

Individual conducting the phone interview: Antia

B. Date of phone interview: 14<sup>th</sup> April

C. Program faculty interviewed: Alan Marvelli

D. Questions:

1. Programs:

1. Is your Program in an 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: 1 full time tenure line

2. NonTenure Track: other FTE distributed over 9

people

2. Part Time: 9

3. Comments: part time faculty are full time teachers or clinicians at Clarke school or faculty at Smith College.

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? NA~~

~~\_\_\_\_\_ 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: yes
2. No:
3. Maybe:
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: There are some young people now in the pipeline who will get doctorates in the next few years who will be appropriate for this position.

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: A background and understanding of teaching learning processes, literacy, good management skills, fund raising experience, familiarity and understanding of broad issues in the field, willingness to support mission of the collaboration with Clarke School.

2. Critical Knowledge: see above

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: more intensive attention to early childhood education and families, allied issues of cochlear implantation. The graduate students spend a lot of time at the family center; moving from a program focus of k-8 program to focus 0-2<sup>nd</sup> grade.

2. Changes that are expected to occur: keeping up with the new technologies, medical, surgical, neurological

developments, emphasis on educational transition and support of families, – more refinements than dramatic changes.

2. Faculty:

1. What are your areas of research interests?

1. Establishing programs for students with cochlear implants (especially professional development).

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

1. Peter de Villiers does work on theory of mind, Jan Gatti works on development issues related to cochlear implantation and family development, Dan Salvucci works on administration and programs, development of early childhood centers, program design

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. oral education, children with cochlear implants, early childhood education.

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

1. two to five

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

1. The other faculty work for Clarke and Smith – these individuals are not retiring in the near future, and when they do their areas of specialization or clinical practice will be the focus of new hires (i.e. their primary affiliation will not be with the teacher preparation program at Smith).

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

1.

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, 16 full time 3 part time

2. Student Teaching?

1. Undergraduates:

2. Graduates: see above

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 in ethnic diversity. Numbers remain stable, well-prepared DHH adults enter the program.

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:12–15 M.E.D. Master of Education of the Deaf,

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

2. No:

3. Kinda:

4. Comments:

1. Graduate follow-up data: graduates work in all 50 states, 34 countries, exclusively in auditory programs; over 50% work in early education programs 0–5.

2. Graduate follow-up procedures: questionnaires and direct follow up, e-mail listservs

~~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: knowledge of cochlear implants, families, oral education, support of students in public schools.

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:

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: Daily involvement with where children are being educated, understanding what is going on in general education, having an understanding of the needs of DHH children in general education; where they need to keep pace and where they need help to progress academically faster than their typical peers.