

Individual conducting the phone interview: Antia

B. Date of phone interview: May 10, 2008

C. Program faculty interviewed: Susan Easterbrooks, Ed.D.

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:

1. Tenure Track:1

2. NonTenure Track:

2. Part Time:2

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:x~~

~~2. Yes:~~

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

~~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. New:~~

~~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:x

2. No:

3. Maybe:

4. Comments: At retirement of present tenured faculty person there will most likely be a search for a faculty person. Hope that the search will begin prior to retirement.

6. Will this position be a tenure line position?

1. Yes:x

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:x

3. Comments:

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:

2. Critical Knowledge: classroom instruction – both content and pedagogy; cochlear implants in children;

3. Critical Skills: pedagogical skills, research skills,

4. Critical Experiences: teaching experience, either classroom or clinical; research experience – specifically pedagogical research, experience in leadership – person should have been involved in some capacity with leadership in the field; record of publications.

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: Changes have been driven by NCLB. All students have to be highly qualified in one subject area. The courses in deafness had to be reduced in order to make space for three courses in literacy.

2. Changes that are expected to occur: more emphasis on multiple disabilities.

2. Faculty:

1. What are your areas of research interests?

1. Language and literacy, pedagogy, deaf children with multiple disabilities.

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

1. NA

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. Instructional pedagogy, the ability to deconstruct and reconstruct content for effective learning, especially for difficult-to-teach students.

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

1. 4-7 years

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

1. NA

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

1. none

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: 19 total students in the program over 2

years.

2. Student Teaching?

1. Undergraduates:

2. Graduates: 5

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: None, students are predominantly white, there are two ethnic minority students, and some 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: 4

1. Course Phase: 2
2. Dissertation Phase: 2
2. Expected graduation of current doctoral students:
 1. 2008:
 2. 2009:1
 3. 2010:1
 4. 2011:1
 5. 2012:1
 6. 2013
 7. 2014

4. What kind of financial support are your present doctoral students getting? Two are funded through a research grant and are full time research teachers; one is a part-time research teacher, one is funded by the department as an inclusion specialist.

1. Description of current level of financial support: tuition and salary.

Comment: Three additional doctoral students without funding have dropped out of the program.

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:1
 2. # of Very Good:
 3. # of Good:
 4. # of Satisfactory:
 5. # of Unsatisfactory
 6. Comments:

2. # of doctoral applicants – 2007–2008 AY:None

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: NA
2. M.Ed. students:5
3. Ph.D./Ed.D. students:1

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:

2. Graduate follow-up procedures: There is a very organized, university based system for collecting data on graduates.

8. If you have graduated a doctoral student in the past five years please answer the following NA

1. How many doctoral graduates have taken deaf education faculty positions?

1. Number: none yet

2. If they have not taken faculty positions, can you describe the positions that they have taken? NA

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: Pedagogy, multiple disabilities.

2. Critical Skills: The field is becoming very broad, students are expected to “know it all” i.e. serve effectively a very wide variety of students.

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: All students should have three areas of knowledge: Language and literacy; instructional

theory, and instructional theory to practice; conducting large scale multi-institutional or multi-state research which would involve working in a research team.