

Individual conducting the phone interview:

B. Date of phone interview: April 29, 2008

C. Program faculty interviewed: Mary Mcginnnis

D. Questions:

1. Programs:

1. Is your Program in any danger of closing?

1. No: 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: All faculty are JTC employees not university employees, so non are tenure track.

2. NonTenure Track: 2

2. Part Time: 9 – 6 teach on line courses, 3 teach on site courses.

3. Comments: On line instructors are from all over the country.

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: Are searching for full-time person, but not advertising

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

1. Comments: A very small pool is available

3. Were you able to fill the position?

1. Yes:

2. No:

3. Comments: the position has not yet been filled.

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: All individuals who might be candidates are those who already have positions.

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: Informal search will possibly continue until position is filled with the right person.

2. No:

3. Maybe:

4. Comments:

6. Will this position be a tenure line position?

1. Yes:

2. No:

3. Maybe:

4. Comments: See above re tenure

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: see above

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: positive attitude, positive outlook, Passion, Excellence, Respect, Leadership, Life long learner, willing to share learning, good teacher, person who has good public presence and can make public presentations, committed to an oral program.

2. Critical Knowledge: Auditory oral and auditory verbal strategies, technology

3. Critical Skills: Auditory oral and auditory verbal teaching skills

4. Critical Experiences: Experience in different educational settings.

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: Added an on line, distance education program

2. Changes that are expected to occur: Will be adding a component for supervisors of the distance education program. Will require supervisors to attend a weeklong compulsory orientation. Will be developing a supervisor seminar to keep supervisors of graduate students up-to-date on developments in the field.

2. Faculty:

1. What are your areas of research interests?

1. Auditory skills curriculum.

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

1. Educational leadership, creating positive change, Parental perception of ELL programs for DHH students.

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. parent-infant, parental involvement throughout school program.

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

1. no plans to retire in the foreseeable future

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

1. No plans to retire in the foreseeable future

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

1. diverse faculty including deaf and hard of hearing individuals, individuals who sign, individuals who come from a wide range of ethnic backgrounds, including African American and Asian backgrounds, faculty who are bilingual.

3. Students:

1. During the course of this academic year, how many students were enrolled in: Program has presently total of 14 students, 5 in year 2 of distance ed program, 5 in year 1 of distance ed program, and 4 in the on-site program.

1. Introduction to Deaf Education course?

1. Undergraduates:

2. Graduates:

2. Student Teaching?

1. Undergraduates:

2. Graduates:

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: Program has always actively recruited students from diverse backgrounds, 50% of graduate students are from diverse backgrounds.

~~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: NA — no doctoral program.~~

~~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: 9-11
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: Yes, keep in touch with students, and collect data for the federal grant.
2. No:
3. Kinda:
4. Comments:
 1. Graduate follow-up data: many graduates are employed at John Tracey Clinic; most others will get positions in private auditory oral programs and others get positions in oral elementary classrooms or as parent-infant teachers in public school districts.

2. Graduate follow-up procedures: personal contact

~~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:~~

~~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 of auditory oral, auditory verbal teaching strategies

2. Critical Skills: AV, AO strategies, ability to involve parents at all phases of child's education.

3. Critical Experiences: students now complete 3 days of itinerant shadowing (i.e. itinerant experience is important).

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: yes

1. Description: More skills are required. Teachers working with a large number of ELL students, state requires that they know about autism spectrum disorders, need to work with Spanish speaking parents.

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: We need to look at the Leadership Training Program – that prepared many good leaders in the field. Need to keep in mind that we need many different kinds of leadership – not only at the PH.D level.