in the next five years?
 1. Yes:
 2. No:
 3. Maybe:
 4. Comments:
6. Will this position be a tenure line position?
 1. 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: I frequently get calls from colleagues looking for deaf education faculty. I have a list of some individuals that I recommend. It's very difficult to find faculty who are willing to re-locate.
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: Commitment to service at a Catholic institution; willing to carry a heavy course-load; excellence in teaching and supervision of practicum and student teaching
 2. Critical Knowledge: Listening and spoken language development is essential; auditory technology, educational placements in general education settings
 3. Critical Skills: Ability to develop listening and spoken language; effective lesson planning; willingness to coordinate state and CED program evaluation
 4. Critical Experiences: Experience teaching in an auditory-oral setting; work with 0-3 is a plus
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: Increased emphasis on early intervention and early childhood education; increased emphasis on auditory technology; increased emphasis on services needed for children in local school settings with support services
 2. Changes that are expected to occur: Hard to predict—perhaps more emphasis on collaborative service provision and public and private partnerships

2. Faculty:

1. What are your areas of research interests?
 1. Early intervention, cochlear implants, early literacy, auditory technology; family-centered services
2. What are the areas of research of the other Deaf Education faculty in your program?
 1. Auditory technology
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. Listening and spoken language development for both grad and undergrad; auditory technology and child development for both grad and undergrad; family-centered early intervention for grad
4. How many years do you project before you will retire from your Deaf Education teaching position?
 1. This answers changes from time to time. Eleven more years is probably realistic.
5. How many years do you project before the other Deaf Education faculty in your program retire?
 1. 5 years for the other full time faculty and 2 or 3 for the half-time faculty
6. Could you please describe the ethnic diversity represented by the Deaf Education faculty in your program?
 1. The 2.5 faculty members specifically in deaf education are all Caucasian. The students have African American instructors in special education coursework.

3. Students:

1. During the course of this academic year, how many students were enrolled in: These are estimates and don't include slp students who often take these courses
 1. Introduction to Deaf Education course?
 1. Undergraduates: 5
 2. Graduates: 6
 2. Student Teaching?
 1. Undergraduates: 4
 2. Graduates: 3 + 10 in advanced practicum for early intervention
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: Our undergraduate numbers have dropped over the last five years. We cap our graduate enrollment at 10 and we usually have 10 graduate students in each cohort and are not able to accept all qualified students who apply.
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? We don't have a doctoral program—so no responses to the next set of questions.

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: 8
 2. M.Ed. students: 10 (MA in Early Intervention in Deaf Education)
 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: Occasionally we lose track of a graduate, but in general they remain in close touch with us
 1. Graduate follow-up data: Most of our graduates are teaching in auditory-oral public or private programs. Most are in the Midwest but we have graduates all over the country and world. Most are working with children in pre-school through 8th grade, but there are a growing number working early intervention and some working with students at the middle and high school level—usually in an itinerant role rather than self-contained.
 2. Graduate follow-up procedures: Both informal and formal follow-up surveys from our department, the teacher certification unit and the student affairs office.
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? The core competencies of the AG Bell Academy pretty well address the critical knowledge, skills and experiences needed by teachers in a listening and spoken language environment (I'll attach that document). I believe this list includes issues related to additional disabilities and English Language learners.
 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: Increased numbers of children and families needing early intervention services and access to advanced auditory technology
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: I think you've heard many of my comments already but in brief, I would like to be sure

that any individual completing a doctoral program in deaf education has knowledge AND experience working with deaf children who listen and use spoken language to communicate. Also, maybe not all doctoral students, but at least many doctoral students should have knowledge and experience working with families and collaborating with related professionals including speech-language pathologists, general education teachers, audiologists, ots and pts.